

# Free Schools in 2013

## Application form

### Mainstream and 16-19 Free Schools

## Completing your application

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

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


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

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

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

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

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

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

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

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

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

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

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

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

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

## Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee		<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration		<input type="checkbox"/>
<b>Section B:</b> Outline of the school		<input type="checkbox"/>
<b>Section C:</b> Education vision		<input type="checkbox"/>
<b>Section D:</b> Education plan		<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing		<input type="checkbox"/>
<b>Section F:</b> Capacity and capability		<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability		<input type="checkbox"/>
<b>Section H:</b> Premises		<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size		<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet		<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012		<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012		<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012		<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Leasingham Sleaford Lincolnshire [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group                      Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school   <input type="checkbox"/> Other                 </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other		
6.	If Other, please provide more details:  Not applicable		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td style="text-align: right;"> <input type="checkbox"/> Yes  <input type="checkbox"/> No                 </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
8.	If Yes, please provide more details:  Not applicable		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td style="text-align: right;"> <input type="checkbox"/> Yes  <input type="checkbox"/> No                 </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:  <p><b>Connecting Learning</b>                      Connecting Learning is a team of education experts and successful practicing school leaders and Academy Principals. The team has an excellent track record of providing high quality services for leaders that improve learning, teaching and overall performance.</p> <p>With a focus on learning, teaching and standards, the Connecting</p>		

Learning team work at all stages of capital investment, ICT and school improvement projects and offer services including bid writing, strategic visioning, design briefs and business cases to change management in new environments. The Connecting Learning team also work with teaching staff in schools and Academies providing stimulating professional development and acting as a catalyst at Key Stages of their change journey.

Connecting Learning places high value in the power of professional networking and placing school leaders at the forefront of change. They have a strategic alliance with the Independent Academies Association (IAA).

The Independent Academies Association is the national association representing Academy Principals, Finance Directors and Chairs of Governors of existing academies, those being developed, new academies or 'free schools' and to all state-funded independent schools.

"The IAA is delighted to have established a strategic alliance with Connecting Learning. Our partnership will add an essential element to the support available to new and existing academies in ensuring high quality learning experiences for all their students and achieving the greatest impact from available resources.

"Academies have always been at the vanguard of the education system in terms of developing best learning practice and this partnership will help to maintain that position by providing important development opportunities for leaders and practitioners. Our respective organisations share a firm belief in the strength and effectiveness of professional networks and we are proud to be able to build on existing, longstanding partnerships in order to benefit the workforce and the children and young people whom we serve".

Connecting Learning also has a national Strategic Leadership of ICT programme, EXite. The EXite Leadership Programme has the backing of NAHT, ASCL and the IAA and support leaders and their workforce in thinking through the major challenges facing schools in making effective use of new technologies, reviewing best practice and planning for sustainable change.

Collectively the Connecting Learning team have vast experience in:

- Primary headship
- Leading successful academies
- Raising standards and improving learning
- Recruiting headteachers
- Gaining community involvement
- Curriculum planning

- Financial management
- Maximising the potential of ICT and new technologies for learning and teaching, leadership and management
- Providing high quality professional development
- The design and building of new schools and learning environments, that reflect the ethos and vision of the school and meet the curriculum needs.

Name	Role	Experience
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

	<p>Connecting Learning has supported Rosedale Academy Trust in drawing up its application by providing primary headship and curriculum delivery and management expertise.</p> <p>Connecting Learning has helped to establish the Trust’s vision for its new school within a primary context. It has also worked with the Trust to ensure that the successful strategies employed by the Trust schools to raise standards in the secondary phase are deployed at every level of management and delivery within the proposed Hewens Primary.</p> <p>If the Trust were successful in their application for a new primary school then Connecting Learning would be in a position to provide support at every level through to inspection.</p> <p>██████████ and ██████████ would be in a position to provide permanent support to the Trust through and would provide additional support as and when required through its extensive network of successful practicing headteachers. As part of this support expertise would be available to advise and support on the appointment of headteacher and all staff up to full capacity. They would also provide support for the headteacher in establishing management systems and procedures prior to opening.</p> <p>██████████</p> <p>A team of architects with a wealth of experience in designing and building new learning environments and schools. The team have undertaken a survey of the site and agreed its suitability for the building of a two-form entry primary school. Designs have been drawn up to show the options available in the design of a primary school on the Hewens College site (formerly Mellow Lane School). ██████████ have assisted the Trust in completing Section H and in ensuring that design supports the vision for Hewens Primary.</p> <p><b>Procurement</b></p> <p>The Trust have funded the support of ██████████ and Connecting Learning and are aware that, if successful in their bid, they will be required to go through full procurement procedures for employing similar support through to the school being inspected.</p>
<b>Details of company limited by guarantee</b>	
11.	Company name: The Rosedale Hewens Academy Trust
12.	Company address: ██████████ Middlesex ██████████
13.	Company registration number: 7683702



14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Rosedale College Hewens College Parkside Studio	
<p><b>Company members</b></p> <p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>		
16.	Please confirm the total number of company members: 9	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. ██████████ 5. ██████████ 6. ██████████ 7. ██████████ 8. ██████████ 9. ██████████	

### Company directors

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

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

1. Name: [REDACTED]

2. Name: [REDACTED]

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

### Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes  
 No

21. If Yes, please provide the following information about each organisation:

- Their name;
- Their Companies House and/or Charity Commission number, if appropriate; and
- The role that it is envisaged they will play in relation to the Free School.

Not applicable

22. Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).

Not applicable

Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	102447
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	Not applicable
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>Rosedale College was inspected in April 2010</p> <p>Inspection number 335902</p> <p>URN 102446</p> <p><a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102446">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102446</a></p>	
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>Rosedale College was inspected in April 2010 (inspection number 335902) and graded as outstanding. Rosedale is a benchmark for the quality of education we aspire to provide at the proposed Hewens Primary School.</p> <p>The following provides a link to Rosedale's performance data.</p> <p><a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102446">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102446</a></p> <p>The approach the Trust took to raise standards in Rosedale College has vastly improved attainment from only 47% of students achieving 5x A* to C GCSE grades and above, including English and Mathematics in 2009 to 74% in 2011. The focus on providing a consistently high level of teaching within a small scale personalised learning environment has</p>	

	<p>meant that students want to come to school and enjoy their lessons. The impact has been not only on standards of achievement but in levels of attendance of 94.9% in 2011.</p> <p>Hewens College (formerly Mellows Lane) has introduced the same principles to teaching and learning as Rosedale since it became an Academy in 2011. The impact has been dramatic and it is projected that 58% of students will achieve 5x A* to C GCSE grades and above, including English and Mathematics in 2012, a considerable improvement from only 39% in 2011. The school welcomes its first inspection which will recognise the improvements that have been brought about through a focus on high levels of teaching and the creation of an environment in which all students are valued as individuals.</p> <p>The first set of performance data available for the Hewens Academy will not be available until Summer 2012.</p>
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Not applicable</p>

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

### **Declaration to be signed by a company member on behalf of the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

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

**Print name:**

**Date:**

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

## Section B: Outline of the school

1.	Proposed school name:	Hewens Primary School
2.	Proposed academic year of opening:	September 2013 - 2014
3.	Specify the proposed age range of the school:	<p>4-11</p> <p><input type="checkbox"/> 4-16</p> <p><input type="checkbox"/> 4-19</p> <p><input type="checkbox"/> 11-16</p> <p><input type="checkbox"/> 11-19</p> <p><input type="checkbox"/> 14-19</p> <p><input type="checkbox"/> 16-19</p> <p><input type="checkbox"/> Other</p> <p>If Other, please specify:</p>
4.	Date proposed school will reach expected capacity in all year groups:	September 2016
5.	Will your proposed school be:	<p><input type="checkbox"/> Boys only</p> <p><input type="checkbox"/> Girls only</p> <p>Mixed</p>
6.	<p>Do you intend that your proposed school will be designated as having a religious character?</p> <p><input type="checkbox"/> Yes No</p> <p><b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b></p>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Not applicable
8.	<p>Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?</p> <p><input type="checkbox"/> Yes No</p>	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Not applicable
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Hillingdon
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Not applicable
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable</p>	

## Section C: Education vision

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

### **Executive Summary**

The Rosedale Hewens Academy Trust, which currently oversees Rosedale College and Hewens College and was recently successful as a sponsor for Parkside Studio School, proposes in this document to establish a new primary Free School as part of its family of schools thus enabling a full service provision to its community.

The proposed new primary free school, Hewens Primary School, will adopt the same values and principles of the Trust and benefit from its vast experience of setting and meeting high standards of achievement in addition to cultivating an extraordinary level of community engagement, involvement and support.

The Rosedale Hewens Academy Trust, the proposer of Hewens Primary School, has made meteoric improvements across its Academies particularly in raising standards and in improving behaviour and attendance.

For example, Rosedale College, which is part of the Academy Trust, was recently rated Outstanding by Ofsted in 2011, has achieved 94.9% in its latest attendance figures and has seen a 27% increase in number of students achieving 5 x A\* - C GCSE and above, including English and Mathematics. In 2011, Rosedale College received a letter of congratulations from Nick Gibb MP regarding the excellent achievements as the results showed that Rosedale are amongst the 100 top performing schools, based on sustained improvement in each year from 2008 to 2011.

The success of The Rosedale Hewens Academy Trust has been achieved through outstanding leadership, maintaining a focus on teaching and applying best practice and research to school improvement.

The Trust has been successful in nurturing the ambition and potential of every child in its care so that all children attain the highest possible academic standards, develop fully as an individual and prosper.

It has created a culture that values its students and is in turn valued by them, where learners take responsibility for themselves and their learning and where parents, guardians and carers are active partners in the education of their children.

The Rosedale Hewens Academy Trust will extend its values, ethos and the principles it has applied before to the new free school Hewens Primary School.

The Primary School would begin with two-form entry Reception and two form



entry Year3 /4 class.

There is a great need for the new primary free school within the local area. As revealed by consultation, there is a high demand for places, with 73 firm signatures from parents of children within the age range specific to the first year of operation. Beyond this, there has been a further 400 hits on the website suggesting a substantial level of interest in the prospect of a new Primary School at the Hewens Road campus, long term. Accordingly, these figures are expected to grow as the school flourishes and as the number of primary school-age children continues to rise within the local area.

### **Hewens Primary School**

Community, creativity and learning in harmony

Hewens Primary School will be a place where every child is known, happy, supported and challenged to achieve their full potential and develop their passion for learning. It will be a place where children develop as independent, confident and capable 'third millennium' learners.

This vision for Hewens Primary School is built on international research and the Trust's own experience of success within its local community.

Hewens Primary School will aim to ensure all pupils achieve their full potential within a caring, safe and secure environment that the community will be proud of. The community will see the school as a place where excellence is the norm, where everyone is treated with respect and where they feel safe and happy. Most importantly of all, this will be a place where pupils enjoy coming to school each day to learn.

The Rosedale Hewens Academy Trust believes that through strong leadership and governance, its organisation of learning and its application of teaching practices, which have had a proven impact on standards and community, Hewens Primary School will:

1. Achieve high levels of achievement and attainment by all children;
2. Achieve high standards of behaviour and attendance;
3. Contribute to the social capital of the local community;
4. Meet increasing demand for pupil places.

These intended outcomes will be achieved through strong leadership and governance and the implementation of key features that have had proven impact in schools with a similar demographic. They will all be key factors in realising the benefits and achieving the intended outcomes of the new school.

Key Performance Indicators of the intended outcomes are shown in the table below:

<p><b>1. Achieve high levels of achievement and attainment by all children</b></p> <ul style="list-style-type: none"> <li>• Reception children progress on the EYFS framework in line with expectations</li> <li>• Reception children enter Key Stage 1 having progressed onto the National Curriculum</li> <li>• All children attain their full potential</li> <li>• Special Educational Needs pupils are well supported and achieve their full potential</li> <li>• National Test results place the school in the highest percentile</li> </ul>	<p><b>2. Achieve high standards of behaviour and attendance</b></p> <ul style="list-style-type: none"> <li>• Community groups report positively on the behaviour of the children in and around the school. No cases of poor behaviour, bullying or anti social behaviour</li> <li>• Attendance is near 100% year on year</li> <li>• No children reported as arriving late to school</li> <li>• No requests for holiday leave in term time</li> <li>• 100% attendance at governor meetings</li> <li>• High attendance rate at parents' meetings</li> </ul>
<p><b>3. Contribute to the social capital of the local community</b></p> <ul style="list-style-type: none"> <li>• The parent/community room is constantly in use</li> <li>• Programmes for parents are well-attended</li> <li>• The community reports positively about the school</li> <li>• The community at large is aware of the contribution the school makes to community well-being</li> <li>• There are no reported racist incidents in the community</li> </ul>	<p><b>4. Pupil and family well being</b></p> <ul style="list-style-type: none"> <li>• Children year groups report that their peers feel safe and supported</li> <li>• There are positive examples of the school working with outside agencies to support disadvantaged families</li> <li>• There are no reports in the record book of bullying or antisocial behaviour</li> <li>• Parents value the support they are given in assisting in their child's learning</li> <li>• All SEN pupils are supported through their LEP and targeted support to achieve their full potential</li> <li>• There is an ethos of caring, sharing and supporting others that pervades the whole of the school environment and is supported by everyone who works in the school</li> </ul>

Hewens Primary School will take the ethos and values of the Trust and adopt its tried and tested modi operandi including human scale education, and a 'stage not age' model. In addition, other practices will be implemented that have had proven impact on achievement for similar groups, for example developing a co-constructed approach to learning and curriculum planning in early years curriculum.

Hewens Primary School will itself be a 'research-led school' where all strive for excellence in practice. In addition to these intended outcomes, Hewens Primary School would also aim to achieve a wider range of benefits including delivering confident and capable learners and having high levels of behaviour and attendance rates.

### **Leadership and Capacity**

Strong leadership and a clear vision will provide a focus on the development of effective teaching skills in an environment where good teaching will be highly valued and where there is a zero tolerance for poor teaching.

The Trust recognises the importance of high quality leadership and teaching and as such will aim to attract the best. The Rosedale Hewens Academy Trust sees it as critical to recruit excellent leadership and teaching staff.

Common goals and aspirations for teaching and learning across the Trust schools will ensure that both teachers and pupils feel valued for their unique personal qualities and abilities, and yet challenged in all that they undertake. Recognising and rewarding excellence in teaching will inspire and foster excellence in learning as the Primary School continues to grow.

Strong performance management processes, targeted professional development and the support of the networks of professional development available through the wider Trust will ensure that all have access to high quality leadership, systems and resources.

The strong Governing body and leadership of The Rosedale Hewens Academy Trust will support the appointed Principal of Hewens Primary School providing significant support from their appointment onwards as they are welcomed into the wider Trust.

### **Organisation of Learning and Curriculum Model**

Hewens Primary School will adopt a human scale school approach and provide a broad and balanced curriculum that addresses the needs of all children in order to achieve high standards and enrich the social capital of the local community.

“Smaller schools raise achievement for students from disadvantaged backgrounds and larger schools are disproportionately harmful to students from poor and minority backgrounds.”

**Small Schools, Edward Muir 2001**

Human Scale Education (HSE) is applied throughout the Trust and as such the Trust has seen first-hand the impact of HSE on children, their families and the local communities. This first-hand experience is backed by strong international research, which shows that students in smaller schools have consistently positive outcomes of achievement compared to students in larger schools and that human scale education impacts positively on the child’s and the family’s overall social capital.

“Overcrowded schools consistently have greater levels of violence both within the school and schools wider local community”.

**Small Schools, Edward Muir 2001**

This human scale approach, its benefits, key features and implications for organisation of learning are outlined in further detail later in this section.

Hewens Primary School will provide a broad and balanced curriculum to all its children. A co-constructed approach to learning with strong parental

engagement will form part of the rich curriculum that will be adopted and developed as the school grows in year groups.

The co-constructed curriculum will support the development of individual skills base and foster a learning culture amongst students, staff and the community of Hewens Primary School.

The curriculum will embrace a child's natural passions and will have a focus on developing cross-curricular opportunities for project work. The greater scope of this work, and the freedom for the pupil to explore areas of passion and interest, will expand understanding beyond the immediate community and will raise awareness of the wider world.

Hewens primary school will, as it grows in year groups, adopt a stage not age approach to curriculum design. Taking a stage not age approach and encouraging cross phase working will ensure that each child progresses and builds rapidly on prior learning and will help to address the often experienced dip in performance pupils experience during transition from one phase of education to the next.

ICT and new technologies will be deployed to forge links across the world and make learning more relevant and exciting. Hewens Primary School will exploit the latest and most sustainable ICT solutions to ensure that its vision, curriculum and desired style of teaching and learning can be implemented.

Leaders and teachers recruited by Hewens Primary School will have high levels of understanding of the impact that new technologies can have on leadership and management and teaching and learning.

Personalisation of the curriculum and access to learning will be enhanced and supported by appropriate and sustainable ICT and new technologies solutions. This will include fast and unlimited broadband operating at global standards and access to a range of ICT devices and resources relevant to learning need. This will include both fixed facilities, mobile devices and a range of media-rich support devices.

Hewens Primary School will be a place where all children can achieve and when needed have access to the appropriate resources and tools they require to access the highest quality teaching and learning.

The school will have access through the wider Trust, including specialist teachers and trained support staff, that it can draw on to provide the appropriate support and challenge for all children. Hewens Primary School will be an inclusive school that meets the needs of all students including SEN, those with English as an additional language, those from disadvantaged or minority backgrounds, more able and gifted and talented pupils.

More able students will be challenged and supported through approaches such as stage not age. It is intended that, as the school grows and develops in year groups, gifted pupils will be taught in Mathematics and English in the

secondary school alongside pupils of similar ability.

A varied and high quality range of enrichment opportunities will be provided with pre and post school activities every day of the week, developing pupils with a broad set of skills and experiences. The extended timetable will provide opportunities to develop learning as well as to promote healthy eating and life skills.

The key features and organisation of learning of Hewens Primary School are expanded in more detail below. Overall the approach taken to learning and the organisation of learning at Hewens Primary School will mean that it will be a safe and welcoming place where all children can achieve their true potential.

### **Organisation of Learning and Key Features**

Hewens Primary School will apply best practice to achieve intended outcomes and meet community and its children's needs.

To support the development of a rich society where everyone is valued we need an education system where the process of moral and intellectual development is in practice as well as in theory, a co-operative transaction of enquiry engaged by free, independent young people.

The Trust's values have to be lived out in every day experiences; in smaller learning communities, young people listen to and know each others' views; working in mixed age groups enables children to develop their ability to speak to different people for different purposes, enables them to develop social skills and interactions and enables real listening and respect to occur. Responsibility and belonging become part of and grow out of the smaller community.

Hewens' key features or 'ingredients' of learning will include vertical learning groups; stage not age; schools within schools, project-based and skills based work; exhibition-based assessments; collaborative learning teams; mixed-age mentoring; children as teachers; teachers as learners and much more. The key features of Hewens Primary School vision are outlined below.

### **Why and what will this look like? Human Scale Education**

Hewens Primary School will continue to follow the Human Scale Education model, as do other Academies within the Trust. Through the adoption of human scale education Hewens Primary School would expect to realise the benefits as described by extensive research, which is backed up by the Trust's experience of this approach.

Human scale education brings advantages to learning outcomes, behaviour and attendance and participation rates in extracurricular activities. These are all outcomes that Hewens Primary School would be striving for success in.

Research has found consistently positive outcomes regarding the effect of

small schools on achievement of students from disadvantaged backgrounds. Moreover much research has concluded that schooling done on a large-scale causes disproportionate harm to disadvantaged students.

Furthermore, research on non-test-score outcomes indicates that students in smaller schools have consistently better experiences than their counterparts in larger schools. For example, smaller schools have higher attendance rates and lower dropout than larger schools.

The research also firmly indicates that while larger high schools can offer a greater variety of extracurricular activities, the participation rate in extracurricular activities is higher in smaller schools.

The research into HSE also shows other benefits to children, their families and the wider community, including that students in HSE schools feel better able to resolve conflicts and work cooperatively than students in larger schools and HSE schools consistently have lower levels of violence.

Human scale education at Hewens Primary school will offer a supportive, personalised learning environment in which strong pastoral care runs throughout the school's activities. This will help to ensure that no young person gets lost within the institution, that all students are treated justly and have equal opportunities to learn and that young people are able to build strong relationships with their peers and coaches.

The Trust Learning Support Team will provide expert help for students who may be experiencing difficulties. Crucially, coaches know students well, making them better able to tailor the curriculum to their individual needs and aspirations. Special provision is made on an individual basis according to the particular circumstances of the student.

As children progress through Hewens Primary School they will begin to know other Trust schools intimately. Teachers at their new school will already be familiar with them and will know from day one what their new pupils have attained and what they need to do to move their learning on. A difficult transition will be a thing of the past for Hewens Academy pupils, who will view it as merely a move to another classroom.

### Why and what will this look like? Stage Not Age

The benefits of adopting a stage not age, vertical grouping approach to the core subjects as the school develops in year groups and size will improve:

- Learner behaviour: confidence and motivation, leading to reduced disruption in lessons
- Choice: learners will have access to learning at their level and see a 'route' for themselves
- Achievement: learners have more chance of achieving if they are working in a group that meets their needs
- Flexibility: delivery and differentiation of curriculum and timetabling

Teaching will be of the highest standard and will use a stage not age approach, initially in Mathematics and English, ensuring all students progress to the next phase of their learning in a timely manner.

A stage not age approach to the teaching of the core subjects will allow teachers to plan work at an appropriate level and ensure pupils progress. Teachers will have an intimate knowledge of the needs of all students' abilities, ensuring individualised challenge and support.

As the school grows and the stage not age model develops there will be flexibility of movement across the groups. Requests for change are usually made by teachers and in some cases the learner. The nurture group has dedicated teaching and support staff that remain with the learners for each lesson, while the other groups have access to a range of teachers in addition to dedicated support staff that remain with them.

### **Why and what will this look like? An Inclusive School**

Hewens Primary School will meet the diverse needs of children within its school and support the community alongside the contributions to the community made by the wider Academy Trust.

The Rosedale Hewens Academy Trust places high value on inclusion and is recognised locally and nationally for the work the Academy Trust has successfully led in. The Trust was designated as the lead school for the implementation of the Secondary SEAL Strategy and was involved in providing training to the staffs of other secondary schools within the Southern Consortium of secondary schools of Hillingdon.

As a result of a national audit, the National Strategy Lead - Behaviour and Attendance Director acknowledged the Trust as a national exemplar. This in turn led to a Principal of the Trust being invited to join Michael Gove's working group in September 2011 entitled 'Principles of Improving Behaviour in Successful Schools' led by ██████████, the national champion.

Hewens Primary School will place equal importance on providing extra challenges to our most academically able students, ensuring that they have access to creative and open-ended lines of enquiry and opportunities for further learning, adding depth and breadth to their studies.

### **Why and what will this look like? Parental Engagement**

Hewens Primary School will welcome parents, guardians and carers as informed and active partners in the education of their children.

“Parental engagement is a powerful lever for raising student achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant”.

**Review of Best Practice Parental Engagement, DfE May 2010**

Parents have the greatest influence on the achievement of pupils through supporting their learning in the home. Many schools involve parents in school-based or school-related activities and where activities are connected to learning they have the greatest impact on pupil achievement.

Hewens Primary School would welcome parents and carers of children within the school to involve them in their child's learning. Using various platforms for parental and family engagement including breakfast clubs, and co-constructing curriculum opportunities planned at the beginning and end of each day in class, where parents come in together to plan learning activities.

Support and opportunities would be offered to parents and the local community including literacy classes and basic IT. Although parents from certain ethnic groups that the school serves are recognised as less likely to be actively engaged in school life it is intended that the human scale approach along with other strategies will encourage parents to take an active part in their child's learning.

“Parental engagement is heavily linked to socio-economic status, as well as parental experience of education. Parents of certain ethnic and social groups are less likely to engage with the school. Schools that offer bespoke forms of support to these parents (i.e. literacy classes, parenting skill support) are more likely to engage them in their children's learning.”

#### **Review of Best Practice Parental Engagement, DfE May 2010**

### **Why and what will this look like? A Co –constructed curriculum**

Independent learners are effective learners and there is clear evidence to show that if you capture a child's passion, this alone will drive the standards agenda through a massive increase in their individual motivation to learn.

A co-constructed Curriculum, or Negotiated Learning as it is sometimes known, builds on the concept of capturing a child's natural passion for learning and adds the massive gains that parental engagement brings to learning. As such it is becoming increasingly popular in schools in the UK and abroad.

A co-constructed curriculum fits well with the human scale, project- and skills-based curriculum that Hewens Primary School will develop with its staff, children and community.

A co-constructed curriculum will offer the child opportunity to co-construct their own curriculum and learning journey, and to have significant impact upon the kind of vehicle and content their curriculum will be focused on. When children construct part of their curriculum for part of the day, this helps the child build their own set of skills and develop as independent learners.

Beginning at Reception, parents will be invited in at the beginning of the day



to learn with their child. On bringing children into Reception class, parents will be taken through their child's 'learning journey' and at this time they help their children plan the first learning activity of the day, with the support of the reception staff. Children then take their parents to their first learning activity. The parent, guardian or carer stays with the child for 30mins in reception.

One of main stakeholders in making this learning successful is the parents or family members that come to support the learning. This means the whole community is coming into the school to support their child as they progress.

As the school grows, year on year, this co-constructed approach will filter through as a continuum across the whole school so as we move into Key Stages 1 and 2 we will see project based learning that is also driven partly by children's passions and interests.

### **Why and what will this look like? Extending the school day**

Hewens Primary School will be open to children from 8:00 am to 6:00 pm. It will offer children an extensive range of enrichment and extra-curricular activities, covering sport, art and academic subjects. These enrichment activities will take place at breakfast clubs, lunchtimes and at the end of the timetabled day. There will also be a series of visits and off-site events throughout the year that will be designed to broaden and extend the rich curriculum offered within the school grounds.

The school and wider Trust facilities will be available to the community, and there will be a range of services and courses offered to parents and the local community including baby massage, basic IT skills, and Hair and Beauty courses. These will be planned to bring the community into school life and will be informed by continual discussion, identified need and community interest. The community will feel proud of its school, both for the support it extends and for the opportunity it provides for developing a communal spirit.

Through our broad curriculum and as part of our enrichment programme, we will develop the skills of independent learning, time management, organisation and presentation across all subject areas. At all times Hewens Primary School will aim for the most effective combination of traditional methods and modern approaches, backed by research and the latest developments in technology that have a proven impact on learning.

Aiming for the same goals, sharing ideas and supporting each other - these are the principles to which Hewens Primary School will work, and to which the Trust currently works. Offering the best to the children in their care and getting the best from them will be standard practice.

Hewens Primary School will continually assess the impact of its models of learning and curriculum. This combined with keeping abreast of research of other tried and tested models from around the world to apply to own context, will ensure that Hewens continually offers the best possible educational provision to its children and families.

### Assessment and use of data

Hewens Primary School will have high expectations for everything the pupils undertake and particularly the core subjects of Mathematics and English. The school will aim for all students entering secondary school to have reached at least the national level of expectation in Mathematics and English.

In the new school, learning will be personalised and support will be targeted to ensure every student is supported and remains on course to achieve their full potential. Rigorous assessment procedures will quickly identify pupils who are falling behind and will trigger the support from teachers to ensure they catch up.

### Demand

Hewens Primary School would sit on the border of Primary Planning Areas 7 and 8 where pupil numbers currently exceed school capacity. The table below shows demand for Reception places in areas PPAs 7&8.

Reception Demand	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
PPA 7	345	386	375	367	378	379
PPA 8	285	305	310	277	293	296

The current capacity for reception places is 300 in area PPA 7 and 270 PPA 8.

Demand for Reception places shows a year on year increase to 2017 and the primary population as a whole is set to rise in these two areas. These data, provided by Hillingdon Borough Council, clearly show that demand for primary school places far outstrips current supply; as such, the demand for places at the proposed Hewens Primary School is expected to be high.

Within these two areas there are ten primary schools, in half of which pupil numbers are presently above capacity. Hillingdon Primary, Hayes Park Primary and Grange Infants are the three schools nearest to the site of the proposed Free School and all three are presently over capacity.

School	NOR	Capacity	Actual	EAL	FSM
Grange Park Inf	357	270	+ 87	75% +	79 28.5%
Hayes Park	723	620	+ 103	43.5%	66 10.4%
Hillingdon Pr	461	420	+ 41	46.2%	93 23.2%

As can be seen in the table above, Grange Park is 32% over capacity, Hayes

Park is 17% over capacity and Hillingdon Primary is 10% over capacity. With increasing numbers of children in the PPA7 and PPA8 areas within Hillingdon these schools would face increasing pressure to expand, if possible, and meet the needs of a growing community.

Hewens Primary School will:

- Be a safe place where the whole school community learn together
- Be a research-led school
- Become a centre of excellence for innovation and the development of pedagogical practice in an ever changing society
- Achieve high outcomes in relation to attainment of standards and skills
- Contribute to the social capital of the local community
- Support a diverse ethnic community where English for many is not the language of home
- Provide some solution to the ever-increasing demand for places within the local area

For many the school will be a place to which they can turn for help, which they can trust and which provides support and opportunities for learning to all members of the community.

The diverse ethnic mix will be a strength of the school, being integrated and celebrated at every opportunity within the school curriculum. There will be an emphasis upon the cultures represented in the school and ensuring that all pupils are aware of and value the culture of others.

The school will celebrate the diverse community in which it sits and, as with the wider Academy Trust, it will become an integral part the local community.

The environment of the Primary School and the range of appropriate technology will ensure that parents and the community feel welcomed, valued and that they are part of the school and contributing to its success, in addition to enjoying learning with their children.

Hewens Primary School will be a key part of the local landscape, inviting the community to join in shaping the curriculum to meet the pupils' and community's needs. It will provide a place where parents are encouraged and supported to play an active part in their students learning, a place where they can meet, learn and feel welcomed and valued at all times.

### **Why The Rosedale Hewens Academy Trust is best-placed to run this Free School?**

The Rosedale Hewens Academy Trust, the proposer of Hewens Primary School, has made meteoric improvements across its Academies particularly in raising standards and in improving behaviour and attendance.

An example of the Trust's success is Rosedale's achievements of a 27% increase in students achieving 5x A\* to C GCSE grades and above, including English and Mathematics, in the past two years, an attendance rate of 94.9%, and being awarded Outstanding by Ofsted April 2011.

The Rosedale Hewens Academy Trust achieves these impressive outcomes through outstanding leadership, maintaining a focus on teaching and applying best practice and research to school improvement.

The Trust believes it has been successful and achieved its improvements in standards, behaviour and attendance through:

- Adopting a human scale approach to schooling;
- Adopting a stage not age approach to learning;
- Holding high expectations of each individual student and the qualities they bring to their community;
- Providing challenging and high quality teaching experiences;
- Providing a broad and rich curriculum that meets students' personal and social needs and equips them for the next stage of their learning;
- Involving parents, carers and guardians as informed and active partners in their child's learning;
- Playing a positive and active part in the life and work of the community;
- Providing an organised, effective and well-resourced learning environment within which students feel valued and learn to respect and co-operate with one another.

Rosedale College was inspected in April 2010 (inspection number 335902) and graded as outstanding. Rosedale is a benchmark for the quality of education we aspire to provide at the proposed Hewens Primary School.

The approach the Trust took to raise standards at Rosedale College have vastly improved attainment from only 47% of students achieving 5x A\* to C GCSE grades or above, including English and Mathematics in 2009, rising to 74% in 2011. Their focus upon providing a consistently high level of teaching within a small scale personalised learning environment has meant that students want to come to school and enjoy their lessons. The impact has been not only on standards of achievement but also in achieving high levels of attendance, 94.9% in 2011. (Ofsted April 2011)

Hewens College (formerly Mellow Lane School) has introduced the same principles to teaching and learning as Rosedale since it became an Academy in 2011. The impact has been dramatic and it is projected that at least 58% of students will achieve 5x A\* to C GCSE grades or above, including English and Mathematics in 2012, which in itself outstripped the previous best performance of the school, which amounted to 39% in 2011. The school welcomes its first inspection which will recognise the improvements that have been brought about through a focus on high levels of teaching and the creation of an environment in which all students are valued as individuals. The first set of performance data for the Hewens College will not be available until Summer 2012.

The Trust has also recently been successful in sponsoring a Studio School, one of the 12 announced by the Department for Education in December 2011. The new Studio School will add greatly to sharing skill sets of teachers and

providing targeted opportunities for the community, parents and small businesses. These links and new opportunities will contribute to the offer that Hewens Primary School can make available to its children and their families.

Adopting the Trust principles, utilising the expertise and resources available across its schools and applying a common approach to learning ensure that Hewens Primary School can:

- Put practices into place that have proven impact of children's development and standards;
- Ensure early family engagement at a critical stages in the child's development Look after the whole child and the whole family;
- Ensure that a community culture and way of working together as a family is developed early;
- Provide 'all through' learning pathways for students and their families
- Pre-emptively combat the 'dip in performance' normally experienced at the transition stage from primary to secondary education;
- Address many issues students currently face when entering the Trust including diversity of cultures, English as an additional language and low skills base.

The Trust enables significant support, innovation, diversity and opportunity for joint working. The Trust will commission the support of other partners and agencies as appropriate to implement and drive through transformation.

### **Design for Learning**

Technology and the physical environments within which we learn have a proven and demonstrable impact on learning outcomes. Hewens Primary School will use research and best practice principles to inform the ICT strategy and concept design of the new school.

“Considerable evidence shows that there is an explicit relationship between the physical characteristics of school buildings, the spaces within them and educational outcomes. Every effort should therefore be made in the design stage to create the ideal conditions for learning to take place”.

Optimal Learning Spaces, SCRI Research Report, 2009

With reduced revenues for the foreseeable future, sustainable planning and maximising return on investment will inform the vision, ICT strategy and design. Hewens Primary Schools processes and structures will take advantage of the power of new technologies and the physical environment to improve learning outcomes, with lean systems that make more efficient and agile use of time, money and staff.

The learner-centred design and ICT strategy applied will deliver an environment that enables Hewens Primary School deliver its ambitious vision and achieve its intended outcomes. This will make Hewens Primary School a place where the spaces and new technologies enable the vision of creating independent and successful learners and a place where community, creativity and learning are in harmony.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		60	60	60	60			
Year 1			60	60	60			
Year 2				60	60			
Year 3		60	60	60	60			
Year 4			60	60	60			
Year 5				60	60			
Year 6					60			
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		120	240	360	420			

## Section D: Education plan – part 2

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

### **The curriculum**

#### **Reception**

The Trust is committed to providing the highest quality provision and support for Reception children as it views this as a crucial stage in a child's education. It deems this stage to be vital in establishing high expectations and aspirations in a child's development.

Children will be purposefully engaged and highly motivated by the extensive range of stimulating, practical activities on offer. These will relate to the individual learning needs of the children and support their learning. Staff will embrace a wide variety of teaching and learning concepts, which enables them to enrich all children's learning and experiences. They will plan and organise activities and resources that motivate children and assist them in their learning. They will have excellent opportunities to further challenge their learning which will help them progress within the early learning goals. There will be an excellent balance of adult-led and child-initiated play, which helps to achieve successfully the learning goals.

Staff will ensure that all planning is well-balanced across the six areas of learning and is positively linked to the stepping stones. Assessment will be based upon observations, which are then recorded on individual and class Learning Journey progress charts. Staff will use all information gained from planned and informal observations to consider the next steps in children's learning and use these as an aid to future planning. The Academy Trust has invested in Progresso, a leading edge management information system (MIS) used by the majority of sponsored academies.

Children will be offered inspiring play situations both inside and outside which will provide them with opportunities to develop in all areas of their learning. These include mark-making, physical skills, creativity, self-sufficiency and incorporating their ideas. Children will be given guidance and encouragement to begin writing their names on their work. They will have opportunities to access books both for themselves and during more organised story telling. They will learn to recognise letters and link them to their name or everyday objects. Staff will know the children exceedingly well and know when to step back and let children take over an activity, creating a realistic balance between adult-led and child-initiated play. For example, when involved in role play, acting out a part or miming the actions of others, children will lead their own learning.

All staff will ensure children have extensive opportunities to learn through play both inside and outside. They will have excellent opportunities in their day-to-day play and conversations to use Mathematics. For example, the children will confidently count wooden spindles as they match them into the correct section relating to the order of numbers, to learn about sequencing. They will confidently count bricks

when building as well as looking at different shapes and sizes. The reception classes will have an informative array of posters, signs and displays with numbers around the rooms as well as photographs showing the children using mathematical concepts. Children will have many opportunities to discover and explore textures. For example, they will have opportunities to enjoy cooking, playing with sand, mud and planting seeds. Staff will proudly display children's achievements around the school and invite parents in to see what their child has achieved.

Emphasis will be given to opportunities to promote physical development. Children will have access the outside play area where they can ride bikes and toy cars, throw and catch balls and run around and develop an awareness of space. There will be opportunities to use mark-making tools, opportunities to dig and to discover; such as when playing in the sand and water play areas. They will plant seeds and bulbs and learn about how things grow and develop. Children will make excellent progress in their learning and achieve well given their capability and starting points.

The partnership with parents and carers will be outstanding as we believe that such a partnership contributes significantly to children's sense of belonging, security and well-being. Parents will be given an extremely warm welcome by the staff into both reception classes and actively involved in their childrens learning.

Staff will be on hand to discuss any issues and readily share information. For example, how a child may be feeling that day will help staff to adjust any activities to better assist them. Parents will be invited to regular academic tutoring sessions where there will be an opportunity to discuss their child's progress and achievements.

There will also be opportunities for parents to view observation record and offer any comments, which may assist the staff to offer challenge and therefore shape future developments in their child's learning. Informative notice boards within the entrance areas will give clear information to parents. This will provide parents with an understanding of how their child will make progress and through the newsletters and information boards how they can positively continue to support their children's learning at home.

Children's spiritual, moral, social and cultural development will be fostered. Staff will ensure that through extremely well planned activities children learn about respect for each other, for different cultures and their community and world at large.

### **Key Stages 1 and 2**

The school will deliver the national curriculum with particular focus on all pupils attaining at least Level 4 in Mathematics and English by the end of year 6 in order that they are equipped with the basic skills in literacy and numeracy.

High attainment in the core subjects will ensure that the pupils are well prepared for the next phase of their education. It will be emphasised to parents that any child who does not attain well in the core subjects is unlikely to go on to gain 5 GCSE's at the next phase and will therefore be disadvantaged in life and in seeking future employment.



The school will promote at every opportunity parental support in achieving this goal, which is vital if children are to leave the school with the skills to equip them for the next phase of education.

The mornings will be devoted to Mathematics and English and pupils will be grouped by stage not age to reflect the approach taken across the Trust schools, which has proven to be most effective in raising standards. By reducing differentiation teachers can focus more closely on the needs of groups of pupils and individual pupils.

The Trust recognises that there will need to be a robust assessment and tracking system in place to identify which group a pupil is to attend, to identify what needs to be taught as a priority and identify which pupils are progressing and where teaching is proving effective. Such a system will mirror what has been put into place across the Trust schools and identified by Ofsted as effective in raising standards.

For more able pupils the school will be able to draw upon the skills and expertise of staff across the Trust schools. A transition programme will be put in place that provides opportunities for pupil and teacher cross-phase working. Pupils will begin secondary school knowing their teachers and the environment in which they will work.

The common approach to teaching and high expectations will also help to ensure that transition is not only smooth but is not experienced by many pupils who will be familiar with all aspects of their new school and its approach to learning.

The school's robust assessment and tracking system and focus upon personalised learning will mean early identification of more able pupils, with support and challenge provided throughout their time at the school.

A stage not age approach to teaching the core subjects will provide opportunities for the more able pupils to work with and be challenged by their peers of similar ability. More able pupils will have the opportunity to work collaboratively with their peers on projects that extend their learning and provide an opportunity for them to take responsibility for their learning and work with a greater degree of independence.

The transition programme will offer opportunities for the involvement of secondary staff to work with the pupils and to plan for progressing the way of working at the next stage of their learning. The primary school will offer a model for the secondary school to meet its challenge from Ofsted to 'ensure that students have more opportunities for active, independent learning.'

For those pupils falling behind expectations there will be after-school nurture lessons for Mathematics, English and reading. Outcomes from assessment, tracking procedures and teacher assessments will help the school to identify those pupils who would most benefit from additional after school sessions.

The assessment process will also identify those areas of the core curriculum that need to be addressed if the pupil is to progress and meet expectations. The

personalised programme approach draws upon the approach used so successfully by the Trust and identified by Ofsted in their inspection report (April 2010)

‘Every student’s circumstances and aspirations are known, and each is supported to achieve as much as possible. The result is that students make outstanding progress.’

The school day will in fact be extended for a great many of the pupils to 6:00 pm, to reflect the coverage typical of private settings. Every teacher will be required to run an after-school class based upon the emerging interest of the pupils. The sessions the school plans to deliver after school have been identified and will form a part of each teacher’s job description (see F4). The classes will not only provide an opportunity for some students to address underachievement but will provide a broader curriculum with, for example, sport, dance and using new technologies clubs. Other sessions will focus upon developing the social, emotional and life skills aspects as well as opportunities to understand the cultures of others through art and music, for example.

There will be a pre-school breakfast club which will target pupils who require some support to get their day off to the best possible start. This soft start approach, will maximise their learning opportunities throughout the day.

There will also be an after-school club which will provide further opportunity for the pupils to socialise with their peers and other children across all ages. This club will provide opportunities for older students to take on responsibilities for younger children and in planning and organising activities for others.

Although the national academic standards will be high, our aims go far beyond tests and examination results. The school and community are there to educate the whole child. The school will aim to help youngsters care about their environment, to care and understand about their own health and well being, to be independent learners and above all to have the confidence to go into the world and make a difference.

Cross-curricular projects will encourage the skills of problem solving and self-enquiry as well as providing opportunities for developing the whole child. The curriculum will address such social priorities as diversity, healthy eating, drug abuse and working together.

To support the cultural diversity within the community, resources from non-Western cultures will be provided to support teachers in helping pupils to develop a broad understanding of values and traditions in different cultures. Learning materials from other cultures will be used to support theme weeks and be built into topic work.

Talking to pupils and observing them at work and play will provide opportunities to assess their understanding of different cultures, and particularly those represented in school. Vibrant displays would celebrate pupils’ achievements in learning about different cultures.

The Trust is aware of the diversity of the pupil population in the community that surrounds the proposed school site and is highly committed to promoting equality of

opportunity. To ensure that all groups of students have equal access to activities and are benefiting from them, both participation and outcomes will be carefully analysed. The same procedures that have been implemented by the Trust schools were recognised by Ofsted:

‘The result (of implementing the procedures) is that all groups of students perform equally well.’

D1

### **Principles of teaching and learning at Reception**

- There will be a planning-based curriculum but with children involvement;
- Focus upon learning through play but there will also be some teacher-led activities;
- Focus upon the process of learning rather than the end result;
- Focus on learning through talk;
- Teachers will use success criteria which will also be the learning objectives;
- Teachers will hold mini plenaries throughout sessions;
- There will be both peer and self assessment;
- Assessments will be based upon observations of child activities;
- Teachers will administer the new reading test for six year olds to be introduced nationally in June 2012;
- Opportunities provided for children to pursue their own interests by moving freely between areas of provision and from indoors to out and back again;
- The tidy up process is valued and given time for children to be fully involved;
- Opportunities are provided for children to be engaged in uninterrupted play.

## Reception Example Timetable

9.00 am	<ul style="list-style-type: none"><li>• Children arrive, self register and select from inside provision. Staff are available to greet children and parents (to aid separation, discuss any relevant information etc.)</li></ul>
9.30 am	<ul style="list-style-type: none"><li>• Outdoor area opened; children choose where they want to play</li><li>• Focus activity started (in/out as planned)</li></ul>
9.50 - 10.30 am	<ul style="list-style-type: none"><li>• Drinks and fruit available for children to have when they choose</li></ul>
1.00 am	<ul style="list-style-type: none"><li>• Tidy up time inside and outside - children fully involved</li></ul>
1.20 am	<ul style="list-style-type: none"><li>• Whole class group time</li><li>• Phonics focus (rhymes and games)</li></ul>
1.40 am	<ul style="list-style-type: none"><li>• Preparation for lunch (hand washing, using the toilet etc.)</li><li>• Children look at books individually</li></ul>
1.50 am	<ul style="list-style-type: none"><li>• Lunch (practitioners have 10 minutes to settle children for lunch)</li></ul>
1.00 pm	<ul style="list-style-type: none"><li>• Whole class group time</li><li>• Maths focus</li></ul>
1.20 pm	<ul style="list-style-type: none"><li>• Outdoor/indoor provision</li><li>• Focus activity started</li></ul>
1.45 - 2.30 pm	<ul style="list-style-type: none"><li>• Drinks and fruit available for children to have when they choose</li></ul>
2.30 pm	<ul style="list-style-type: none"><li>• Tidy up time</li></ul>
2.50 - 3.15 pm	<ul style="list-style-type: none"><li>• Whole class group time</li><li>• Review of the day and story</li><li>• Home time - greet parents</li></ul>

### Length of School Day

6 hours 15 minutes

### Balanced Curriculum

Children in Reception are placed on the EYFS framework, which runs from birth through to five years.

As soon as the children have passed through the EYFS stages then they will progress to the National Curriculum.

The teacher and teaching assistant will plan both adult-led and child initiated activities that will focus on the following core areas of learning:

- Communication for language and literacy
- Knowledge and understanding of the World
- Physical development
- Mathematical development
- Personal, social and emotional development
- Creative development

The delivery of a balanced curriculum will be supported by a purpose built reception area offering:

- Open access to outside learning area
- Mark-making area - alphabet frieze, word bank, children's names plus resources
- Creative workshop to include design and making
- Role play
- Exploratory play to include sand and water, tactile activities, science
- Book area - comfy, cushions, etc. plus props 2D and 3D, good selection of books
- Small world
- Construction including community blocks
- Maths area (although opportunities for maths will be everywhere else too)
- ICT Music and movement
- Teacher- and teacher assistant-led activity areas
- Assessment area
- Carpet area where all the group can sit

"If there is a stimulating environment, young children's learning will be enhanced. Children should be able to use available resources to explore at their own pace...well-organised resources that are easily accessible encourage children to make choices and explore. This also allows practitioners to work alongside children, to value what they are doing and to interact appropriately to support development and learning rather than simply managing resources." QCA-CGFS

### **The types of activities that will take place each day:**

Child Initiated Activities are those that children choose and pursue independently, either individually or in a group. These may be developed by adults through resources planning but the nature of what happens is decided by the children e.g. role play in the home corner, building with large blocks, using the writing area.

Adult-Led Activities are those planned for and directed by an adult. These may include whole class or small group activities led by an adult. It also includes activities devised by an adult that children are directed to undertake independently e.g. phonics activities, parachute and circle games.

Adult-Supported Activities are those chosen independently by children but where an adult observes that their support will help to scaffold the child's learning and move them on.

This intervention may take the form of extending the child's language through talk, by the adult asking open-ended questions to develop the child's thinking, by modelling appropriate social interactions or by assisting with physical skills e.g. examining a mini-beast found by a child, playing with children in the home corner, giving assistance with cutting masking tape when a child is making a model.

“Children learn by doing, rather than by being told. Learning is a shared process and children learn best when, with the support of a knowledgeable and trusted adult, they are actively involved and interested. Practitioners must therefore ensure a balance of adult-led freely chosen or child-initiated activities, to be delivered through indoor and outdoor play. In order to deliver the maximum impact on children’s development, high-quality care, development and learning must work together”.

## Early Years Foundation Stage Consultation Document

### **Key Stage 1 Curriculum Model**

#### **Principles to teaching and learning**

- Provide a safe and secure environment in which everybody is respected and welcomed;
- Provide interesting and stimulating activities that promote thinking skills and opportunities for creative thinking;
- Provide feedback at regular intervals on children’s progress and what they need to do next;
- Encourage children to be self-motivated and independent;
- Set motivating, challenging and attainable learner targets;
- Develop the whole child academically, physically and socially;
- Provide opportunities for children to seek and make connections through exploration and meaningful experiences;
- Recognise achievement and provide opportunities to share it with others
- Promote discussion, debate and demonstration;
- Provide performance feedback and space for reflection and consolidation of what has to be tackled next;
- Provide an ICT rich environment;
- Promote a three-way partnership between child, teacher and parent;
- Promote a healthy lifestyle.

## Key Stage 1 Example Timetable

9.00 am	• Start of the school day
9.00 - 10.00 am	• Literacy
10.00 - 10.30 am	• Guided reading
10.30 - 10.40 am	• Letters and sounds
10.40 - 11.00 am	• Break time
11.00 am - 12.00 pm	• Mathematics
12.00 - 1.00 pm	• Lunch
1.00 - 2.15 pm	• Science - including healthy living, history, geography and physical exercise
2.15 - 2.30 pm	• Collective worship
2.30 - 2.45 pm	• Break time
2.45 - 3.30 pm	• Science - including healthy living, history, geography and physical exercise
4.00 - 5.00 pm	• Extra-curricular activities / targeted support for core subjects groups

### Daily Teaching Time

4 hours 55 minutes (24 hours 35 minutes per week)

Statutory requirements: 21 hours per week

### Balanced Curriculum

English	8 hours 20 minutes per week (1 hour 40 minutes per day)
Mathematics	5 hours per week (1 hour per day)
Science	2 hours 30 minutes per week
Healthy Living	1 hour per week
History	1 hour per week
Geography	1 hour per week
Art and design	1 hour 30 minutes per week
Collective worship	1 hour 15 minutes per week (15 minutes a day)
Physical activity	3 hours per week

Total weekly teaching time at Key Stage 1: 24 hours 35 minutes

### Key Stage 2 Curriculum Model

## **Principles to teaching and learning**

- Provide a safe and secure environment in which everybody is respected and welcomed;
- Develop a greater independence and responsibility for learning;
- Provide interesting and stimulating activities that promote thinking skills and opportunities for creative thinking;
- Provide feedback at regular intervals on children's progress and what they need to do next;
- Encourage children to be self-motivated and independent;
- Set motivating, challenging and attainable learner targets;
- Develop the whole child academically, physically and socially;
- Provide opportunities for children to seek and make connections through exploration and meaningful experiences;
- Recognise achievement and provide opportunities to share it with others
- Promote discussion, debate and demonstration;
- Provide performance feedback and space for reflection and consolidation of what has to be tackled next;
- Provide an ICT rich environment and use new technologies to develop independent learners;
- Promote a three-way partnership between child, teacher and parent
- Promote a healthy lifestyle.



## Key Stage 2 Example Timetable

9.00 am	• Start of the school day
9.00 - 10.15 am	• English
10.15 - 10.40 am	• Reading practice
10.40 - 11.00 am	• Break time
11.00 am - 12.00 pm	• Mathematics
12.00 - 1.00 pm	• Lunch
1.00 - 2.30 pm	• Science, history, geography, art and design, technology and physical exercise
2.30 - 2.45 pm	• Break time
2.45 - 3.00 pm	• Collective worship
3.00 - 3.30 pm	• Science, history, geography, art and design, technology and physical exercise
4.00 - 5.00 pm	• Extra-curricular activities / targeted support groups

Daily teaching time: 5 hours 15 minutes (26 hours 15 minutes per week)  
 Statutory requirements: 23.5 hours per week (4 hours 42 minutes per day)

### Balanced Curriculum

English	8 hours 20 minutes per week (1 hour 40 minutes per day)
Mathematics	5 hours per week (1 hour per day)
Science	3 hours per week
Healthy Living	1 hour per week
History	1 hour 20 minutes per week
Geography	1 hour 20 minutes per week
Art and design	1 hour per week
Technology	1 hour per week
Collective worship	1 hour 15 minutes per week (15 minutes a day)
Physical activity	3 hours per week

Total weekly teaching time at Key Stage 2: 26 hours 15 minutes

The timetables for Key Stages 1 and 2 are aligned in the morning to allow for a stage not age approach and to reduce disruption and movement around the school to a minimum.

There is a strong emphasis upon the core subjects and a stage not age approach will allow teachers to focus their teaching much more on the aspects of a subject that will move forward pupils' thinking. The reduction in the need for teachers to plan for differentiation provides much greater targeted support for pupils and focuses teaching on the aspects of the subject that it is important for pupils to understand if they are to move forward in their thinking.

The timetables clearly show the emphasis on Mathematics and English and the focus upon ensuring all pupils achieve to their full potential in the national assessments at Key Stage 2. The school is aware of its obligations with regards assessments at Key Stage 2 and has set as a target that the great majority of pupils will achieve at least level 4 by the end of Key Stage 2. For the more gifted pupils provision will be made for them to work within Key Stage 3 alongside pupils of similar ability.

The Trust has met the challenge of raising standards at Key Stage 3 and 4 and the timetable, curriculum and approach to teaching and learning for Hewens Primary reflect the approaches that they have applied successfully to ensure students have left school equipped with the qualifications and skills for work.

The Trust is also aware of the importance of primary children having acquired at least level 4 in Mathematics and English in national tests if they are going to be successful in engaging with the next stage of learning. For example, evidence shows that there are few pupils who enter Key Stage 3 without at least level 4 in the core subjects who go on to gain 5x A\* - C GCSE grades and above, including English and Mathematics.

For pupils who are identified as falling behind or making insufficient progress there are after-school lessons in English and Mathematics. The lessons will be a part of the rich choice of after school sessions that will be held throughout the week. Pupils will be able to choose from a menu of varied after school activities. However, pupils who teachers, SENCO or assessment outcomes have identified are making insufficient progress will, following discussions with parents, be directed to after-school lessons in Mathematics and/or English.

The timetable reflects the stage not age approach that provides opportunities for cross primary/secondary working. The approach will ensure smoother transition and address the dip that so often occurs as pupils move from the primary to the secondary phase.

At Key Stage 2 aspects of the Mathematics curriculum will be taught within context. For example, graph work can be better taught within the context of a science lesson. This will therefore provide additional Mathematics teaching time at Key Stage 2.

Healthy living lessons will address the well being of pupils, relationships working together to support the schools aim to build a safe and supportive environment throughout the school.

Technology at Key Stage 2 will provide an opportunity for pupils to develop an

understanding of new technologies and how they can support our learning. It will also provide opportunities to view the world outside of the community and both the technological changes taking place around them but across the world.

**Additionally**  
**Enrichment programme**

**After-school provision**

As well as the planned curriculum delivery every teacher will have responsibility for delivering pre and post school provision. Although several of the activities provided will draw upon the teachers' personal skills and knowledge the majority have been planned by the Trust to deliver and support the vision for the school.

A senior teacher will be responsible for managing the pre and post school sessions to ensure they provide a wide range of opportunities for learning outside of the classroom and for ensuring that collectively the provision supports the school's vision for learning.

The following reflect the range of sessions that children will be invited to choose from. The provision will cater for all children and children will choose from a menu produced at the start of each term. They may attend more than one session.

Community support

Cultural development and understanding

Art from different cultures

Music from different cultures

Dance from different cultures

Using new technologies

Happy club – where pupils can simply unwind at the end of the day

Indoor sports and gymnastics

Outdoor sport

**Additional support for Mathematics and English**

There will be after-school lessons in Mathematics and English which will be open to all pupils. However, those pupils whom teachers and the SENCO have identified as having made insufficient progress in the core subjects will, following consultation with parents, be offered the opportunity to attend. Such pupils will have clear targets for improvement provided by their teacher or/and SENCO.

**Pre-school**

A teacher will be given responsibility for managing a breakfast club open to any children. The four nearest primary schools to the proposed Hewens Primary School site are Grange Park Infants, Grange Park Juniors, Hillingdon Primary and Charville Primary and all have in excess of 20% FSM. The breakfast club will provide support for these pupils in ensuring they get a good start to the day and are prepared for the start of lessons.

Pupils who are often late for school will be invited to attend the club as a way of improving attendance targets.

## D2

### **Length of school day, term and year**

The school will follow the DfE guidelines for maintained schools opening times:

- Pupils will attend school for 190 days per year (38 weeks)
- At Key Stage 1 there will be a minimum of 21 hours taught time per week, and a minimum of 4hours 12 minutes per day
- At Key Stage 2 there will be a minimum 23.5 hours taught time per week, and a minimum of 4hours 42 minutes per day
- Teachers will work their statutory 195 days per year (includes 5 non-teaching days)
- The school will hold 380 half day sessions (190 days)
- Each school day will begin at 9.00am

### **School Years 2013/14 and 2014/15**

Placed in the Annex are the school years for the first two years of opening. The terms will match exactly those of the Hewens College as many siblings will attend the school. It also allows for cross-school working if staff training days are common across all the Trust schools.

The year timetables show 380 half day sessions and 6 half days for induction, planning and academic reviews.

In addition there is a summer school beginning week 28<sup>th</sup> July 2014. This will include a range of activities aimed at stretching the most able and supporting those who need further intervention in terms of literacy and numeracy. The programme will also aim to foster self-esteem, personal confidence, team working skills and the softer skills that underpin the social and emotional aspects of learning in later life and at the workplace. A similar programme is planned for the Easter holidays and at half terms for targeted pupils.

### **Pupil Organisation:**

- There will be a maximum 30 pupils in each class at Key Stage 1
- There will be a maximum 30 pupils in each class at Key Stage 2

Pupils will be allocated to classes according to age and most of their taught time will be in year group classes.

For Mathematics and English lessons, pupils from Years 1 through to 6 will be taught by stage not age. This will allow for a sharper focus on planning and less need for differentiation. The teacher will find it easier to focus on what it is that needs to be taught to move forward children's learning. Assessment data will monitor pupil progress and identify which pupils need to be moved from one group

to another. The approach supports the school's vision that the vast majority of pupils will attain highly in the core subjects prior to moving to the next phase of education. The approach has proved most effective in bringing about significant improvements in standards in the Trust schools.

Organisation by stage not age also allows the skilled teachers to be allocated to particular groups of students. For example, a teacher may be particularly skilled at teaching Mathematics at the higher levels and yet another teacher might be more skilled in teaching upper level pupils English.

Teaching different age groups and mixed aged classes provides different opportunities for teachers to develop their teaching skills and the children to experience different teaching styles and approaches.

### **The Curriculum Delivery**

The school will aim to provide 3 hours of PE and sports for every child each week. Some of this time may be delivered after school as a part of the school's extra-curricular activities.

Mathematics and English will be delivered from years 1 to 6 by stage and not age to allow teachers to focus more closely on the school's aim to equip all children with the skills in literacy and numeracy for the next stage of education.

All other subjects, including PSHE, will be delivered in age groups, although where specific skills are evident amongst the staff, as with music or art for example, the timetable will be arranged so that pupils can take advantage of the skills available.

- Hillingdon Primary, Hayes Park Primary and Grange Park Infant and Junior schools are the nearest schools to the proposed site of Hewens Primary School. The great majority of the primary-aged pupils in the Hewens catchment area will attend one of these schools. In total 1845 pupils attend these schools and 37 (2%) have statements of special needs. A total of 327 (18%) are registered as requiring special needs support but are not statemented.
- The Trust has drawn up and implemented a SEN Policy that has been evaluated and takes full regard of the Special Educational Needs Code of Practice. A Trust Governor holds responsibility for SEN and is a named Governor for the proposed Hewens Primary School. Following the headteacher appointment a senior teacher will be appointed to take on the role of SENCO. The person appointed will be given appropriate time to carry out the duties of the SENCO, including drawing up and reviewing Individual Development Plans and monitoring the progress of statemented pupils.

There are key principles that are applied across all the Trust schools that have ensured the focus has remained upon supporting pupils and ensuring all students achieve high standards.

- Understanding of the school's particular context and the community it serves
- Attainment and progress data on individual and groups of pupils

- Quality of the teaching;
- Quality of the leadership and management of the school at all levels
- Strong governance
- The commitment and support of other groups, including parents, support for care and guidance, and other outside providers

The outcome of these key drivers is to provide the Trust with an in-depth knowledge of individual pupil achievements and barriers to progress. The result is that pupils feel they are being supported at every stage and their achievements applauded.

A key feature of the policy is a rigorous assessment and tracking system that identifies achievement and pupils who are falling behind. More importantly it identifies actions that pupils and teachers need to make to rectify underachievement or where targets are not being met.

The individual pupil data is collated in a range of ways and including:

- Lesson observations – class/withdrawal;
- Work scrutiny/books;
- Data on SEN pupils – overall school and individual pupil level;
- Discussions with SENCO, and range of support staff;
- Data on lengths of stay at school/mobility etc;
- Teachers' planning;
- Records of support staff;
- Possible case studies – including talking to pupils, shadowing in lessons, scrutiny of work, records and progress data etc.

### **Evidence of impact**

Students' attainment prior to joining the Trust schools is generally very low, so the attainment levels presently achieved 'represent exceptional progress' (Ofsted 2010).

'Students with special educational needs and/or disabilities and students for whom English is an additional language also make outstanding progress because teachers and other adults have a clear understanding of their individual needs and provide appropriately for them.' (Ofsted 2010)

'During the inspection, students were observed to be learning well in lessons, but college leaders acknowledge that a highly personalised intervention programme in Year 11 makes a significant contribution to student outcomes.' (Ofsted 2010)

'Some outstanding assessment practice was observed, for example in an English lesson students assessed each other's work and set targets for improvement.' (Ofsted 2010)

'The College was awarded the Inclusion Quality Mark in 2009, gained Healthy School accreditation in 2008 and has been a Social and Emotional Aspects of Learning Lead School since September 2008' (Ofsted 2010)

### **Future SEN Policy**

In line with Ofsted guidance the Trust will ensure that low attainment and relatively slow progress are not used as the principal indicators of a special educational need. We shall ensure that our mainstream teaching provision tackles underachievement and ensure that expectations for our pupils remain high.

We are aware that SEN identification levels of School Action and School Action Plus will be replaced with a new single school-based SEN category for pupils whose needs exceed what is normally available in school. All staff will be equipped to identify correctly barriers to children's learning and understand whether this is a special educational need so that every child can be given the best opportunity to succeed by professionals who know how to support them.

Our motto will be:

'Good practice for all pupils is good practice for pupils with SEN.'

Our approach will be:

- Accurate, well-moderated assessment
- Smart targets
- Evaluation which moves the situation forward:
  - What has made a difference?
  - What will make a difference?

A copy of the current Trust SEN policy is included in the Annex.

### **Using New Technologies to Support Learning**

The Trust strongly believes in ensuring that all ICT solutions provided offer a fully inclusive environment with all children having equal access to learning by offering a wide range of access pathways and equipment with a high level of customisation.

Appropriate use of ICT can offer up and support a range of approaches and solutions including:

- To support specific preventative and early intervention strategies for meeting the needs of hard-to-reach, underperforming and vulnerable learners
- Enable all year round learning and support for children, families and the wider community
- Remove barriers to achievement and progress by supporting learning and teaching strategies
- Enable continuity of provision for all targeted groups
- Enable schools to work in partnership with the local community and be a key access point for wider service provision
- Enable appropriate access to other services
- Support signposting across all partners and enable effective 'team around the child' support

The Trust understands that in order to provide an inclusive environment the provision for a child with Special Educational Needs should match the nature of their needs, and as such a wide range of provision will be required.

Parents have a vital role to play in supporting their child's education and this is especially true of children with SEN. Therefore, the Trust will make provision through a centralised system and through a parent portal. This will be designed to allow the maximum input and monitoring of the educational progress of the student remotely and at a time suitable to the parent. ICT will help promote a constant dialogue between teaching staff and parents / carers aimed at supporting the students learning.

To achieve these aims the Trust will be advised by the recruitment of specialist support in SEN within the primary context.

In addition, the July summer school (see section D1) will be as valuable in supporting those who need further intervention in terms of literacy and numeracy as it is in stretching the most able. The programme's focus on softer skills such as self-esteem, personal confidence and team work will help SEN learners develop a mindset that is conducive to and comfortable with their learning, as well as providing an excellence base for their day-to-day conduct outside the school. A similar programme is planned for the Easter holidays and at half terms for targeted pupils.

### **EAL Pupils**

The expected high numbers of EAL pupils and the rich ethnic mix of the catchment area is welcomed with our vision for a small family school where all are treated with fairness and dignity and where high expectations, particularly in the core subjects, are seen as attainable by everyone. When appointing the headteacher and Reception teacher their EAL experience will be a high priority.

The headteacher will establish a programme of support that will impact from the day of opening. TAs and parent support staff will undergo an in-house training programme equipping them to better support EAL pupils when working anywhere in the school. Senior managers will have responsibility for overseeing EAL support and a FTE for classroom implementation of effective practice. The same teacher will have responsibility for raising ethnic awareness and particularly of the ethnic groups represented in the school. Bilingual TAs will be employed and parent helpers who can support teachers in interpreting on a one-to-one or group basis.

The best practice of EAL teaching will be sought and brought into the school to share with others and teachers and assistants will have the opportunity to visit best practice in other schools. A range of the most effective forms of best practice will be encouraged and including:

Class and EAL support teachers will need to plan collaboratively in order to agree their specific roles in scaffolding teaching and providing targeted support to learners of EAL. Such support will often include pre-teaching to enable pupils to access the lesson, as well as support during the lesson and follow-up



consolidation.

Models of collaboration include:

- **Team teaching** - both teachers work together during whole-class teaching to support modelling, demonstration and strategies for engaging all pupils in dialogue and discussion
- **Observation** - either teacher acts as an observer in the whole-class context with an agreed focus while the other teacher maintains an interactive role, encouraging, explaining or reinforcing. The observation focus might also be on assessing the impact of particular teaching strategies by observing the pupils' responses
- **Working with target groups** - the support teacher, teaching assistant and/or class teacher focuses support on a specific group of pupils during the main part of the lesson or in order to provide preparatory teaching to support children in better accessing a lesson
- **One-to-one support** - the EAL/class teacher or teaching assistant may, on occasions when specific difficulties and misconceptions arise, need to provide individual support either before or during the main lesson
- **Resource provision and development** - collecting, suggesting, modifying or designing specific resources to support the learning or curriculum access needs of bilingual pupils
- **Monitoring** progress of bilingual learners

Additional support will be provided to specifically support EAL pupils and their teacher. Early appointments will be made of two bilingual teaching assistants to provide support in the Reception year.

In-school parental support will be welcomed to further support EAL.

'Gifted and talented' describes children and young people with an ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities):

- 'gifted' learners are those who have abilities in one or more academic subjects, like Mathematics and English
- 'talented' learners are those who have practical skills in areas like sport, music, design or creative and performing arts

Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for gifted and talented children.

### **Identifying Gifted and Talented Children**

The school will have a gifted and talented coordinator appointed to identify such talent and plan appropriate challenge and support.

The coordinator will discuss the child with their teacher, headteacher and parents

will be invited into the school to agree the support that has been identified for their child.

Parents must agree with the planned support prior to its implementation.  
The coordinator will follow up any requests from parents for support for their child.

The schools will identify children based on evidence including test results, quality of work and the views of teachers and parents.

A register of gifted and talented children will be maintained by the coordinator. It may be that children will move on and off the school's register over time as they develop at different rates to their peers.

### **Support for Gifted and Talented**

The Hewens Primary School recognises that it has a responsibility to meet the educational needs of all its pupils. For the gifted and talented, this includes providing greater challenges in lessons and opportunities for pupils to demonstrate and develop their abilities.

The stage not age approach taken across the Trust schools has been highly effective in raising standards for all and particularly in providing for gifted and talented pupils. In Mathematics and English the approach allows pupils to work alongside peers of similar ability. Pupils will be working with Key Stage 3 pupils and provided with an appropriate challenge.

The Trust schools provide access to specialist sport, drama and music expertise for the gifted and talented pupils.

The Trust has links with specialist tuition groups and will work to develop these further. For example, the MDS (Music and Dance Scheme) enables 2000 pupils to receive specialist tuition.

The Trust will provide access for primary pupils to the specialist support that is bought in for its secondary pupils.

### **Children from Deprived Backgrounds**

Ofsted Inspectors said that deprivation continued to be a “significant factor influencing the quality of schools” in England.

In its annual report, the watchdog said that schools serving the poorest 20 per cent of pupils were four times more likely to be “inadequate” than those for the wealthiest 20 per cent.

At the same time, 71% of schools in the richest areas were good or outstanding, compared with less than half of primaries or secondaries in the poorest communities.

The pattern is mirrored at other stages of the education system, Ofsted said.

This year, just over three-quarters of childminders working in the wealthiest areas

were highly rated, against less than two-thirds of those in deprived areas.

The attainment gap between children from rich and poor backgrounds is detectable at an early age (22 months) and widens throughout the education system. For example, children from the lowest-income homes are half as likely to get five good GCSEs and go on to higher education.

Emerging research in the UK (C4EO) suggests that schools are adopting a number of promising strategies to improve outcomes for children from deprived backgrounds. These include:

- Rigorous monitoring and use of data
- Raising pupil aspirations using engagement/aspiration programmes
- Engaging parents and raising parental aspirations
- Developing social and emotional competencies
- Supporting school transitions
- Providing strong and visionary leadership.

These strategies are what the Trust has deployed so successfully in its secondary schools and looks to do so in the proposed Hewens Primary School.

In addition the new school will have a Breakfast Club each morning with a teacher responsible for its management. The club will provide a positive start to the day for any child but will specifically target vulnerable children, including those who may arrive late at school on a regular basis and those from disadvantaged backgrounds. Children who attend will start the day relaxed and fed and ready to begin the school day at 9am prompt.

The school will also run as a part of its after school support a time down session from close of school through to 5pm. It will be a place where children can come along to simply do what children from more advantaged homes might do when they arrive home from school. Children will be able to choose to sit and read, play games with their peers, watch television or simply sit quietly at the end of the day. Together with the breakfast club the provision provides for the less advantaged pupils a calm and stable start and end to the day.

There will also be a range of after-school sessions for children to choose to attend and there will be English and Mathematics sessions which pupils who are falling behind their peers can attend - yet another out of lesson support for a group of children who often underachieve in the core subjects.

### **Support for Children in Care**

Teachers and healthcare and social workers must work together better to improve the lives of children in care, new guidelines say.

The recommendations were developed by the National Institute for Health and Clinical Excellence (NICE) and Social Care Institute for Excellence (SCIE).

They called on workers in children's services to share information better.

More support is needed for children in care from ethnic minority and asylum-seeking backgrounds.

NICE and SCIE, October 2010, said that many children and young people in care did not have positive experiences and were unable to stay in the same place with the same carers or attend the same school for extended periods of time.

Children in care have worse physical and mental health than their peers and do less well at school - with only 1% going to university, compared with 50% of all young people, the organisations point out.

The groups recommend:

- Ensuring decisions on changing placements are based on the needs of the child;
- Designing services to cater better for children with specific needs, including those from black and minority ethnic backgrounds, unaccompanied asylum seekers and those with disabilities;
- Keeping accurate and up-to-date health information on children and stopping this from being "lost in the system";
- Providing practical support and encouragement for young people leaving care before and during further or higher education, including information about bursaries and help with accommodation;
- Use "life story work", where photos and letters from a child's birth parents are gathered, to improve the child's sense of identity;
- Work to keep siblings - including adopted siblings and step-siblings – together.

The Trust will work towards meeting the recommendations for children in care to ensure that their views and wishes are heard and acted upon.

The Trust has a good track record of working with outside agencies and it will continue to do so to ensure that teachers have sufficient information and knowledge to enable them to provide the best possible support for children in their classrooms.

### **Support for pupils with social, emotional and behavioural difficulties**

There is a range of strategies that the Trust has already tried and tested with successful results in supporting EBD students. Relationships and behaviour across its schools have improved considerably with the resultant impact on improving attendance figures.

The Trust does recognise that it will need to set its current strategies within the primary context and may well need to adopt new strategies that reflect the primary school ethos.

Strategies that have proved successful:

- Provision of rewards – additional playtime, playtime with a peer, listening to music on an iPad;

- Loss or withdrawal of rewards – teachers maintaining a physical record such as a graph or coloured Lego tower to show children how well they are progressing;
- Awarding achievement – during whole Key Stage assemblies or before the whole class. More effective if performed as part of a whole school approach;
- Providing/ensuring peer support and pressure – the family, small scale ethos of the school promotes such a strategy;
- Rewarding the successful achievement of an agreed target – an approach that is integral to the vision for the school. Rewarding achievement against agreed targets will be a key whole school principle;
- Breakfast Club – an opportunity to begin the day in a relaxed manner whilst meeting with peers, ensuring that EBD children make a good start to the school day and issues are addressed prior to the start of the school day;
- After-school wind down – an opportunity for children to simply relax and wind down as others might do when they arrive home. There will be opportunities for children to read, play games with peers or alone, paint, work at a computer, listen to an iPod or simply sit quietly or watch the television, for example. The strategy helps to ensure that the end of the day ends in as a relaxing way as is possible.

The school will also draw upon outside agencies where necessary to provide teachers with strategies to target particularly challenging circumstances.

As far as is possible the school will endorse its target for all pupils to be taught in the classroom context.

Any support programme will in the first instance involve the teacher and teaching assistant. The teacher can call upon the SENCO for advice and guidance. If the situation continues then the school policy will be that any support provided will be planned and discussed with teaching assistant, teacher, SENCO, parents and child.

### **Disabled Pupils**

The Trust is fully committed to providing full access to all sections of the school and its grounds for disabled pupils.

The Trust recognises its legal obligations under the Disability Discrimination Act (DDA) to ensure that those with a disability:

Are not treated less favourably for a reason related to their disability or to fail to make reasonable adjustments to prevent them being placed at a substantial disadvantage.

Are not discriminated against in the following areas:

- admissions (including placing requests)
- the curriculum, teaching and learning and other services which are provided wholly or mainly for students – including school trips and outings, school sports, leisure facilities and school meals, libraries and learning centres

Adhering to the Hillingdon Authority Admissions policy (included in main text) provides a fair admissions policy for pupils with a disability.

### **SENCO**

The Trust includes in its plans for recruitment a SENCO to be appointed following immediately the appointment of a headteacher. The SENCO will have Qualified Teacher Status (QTS) and will liaise directly with senior management. The responsibilities of the SENCO are set out in roles and responsibilities section F4.

Individual pupil data will be collated from the following:

Teacher on-going assessments  
Teacher observations and reports  
EYFS framework  
Key Stage national tests  
Reading test for 6 year old pupils (to be introduced in June 2012)  
LEP tracking  
SENCO meetings with teachers  
SENCO observations

Data will be recorded electronically to allow ease of tracking of individual pupils and to speed up intervention.

Half termly the headteacher will meet with the SENCO to discuss individual pupil progress and analyse assessment data.

See Section 4 in the Hewens Primary School SEN Policy for full details of the procedures for supporting pupils with learning difficulties.

Pupils with specific needs and emotional difficulties will need the support of outside agencies. The agencies will work with the school, parents and child to plan and provide appropriate support. Currently the Trust has successfully worked with the following outside agencies to plan student support:

School Health Adviser

Educational Psychologist

Speech and Language Therapist

CAMHS – Child and Adolescent Mental Health Services

Occupational Therapist

Inclusion Services:

Learning

Behaviour

Educational Psychologist

The SENCO will be responsible for managing and referring pupils to and working with the various agencies.

The LEP's will be drawn up by the SENCO supported by the teacher, parents and teaching assistants. The SENCO is responsible for managing the LEP's and evaluating the effectiveness of the support provided.

The SENCO will report directly to the headteacher and will meet with the governor responsible for SEN on a regular basis to ensure the governing body are kept updated.

The Trust is aware that where an assessment is undertaken by the local authority the school will be required to provide information about SEN pupils. The specific role to liaise with the local authority and parents has been set down under roles and responsibilities in section F4.

### **SEN Policy**

The Trust is fully aware that the school curriculum must meet the needs of all pupils who face a barrier to their learning. This includes SEN, EAL, disabled, gifted and talented, children in care, children from deprived backgrounds and learners with social, emotional and behavioural difficulties. In order to meet this challenge fully the Trust has drawn up a SEN policy, which draws from its successful existing policy but is set within a primary context.

The main sections from the policy that refer to support for specific groups of pupils and to structures of support are listed below. The full document can be found in the Annex to this application.

### **Hewens Primary School SEN Policy – extracts only**

#### **Aims**

Hewens Primary school believes that all children have a right to a full educational entitlement through a broad, balanced and rich curriculum. This will help to develop each child's individual pride in themselves and the school. This will result in mutual support and co-operation with the school community.

#### **Definition of Special Educational Needs**

According to the Code of Practice, Nov 2001, "Children have special educational

needs if they have a learning difficulty which calls for special educational provision to be made for them.” Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- Are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision was not made for them.

Special Educational Provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of that age in schools maintained by the LA, other than special schools, in the area.” (Section 312, Education Act 1996).

The fundamental principles of the code are:

- A child with AEN should have their needs met
- The AEN of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child’s education
- Children with AEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum. (Code of Practice, Nov 2001).

To ensure this provision, the school works in close partnership with other agencies and parents.

### **1. Special Educational Needs Co-ordinator**

The AEN Co-ordinator will have the responsibility for the day-to-day operation of the school’s AEN policy and for co-ordinating provision for pupils with AEN.

The AENCO works closely with the Headteacher and all teaching and non-teaching staff to make them fully aware of the school’s AEN policy and the school’s procedures for identifying, assessing and making provision for pupils with AEN. The AENCO ensures that appropriate IEPs are in place.

‘Provision for pupils with AENs is a matter for the school as a whole ..... all teachers are teachers of pupils with AENs (Code of Practice November 2001)

### **2. Admission Arrangements**

The school’s admissions policy is reviewed annually and should be read in conjunction with this section of the policy. We accept all children irrespective of their special needs. If there are children with already identified AEN we would discuss these with their parents and all school staff in order to offer the best



provision for their child. It is usual for the Local Authority agencies to be involved in the transition of children with already identified needs and the school will liaise with relevant agencies in such cases. No priority or lower priority is given to children with special needs and / or a statement over other children. Disabled pupils are not discriminated against. In order for school to make reasonable adjustments and to ensure that disabled pupils are not treated less favourably, they need good information about prospective pupils. Any information given to school about a child's disability is handled sensitively. Necessary information is communicated to staff that come into contact with the child, with the parent's permission. This information is kept confidential, within school. Permission is requested if information about a child's disability needs to be passed on to an outside agency e.g. swimming instructor, school trip organiser.

### **3. Access**

We have wheelchair access to all areas within the school. There are Disabled toilet facilities located within the main area of the school. The school meets fully the requirements of the Special Educational Needs and Disability Act 2001.

### **4. Procedure for identification, assessment, monitoring and reviewing children with Special Needs**

At Hewens Primary School, we believe that early identification and appropriate intervention will improve the prospects of children with Special Needs. Liaison between class teacher, parents, AENCO and outside agencies is vitally important in ensuring prompt and appropriate action is taken. If a child starting at Hewens Primary School has already been identified as having AEN, the Headteacher, class teacher and AENCO will use the information provided from the previous educational setting – nursery, playgroup or another primary school – to provide starting points for the development of an appropriate curriculum for the child.

In the Foundation Stage the children follow the EYFS set out by the Government. If children are identified as having AEN, school will intervene through Early Action. If this intervention does not enable the child to make satisfactory progress the AENCO may need to seek advice and support from external agencies – this is referred to as Early Years Action Plus.

We follow the graduated response that the Code recommends. This approach recognises that there is a continuum of AEN and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. If a child is identified as having AEN, school intervenes at School Action and School Action Plus.

“All schools should have regard to: provision for a child with AEN should match the nature of their needs and there should be regular recording of a child's AEN, the action taken and the outcomes.” (Code of Practice, Nov 2001)

**CLASS ACTION** - The class teacher identifies a child as possibly having a special need and registers a concern with the AEN co-ordinator.

**SCHOOL ACTION** – After initial identification, the class teacher will provide intervention strategies that are additional to or different from those provided as part of the school’s usual differentiated curriculum. The class teacher gathers information and keeps evidence of what has been done for the child, including teaching strategies, equipment and resources used, monitoring and recording arrangements. Strategies used to enable the child to progress should be recorded on an Individual Education Plan.

An Individual Education Plan is drawn up and discussed with the child and their parents. IEPs are followed, monitored and evaluated termly. Parents are asked to come in to evaluate the IEP and to make suggestions, if they wish, for the new IEP, if required. The IEP is usually implemented in the normal classroom setting.

If there is a group of children in a class who have a particular need, a group education plan may be implemented – Early Literacy, Additional Literacy, Further Literacy and Springboard Numeracy intervention programmes may be offered to these groups of children. **Children will be included and educated in the classroom with their peers.**

If satisfactory progress is made after 2 reviews, the child may no longer require special support and their needs can now be met by the differentiated curriculum available to all pupils.

**SCHOOL ACTION PLUS** - If, after 2 reviews, the child is found to still be having ‘difficulties’ the AENCO may request support from external support services.

After consultation with the child’s parents, the class teacher may conclude that the child requires further support to help their progress. The class teacher asks for help and advice from the AENCO and together they collect all the available information about the child from parents and any outside professionals already involved with the child.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents are consulted and kept informed at all times. The AENCO and class teacher decide what ‘Action’ needs to be taken to help the child progress - additional support, different resources and assessments.

### **STATUTORY ASSESSMENT/STATEMENTING**

If the school concludes that, after we have taken action to meet the learning difficulties of a child, the child’s needs remain so substantial that they cannot be met effectively within the resources normally available to the school, we would request that a statutory assessment of the child’s needs is made by the LA.

Parents and other agencies can also make this request. The LA will require evidence of work strategies, IEPs, professional reports, advice and views from experts and parents.

The LA will inform the pupil’s parents that they are considering whether to make a statutory assessment, the procedures, the time limit (six months), the people

involved, etc.

The LA must inform parents within 6 weeks whether or not they will make a statutory assessment. Statutory assessment itself will not always lead to a statement.

Parents have the right to appeal to the AEN Tribunal if the LA decides not to issue a statement. If the LA decides the child requires a statement, they shall make and maintain it and decide on the nature of the provision necessary. The statement is reviewed annually. Parents are consulted and involved at all times.

Relevant information and IEPs are sent on to new schools if the child moves during the primary phase.

## **5. Provision for children with Additional Educational Needs**

All children are taught in their own class.

The child may have one to one /small group teaching within their own class with the teacher and teaching and learning associate.

Teachers' planning is flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation.

IEPs are written and evaluated termly and usually implemented within the normal classroom situation.

Outside agencies e.g. educational psychologist, inclusion services, speech and language therapist, visually impaired service, are used when necessary/available.

## **6. Inclusion**

In order that the AEN children have access to a balanced and broadly based curriculum (including the National Curriculum) they are included in all school activities. Some activities may be modified to meet the individual needs of a child, for example adapted skills/equipment recommended by the Physiotherapist for a child with physical needs.

'With the right training, strategies and support nearly all children with AEN can be successfully included in mainstream education'. (Inclusive Schooling Nov 2001)

## **7. Resources**

Special Needs resources are distributed throughout classes according to the children's needs. The AENCO is available to offer advice as to which resources may be best for a specific child/problem. When funding is available the AENCO purchases suitable materials.

## **8. Evaluation**

The school's AEN Policy is evaluated annually, and in its annual report to parents, the governors explain their admission arrangements for disabled pupils, how the Governing Body helps disabled pupils gain access and how they will ensure that disabled pupils are treated fairly.

## **9. Complaints**

If parents are unhappy or dissatisfied about the additional needs provision for their child they can first bring it to the attention of the class teacher, who will inform the Headteacher and AENCO. A meeting would then be arranged between the above mentioned people and hopefully the matter would be resolved. If this was not the case, the complaint would be passed onto the Governors and another meeting could be arranged.

The LA operates a Parent Partnership service. This service aims to ensure parents have access to information, advice and guidance in the relation to the AEN of their children so they can make appropriate, informed decisions. Parent partner services can help to prevent difficulties from developing into disagreements. Using this service is purely voluntary.

If a parent feels that the governors and school has discriminated against their child, in regard to his/her disability, they can make a claim for unlawful discrimination. The Disability Rights Commission runs an independent conciliation service for disputes arising from the school's duties under the Act. The purpose of the conciliation service is to promote the settlement of claims without going to the Tribunal or other body.

## **10. INSET/Training**

The AENCO attends courses, when available, to keep-up-to-date with current practices and new developments. Relevant information is then relayed to fellow staff – teaching and non-teaching. The AENCO helps teachers to draw up efficient, precise IEPs, when necessary. Through The Rosedale Hewens Academy Trust the teachers and teaching and learning associates attend inset days, which have sessions about inclusion and different needs.

## **11. Governors**

There is an appointed special needs governor who attends relevant courses to raise the awareness of, and report to, the Governing Body. They are kept up to date on any new developments and cascade information to the Governing Body. The governors will ensure that policies are in place, advice and training are regularly monitored to ensure that discrimination against disabilities does not occur.

## **12. Outside Agencies**

“Many children with AEN have a range of difficulties and the achievement of educational objectives is likely to be delayed without partnership in the child's education between all concerned. This support for children with AEN requires a concerted approach from healthcare professionals, social services department, specialist LA support services and other providers of support services”. (Code of Practice 2001)

There are a range of outside agencies involved with children with AEN. We request advice, support and assessments as and when we feel it is necessary, with the consent of parents, or if parents request it e.g. speech and language therapist, educational psychologist, specialist teachers, visually impaired, BST, CAMHS. Outside specialists can help in the very early identification of AEN and offer advice on provision to prevent the development of more significant needs.

There are also routine visits from the school nurse to do vision and hearing tests.

### **13. Parental Involvement**

At Hewens Primary, we believe that partnership with parents plays a key role in promoting a culture of cooperation. This is important in enabling children with AEN to achieve their potential. We recognise that parents hold key information and have a critical role to play in their children's education; therefore, we actively seek to work with parents and value the contribution they make. Parents are involved and consulted throughout the year and are informed of termly progress by the class teacher through discussion at IEP reviews. Daily links will be set up through home/school books for children for whom this seems beneficial in order that two way communications may take place and the child can see that school and parents are working together.

To make communication effective we aim to:

- Acknowledge parental knowledge and expertise in relation to their child;
- Recognise the personal and emotional investment of parents and be aware of their feelings;
- Ensure that parents fully understand the purpose of any intervention plan and how to access support;
- Recognise the need for flexibility in the timing and structure of meetings;
- Seek parental permission before referring children to outside agencies for support;
- Encourage parents to communicate regularly with the school and alert us to any concerns about their child's Learning or provision.

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them." (Code of Practice 2001)

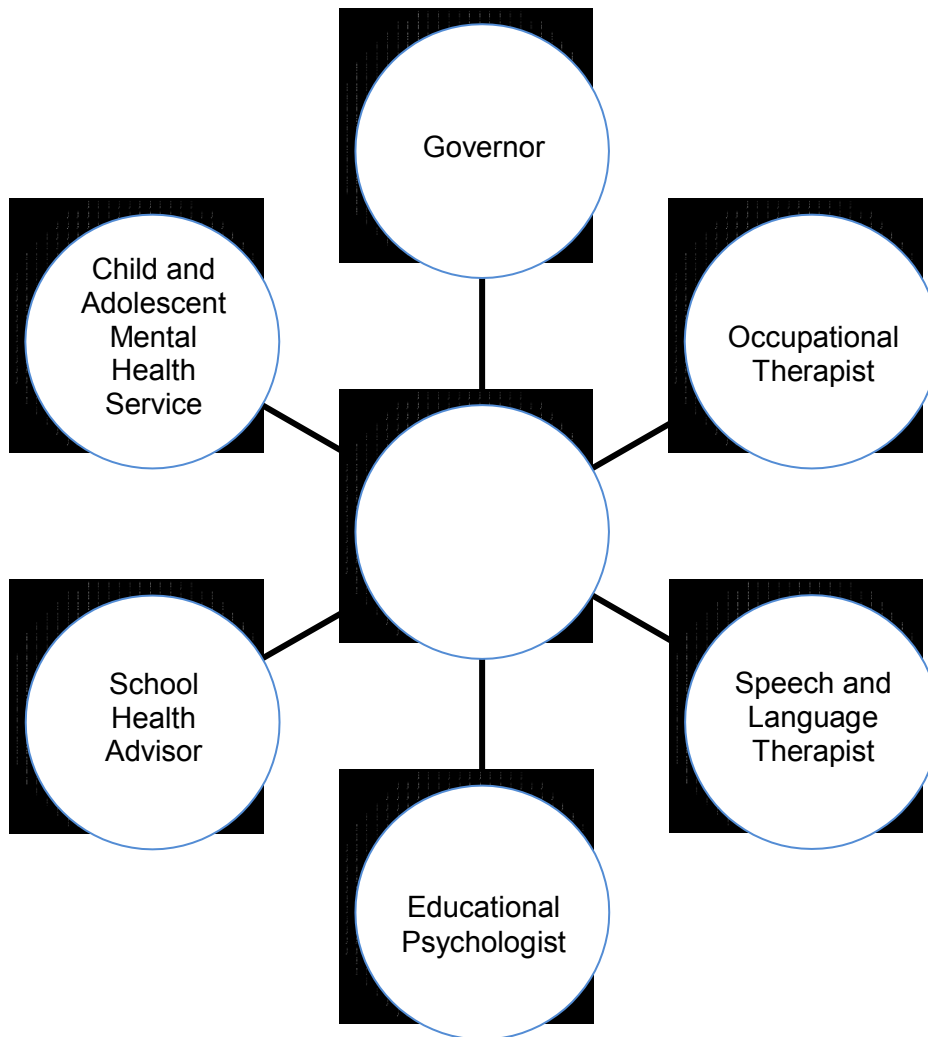
### **14. Gifted and Talented Children**

Teachers plan their work to meet the needs of the individual and consequently gifted and talented children are set with work suitable for their ability. They are not included on the AEN register unless they have learning, physical or behavioural difficulties that require support to access the curriculum.

## List of Abbreviations

AEN	Additional Educational Needs
EBD	Emotional and Behavioural Difficulties
MLD	Moderate Learning Difficulties
AENCO	Additional (Special) Educational Needs Co-ordinator
SPLD	Specific Learning Difficulties
SMO	School Medical Officer
IEP	Individual Educational Plan
IBP	Individual Behaviour Plan

**Agencies involved in AEN**



Inclusion Services:

Learning

Behaviour

Educational Psychologist

### School targets

- Teaching and learning is of the highest standard throughout the school
- All pupils make 'at least expected progress' in Mathematics and English by the end Key Stages 1 and 2
- Pupils feel happy, safe and secure in an environment where they are challenged to learn
- All pupils no matter what their disability or needs can access the curriculum
- All pupils no matter what their disability or needs have the opportunity to achieve their full potential
- There are no reports of bullying or racial abuse
- Parents make a positive contribution to pupils learning both in and out of school and feel a sense of involvement in their school
- The local community values highly its school and the contribution it makes to the community
- The school is oversubscribed
- There are no exclusions

### Monitoring, reviewing and reporting

- **Teaching and learning is of the highest standard throughout the school paying due regard to the social and emotional aspects of learning (SEAL)**
  - Cycle of lesson observations is undertaken by headteacher and governor. Feedback provided with targets for improvement where required
  - Focus on teaching and learning as part of the CPD programme
  - Culture of sharing best practice with teachers observing effective teaching by other teachers in school and in other schools
  - Half termly progress meetings to discuss individual pupil progress and agree actions for addressing underachievement
  - Annual review of teaching undertaken by outside agency who will provide feedback to individual teachers, headteacher and Governing Body
  - School policy for tackling poor teaching
  - Annual report to Governing Body includes report on standards of teaching throughout the school
  - Interviews with year group representatives on evidence of SEAL
- **All pupils make 'at least expected progress' in Mathematics and English by the end of year 6**
  - Assessment procedures in place that provide half termly reports on individual pupil progress
  - Half termly review meetings to identify individual pupil progress and agree necessary action to address underachievement
  - Review progress of those pupils who attend after school literacy and numeracy lessons
  - Identify pupils who will be required to attend after school support lessons
  - Report to pupils and ensure that all pupils are aware of their achievement and what they need to do next.
  - Report to parents underachievement and where exceptional progress has



been made. Where there is underachievement provide parents with guidance on how they can help their child at home.

- Annual report to Governing Body includes reports on pupil and year group progress, including action taken to address underachievement.
- **Pupils feel happy, safe and secure in an environment where they are challenged to learn**
  - Hold interviews with pupil representatives from each year group
  - Discuss at meetings with parent groups
  - Provide feedback to staff and the Governing Body
  - Provide a school Happiness Book in which pupils can write what they are happy and unhappy about. Review regularly and ensure the whole school are aware that their views are listened to and acted upon.
- **That all pupils no matter what their disability or needs can access the curriculum**
  - Review of policy to ensure early identification and appropriate actions taken
  - SENCO reports to headteacher
  - SENCO and SEN Governor meet to review actions every half term
  - SENCO and Governor responsible for SEN undertake full review of the school policy and report to Governing Body annually
  - Headteacher interviews pupils to evaluate their ability to access the full curriculum. Reports back to SENCO and SEN Governor
- **That all pupils no matter what their disability or needs have the opportunity to achieve their full potential**
  - Analysis of half termly assessment data to evaluate effectiveness of action taken to support pupils
  - Review of policy to ensure early identification and appropriate actions taken
  - SENCO reports to headteacher
  - SENCO and SEN Governor meet to review actions every half term
  - SENCO and Governor responsible for SEN undertake full review of the school policy and report to Governing Body annually
  - Headteacher interviews pupils to evaluate their ability to access the full curriculum. Reports back to SENCO and SEN Governor
- **There are no reports of bullying or racial abuse**
  - Interviews with pupil representatives
  - Review of comments written in the Happiness Book
  - Report to Governing Body
- **Parents are working and meeting in school throughout the day and feel a sense of involvement in their school**
  - Headcount on any particular day
  - Discussions with parent groups
  - Feedback from teaching staff
  - Feedback to Governing Body, including quotations from parents
- **The local community values highly its school and the contribution it makes to the community**
  - Discussions with community groups and visitors to the school
  - Walkabout each term to talk to members of the community and hear their views
  - Records of all community links are kept and reported to the Governing Body
  - Feedback to Teaching staff and pupils on how their community views them
  - Feedback to Governing Body

- **The school is oversubscribed**
- School reaches full capacity
- Report to Governing Body
- Report to parents emphasising how popular their school is and why

### **Accountability**

The Governing Body is ultimately accountable for the school delivering on its targets. The Trust believes that these plans establish their strategic direction for the school and have set targets that are achievable and can be measured and monitored. The Trust will support the headteacher and staff of the school and will ensure that their high expectations of each member of staff are supported with a quality CPD programme that supports the demands made upon them for maintaining high levels of teaching and learning.

The governing body accept their responsibilities for ensuring the success of the school and in turn will implement the following school accountability system:

#### **The headteacher:**

- Reports back at every Governor meeting on each of the school targets. There will be an emphasis upon the progress that pupils are making and the steps that are being made to address underachievement.
- Is responsible for establishing assessment procedures that track groups and individual pupil's progress. Procedures will include teacher observations and pupil feedback
- Is responsible for establishing a system for monitoring and maintaining high standards of teaching and implementing the agreed plans for addressing poor teaching
- Is responsible for reporting to parents at the end of each term on the achievements the school has made against each of the school targets and for highlighting exceptional achievement.
- Is responsible for reporting to parents of children who are underperforming and informing them of the action the school is taking to address the situation.
- Will hold interviews with pupil representatives and feed back their views to the Governing Body

#### **All teaching staff**

- Have responsibility to ensure standards of teaching remain high;
- Have responsibility for ensuring every pupil in their care makes appropriate progress;
- Have responsibility for identifying underachievement and taking appropriate

steps to address the situation;

- Have a job description that will set out their role in supporting the school in addressing each of its targets;
- Have responsibility for developing a specific area of the wider curriculum;
- Report each half term to the headteacher on individual pupil progress and this will inform the headteachers report to the Governing Body.

### **All parents**

- Will be kept fully informed of their child's progress and achievements;
- Will be informed immediately where standards fall below school expectations;
- Will be informed and kept up to date regarding school targets and how it plans to achieve them;
- Will have full access to the school and opportunities to meet with the headteacher and teachers to discuss their child's progress.

This is the school's commitment to a community partnership and parents' commitment is to support the school and assist in their child's learning both in and out of school.

### **School Admissions**

The Trust gives a written commitment to adhering to the School Admissions Code and is aware that they need to be part of the Local Authority's process for allocating students to schools.

Hewens Primary School will admit pupils with statement of Special Educational Needs who name our school as their first choice, even if the school is oversubscribed.

High priority will be given in our admissions arrangements to looked-after children.

The LA divides the Authority into 14 Primary Planning Areas (PPAs) for the purpose of planning primary school places. The site of the proposed school sits on the border of PPA 7 and 8. It is therefore proposed that the school catchment area should be Primary Planning Areas 7 and 8. If the proposal is agreed the Trust are aware that they will be required to consult with the LA regarding their proposed catchment area.

The Trust will adopt the LA criteria for allocating school places. Below is a copy of the Hewens Primary School Admissions Policy.

### **Hewens Primary School Admissions Policy**

#### **Our school ethos**

Underlying the work in which we are involved as educators, are fundamental values and principles to which we are committed:

- We believe children should achieve the highest standards in all they undertake;
- We believe that the educational process is a partnership involving not only the teacher and the child, but also parents and the community in which they live and work;
- We believe that parents have a vital role to play in working with the school in providing the highest quality education;
- We believe that all children have the right to the best possible education, irrespective of gender, race or religion;
- We believe that education is concerned with the development of the whole person academically, physically, socially, culturally, morally and spiritually.

All pupils attending Hewens Primary School are expected to adhere to our Attendance Policy.

Hewens Primary is a member of the Hewens Trust. Hewens College will therefore make 60 places available to year 6 pupils at the end of each academic year.

In accordance with the co-ordination of reception places, parents are invited to complete a common application form naming up to 6 preferences. Each preference is treated as a separate application and therefore considered equally.

The admission arrangements and co-ordinated admissions schemes have been updated in line with the new School Admissions Code which came into force in February 2007. This policy has been formulated to comply with the statutory requirements as laid down by the 1998 Act and as amended by the Education Act 2002 and in the Code of Practice on Admissions.

The Governors will admit no more than 60 children in each year group. This determines the number of children to be admitted to each class, which is a maximum of 30. Admission of children above this number is considered by the governing body to be likely to prejudice the provision of efficient education to the existing children.

If a year group is oversubscribed, the Governors will give priority to applicants using the criteria in the order listed in section 8 of this document. Those who are unsuccessful in obtaining a place can be placed on a waiting list (also in accordance with the criteria below) at the request of the parents/guardians and this list will be maintained by the governing body for the coming year. In the event of a place not being offered for a child, a right of appeal?

## **1. Introduction**

1.1 Hewens Primary School prides itself on being an inclusive school that operates a non-discriminatory policy on admissions.

1.2 Hewens Primary School will not be prejudiced by race, religion, disability, ability or gender.

1.3 No differentiation is made between the admittance of male or female pupils and there are no fixed numbers for either sex.

1.4 Most children enter the school at the start of the Reception year

1.5 Hewens Primary School is a non-selective school, which does not require children to sit an entrance examination before admission.

1.6 The governing body admission committee will make final decisions on all pupil admissions to the school with the full support of the Governing Body. It will base its decision on the availability of places and on the school's ability to be beneficial to the all round education of the child.

1.7 When classes have reached the optimum number Hewens Primary School will take names for a waiting list and places will be allocated according to the published admissions criteria defined by the governing body.

1.8 The Admissions Policy will be reviewed by the Governing Body annually but consultation will only take place every three years unless changes are proposed.

## **2. Equal Treatment:**

2.1 We welcome children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and the rights and freedoms of others.

2.3 All prospective pupils will be treated equally, irrespective of their, or their parents', race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status.

2.4 We expect all of our pupils to attend our school assemblies that support our school ethos of being family school that works with and supports its community; parents may seek exemption on religious grounds which in individual cases will be upheld.

## **3. Disability:**

3.1 Our school provides full accessibility to those children with disabilities or/and require wheelchair access.

## **4. SEN**

4.1 Children with Statements of SEN that name Hewens Primary School in the statement are required to be admitted to the school and take precedence over all other applicants for a school place.

4.2 Children with SEN but without statements will be treated as fairly as other applicants on the basis of the admission criteria.

## **5. Equalities and Community Cohesion**

4.1 The new Code has regard to the following legislation and regulations, most relevant to admissions decisions: Sex Discrimination Act, Race Relations Act, Human Rights Act, Disability Discrimination Acts 1995 & 2005 and Equality Act 2006.

## **6. Visits**

6.1 We welcome you to visit our school and to see the school in action and we would be pleased to arrange an individual tour of the school with a pupil on a normal working day. This will give you an excellent opportunity to see the school in action, a chance to ask any questions you may have about the curriculum and the school in general and an opportunity to appreciate the unique character of Hewens

Primary School.

### **7. In-Year Admissions Applications**

In-Year Admissions Applications for In-Year admission are made in the same way as those made during the normal admissions round. Parents are required to complete a Common Application Form from their Home LA.

If a place is available and there is no waiting list then the local authority will communicate the governors' offer of a place to the family. If there are no places available this will be conveyed to the LA who will write to the parent with this information. You may ask us for the reasons why a place cannot be offered and you will be informed of your right of appeal.

You will be offered the opportunity of being placed on a waiting list. The waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order in which the applications are received.

Every year in January, we will write to every parent with a child on the waiting list requesting confirmation that the child's name should remain on the waiting list. When a place becomes available the school will advise the LA of the child who is top of the list so that the Home LA can inform the parent that an offer is being made on behalf of the governing body.

### **8. Admissions Criteria**

Where applications for admission exceed the number of places available, the following criteria will be applied, in order of priority:

1. Children in Public Care – children taken into Public Care via section 20 or 38 of the Children's Act.
2. Where the child has a sibling (from the same address at the date of admission) currently attending Hewens Primary School. "Sibling" refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent / carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.
3. Proximity of the child's home front door to the school gates, with those living nearer being accorded the higher priority.

### **9. Withdrawal Of Places**

Places offered at oversubscribed school will be withdrawn if:

- The offer was made in error;
- An incorrect address or other false information is supplied;
- A parent has not responded within a reasonable time.

A further letter will be sent to advise parent that failure to respond will result in the place being withdrawn

### **10. Multiple Births**

Twins and children from multiple births when one of the siblings is the last child to be admitted will be offered over the published admission number.

**General Information:**

This policy is a reflection of the belief of Hewens Primary School that every individual matters.

Related Documentation includes:

Attendance Policy

Equal Opportunities Policy

Disability Equality policy

Race Equality Policy

Gender Equality Policy

SEN Policy

**Background Experience**

The Academy Trust was designated as the lead school for the implementation of the Secondary SEAL (Social & Emotional Aspects of Learning). It provided training to the staff of other secondary schools within the Southern Consortium of secondary schools.

As a result of a national audit, [REDACTED] (National Strategy Lead – Behaviour and Attendance) acknowledged the Trust schools as ‘a national exemplar’. The national recognition resulted in one of the Trust’s Principals being invited to join Michael Gove’s working group in September 2011 entitled ‘Principles of Improving Behaviour in Successful Schools’ led by [REDACTED], the national champion.

In addition the Trust has been awarded the following awards:

Inclusion Quality Mark – July 2009

Leading Parent Partnership Award – September 2010

Healthy Schools – 2009

Healthy School Enhanced – 2012

**Safeguarding Issues**

- The school will maintain an up to date CRB list of all those working and entering the school on a regular basis.
- A Visitors Book will be in place and a badge system implemented. Staff and pupils will be aware of the system so that they can identify anyone who has entered the premises unobserved. Procedures will be put in place for teachers and pupils reporting intruders to ensure prompt action is taken to address the situation.
- A system will be put in place for supervising contractors.
- A buzzer entry system and code entry will be in place to monitor the entry of every visitor to the school.
- The parents’ room will have a separate entrance and the facility to isolate it from the main school. A Visitors Book will be in place for visitors to the parents’ room.
- A safeguarding policy for recruitment will be implemented. All adverts and websites will display ‘A school that treats safeguarding as a high priority.’
- There will be a named child protection governor and a senior member of

staff

- There will be easy access to the child protection policy for everyone associated with the school.

## **Behaviour Policy**

- An **Example Behaviour Policy** has been drawn up and placed in the Annex to this document. A Senior Leader has been appointed as responsible for the implementation and management of the Behaviour Policy. A member of the governing body will have responsibility for Behaviour reporting. (See Section F4)
- Our main priority for promoting good behaviour and attendance is the promotion and development of high levels of teaching. Inspection data clearly shows the correlation between good behaviour and stimulating and engaging teaching. If pupils are taught by skilled teachers who are knowledgeable about what they are teaching and can present learning in a visual and interesting way then pupils will want to come to school to learn and behavioural problems will be minimal. There will be a constant focus on the identification and development of good teaching.

The family ethos that will be a key feature of the school will allow a close relationship to develop between parents and staff. There will always be parents in the school, supporting teachers in classrooms, holding meetings in the parents' room and at parents' meetings. This offers opportunities to discuss informally any behaviour or attendance issues. More importantly the parental involvement in the school should ensure there are zero behaviour and attendance issues because parents will have had the opportunity to discuss any issues their child has at an early stage, enabling the school to step in before it becomes a behaviour or attendance issue.

The school will set high standards for both academic achievement and behaviour and attitude to others. A range of reward systems will be introduced but a child will only receive an award when they have clearly achieved something that everyone in the school family can see is a personal high achievement.

- The school will have zero tolerance of bullying, both physical and emotional. The bullying theme will be addressed during whole class assemblies and will be explicitly set down within the school brochure. The policy will be explained to every parent, new parents and at pre-school parent meetings. Parents will be aware that if their child is found to be bullying then they will be called into school. The family ethos and parental involvement in the school will also play a major role in ensuring bullying does not take place.

Where bullying is observed procedures will be in place to address the issue. Our behaviour policy will set out effective, targeted support for individual pupils whose behaviour is particularly challenging.

Everyone who works in the school will understand the expectations



regarding behaviour and will be consistent in applying them. The community, parents, all staff and pupils will know exactly what the expectations of behaviour and attitude to others are and there will be a consistency in the expectations and in the way that misbehaviour is tackled.

- An **Example Attendance Policy** has been placed in the Annex to this document. A Senior Leader has been appointed as responsible for the implementation and management of the Attendance Policy. A member of the governing body will have responsibility for Attendance reporting. (See Section F4)
- The primary schools in catchment areas adjacent to the proposed Hewens Primary School site have high levels of attendance and we will aim for 100% attendance figures. Our aspirations for high levels of teaching will maintain high levels of attendance. The Trust believes that the principles of high levels of teaching, knowing pupils as individuals and promoting the small scale family ethos will all combine to impact positively on attendance, as they have done across the present Trust schools.
- Our standards of teaching will be high and through continuing professional development staff will be supported and challenged in their teaching. There will be team teaching, buddying and teachers provided with opportunities to observe colleagues with a particular teaching skill in order to consider ways in which their teaching could be even more effective. Standards of teaching will be a focus for everyone and good teaching a feature of the school. Through maintaining high levels of teaching and learning pupils will not want to miss lessons and attendance will not be an issue for the school.

Our school family ethos will provide a safe and secure environment for pupils where they look forward to coming to each day. Pupils will feel safe, happy, accepted and included and will strive to ensure they do not miss a day of schooling.

### **Unauthorised Absence**

- On the first day of absence a phone-call will be made to the home.
- The school will work with the education welfare officer to address absenteeism
- The school will introduce a reward system for 100% attendance
- The school will uphold a policy of non-authorisation of holidays in term time
- The Breakfast Club will work to encourage non-attendees and those who arrive late to school

### **Exclusion**

Where inappropriate behaviour involves serious physical aggression towards others, or involves the continual disruption of the learning environment, the school's response must take into account the safety and security of those others and their need for uninterrupted learning. If other measures have failed to enable or persuade a child to remedy their misbehaviour, or if feelings are running very high, it may be

necessary to exclude a child from the school for a fixed term period. Exclusion will usually be for a short period of time to allow children:

- Time to reflect upon the causes and consequences of their actions;
- To allow parents time to discuss appropriate responses and strategies with their child;
- To provide a "breathing space" for tempers to cool and for feelings to calm down;
- To give staff time to discuss appropriate actions and behaviour strategies with others involved;
- To act as an overt and public expression of the school's disapproval of the particular misbehaviour and a re-assertion of our core values and standards.

Following exclusion, on their return to the School, children and their parents will attend a re-integration meeting before returning to classes.

A reintegration plan will be agreed where children are set clear targets for future behaviour and will be offered support and counselling. They will be reassured that the incident can now be put behind them provided the misbehaviour is not repeated. All parties will be asked to agree to a Good Behaviour Contract with the School.

On very rare occasions, when repeated sanctions, counselling and support over a considerable period of time have not resulted in improved or cooperative behaviour and where misbehaviour is increasingly serious and detrimental to the learning of others and to good order in the school, a student may be permanently excluded from the school.

Permanent exclusion may also result from a single serious incident of criminal behaviour, e.g. arson or attempted arson; serious assault on a student or member of staff etc. In every case, we would attempt to work with the Authorities to affect a transfer to another educational placement as an alternative to permanent exclusion.

### **Attendance Register**

The Trust acknowledges its statutory responsibility to maintaining an attendance register.

### **The Catchment Area**

- Within a mile radius of the proposed Hewens Primary School are three large urban areas from which Hewens College draws its student population. The College therefore has an in-depth knowledge and understanding of this community. The students are drawn from families where historically there have been low aspirations, under-achievement and inter-generational 'worklessness'. It is anticipated that the new school will draw students from

areas with characteristics that are comparable to those of the inner city. The south of the borough is significantly more deprived than the north on almost all indicators of deprivation, although throughout the borough there are small pockets of significant hardship. A pen portrait of the borough is provided below:

- The Index of Multiple Deprivation (IMD) ranges from 7.2 in the least deprived ward to 28.2 in the most deprived ward
- The percentage of obese children of primary age has increased to 19.5% (national rate 17.5%)
- The IMD (2007) map for poor health, early mortality and disability in Hillingdon shows much of the southeast of the borough in the range of 21-40% most deprived.
- Hillingdon Primary, Hayes Park Primary and Grange Park Junior and Infants schools are the nearest schools to the proposed Hewens Primary School site. Currently these schools have a total of 1845 pupils on roll of which 1025 (55%) have a first language other than English. The Hillingdon ward data clearly show that there is a wide ethnic mix within these schools with the two largest groups being Indian (by far the largest ethnic group) and Black African.
- Whilst employment deprivation is similar to most outer London boroughs, it is relatively high in the south east of the borough, where the proposed site lies
- In the Charville ward, the ward from which the largest numbers of pupils would be drawn, there is a higher level of those who have been unemployed for over 12 months (Hillingdon Borough ward data 2011)
- In Charville ward there are higher levels of lone parents than in other wards (Hillingdon Borough ward data 2011)
- In terms of deprivation affecting children (Income Affecting Children Index), Hillingdon is overall in line with the average for Outer London. However, income deprivation mainly affects children in the south of the borough.
- Whilst in 7 wards (2007 data), less than 10% of children were eligible for free school meals (FSM), in a further 7 wards in the south of the borough, over 25% of pupils were eligible. There are over 20% of pupils eligible for FSM in the primary schools located nearest to the proposed site. There can be no doubt that FSM eligibility correlates with special educational needs and attainment. Unsurprisingly perhaps, pupils eligible for FSM tend to achieve significantly less well than their peers.
- Low educational attainment amongst young people and adults is more common to those living in wards to the south of the borough.

The Trust understands its part in addressing the issues and believes the curriculum framework, reinforced by its community engagement and support programme, will provide the vehicle to do so.

### **Supporting the community**

The Trust is aware that their local community has a low skill base and low aspirations and has worked tirelessly to address the situation. This was recognised by Ofsted in 2010:

“The Executive Principal has a clear vision for the college and for the contribution it can make to the community it serves. His ambition, sharply focused on securing the best outcomes for students, is at the core of all that the college does. His drive and purpose is fully shared by staff and governors and is reflected in clear improvement priorities.

In a climate of robust accurate self-evaluation and review, there is tight line management accountability to ensure that the challenging targets set for students are met. Outcomes in English and Mathematics at GCSE are viewed as the responsibility of all teachers and, as a result, everyone is committed to the development of literacy and numeracy.”

Crucially, Hewens Primary School will benefit immediately from support offered through the multi-academy federal structure, not least because of its established credibility with employers and its network of links with other schools, training organisations and higher education providers.

The new Studio School has strong links with local industries and works with and within the local community. With changes to the traditional school timetable during periods traditionally regarded as school holidays there are opportunities to deliver community projects centred on children, families and other community groups in the local neighbourhood. There will be opportunities to mount a variety of special enterprise events, conferencing and networking organised by the students themselves and involving pupils from Hewens Primary School.

At both Rosedale College and Hewens College all Key Stage 3 students have access to personalised learning through a timetabled period at the end of each day. This provides the Trust with an opportunity to provide an enrichment programme that addresses the needs of the students and the community in raising skills levels and aspirations. This same approach will be taken in the proposed new school where teachers will be contracted until 6:00 pm and to deliver an enrichment programme at the end of the school day.

The stage not age approach adopted by all the Trust schools will mean primary aged pupils will have the opportunity to participate in aspects of the Key Stage 3 programme. For example, gifted and talented pupils may be given the opportunity to work with specialist staff in the secondary sector working alongside students of similar ability.

In a highly urbanised area with limited access to sport and outdoor play areas, the Hewens College provides community access to its gym, playing fields and the large Astroturf area. The facilities are in regular use by the local community and local primary schools.

The College provides a sports programme that includes after school and community evening access to the following:

1. Football
2. Table Tennis
3. Basketball

4. Netball
5. Rugby
6. Cricket
7. Soft Ball
8. Athletics
9. Swimming
10. Tennis

It is proposed that pupils at the new school will have access to all the sporting facilities and to the specialist sporting expertise that the sports department can provide. Presently there is a programme of secondary staff working in local primary schools to share their expertise with teachers and pupils. The teacher exchange programme would be extended into the new proposed school.

There are existing catering facilities at Hewens College and rooms for parents and community members to meet and work. Local primary schools regularly make use of the facilities to hold lessons, to work with specialist staff and to make use of the excellent sporting facilities.

To address the low skill base in the community the College currently provides adult literacy and reading together programmes that have proved highly successful both in numbers attending and impact.

There is an IT skills programme for the community that helps prepare adults for employment and improve life chances. The school is rich in new technologies and expertise in using them to enhance learning and can provide access to both pupils and teachers from the new school.

The school has promoted boys and dads days to encourage the development of appropriate role models as part of its programme for developing community relationships.

There is a great deal that the Trust schools are already undertaking to engage with its community and provide a positive contribution towards tackling the challenges it faces. The Hewens Primary School will add a new dimension to the community programme by providing an opportunity to engage with community members whose children are starting on the pathway along their formal education.

Many of the parents will be members of the community that the Trust may have been unable to reach with their present community programme. Parents of pupils at the new school will play an important role in working with their school to support their child's learning. The Trust will work with the parents to establish their needs and those of their community and work with them to extend its existing community programme to meet the challenges facing their community.

#### **Promoting active contribution to British society and good community relations**

Based on evidence drawn from a variety of sources, the Trust can demonstrate that there is outstanding practice to be found across its schools and colleges which

make up the academy. Key performance indicators, no matter how they are analysed, confirm that all groups, including those that are small in number, achieve well and have a positive experience of the wider community.

There is a well-developed PSHCE programme where much is done to challenge discrimination, prejudice and stereotypical points of view. Role models are carefully selected to reflect the diversity of learners with themed project work to explore the concepts of modern British society. The content of the curriculum, the text selected and a variety of other sources will pay due regard to this by making good use of images and materials which reinforce the positive contribution of all groups.

Data is used in a meaningful way to monitor performance, attitudes and behaviour of different groups, being kept under regular review by the senior team. Where there is risk of inequality or evidence of discrimination, this is tackled in a proactive way.

In terms of personnel, the Trust ensures that the balance of staff is representative of the learning community, only appointing staff according to merit and ensuring that procedures are fair, transparent and robust in terms of the day-to-day operation of school routine.

The Trust will implement the same procedures that have proved so successful within its new primary school where support by teachers, teaching assistants, peer buddies and the school year representatives will give wrap-around support within a family atmosphere.

The Trust can offer its facilities and knowledge base to the community and the opening of the Studio School in September provides real links between learning and the work place.

The Trust is also aware that the primary school setting provides the opportunity to establish a community focal point from which it can engage more with its community. The community will be more confident in approaching and working with their small family run primary school than with the larger secondary school setting.

Through parent and community links the primary school will make its premises and skills available to adult learners within the community e.g. to parents who may not speak English or who are struggling with understanding the basic financial and monetary system.

The school and its community will work together to ensure that adults feel they can approach the school and are welcomed as learners in the way in which their children are. The Trust offers a way of extending the adult learning support beyond what the primary school can offer but the primary school is better positioned to gain the trust and confidence of the community.

### **EAL pupils and their families**

The best practice of EAL teaching will be sought and brought into the school to share with others and teachers and assistants will have the opportunity to visit best

practice in other schools. A range of the most effective forms of best practice will be encouraged, including:

- Class and EAL support teachers need to plan collaboratively in order to agree their specific roles in scaffolding teaching and providing targeted support to learners of EAL. Such support will often include pre-teaching to enable pupils to access the lesson, as well as support during the lesson and follow-up consolidation.

Models of collaboration include:

- **Team teaching** - both teachers work together during whole-class teaching to support modelling, demonstration and strategies for engaging all pupils in dialogue and discussion;
- **Observation** - either teacher acts as an observer in the whole-class context with an agreed focus while the other teacher maintains an interactive role, encouraging, explaining or reinforcing. The observation focus might also be on assessing the impact of particular teaching strategies by observing the pupils' responses;
- **Working with target groups** - the support teacher, teaching assistant and/or class teacher focuses support on a specific group of pupils during the main part of the lesson or in order to provide preparatory teaching to support children in better accessing a lesson;
- **One-to-one support** - the EAL/class teacher or teaching assistant may, on occasions when specific difficulties and misconceptions arise, need to provide individual support either before or during the main lesson;
- **Resource provision and development** - collecting, suggesting, modifying or designing specific resources to support the learning or curriculum access needs of bilingual pupils;
- **Monitoring** progress of bilingual learners.

The Trust will also consult parents on the type of support they might provide for the community where English is not the first language. Many of the above strategies could be employed to provide a language programme that supported families in learning English as well as providing guidance on how parents can best support their own children's learning.

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

Please complete the table, using the information below to assist you.  
If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	60				60			
Year 1					60			
Year 2								
Year 3	60				60			
Year 4					60			
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
<b>Totals</b>	120	33*		45%	240			

\*This is an estimate as some parents did not wish to disclose specific details about their child.



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

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

The Rosedale Hewens Academy Trust has vast experience of engaging with its community and many existing channels in place through the Academies within the Trust, the students, their parents, carers and guardians in addition to the wider community that the trust serves through its extended provision.

These networks and channels have been included in the consultation process for the new primary school in addition to new channels including playgroups and nurseries, local clinics and child minders in order to inform as many of the local community as possible to join in with the development plans.

All of the Schools and Colleges which make up The Rosedale Hewens Academy Trust have a tradition of actively engaging with all sections of the diverse local community that they each serve. Accordingly, there is every confidence that the Free School will reach full capacity and serve the wide range of needs to be found in the area.

The Trust, Governors, parents and the wider communities voices have to be central to the plans of the Hewens Primary School, as such the schools vision, Key Performance Indicators (KPIs), School Improvement Plan and continuous consultation programme will all have them at their heart.

From the data on the local area and through consultation with parents and the community it is clear that there is both need and demand within the local area for a new primary free school that offers the services to its children and the local community that Hewens Primary School will offer.

### **Demand**

Following initial consultation with the Local Authority and Headteachers of schools within the immediate area, it was recognised that 'hits' on the website did not necessarily provide the means of tracking interest or maintaining contact with prospective parents, guardians and carers. Therefore, in a relatively short period of time, some 73 signatures have been collected through other partners associated with the Academy Trust. Accordingly, below is some of the feedback offered as a result of face-to-face consultation:

Quote from a mother of a child who has recently transferred from a neighbourhood because it is about to expand again:

"[REDACTED] hardly learnt anything at her other school... there were just too many children there. She has learnt so much since she has been here at Rosedale and is very happy. I told my friends that they need to find a little school like Rosedale

and that's why I think it is a good idea that Hewens wants to open one too."

Quote from a parent of a child currently attending McMillan Nursery:

"My daughter, [REDACTED], is very happy at McMillan and when I sent her there I naturally thought she would just go next door to the primary school.... but there is now a big fuss because they say there's going to be 150 kids in Reception next year....I just don't think it is right."

Quote from a mum living in Pole Hill:

"Well, there just isn't any choice at the moment. The Uxbridge Gazette said that Hillingdon is running out of places and has cut £17m from the budget. I don't understand it! Charville is on my side hasn't got enough room and I will have to go across the [REDACTED] if I try to get into Wood End. It seems daft walking past Hewens they say they have space for a new school."

Quote from a parent at Reception at Hewens College:

"I'm new to the area, and I know that there are no spaces at the other schools. I hope they do open a school soon as I think it is needed".

Quote from a parent whose son has special needs in a local nursery:

"My son has got special needs and has already had to see the speech therapist at nursery. I can't see how he will get the help he needs in the big schools and that's why I like the idea of him going somewhere new. I think he will be alright if he knows the teachers."

[REDACTED], Post 16 student at Rosedale Hewens Sixth Form:

"My mum and dad want to know if there is going to be a primary school here, then I can bring my little brother, [REDACTED], to school when they do shifts. It would make life easier for me knowing that I haven't got to go far to collect him!"

### **Need**

All school facts and figures and pupil number forecasts were kindly provided by the Organisation and Resources Team, based at the Hillingdon Borough Offices in Uxbridge with whom we have been in regular contact.

For planning primary school places, the Borough of Hillingdon is divided into 14 Primary Planning Area (PPAs). The proposed site for the new primary school sits on the border between PPAs 7 and 8.

Within PPAs 7 and 8 there are ten primary schools and in half of those schools pupil numbers are above capacity.

School	NOR	Capacity	Actual	First language not English	FSM
Ryefield Pr	422	460	-38	27.6%	73 19.6%
Charville Pr	499	630	- 131	42.1%	105 24.5%
Grange Park Jun	304	353	-49	77% +	75 24.7%
Grange Park Inf	357	270	+ 87	75% +	79 28.5%
Hayes Park	723	620	+ 103	43.5%	66 10.4%
Highfield Pr	254	210	+ 44	27.3%	24.5%
Oak Farm Junior	356	360	-4	32.6%	29 8.1%
Oak Farm Infants	270	270	0	39.3%	26 9.6%
Hillingdon Pr	461	420	+ 41	46.2%	93 23.2%
St Bernadette Catholic Pr	461	415	+ 46	21.9%	20 5%
	<b>4107</b>	<b>4008</b>	<b>+ 230</b>		

Hillingdon Primary, Hayes Park Primary and Grange Infants are the three schools nearest to the Hewens College site who take in Reception year pupils and all three are presently above capacity (see table above)

Hillingdon Borough have informed us that the current capacity for reception places is:

PPA 7 300  
PPA 8 270

The forecasts for future school places are based upon birth and population stats from the ONS and GLA, supplemented with information on housing and birth-school retention rates forecasts.

The data provided by Hillingdon Borough indicates that the capacity figures for Reception places in both PPA 7 and 8 went beyond capacity in 2010/11. Future demand for Reception places is set to increase year on year until 2016/17.

There will be demands for Reception places well beyond capacity within the proposed school catchment area for at least the next four years.

#### Demand for Reception places in PPAs 7&8

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
PPA 7	345	386	375	367	378	379
PPA 8	285	305	310	277	293	296

All the statistics provided are taken from an interim update report undertaken in July 2011 by Hillingdon Borough.

The figures clearly show that demand for primary school places far outstrips current supply. However, and in addition, there is evidence from the Primary Care Trust that was provided that suggests the current actual birth rates are far higher than any forecast available giving greater urgent need for primary school places in Primary Planning Areas 7 and 8.

### **Consultation**

Information on the proposed new primary free school on the Hewens College site, including the vision, ethos and curriculum model of the school has been shared through information flyers, letters, formal and informal discussions with the following groups.

- Local authority
- All parents of students at the Hewens College
- Local clinics
- Doctors' surgeries
- Nurseries
- Child minders
- Local primary schools

The Hewens Primary School website was set up and has been used as a place to share information with local parents and the community. There have been announcements and coverage made on local FM Radio and all residents within a mile radius of the proposed site have been hand delivered information on the proposed new primary school.

Local shops and cafes have displayed information and posters on the new proposed free school and the entrance at Hewens College displays information on the proposal including design options.

A parents' meeting was held on Wednesday 8<sup>th</sup> February, where parents, guardians, carers and the local community were invited in to hear about the proposed plans, engage with the process, raise concerns or note areas that the proposed new primary school could support the community in. Parents have been encouraged since to call or go to the school to discuss further to find out further information.

Through all consultation a dedicated phone number and email address has been provided for prospective parent's to register their interest or ask questions.

██████████ and ██████████, have at all stages welcomed parents to come and talk to them about the plans, place an expression of interest and provide input.

Hewens Primary School is currently and will continue to be a whole Trust, whole community project. The channels of communication that the Trust is currently developing with parents of primary age school children and the wider community

will continue to grow as the consultation and new school plans develop. These relationships will be maintained and strengthened post opening of new school continually adding greater value to the impact.

The Trust will continue to engage with its community through their current channels, partnerships and communities of practice through the networks they already have in place. They will continue to raise awareness of the new proposed primary school and engage with their local community on developing plans for the new school, its curriculum and proposed forms of community engagement.

The Trust will continue to engage with their local primary schools, nurseries and playgroups in the area in addition to continuing their conversation with the local authority on the free school proposal, which is to date positive and they have been extremely helpful with data and additional information requested.

The Trust will continue to engage its current students on the new primary school on the strengths and needs of the students and the local community.

The Trust senior leadership team will continue to engage and visit leading edge primary leaders, specifically those in similar demographics who are delivering their vision and curriculum through a human scale, co-constructed curriculum, stage not age or ICT rich approach.

Academy Principals and Headteachers of primary schools have been identified and engaged, to inform this proposal. The Trust senior leadership team will continue to explore these relationships to develop in-depth information on how transformation and improvements were achieved by their primary colleagues.

All information and new learning from these visits and relationships will be shared with parents that have expressed an interest in detail at regularly planned monthly meetings and the wider community to ensure that all are kept up to date, informed and have an opportunity to comment on and shape the vision for the new primary school.

We know that managing expectations will also be important and managed especially during these early stages of consultation up to school opening.

Hewens Primary school will be an integral part and add to the range and diversity of provision that The Rosedale Hewens Academy Trust currently offers to its parents and local community.

## Section F: Capacity and capability

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

The Trust believes that it has access to an immense amount of skill and expertise to open and run a new primary school. The Trust has set out below the skills of its members and their time commitment through to inspection.

<b>TEAM MEMBERS – SKILLS AND ROLES</b>				
	<b>Relevant skills</b>	<b>Role to opening</b>	<b>Role once opened</b>	<b>Time Commitment</b>
██████████	██████████	██████████	██████████	Through to first inspection
██████████	██████████	██████████	██████████	Through to first inspection
██████████	██████████	██████████	██████████	Through to inspection
██████████	██████████	██████████	██████████	Through to inspection

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Through to inspection
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Through to inspection
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Through to inspection
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Through to inspection
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Through to inspection
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Through to inspection


The Trust has a wealth of financial expertise upon which to draw and the finance team identified (see Expertise and Skills chart in F3) have worked successfully in the financial management of the Academy school's financing. Ofsted has identified the financial management aspects of the Trust to be a strength of the schools.

[REDACTED]

All four members of the financial team have given a time commitment to seeing the project through but recognise that they will require to procure capital project and on site supervision expertise.

The Trust members have identified the expertise and skills they feel are required from their experience in setting up and running a primary school. Trust members, governors or partners have been consulted about their time commitment to see the project through to inspection.

It is clear that we will require certain expertise, particularly regarding the legal aspects and the primary curriculum. If successful in our bid for a new school, we will go through procurement procedures to obtain the expertise we have identified, adding to what we consider to be a very experienced team.

The team we have identified have played a pivotal part in the success of the Academy schools and in raising standards of behaviour and attendance significantly.



## EXPERTISE AND SKILLS

Expertise	Named Person	Identified gap	Support until school inspection
Primary Headship expertise	[REDACTED]	More support required in that Rosedale Primary was only established in September 2012	Yes
Primary Headteacher Appointment expertise	[REDACTED]		Yes
Early Years expertise	[REDACTED]		
Curriculum and teaching and learning	[REDACTED]		Yes
SEN and Inclusion expertise (EAL)	[REDACTED]		Yes
ICT and new technologies expertise	[REDACTED]	Expertise from Partnership for Schools, for example, would be useful	Yes
Health and safety	[REDACTED]		Yes
Community engagement	[REDACTED]		Yes

Financial planning and project management		Expertise required in terms of capital project and on-site supervision	Yes
Legal		Expertise required	Yes
Marketing		Additional support required to produce marketing collateral	Yes

### Staffing from opening to full capacity

Year	NOR	Principal	Ass. Principal	FTEs Teacher	TAs	Finance	Administrative Officer	Receptionist
2013/14	120	1	1	4	4	1	1	.5
2014/15	240	1	1	8	8	1	1	.5
2015/16	360	1	2	12	12	1	1	1
2016/17	420	1	2	14	14	1	1	1

Year	Welfare Assistant	Premises supervisor	Domestic Assistant	Catering Supervisor	Catering Assistant	SMSA School Meals Supervisory Assistant
2013/14	0	1		1	0	1
2014/15	0	1	(Contract) 1	1	1	2
2015/16	0.5	1	(Contract) 2	1	2	3
2016/17	1	1	(Contract) 3	1	2	4

## Staffing structures

### Academic Year 2016/2017 (See staffing structure chart Annex D)

#### Capacity NOR 420 (Full capacity)

##### Staffing:

- 1 Headteacher
- 2 Assistant Headteacher
- 14 FTE (Teachers)
- 14 Teaching Assistants

All teachers contracted 8:30 am to 5:00 pm except for those staff involved in out-of-hours activities, for example the Breakfast Club Coordinator who will be contracted from 7:45 am to 9:15 am, and the After School Coordinator, between 3:00 pm and 6:00 pm.

### Trust

- Trust representatives on Governing Body report to the Trust
- Headteacher reports annually on standards and achievements at Principals' group reporting

### Governing body

- Chair of Governors
- Trust representatives
- Parent governors
- SEN governor
- Finance governor
- Teacher representative
- Community governor
- Standards governor
- Transition governor
- Quality of teaching governor
- Early Years Provision governor

Headteacher attend all Governor meetings to report to given agenda. Attainment is always an agenda item

**Governor groups** who meet once a term and report to full Governing body

**SEN committee** – SEN Governor, Parent governor, SENCO, Senior Leader 1 responsible for pupil well-being, EAL and SEAL. **Outside agencies** will be invited to attend where relevant and to inform judgements

**Finance committee** – Finance Governor (Chair of Governors), HT, Trust Finance manager, Trust bursar

**Standards committee** – Assistant Headteacher, Standards governor, Senior Leader1 responsible for tracking pupil progress, Senior teachers 2 responsible for curriculum and teaching and learning 1, representative from the Trust

**Transition committee** – Headteacher, Principal of Hewens College, Transition governor, Assistant Headteachers, Senior teachers 2 responsible for managing stage not age programme and teaching and learning

**Quality of teaching committee** –Assistant headteacher and accompanied by Quality of teaching Governor, Teacher responsible for Quality of teaching. Once a term undertake a full evaluation of the quality of teaching. Involving observations, analysis of assessment data and meeting with the **year group representatives group**. Assistant Headteacher feeds back to governing body with plans for addressing low levels of teaching

**Community committee** – Led by Assistant Headteacher and accompanied by the Teacher for developing community links and the **Community governor** and **Parent Governors**. Community Governor reports back to Governing Body

**Senior Management Team** – Headteacher, Assistant Headteacher, 2 Senior Leaders, SENCO meet every fortnight. Headteacher sets the agenda. Pupil progress and quality of teaching are always agenda items

**SENCO meetings** – SENCO meets with **teachers** to provide guidance on all SEN matters and to discuss assessments.

Meets with **parents** to discuss planned provision and obtain support

- Meets with **outside agencies** where specialist support is required
- Liaises with **local authority** when a request for an assessment has been made
- Sits on senior management team – feeds back to **SMT** on all SEN matters
- Meets with and monitors progress of **Teacher with responsibility for Child Protection Issues** and **Teacher with responsibility for EAL support**

**Reception Group meetings** – Led by Assistant Headteachers and teacher responsible for overall management of Reception provision, and Early Years provision governor, SENCO and Senior Leader 1

**Pupil year group representatives** – Meet with **Assistant Headteachers** and a representative member of the **Governing Body** to discuss agenda that the pupils have contributed towards. Governor representative reports back to full governing body

**Parent - community group** – meet with **Headteacher** and **Assistant Headteacher** once a term. Headteacher feeds back to Governing Body

**Weekly meetings:**

Year group meetings are held each week and focus upon consistency and pupil progress and well-being. The meetings are attended by the Senior Leader responsible for a Key Stage, all staff and teaching assistants. Senior Leader reports to Assistant Headteacher

**Monthly meetings:**

Every fourth week the year group meeting will become a Key Stage meeting. The

meetings are attended by all key stage teachers and Assistant Headteachers responsible for a Key Stage.

**Meetings with TAs – Assistant Headteacher**, (senior leader) with responsibility for management and deployment of TAs will hold termly meetings with all TAs. Senior Leader 1 will report to Assistant headteacher and individual teachers where necessary.

**Appraisals** – Senior management appraisals undertaken by Headteacher. Staff appraisals undertaken by Headteacher and Leading Teachers on a rolling programme. Appraisals will include a review of areas of responsibility.

**Academic Year 2014/2015**

**Opening NOR 240**

**Staffing:**

Headteacher

Assistant Headteacher

8 FTE (Teachers)

8 Teaching Assistants

All teachers contracted 8:30am to 5:00pm except Breakfast Club organiser who will be contracted from 8:00am to 4:30pm

Responsibilities to be delegated:

SENCO – half day per week release

Reception co-ordination – tracking pupil progress

Key Stage 1 co-ordination – tracking pupil progress

Key Stage 2 – tracking pupil progress

Teacher PPA time

Management of the Breakfast Club

After school Mathematics support

After school literacy support

Delivery of an after school enrichment session

**Trust**

- Trust representatives on Governing Body report to Trust

- Headteacher reports annually on standards and achievements at Principals' group reporting

**Governing body**

- Chair of Governors
- Trust representatives
- Parent governors
- SEN governor
- Finance governor
- Teacher representative
- Community governor
- Standards governor

- Quality of teaching governor
- Early Years Provision governor

Headteacher attend all Governor meetings to report to given agenda. Attainment is always an agenda item

**Governor groups** who meet once a term and report to full Governing body:

**SEN committee** – SEN Governor, Parent governor, SENCO, headteacher and headteacher. **Outside agencies** will be invited to attend where relevant

**Finance committee** – Finance Governor (Chair of Governors), Headteacher, Trust Finance manager, Trust bursar

**Standards committee** – Standards governor, headteacher, representative from the Trust

**Quality of teaching committee** – Led by headteacher and assistant headteacher. Once a term undertake a full evaluation of the quality of teaching. Involving observations, analysis of assessment data and meeting with the **year group representatives group**. Feedback to governing body with plans for addressing low levels of teaching.

**Headteacher meetings**– Headteacher meets with all teaching and support staff each week. Pupil progress and quality of teaching are always agenda items.

**SENCO meetings** – SENCO meets with **teachers** to provide guidance on all SEN matters and to discuss assessments

- Meets with **parents** to discuss planned provision and obtain support
- Meets with **outside agencies** where specialist support is required
- Liaises with **local authority** when a request for an assessment has been made
- Feeds back to headteacher on all SEN matters

**Reception Group meetings** – Led by assistant headteacher and teacher responsible for overall management of Reception provision, SENCO and Early Years provision governor

**Pupil year group representatives** – Meet with **Assistant Headteacher** to discuss an agenda that the pupils have contributed towards. Headteacher reports outcomes to governing body

**Parent - community group** – meeting with **Headteacher** and staff once a term. Headteacher reports on progress and achievements to date and plans for the future.

**Appraisals** – Undertaken by headteacher on a rolling programme. Meetings will include a review of areas of responsibility review their areas of responsibility.

**Academic Year 2013 /2014 (opening year)**  
**Opening NOR 120**

**Staffing:**

Headteacher  
Assistant Headteacher  
4 FTE (Teachers)  
4 Teaching Assistants

All teachers contracted 8:30am to 5:00pm except Breakfast Club organiser who will be contracted from 8:00am to 4:30pm.

Responsibilities to be delegated:

SENCO – half day per week release  
Reception co-ordination – tracking pupil progress  
Key Stage 1 co-ordination – tracking pupil progress  
Key Stage 2 co-ordination – tracking pupil progress  
Management of the Breakfast Club  
After school Mathematics support  
After school literacy support  
Teacher PPA time  
Delivery of an after school enrichment session

**Trust**

- Trust representatives on Governing Body report to Trust
- Headteacher reports annually on standards and achievements at Principals' group reporting

**Governing body**

- Chair of Governors
- Trust representatives
- Parent governors
- SEN governor
- Finance governor
- Teacher representative
- Community governor
- Standards governor
- Quality of teaching governor
- Early Years Provision governor

Headteacher attend all Governor meetings to report to given agenda. Attainment is always an agenda item

**Governor groups** who meet once a term and report to full Governing body:

**SEN committee** – SEN Governor, Parent governor, SENCO and headteacher.

**Outside agencies** will be invited to attend where relevant.

**Finance committee** – Finance Governor (Chair of Governors), Headteacher, Trust Finance manager, Trust bursar

**Standards committee** – Standards governor, headteacher, representative from the Trust

**Quality of teaching committee** – Led by Assistant Headteacher. Once a term undertake a full evaluation of the quality of teaching. Involving observations, analysis of assessment data and meeting with the **year group representatives group**. Feedback to governing body with plans for addressing low levels of teaching.

**Headteacher meetings**– Headteacher and Assistant Headteachers meet with all teaching and support staff each week. Pupil progress and quality of teaching are always agenda items.

**SENCO meetings** – SENCO meets with **teachers** to provide guidance on all SEN matters and to discuss assessments

- Meets with **parents** to discuss planned provision and obtain support
- Meets with **outside agencies** where specialist support is required
- Liaises with **local authority** when a request for an assessment has been made
- Feeds back to headteacher on all SEN matters

**Reception Group meetings** – Led by teacher responsible for overall management of Reception provision, and Early Years provision governor

**Pupil year group representatives** – Meet with **Headteacher** to discuss an agenda that the pupils have contributed towards. Headteacher reports outcomes to governing body

**Parent - community group** – meeting with **Headteacher** and staff once a term. Headteacher reports on progress and achievements to date and plans for the future.

**Appraisals** – Headteacher appraises Assistant Headteacher. Assistant Headteacher appraises all staff on a rolling programme. Meetings will include a review of areas of responsibility review their areas of responsibility.

The staffing structure charts and critical path analysis (Annex) reflect the level to which the Trust has planned the staffing for the opening and post opening. This is now mirrored in the financial template which has been modelled several times as the staffing structure has become more sophisticated. SMSA and catering staff have been included to avoid these costs being overlooked. The amount of receptionist time is higher than expected, 0.8FTE x 2 part time roles at full capacity, in order to respond to parents out of hours as the school will need to be contactable from 8am to 6pm if the out of hours programme is to be supported.



## Overview of Roles (at full capacity)

### Headteacher

Reporting to the Governing Body on standards  
Pupil personal well-being and happiness  
Ensuring pupils are supported in their learning  
Ensuring all pupils attain their full potential  
Ensuring the delivery of a broad and relevant curriculum  
School organisation and management  
Reporting to Governing Body  
Reporting to the Rosedale Trust  
Appraising Senior Management Team  
Managing SMT meetings

### Assistant Headteacher

Managing the school in the absence of the Headteacher  
Tracking pupil progress  
Maintaining high quality of teaching  
Teaching and learning  
Curriculum planning  
Assessment collection and analysis  
Providing PPA cover  
Appraisal

### Senior Leader 1

Reception and Key Stage 1  
Pupil well being  
EAL SEAL  
Attendance  
Management, training and deployment of TAs  
Assessment and tracking pupil progress  
Induction programme for newly appointed teachers  
Reporting to Assistant headteacher  
Attending SMT meetings  
Two days a week release

### Senior Leader 2

Key Stage 2  
Curriculum delivery  
Behaviour  
Planning and overseeing CPD maintaining quality of teaching programme  
Reporting to Assistant Headteacher  
Reporting to governing body on areas of responsibility  
Two days per week release

### All teachers will:

- Have an area of responsibility
- Deliver an after-school session each week
- Report to one of the senior leaders on all aspects of their area of

responsibility

- Attend the fortnightly CPD after school session
- Be responsible for the planning and delivery of sessions to support the school's CPD programme and targets for improvement

**All Teaching Assistants will:**

- Be provided with a CPD programme
- Take responsibility for specialist support in Mathematics, English, reading, EAL, SEN and any other areas identified as requiring additional support
- Attend a half day induction programme

**FTE – SENCO**

Managing school based provision

Providing professional guidance to staff on all SEN matters

Advising and reporting to school leadership on all SEN matters

Liaising with parents, carers, external agencies and professionals

Liaising with the local authority and parents where a request for an assessment has been made.

Providing up to date pupil information.

Half day per week release

**FTE - Child Protection**

Children's well being and happiness

Delivery of pre-school breakfast club

Half day per week release

**FTE – Community support**

Developing links with the community and community groups

Supporting parent groups

Teacher representative at parent group meetings and events

**FTE –Cultural development and understanding**

Linking with teachers responsible for music, art and dance

**FTE – English**

Delivery of weekly after school English support for targeted pupils

**FTE – Mathematics**

Delivery of weekly after school English support for targeted pupils

**FTE – Developing a love and understanding of art throughout the school and local community**

**FTE - Teaching and learning with new technologies**

Raising skill levels in the use of new technologies across the school and the community

**FTE - To provide cover for:**

SENCO – half a day per week

Child Protection Issues

EAL support

**FTE - Exemplar teacher**

Develop skills throughout the school

Focus upon teaching specific challenging aspects of the curriculum

**FTE - Planning and managing the after-school Happy Time Club where pupils can wind down at the end of the day and meet and play with their peers.**

Supporting pupils new to the school

Teaching Assistant induction – half day release  
**FTE** - Sport, outdoor games, dance and social games  
Forging links with the community  
Establishing links with local sports and leisure groups  
Working with the teacher with responsibility for developing cultural understanding and well being  
**Parent helpers** (unpaid) – To work as additional support for pupils as required

## **Recruiting the Headteacher**

The Trust recognises the importance of recruiting the right Headteacher and how it is the most important decision they will make. Therefore, the project team have drawn up a Headteacher specification and a detailed timetable for recruitment.

The Trust has a great deal of experience of appointing Headteachers who have successfully turned schools around through their dynamism and strong leadership. The Trust recognises that it will require additional support with regards the primary context but the process of appointing the Headteacher will draw heavily upon the success of the Trust's appointments to date.

The Trust follows the following stages of recruitment:

- Preparation stage
- Definition of need
- Attraction
- Selection
- Appointment
- Induction
- Evaluation

### **Preparation stage**

- be clear about roles and responsibilities
- know who should be on the appointment panel
- ensure members of the appointment panel have the time to commit to see the process through to appointment
- be aware from the outset that that all records must be filed and retained
- know what records need to be kept
- have identified the skills gaps within the appointment team
- be clear about the steps in the process and the timescales
- have begun to think about the school's budget and the salary we can afford to pay
- know what we will do if we cannot appoint at the first attempt
- know what documents it would be helpful to consult

Timescale	Task	Responsibility	Note
<b>Preparation stage</b>			
April 17 <sup>th</sup> 2012	<p>Recruit members of the appointment panel</p> <p>Existing governors:</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Identify members of the Trust governing body who have the relevant skills and could be invited to join the team.</p> <p>Write to those parents who have shown a strong interest in their child starting at the school to join the team. Inform each parent that before joining the team there would need to be a security check.</p> <p>Interview each applicant and recruit against agreed criteria. Identify the skill gaps and implement procurement procedures for advertising and appointing an agency who can provide the relevant skilled personnel. Identify the numbers of days required and over what timescale.</p> <p>Appoint secretarial support to take minutes, maintain records and be responsible for all</p>	[REDACTED]	<p>Require between 3 to 7 members</p> <p>Target to appoint in Summer term 2012 for take-up on January 1<sup>st</sup> 2013</p> <p>Ensure appointment panel have copies and are familiar with the following: Safeguarding Children: Safer recruitment and selection in education settings (ref DfE/1568/2005</p> <p>and</p> <p>Child Protection: Safer recruitment and vetting in the Education Service DfE</p> <p>Ensure that everyone on the appointment panel has the time and commitment to see the task through to appointment</p>

	correspondence		
April 23 <sup>rd</sup>	Recruit outside support through procurement procedures	Appointment panel	Recruit people with the relevant skills that have been identified on the skills analysis chart as important requirements.  Refer to skills analysis submitted in the application
<b>Definition of need</b>			
May 4 <sup>th</sup>	Review and agree person spec and job description. Ensure that the criteria by which you will appoint the Headteacher supports the vision for the school  Draw up job description and person spec for posting or e mailing  Agree that the person spec is of the perfect person for the post of Headteacher of our school	Recruitment panel with advice from consultant support	Refer to person spec in the Application  Emphasise the school expectations for high levels of teaching and including the Headteacher
<b>Attraction</b>			
May 1 <sup>st</sup>	Draw up advert for the post.  Agree advertising launch date.  Agree closure day for applicants  Agree interview day  Advertise the most exciting aspects of being	Recruitment panel with lead from consultant	Ensure advert and all literature make clear the vision for the school and the key principles the new head will be responsible for implementing  Make explicit that anyone shortlisted will be visited by a governor or their

	<p>a head at the school: new school, innovative ways of learning, stage not age approach, all through school, challenge of creating high standards of teaching and learning within a supportive family atmosphere. There will be high expectations of the head backed up with high expectations of the governing body, parents and teachers</p> <p>Ask two Headteachers to read and give feedback.</p> <p>Post adverts in national and local press. Place adverts on Hewens website. Contact local radio stations to broadcast adverts. Place adverts on buses. Advertise at any national Headteacher and teacher conferences.</p> <p>Establish closure date as June 1st</p>		<p>representative to observe them teaching</p> <p>Pay agreed at 10% above average for the size of school</p>
May 11th	<p>Review interest and take-up of further information.</p> <p>Review situation</p>	Recruitment panel and consultants	Re-advertise if there has been little interest. Contact people who have shown an interest but have not yet applied. Get feedback on what turned them off applying. Revise advert in light of feedback
<b>Selection</b>			
June 4 <sup>th</sup>	<p>Read through applications and shortlist against criteria</p> <p>There may be a large number of applicants and</p>	Recruitment panel and consultant	Look for outstanding candidates against your criteria for person spec

	<p>so a long list could then be drawn up</p> <p>Send out letters explaining that the shortlisted candidates will be visited shortly by a governor representative and explain that at the visit there should be an opportunity to observe the candidate teach a lesson to any age group</p>		
June 5 <sup>th</sup> to June 15 <sup>th</sup>	<p>Visits made to shortlisted candidates</p> <p>Consultant to prepare feedback against each of the person spec criteria following each visit</p>	Consultant	Person spec to act as guide for each visit
June 15 <sup>th</sup>	<p>Shortlisting meeting</p> <p>Consultant feeds back on visits to meet with each candidate</p> <p>Shortlist against person spec</p> <p>Send out letters inviting candidates for interview.</p> <p>Agree interview day timetable</p> <p>Decide the focus of the questioning and who will take responsibility. Ask each member of the team to arrive at the next meeting with their questions ready for review</p>	Chair to lead with full interview panel present	<p>Decide if the interview day will include any activities ie sorting activity</p> <p>Try to include as many different situations as possible in which to meet and engage with the candidates. Over lunch, breaks, when visiting the school site, walking between venues etc</p> <p>Allow an informal session where each candidate can ask questions of the appointment team.</p> <p>Plan the day in detail and set down clear roles and responsibilities</p>

<b>Appointment</b>			
July 2nd	<p>Hold pre interview meeting to agree final format and questions each member will be asking.</p> <p>Run through the day in detail and ask each member of the team to ask their questions. Edit or re focus where required</p> <p>Appoint someone to take responsibility for providing feedback to the unsuccessful candidates. Agree the procedures for providing feedback.</p>	Interview team	<p>Ensure questions address the leadership and management of the key principles set down within the vision for the school.</p> <p>The same questions should be asked to each candidate. Although specific questions of clarification can be asked at the end.</p> <p>Check that questions are fair and are not biased against any candidate or racist or sexist in any way</p>
July 9th	<p>Interview day</p> <p>Appointment made</p>	Chair of governors	<p>All records and notes taken must be collected and filed at the end of the day. Including any completed criteria forms.</p> <p>At the end of the day governors should feed back their comments only against the criteria that they agreed formed the person spec which should inform their decisions</p>
<b>No appointment made</b>			



If no appointment is made then the process will need to be followed through again following a review of why a successful appointment had not been made at the first attempt. The adverts will be placed at the start of the autumn term 2012 with a view to the new Headteacher taking up post at the start of the spring term 2013.

**Induction**

If an appointment has been made then the governors will need to meet to agree a timetable of tasks that need to be undertaken by the new head prior to the school opening. They will need to inform the new head in advance so that they can input into the plans at an early stage.

The governing body will need to set out a detailed plan of what targets the new head has to meet within the two terms prior to opening. Each of the targets should be set against success criteria.

As early as possible the governing body will need to involve the new head in the recruitment process ready for the opening.

The governing body will need to establish an induction programme for the new head taking up post.

**Evaluation**

The interview team should hold an evaluation meeting to identify what had been successful and what could have been more effective. The feedback notes can be filed for reference for any future appointments.

**Headteacher specification**

	<b>Essential attributes</b>	<b>Desirable attributes</b>
Qualification & General Experience	<p>Qualified to degree level or equivalent</p> <p>Qualified to teacher status</p> <p>Experience of having worked in at least two primary schools</p> <p>Demonstrate a clear understanding of the needs of several age ranges and early years education</p> <p>Demonstrate understanding of Reception provision</p>	Relevant further professional qualification
Knowledge and experience	An excellent teacher	Clear understanding of the role of

	<p>A track record of excellent classroom practice</p> <p>Demonstrate examples of innovative practice</p> <p>Understanding and experience of organising and motivating staff</p> <p>Evidence of leading staff development</p> <p>An understanding of the challenges and strategies for supporting EAL pupils</p> <p>Has strategies for maintaining high levels of teaching</p> <p>Has strategies for dealing with low levels of teaching</p> <p>Understanding of the primary curriculum</p> <p>Understanding of tracking procedures to ensure early identification of underachievement</p> <p>Experience of involvement in school improvement planning including its implementation, monitoring and evaluation</p> <p>Experience of managing delegated budgets</p> <p>Evidence of commitment to the understanding of the role of the governing body and Trust</p>	<p>Headteacher in taking over a newly opening school</p> <p>EAL experience</p>
<p>Vision</p>	<p>Understands the vision for Hewens Primary School</p> <p>Understands the major challenges in implementing the vision and obstacles to progress</p> <p>Has experience of working with</p>	<p>Has considered or/and has experience of promoting school community links that support the community members</p>

	<p>parents as partners</p> <p>Understanding of children with special educational needs</p> <p>Understanding of, and commitment to developing home, parental, community and local industry and commercial links</p> <p>Experience of achieving high standards across a school curriculum and maintaining those standards</p> <p>Commitment to putting pupil outcomes at the core of all aspects of leadership and management</p> <p>Committed to developing a community within a community of the Trust and the local community</p> <p>Commitment to continuous improvement and quality assurance</p> <p>Demonstrate a full understanding of what makes a rich, balanced and coherent curriculum for primary aged pupils</p>	<p>and organisations</p> <p>Experience in promoting home school partnerships</p>
Personal qualities	<p>Excellent interpersonal skills</p> <p>Demonstrate a sense of perspective and the ability to be reflective and self-critical</p>	<p>Evidence of a sense of perspective</p> <p>Enthusiasm, flexibility, coolness under pressure, effective networking skills</p>
Professional skills	<p>Ability to establish, develop and promote a positive family school ethos with a focus upon high expectations</p> <p>Ability to communicate the aims, objectives and value of the</p>	

	<p>school to people within the community</p> <p>Ability to communicate effectively, both orally and in writing with a wide variety of people both inside and outside school</p> <p>Ability to empathise with children across the age range and wide ethnic background and to be firm, fair and consistent</p> <p>Ability to set up effective teams and develop team approaches</p> <p>Ability to be pro-active and positive about challenge and change</p> <p>High skill level and clear understanding of the uses of new technologies as aids to communication, administration and learning.</p> <p>An understanding of the patterns of children's learning</p>	
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The Trust intends to recruit the right candidate and to take as much time as it takes in order to appoint the Headteacher with the qualities they are seeking. They have therefore made the decision to advertise as early as possible so that if they do not get the correct calibre of candidate they have time to review their recruitment procedures and try again.

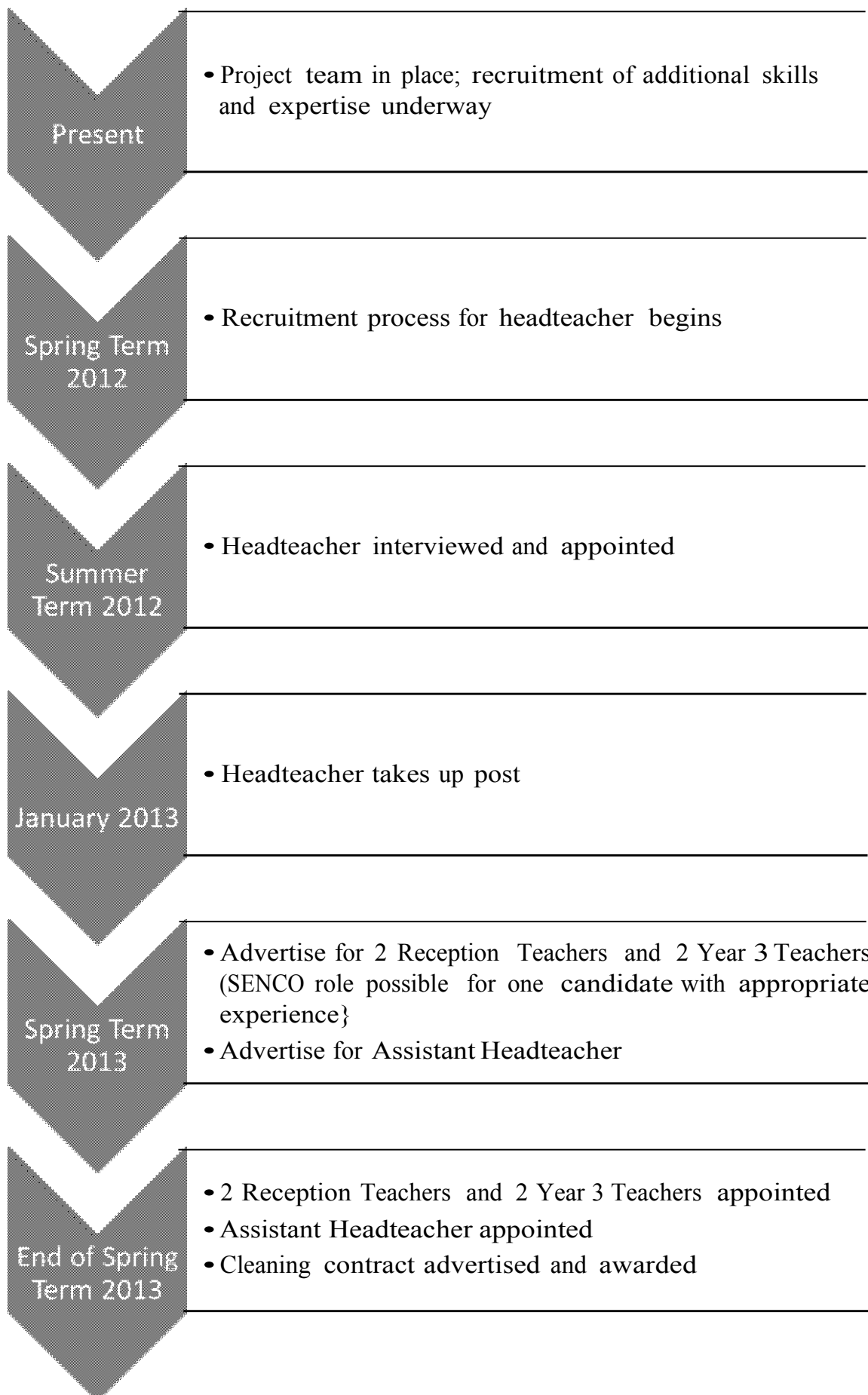
To attract the right candidate the Trust will advertise the post widely at both local and national level. The pay will be 10% above average salary. Every applicant will receive a copy of the Trust's vision for the school along with a clear reference to the fact that whoever is appointed will be expected to bring the vision into being from day one of the school opening. High expectations and demands will reward high achievements will be the message to those who apply.

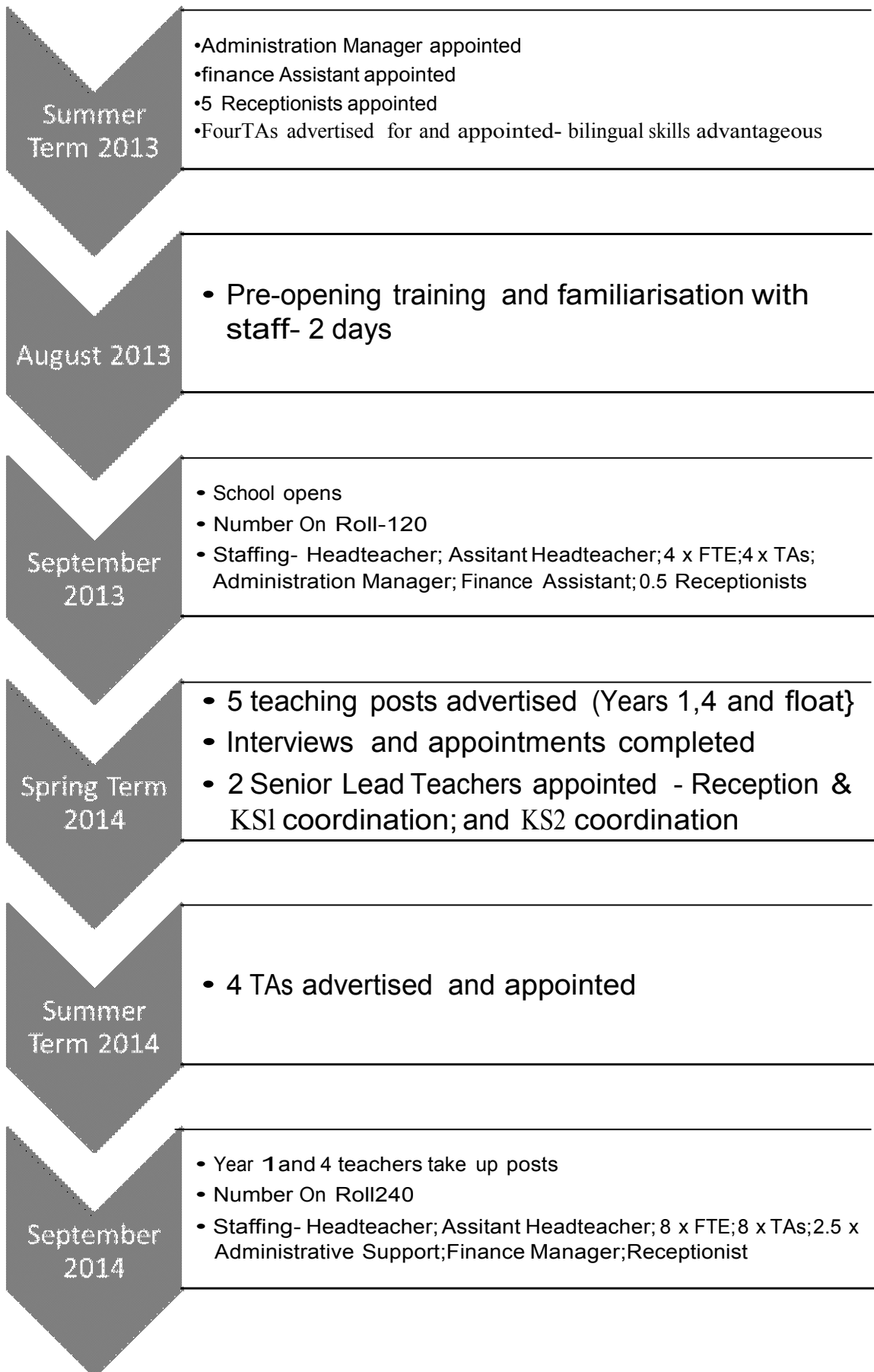
The Trust intends to appoint the Headteacher early to allow them two terms in which to plan and prepare for the opening of the school. During this time the Principal Designate will work with the project team to plan exactly what needs to be in place prior to the school opening.

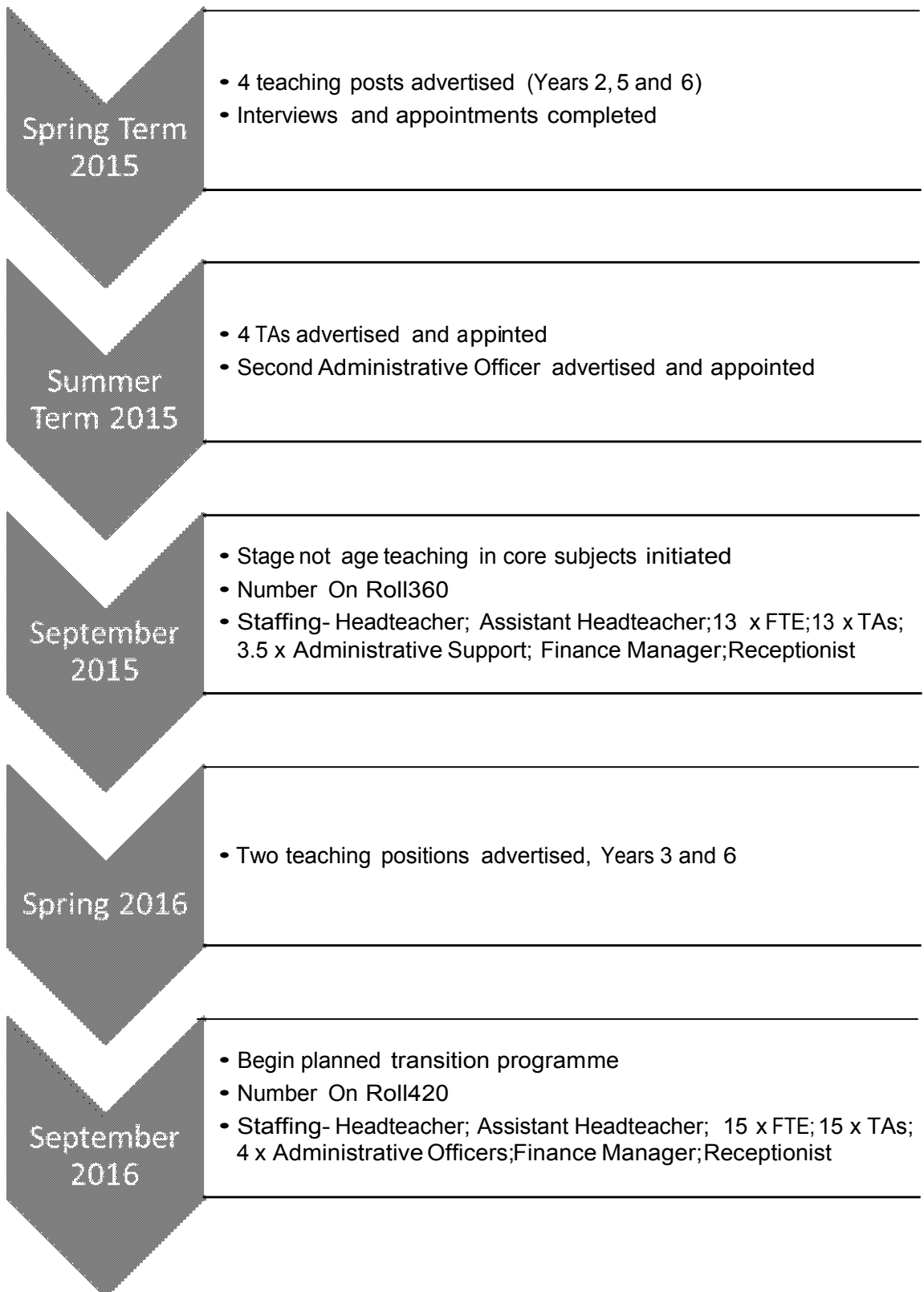
Time will be set aside for the Headteacher to work with the staff, including Teaching Assistants to establish ways of working from the moment the school opens. The

Principal Designate will be involved in every aspect of planning and including interiors and resourcing.

As soon as the Principal Designate takes up post there will be a meeting with the project team to plan how the curriculum will deliver the high expectations set down in the vision. They will review roles and responsibilities of future staff that are appointed in light of the Headteachers own strengths and weaknesses. The Trust recognises that as strong as the Headteacher may be as a school leader they will require a strong team to support them. The Trust is committed to providing support for its newly appointed Headteacher to ensure they achieve their goals. Timeline for recruitment can be seen on the following pages.









		Staffing from opening to capacity							
Year	NOR	Principal	Assistant Principal	FTEs	TAs	Finance Manager	Admin	Reception	Cleaning
2013/14	120	1	1	4	4	1	1	0.5	Contract
2014/15	240	1	1	8	8	1	2.5	0.5	Contract
2015/16	360	1	1	13	13	1	3.5	1	Contract
2016/17	420	1	1	15	15	1	4	1	Contract

**The Company members, Governing Body and Headteacher have a collective responsibility for ensuring that the school targets are met.**

### **School targets**

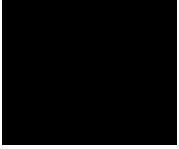
- Teaching and learning is of the highest standard throughout the school
- All pupils make 'at least expected progress' in Mathematics and English by the end Key Stages 1 and 2
- Pupils feel happy, safe and secure in an environment where they are challenged to learn
- That all pupils no matter what their disability or needs can access the curriculum
- That all pupils no matter what their disability or needs have the opportunity to achieve their full potential
- There are no reports of bullying or racial abuse
- Parents make a positive contribution to pupils learning both in and out of school and feel a sense of involvement in their school
- The local community values highly its school and the contribution it makes to the community
- The school is oversubscribed
- There are no exclusions

### **Company members - 9 members of The Rosedale Hewens Academy Trust**

- Overall responsibility and accountability for standards, leadership and governance of the The Rosedale Hewens Academy Trust schools
- Responsibility for ensuring that prior to a Governor or Company member appointment all possible checks have been made, according to their policy for preventing conflict of interest, to ensure that there will be no real or potential conflicts of interest and that every executive appointed delivers an independent challenge to all other executives.
- Principals of Rosedale College, Hewens College and Hewens Primary School report on progress against school targets
- Headteacher of Hewens Primary School reports on progress against school targets and actions taken to address underachievement
- Chair of Governors of Hewens Primary School reports on SEN matters
- Governor responsible for Finance presents Finance update

### **Governing Body**

- Responsibility for ensuring that prior to a Governor or Company member appointment all possible checks have been made, according to their policy for preventing conflict of interest, to ensure that there will be no real or potential conflicts of interest and that every executive appointed delivers an independent challenge to all other executives.



### **Community Governor**

- Provides regular feedback on the school's impact within the community
- Provides feedback on community matters pertinent to the daily running of the school
- Reports on the impact and support the school is providing within the community
- Identifies ways in which the school and Trust might support their community

### **Teacher welfare Governor**

- Reports on teacher CPD programme, support and well being

### **Child welfare Governor**

- Reports on pupil well being and support for pupils new to the school
- Reports on feedback from the pupil year group representatives

### **Headteacher**

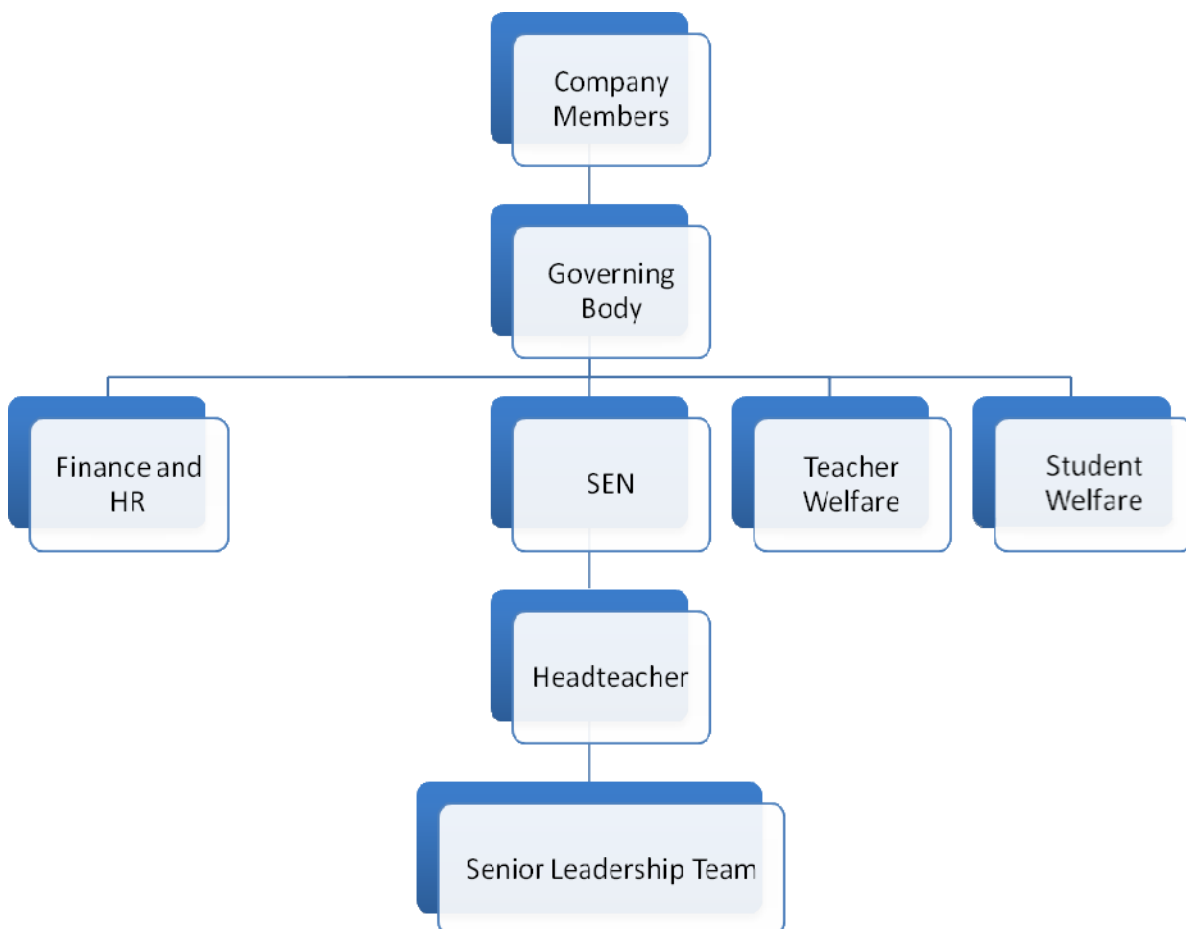
- Reports to Company members on each term
- Reports to Governing Body on all school matters
- Accountable to the Governing Body for progress against all school targets
- Reports on pupil progress and outcomes from school tracking and national assessment data
- Reports to the Governing Body on the progress of all children and groups of children in achieving the required standard in the core subjects
- Accountable for the monitoring or progress of individual pupils and for ensuring they achieve their potential
- Accountable for ensuring pupils who are underachieving are targeted

with appropriate support

- Accountable for ensuring teachers have access to a CPD programme that focuses upon developing high level teaching across the school
- Accountable for taking action to address poor teaching
- Accountable for the day to day management of the school
- Accountable for the ethos of the school and pupil's well being
- Accountable for ensuring a Senior Teacher reports to the Governing Body in their absence

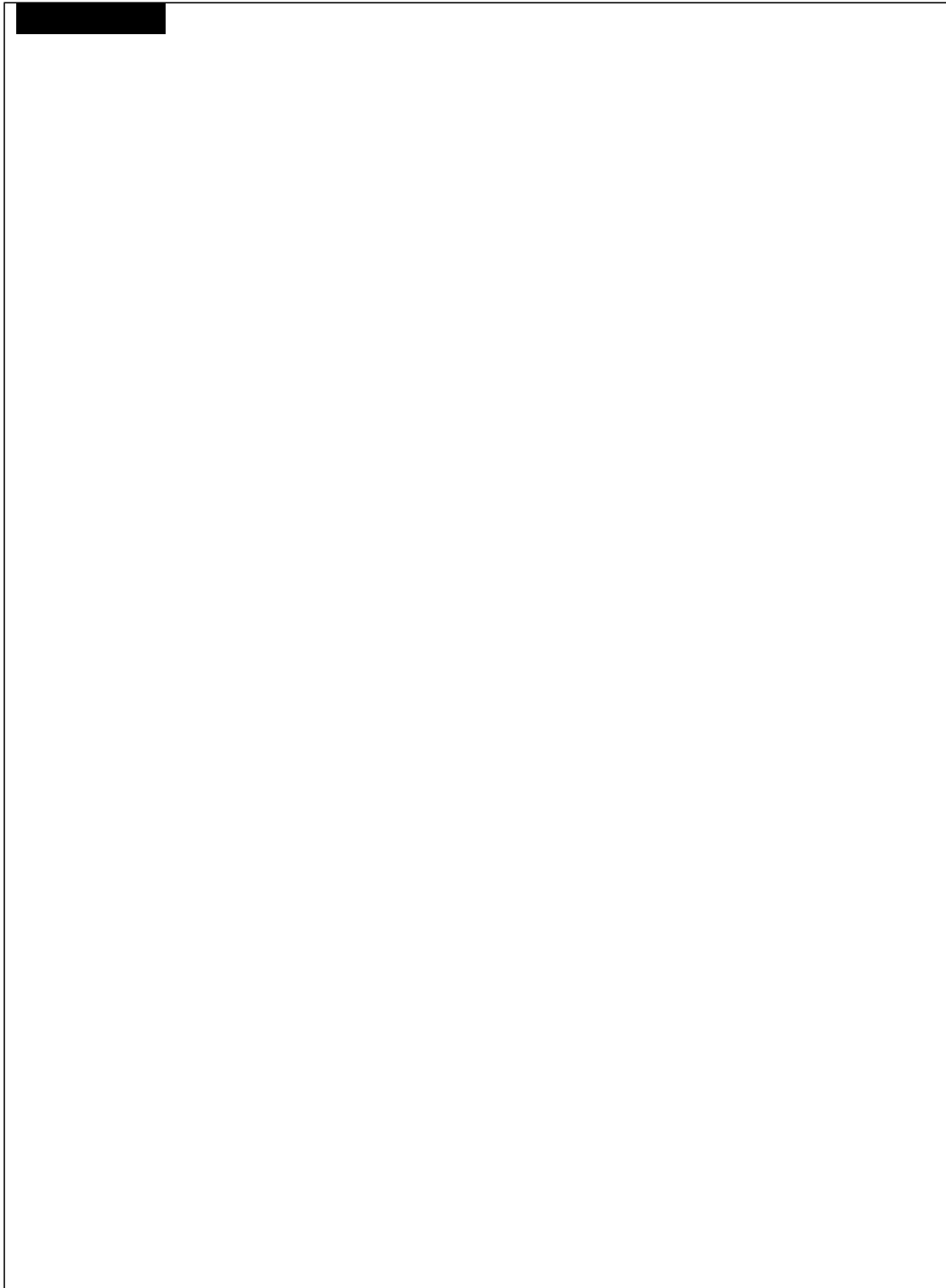
### Senior Leaders

- Report to the Headteacher
- Report termly to the Governing Body on their main areas of responsibility



## Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.



## Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

### Proposed Sites Overview

We are proposing to co-locate Hewens Primary free school on the Hewens College Campus, where Hewens College (formerly Mellow Lane Secondary School) is currently in occupation. Hewens College is part of The Rosedale Hewens Academy Trust which is making this Free School application.

The address and postcode of the proposed site is:

Hewens College



Middlesex

The Trust did review and consider other sites in the immediate area to locate Hewens Primary. In particular, the Mellow Lane East Site attached to Mellow Lane Farm, to the north of the Hewens College site.

However, it was felt the school was best placed to be located on the Hewens College Campus for the following reasons:

1. The co-location of Hewens Primary School with Hewens College is essential to the delivery the educational aims and vision of the Free School (to create a through-school environment and encourage positive transition from primary to secondary – please see further information provided in this section for a more comprehensive review on how the Hewens College campus co-location supports the delivery of the educational vision of Hewens Primary School).
2. The site is already in educational use, the Trust is already the freeholder and occupant of the site and buildings. Therefore, the site would be available for immediate occupation by Hewens Primary School.
3. The existing secondary school buildings on the Hewens College campus are currently under utilised. With some remodeling and extension, the site could easily accommodate a new 2FE Primary School in an extremely cost-efficient way (see information provided later in this section).

### Description of the Site

The proposed site for Hewens Primary School is on Hewens College campus, on [REDACTED]. This site currently is occupied by Hewens College (formerly Mellow Lane Secondary School) which is part of The Rosedale Hewens Academy Trust.

The site is situated in a quiet, residential area, close to the Uxbridge Road. To the north of the site is Mellow Lane Farm, with its associated green field space. The school entrance and main aspect is onto Hewens Road, which is almost entirely composed of two storey-semi-detached housing.

The existing school estate encompasses a range of building types built between the 1930's and the 1990's (please see associated photos located in the appendices of the report). The main school brick building and entrance is set back from the street edge. There is a fence along the street edge. Between the school buildings and the fencing there is a long hard and soft surface area currently used for occasional parking.

The majority of the external play space for the school is situated to the north of the site. However, there are considerable pockets of external space located between the buildings on the site, to the East and West. There is also a considerable external courtyard located at the centre of the existing main school building.

#### Site Statistics:

EXISTING SITE AREA: 54,708 m<sup>2</sup>

EXISTING BUILDINGS GIFA: 11,791 m<sup>2</sup>

#### Secondary School current and projected capacity:

PUPIL PLACES: 550 STUDENTS ON ROLL

BB98 RECOMMENDED MIN SITE AREA: 38850 m<sup>2</sup>

BB98 RECOMMENDED GIFA (SCHOOL): 5845 m<sup>2</sup>

SPARE CAPACITY OF THE GIFA: 5946m<sup>2</sup>

#### Proposed Primary Capacity:

BB99 RECOMMENDED MIN SITE AREA FOR 2FE PRIMARY: 8180 m<sup>2</sup>

BB99 RECOMMENDED GIFA (SCHOOL) FOR 2FE PRIMARY: 2215 m<sup>2</sup>

Why our preferred site (Hewens College campus) is suitable for Hewens Primary School and how it will deliver Hewens Primary School Education Vision

The existing buildings and their configuration on the Hewens College site will be able to provide excellent fit for purpose primary school facilities to truly support the teaching and learning vision of Hewens College Primary in the following way:

- Positive transition between primary and secondary achieved. Two 'schools within a school', linked by a new central heart space. The configuration of the buildings on the Hewens College Campus can be easily organised to provide an excellent through-school environment for students. We are proposing to locate Hewens Primary in the existing brick courtyard building to the south of the site. Hewens College (secondary school) will occupy the buildings to the North of the site. Between these two schools will be a shared central hub providing a new entrance to the campus, communal learning resource space, admin, resource, staff area and vocational training hub.

This site configuration provides primary students with a safe 'school within a school' environment, while still having access (via the central hub) to facilities within the larger secondary school. Likewise, the secondary school location allows students privacy, however, it connects with the primary through the vocational hub located adjacent to the primary. Student learning mentors will be assigned from the secondary to the primary, and these interactions will be encouraged to take place in the central hub.

Co-location supporting personalisation of the curriculum and access to learning

Through the co-location of Hewens Primary School on the Hewens College campus, all children can have access to the specialist appropriate resources, facilities and tools they require to access the highest quality teaching and learning. The school will have access through the Hewens College co-location, to specialist teachers and trained support staff that it can draw on to provide the appropriate support and challenge for all children.

More able students will be challenged and supported through approaches such as stage not age. It is intended that, as the school grows and develops in year groups, gifted pupils will be taught in Mathematics and English in the secondary school alongside pupils of similar ability.

A varied and high quality range of enrichment opportunities will be provided with pre- and post school activities every day of the week, developing pupils with a broad set of skills and experiences. The timetable will provide opportunities to develop learning as well as to promote healthy eating and life skills. Hewens College already has a wide range of facilities to enable

these opportunities to flourish. From their extensive sports facilities (outdoor and indoor) to their specialist music and drama rooms.

The school and wider Trust facilities will also be available to the community, and there will be a range of services and courses offered to parents and the local community including baby massage, basic IT skills, and Hair and Beauty courses.

- Proposed co-located primary site will support and enable an extended day for students

Due to the extended opening hours of the Hewens College campus currently, Hewens Primary School will be able to also be open to children from 8:00 am to 17:00 pm. It will offer children an extensive range of enrichment and extra-curricular activities, covering sport, art and academic subjects. These enrichment activities will take place at breakfast clubs, lunchtimes and at the end of the timetabled day. There will also be a series of visits and off-site events throughout the year that will be designed to broaden and extend the rich curriculum offered within the school grounds.

- Parental and community engagement and 'cradle to grave' learning.

Due to the high percentage of families with more than one child in this area, the co-location of Hewens Primary with Hewens College will allow parents to have access to a one stop shop for all their children educational needs. This is designed to encourage relationships to develop between the school and whole families in the community and to encourage 'cradle to grave' learning.

Hewens Primary School would welcome parents and carers of children within the school to involve them in their child's learning. Using various platforms for parental and family engagement including breakfast clubs, and co-constructing curriculum opportunities planned at the beginning and end of each day in class, where parents come in together to plan learning activities.

To this end, the long gathering space which runs across the whole length of the existing school building, is envisioned as a 'new shopfront' to the primary and secondary school campus. There will house interactive displays of work and advertisements for learning opportunities to the community. The aim is to give support and opportunities to parents and the community to come into the new shared central hub i.e. hair and beauty, literacy classes and basic IT. Although parents from certain ethnic groups that the school serves are recognised as less likely to be actively engaged in school life it is intended that the human scale approach along with other strategies will encourage parents to take an active part in their child's learning.

- Safe, attractive external and internal gathering spaces for parents and their children at the beginning and the end of the day to support the co-



constructed curriculum.

As previously mentioned, there is a long hard surface area running along the face of the school between the school fence and building façade. We are intending to utilise a large section of this for the primary school to provide a considerable safe, secure gathering space outside the existing school buildings to allow for parents to collect their students at the beginning and end of the day, without having to wait on the public pavement. This space will also allow for a separate entrance for nursery and reception. There will be a space off the main entrance (LRC) to support and enable interaction between parents and teachers.

Beginning at Reception, parents will be invited in at the beginning of the day to learn with their child. On bringing children into Reception class, parents will be taken through their child's 'learning journey' and at this time they help their children plan the first learning activity of the day, with the support of the reception staff. Children then take their parents to their first learning activity. The parent, guardian or carer stays with the child for 30mins in reception.

One of main stakeholders in making this learning successful is the parents or family members that come to support the learning. This means the whole community is coming into the school to support their child as they progress.

- Human scale education provided through a good secure external learning space with easy access from all classrooms. The courtyard configuration of the existing building could easily be transformed to deliver create and excellent external learning space. We propose to enclose elements of the court under an ETFE roof, to allow the students a perfect combination of internal and external learning environments. All classrooms will have direct access onto the central courtyard.

Human scale education at Hewens Primary school will offer a supportive, personalised learning environment in which strong pastoral care runs throughout the school's activities. This will help to ensure that no young person gets lost within the institution, that all students are treated justly and have equal opportunities to learn and that young people are able to build strong relationships with their peers and coaches.

### Capital Investment

As the Trust has already acquired the preferred site, no additional capital investment would be required to fund an acquisition.

### Supplementary Drawn Information

1. Site Plan
2. Existing buildings
3. Photographs of site
4. Proposed plan
5. Site co-location Zoning
6. Site co-location Concept
7. View of Primary School
8. Ground Plan of Primary School
9. 1<sup>st</sup> Floor Plan of Primary School
10. Outline cost plan

## Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

List of Annexes:

**Annex A Example Behaviour Policy**

**Annex B Example Attendance Policy**

**Annex C SEN Policy**

(Separate attachment label annex c – sen for mainstream schools HPrimary)

**Annex D Exclusion Policy**

(Separate attachment labelled annex d –exclusions for mainstream free schools HPrimary)

**Annex E Proposed Staffing Structure**

(4 separate attachments labelled annex a\_Proposed\_Staffing Structure 1, 2, 3 and 4)

**Annex F Recruitment Critical Path**

(Separate attachment labelled annex e\_Recruitment\_Critical Path)

**Annex G Additional Education Needs Policy**

**Annex H Terms and Holidays**

**Annex J Application Section H (Design)**

(Separate attachment labelled annex j\_application section H)

## **Annex A**

### **EXAMPLE BEHAVIOUR POLICY**

#### **Introduction**

Our school recognises the importance of the school and its community working and learning together and providing everyone with the opportunity to fulfil their potential. Everyone in our school and community will be given the opportunity to work and play happily, knowing that they are safe and supported at all times

#### **Principles**

Our school aims to give every member of the school community the best and most appropriate opportunities to learn and develop. We recognise, however, that education is a collaborative and cooperative enterprise and that although we emphasise our role in meeting individual needs, those needs must be met within the shared community life of the School and within an atmosphere which is positive, supportive and conducive to learning.

The maintenance of a purposeful, positive learning environment is the essential factor in the achievement of successful learning and teaching and is fundamental to our policy on discipline and behaviour. Any action, event or pattern of events which undermines the good order of the School community also undermines the learning process and comes, therefore, within the scope of this policy. This includes not only events which occur in the School, but also those events which occur outside or on the way to and from the School but whose origins and effects are felt within the School community.

The most important influences on students' values, attitudes and standards are those of community, family and home. We aim therefore, to work in close partnership with parents to encourage all children to develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment. These shared values should underpin all relationships between members of the School, both in and out of the classroom. They are explicit within both the School Rule and our Code of Conduct.

We recognise that for a variety of reasons, children, especially in adolescence, will at times, go beyond the boundaries of acceptable behaviour. Our first response will always be to establish the causes and reasons for poor behaviour and to look at individual motivation. We will ensure that we have a full picture of the incident or activity and establish the number and role of those involved before apportioning blame. Wherever possible we will work in partnership with parents and keep them informed. We will then react, in the light of the School ethos, with the appropriate support or sanction or both, to deal with the particular incident and meet the needs of the individuals involved. Strategies for support and sanctions will vary and will be well known across the School community.

Our vision is that our students will behave well, enjoy School life and interact appropriately with others. It is fundamental to our approach to discipline, to stress this positive behaviour and to encourage it by an appropriate reward system. This approach creates a positive and supportive ethos with an emphasis on success and achievement.

## **Bullying**

Learning to live as part of a community is a complex process for adults, so it is not surprising that children who are learning about relationships, friendship and themselves, can become involved in bullying behaviour as bullies, victims or both. We will take seriously all allegations of bullying, addressing as a priority the fears and concerns of the bullied. We will aim to prevent all further incidents between the same students and work to alter the perceptions, motives and actions of those exhibiting bullying behaviour through restorative justice work. The students themselves will do a considerable amount of work on this issue through the Student Councils and we intend creating an Anti-Bullying Support Group which we will continue to support. The School has a separate Anti-Bullying Policy.

## **Exclusion**

Where inappropriate behaviour involves serious physical aggression towards others, or involves the continual disruption of the learning environment, the School's response must take into account the safety and security of those others and their need for uninterrupted learning. If other measures have failed to enable or persuade a child to remedy their misbehaviour, or if feelings are running very high, it may be necessary to exclude a child from the School for a fixed term period. Exclusion will usually be for a short period of time to allow children:

- Time to reflect upon the causes and consequences of their actions;
- To allow parents time to discuss appropriate responses and strategies with their child;
- To provide a "breathing space" for tempers to cool and for feelings to calm down;
- To give staff time to discuss appropriate actions and behaviour strategies with others involved;
- To act as an overt and public expression of the School's disapproval of the particular misbehaviour and a re-assertion of our core values and standards.

Following exclusion, on their return to the School, children and their parents will attend a re-integration meeting before returning to classes. A reintegration plan will be agreed where children are set clear targets for future behaviour and will be offered support and counselling. They will be reassured that the

incident can now be put behind them provided the misbehaviour is not repeated. All parties will be asked to agree to a Good Behaviour Contract with the School.

On very rare occasions, when repeated sanctions, counselling and support over a considerable period of time have not resulted in improved or cooperative behaviour and where misbehaviour is increasingly serious and detrimental to the learning of others and to good order in the School, a student may be permanently excluded from the School. Permanent exclusion may also result from a single serious incident of criminal behaviour,

e.g. arson or attempted arson; serious assault on a student or member of staff etc. In every case, we would attempt to work with the Authorities to effect a transfer to another educational placement as an alternative to permanent exclusion.

## **CODE OF CONDUCT**

### **Appearance**

We expect students to be of smart, clean appearance.

The Principal will be the judge as to what is appropriate in matters of appearance.

Shoes should be clean and polished. Boots, open sandals, open-toed and sling-back shoes are not permitted for reasons of safety.

Outdoor coats should be smart rather than casual. They should not be worn in school.

Hair should be clean and tidy. Long hair should be tied back for safety. Obvious make-up is inappropriate and should not be worn. Coloured nail varnish is not permitted.

Jewellery should not be worn, except for modest studs for students with pierced ears. Nose studs, multiple earrings or other body piercing is unacceptable for reasons of safety and hygiene

### **Conduct**

Students should behave sensibly and with consideration to others both around and as they travel to and from the School.

All litter must be placed into the bins provided.

Chewing gum and Tipex are not allowed in school.

Students arriving before 8:30 a.m. may attend an early morning organised activity or Breakfast Club, or wait quietly in the Hall, Dining Area or outside in the Recreation areas at the rear of the school.

At breaks and lunchtimes, inside the building students may only go to the Hall or their specified form room, class or wet weather room where they must behave responsibly.

The foyer/main entrance is a waiting area for visitors. To avoid congestion, students are asked not to congregate there.

Students must use the main paths around School rather than grassed areas. The car park is not part of the play areas.

Students who leave a timetabled lesson for any reason, should ensure that they have a signed and dated permission slip/diary entry, from the class teacher.

Students are responsible for the care and safety of their own lockers and locker code. Lockers must not be shared.

iPods and other personal music players and other expensive items should not be brought into the School

Mobile phones must not be used in the buildings and must be switched off in lessons. Phones which are used in lessons will be confiscated. A second confiscation will result in the phone being returned to a parent and the student will be banned from bringing a phone into the School. Students found to have offensive or inappropriate material on their phones will also have them confiscated. They will then only be returned to a parent.

### **Health and Safety**

Students are expected to behave with common sense and thought towards others, in order to avoid accidents and damage to their resources and environment.

Students may not leave the site unless with their parent or carer or a member of the School staff and with the permission of the School and the parents

Students leaving the School for appointments during the school day must log out and log back in again when returning, at Reception.

Inside the buildings, students must always walk. Staff and students are expected to move quietly and quickly to lessons.

### **Recreation Areas**

The main drive and car park areas are not recreation space and children should avoid them.

The recreation areas around the school are for quiet activities – no ball games

The tennis courts may be used for ball games

The grass pitches may only be used at break and lunch times in the summer term with the permission of the person on duty

Pupils must not bring any potentially dangerous items or substances into school, e.g. knives of any kind, including penknives; hobby knives; matches; lighters; screwdrivers, etc.

The school operates a No-Smoking Policy, therefore smoking is strictly forbidden anywhere on the school premises.

For safety reasons, cyclists must walk along the drives when entering or leaving school. Cyclists should ensure that their cycle is securely locked.

The school must be informed of all children regularly taking medicines. Unless it is specified by a Doctor that students should carry medication with them, medicines of any sort (including aspirin, ibuprofen and paracetamol) should be clearly labelled with the owner's name and stored by the class teacher. Older students who suffer from asthma should ensure that they carry treatment with them at all times.

If damage to resources or to the building results from inappropriate behaviour, the parents of the children responsible will be asked to cover the cost of repairs or to make a substantial contribution towards those costs. Deliberate vandalism may result in criminal charges

## **ANTI-BULLYING POLICY**

The word "bullying" is a very emotive one and can be used to cover a variety of different attitudes and incidents. By "bullying", we mean any behaviour by an individual or a group, which causes a member of the School community to feel victimised, threatened or extremely anxious. Bullying behaviour can therefore be verbal or physical.

The School staff will react firmly and promptly where bullying is identified. A range of strategies is available to staff, according to the nature of the behaviour and incident.

The School aims to:

- Listen carefully to and investigate all allegations of bullying;
- Support all children who have been the victims of bullying;
- Help children who have bullied to understand the effects of their actions and behaviour on others and then to alter their behaviour through Restorative Justice approaches;
- Contact and involve parents at an early stage;
- Apply appropriate sanctions when necessary;



- Use peer group pressure to actively discourage bullying;
- Support the Anti-Bullying Support Group activities and volunteers;
- Ensure that the School curriculum as delivered and our ethos actively and discourage bullying behaviour;
- Help children to develop a positive self-image and positive strategies for self assertion;
- Record incidents in a consistent way that allows for monitoring of behaviour.

### **Anti-Bullying Support Group**

The Anti –Bullying Support Group is made up of pupils in each year group from Year 5 to Year 11. The students receive training as Student Mentors and meet regularly as a group. Their role is to be available to other, younger students who may feel too frightened to confide in a teacher, parent or other adult. They listen, offer support strategies and friendship and help the victim confide in an appropriate adult. They are identified by a badge.

## **REWARDS AND SANCTIONS POLICY AND PRACTICE**

### **STRESSING THE POSITIVE: REWARDS**

Staff give out excellence awards to students for a variety of achievements and for their behaviour or contribution to school, e.g. an excellent piece of work, exceptional effort, good social behaviour etc. The reward is always specific to the particular student, rewarding each individual according to their own particular efforts, strengths or attempts to overcome weaknesses. To try to engender a corporate spirit, class and form groups will be encouraged to compete for whole group prizes. Excellence awards are given by staff for school work, recognising excellence, sustained effort and application, steady and sustained improvement or an exceptional piece of work. At whole school assembly meetings each class will select one pupil to be applauded for their excellence that week.

### **Letters**

At various times and for a variety of reasons, teaching staff will send formal letters home to congratulate pupils for particular effort or achievement. Once per term letters will be produced for a particular aspect of school life e.g. attendance, punctuality and co-operation, a pupil may be commended on one or more of the categories.

In general, we aim to reward students constantly for their hard work, community action and achievements.

## **STUDENT MISBEHAVIOUR - Sanctions and Support Strategies**

The first requirement is always to investigate cause. The first action will always be a one-to-one private discussion between a member of staff and the erring student.

Children may be referred to the class teacher. More serious breaches of discipline may result in referral to the Assistant Headteacher or Headteacher. The student's class teacher will be kept informed of incidents of misbehaviour.

Parents are always informed of misbehaviour resulting in the application of sanctions such as restorative justice meetings, additional work periods/community service periods. Parents are kept informed quickly and informally by telephone or more formally by letter. Where misbehaviour seems part of a pattern or is of a serious nature, parents are invited to school to discuss their child's progress and to explore common approaches and strategies.

### **Support Strategies:**

- One-to-one discussion and target setting with the class teacher;
- Social Skills groups;
- In-school support from the Inclusion Faculty;
- Referral for support to the Educational Psychologist;
- Short term target setting.

A Social Inclusion Programme (SIP) will be in place to help students manage their behaviour, particularly those in danger of permanent exclusion. The programme is school based and is agreed with parents and overseen by a nominated member of staff. The SIP will have a time limit and will be reviewed halfway through the agreed duration.

### **Sanctions:**

The following sanctions are used within the School:

Being sent to the Assistant Headteacher or Headteacher to explain behaviour.  
Making an apology - either written or verbal.

Additional Work Period; In order to complete work missed or uncompleted because of disruption or inattention in the lesson or for late arrival at lessons. Staff supervise pupils during this period.

Making a formal Agreement of Good Behaviour with specific targets for each individual.

Both forms of exclusion will be carried out according to the procedures set out in Annex D of Circular 10/99.

## **Annex B**

### **EXAMPLE ATTENDANCE POLICY**

The School seeks to ensure that all its students receive a full-time education which maximises opportunities for each to realise his/her true potential.

The School will strive to provide a welcoming, caring environment, whereby each member of the School community feels wanted and secure.

All who work in our school will work with our children and their families to ensure each child attends school regularly and punctually.

The School will establish an effective system of incentives and rewards which acknowledge the efforts of students to improve their attendance and timekeeping and will challenge the behaviour and attitude of those students and parents who give low priority to attendance and punctuality.

To meet these objectives, Hewens Primary School will establish an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

### **WHOLE SCHOOL POLICY FOR SCHOOL ATTENDANCE – AIMS**

1. To maintain a high overall percentage of students attending the School every day.
2. To make attendance and punctuality a priority for all those associated with the School including students, parents, teachers and governors.
3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
4. To provide support, advice and guidance to parents and children
5. To develop a systematic approach to gathering and analysing attendance related data.
6. To further develop positive and consistent communication between home and the School.
7. To implement an effective system of rewards and sanctions.
8. To promote effective partnerships with other services and agencies.
9. To recognise the needs of the individual child when planning reintegration following significant periods of absence.

**AIM No. 1****To improve the overall percentage attendance of students at the School**

Apply the whole school Attendance Policy consistently.

Establish and maintain a high profile for attendance and punctuality.

Relate attendance issues directly to the School's values, Christian ethos and curriculum.

Monitor progress in attendance-measurable outcomes.

**AIM No. 2****To make attendance and punctuality a priority for all those associated with the School, including children, parents and carers, teachers, support staff and governors.**

Use the website and School handbooks to promote our attendance policy.

Promote attendance, and communicate attendance related issues constantly via the School newsletters and on-line information.

Highlight attendance issues at Reception Year and Year 7 induction evenings.

Provide INSET training for nominated staff.

Display materials at focal points – form rooms etc.

Discuss attendance issues in relevant staff meetings (e.g. attendance review meetings).

Include attendance in the School's Rewarding Excellence incentive scheme.

**AIM No. 3****To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks**

Maintain unambiguous procedures for statutory registration.

Make phone/letter contact on 2nd day of absence for most students, and 1st day of absence for students who present a specific cause for concern.

Ensure clearly defined late registration procedures.

Respond swiftly to lateness (in respect of both students and parents), through use of our 'Breakfast Club', and communication with parents.

Define clearly the roles and responsibilities within the school staffing structure.

Timetable staff to meet with external professionals e.g.. Social Worker, making best use of time, allowing opportunities for parents to attend when necessary.

Review attendance regularly.

#### **AIM No. 4**

##### **To provide support, advice and guidance to parents and pupils**

Highlight attendance in:

Citizenship lessons

Assemblies

Lesson time

Staff and senior management meetings

Making use of available resources

Breakfast Club

Public support offered by schools.

Set aside area & times for parents to speak to staff.

Seek improved communication with parents e.g. when parents ring in.

Provide accurate and up-to-date contact information for parents.

Involve parents from earliest stage.

#### **AIM NO 5**

##### **To develop a systematic approach in gathering and analysing attendance-related data**

Implement computerised registration which provides standardised recording of authorised/unauthorised absence and presence

Be consistent in the collection and provision of information.

Decide what information is provided for:

- Governors;
- Pastoral staff;
- Other School staff;
- Parents;
- Children (individual or groups);
- External professionals.

Identify developing patterns of irregular attendance and lateness.

#### **AIM No. 6**

##### **To further develop positive and consistent communication between Home and School**

Initiate first day absence contact, where appropriate

Make full use of computer-generated letters

Promote expectation of immediate and regular absence letters/phone calls/faxes/e-mails from parents.

Explore the wide range of opportunities for parental partnerships (see Aim 2).

Provide information in a user-friendly way (may include languages other than English, and non-written).

Encourage all parents into school.

**AIM No. 7**

**To implement a system of rewards and sanctions**

Actively promote attendance and associated reward and effective sanctions.

Ensure fair and consistent implementation.

Involve children in system evaluation.

Make use of imaginative and immediate sanctions.

Take action which accords with objectives agreed between school and others

**AIM No. 8**

**To promote effective partnerships with other Services and Agencies**

Designate key staff member for liaison with Education Social Work Service and other agencies.

Carry out initial enquiries/intervention prior to referral.

Hold termly attendance review with staff

Arrange multi-agency liaison meetings as appropriate.

Establish and maintain list of named contacts within the local community e.g. community police contact officer.

Encourage active involvement of other services and agencies in the life of the School

Develop understanding of other agency constraints and operating environments.

**AIM No. 9**

**To recognise the needs of the individual child when planning reintegration following significant periods of absence**

Be sensitive to the individual needs and circumstances of returning children following long absence.

Involve/inform all staff in/or reintegration process.

Agree specific re-integration programme that include parents and staff

Provide opportunities for counselling and feedback.

Consider peer support and mentoring.

Involve parents as far as possible.

Agree timescale for review of reintegration plan.

Agreed by Governors on:

Review Date:

## **Annex G**

### **Additional Educational Needs (AEN) Policy**

#### **Aims**

Hewens Primary School believes that all children have a right to a full educational entitlement through a broad, balanced and rich curriculum. This will help to develop each child's individual pride in themselves and the school. This will result in mutual support and co-operation with the school community.

Our Leading primary schools provide "a rich, broad and balanced curriculum; a happy, safe and supportive atmosphere, with a strong commitment to help all children succeed whatever their background or abilities; and they have strong relationships with parents and the community." (Excellence & Enjoyment May 2003)

"All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential." (Inclusive Schooling, Nov 2001)

#### **Definition of Special Educational Needs**

According to the Code of Practice, Nov 2001, "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a Learning difficulty if they:

have a significantly greater difficulty in Learning than the majority of children of the same age; or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA  
are under compulsory school age and fall within the definition at a) or b)  
above or would so do if special educational provision was not made for them.

#### **Special Educational Provision means:**

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of that age in schools maintained by the LA, other than special schools, in the area." (Section 312, Education Act 1996).

The fundamental principles of the code are:

"a child with AEN should have their needs met

the AEN of children will normally be met in mainstream schools or settings

the views of the child should be sought and taken into account

parents have a vital role to play in supporting their child's education

children with AEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation



stage and the National Curriculum.” (Code of Practice, Nov 2001).

To ensure this provision, school works in close partnership with other agencies and parents.

### **1. Special Educational Needs Co-ordinator**

The AEN Co-ordinator) is \_\_\_\_\_ and he/she has the responsibility for the day-to-day operation of the school’s AEN policy and for co-ordinating provision for pupils with AEN.

The AENCO works closely with the Headteacher and all teaching and non teaching staff to make them fully aware of the school’s AEN policy and the school’s procedures for identifying, assessing and making provision for pupils with AEN. The AENCO ensures that appropriate IEPs are in place.

‘Provision for pupils with AENs is a matter for the school as a whole ..... all teachers are teachers of pupils with AENs (Code of Practice November 2001)

### **2. Admission Arrangements**

The schools admissions policy is reviewed annually and should be read in conjunction with this section of the policy. We accept all children irrespective of their special needs. If there are children with already identified AEN we would discuss these with their parents and all school staff in order to offer the best provision for their child. It is usual for the Local Authority agencies to be involved in the transition of children with already identified needs and the school will liaise with relevant agencies in such cases. No priority or lower priority is given to children with special needs and / or a statement over other children. Disabled pupils are not discriminated against. In order for school to make reasonable adjustments and to ensure that disabled pupils are not treated less favourably, they need good information about prospective pupils. Any information given to school about a child’s disability is handled sensitively. Necessary information is communicated to staff that come into contact with the child, with the parent’s permission. This information is kept confidential, within school. Permission is requested if information about a child’s disability needs to be passed on to an outside agency e.g. swimming instructor, school trip organiser.

### **3. Access**

We have wheelchair access to all areas within the school. There are Disabled toilet facilities located within the main area of the school. The school meets fully the requirements of the Special Educational Needs and Disability Act 2001.

### **4. Procedure for identification, assessment, monitoring and reviewing children with Special Needs**

At Hewens Primary, we believe that early identification and appropriate

intervention improve the prospects of children with Special Needs. Liaison between class teacher, parents, AENCO and outside agencies is vitally important in ensuring prompt and appropriate action is taken. If a child starting at Hewens Primary School has already been identified as having AEN, the Headteacher, class teacher and AENCO will use the information provided from the previous educational setting – nursery, playgroup or another primary school – to provide starting points for the development of an appropriate curriculum for the child.

In the Foundation Stage the children follow the EYFS set out by the Government. If children are identified as having AEN, school will intervene through Early Action. If this intervention does not enable the child to make satisfactory progress the AENCO may need to seek advice and support from external agencies – this is referred to as Early Years Action Plus.

We follow the graduated response that the Code recommends. This approach recognises that there is a continuum of AEN and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. If a child is identified as having AEN, school intervenes at School Action and School Action Plus.

“All schools should have regard to:

provision for a child with AEN should match the nature of their needs

there should be regular recording of a child’s AEN, the action taken and the outcomes.” (Code of Practice, Nov 2001)

**CLASS ACTION** - The class teacher identifies a child as possibly having a special need and registers a concern with the AEN co-ordinator.

**SCHOOL ACTION** – After initial identification, the class teacher will provide intervention strategies that are additional to or different from those provided as part of the school’s usual differentiated curriculum. The class teacher gathers information and keeps evidence of what has been done for the child, including teaching strategies, equipment and resources used, monitoring and recording arrangements. Strategies used to enable to child to progress should be recorded on an Individual Education Plan.

An Individual Education Plan is drawn up and discussed with the child and their parents. IEPs are followed, monitored and evaluated termly. Parents are asked to come in to evaluate the IEP and to make suggestions, if they wish, for the new IEP, if required. The IEP is usually implemented in the normal classroom setting.

If there is a group of children in a class who have a particular need, a group education plan may be implemented – Early Literacy, Additional Literacy, Further Literacy and Springboard Numeracy intervention programmes may be offered to these groups of children. **Children will be included and educated in the classroom with their peers.**

If satisfactory progress is made after 2 reviews, the child may no longer require special support and their needs can now be met by the differentiated

curriculum available to all pupils.

**SCHOOL ACTION PLUS** - If, after 2 reviews, the child is found to still be having 'difficulties' the AENCO may request support from external support services. After consultation with the child's parents, the class teacher may conclude that the child requires further support to help their progress. The class teacher asks for help and advice from the AENCO and together they collect all the available information about the child from parents and any outside professionals already involved with the child. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents are consulted and kept informed at all times. The AENCO and class teacher decide what 'Action' needs to be taken to help the child progress - additional support, different resources, assessments by:

**STATUTORY ASSESSMENT/STATEMENTING** - If the school concludes that after we have taken action to meet the Learning difficulties of a child, that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school, we would request that a statutory assessment of the child's needs is made by the LA. Parents and other agencies can also make this request. The LA will require evidence of work strategies, IEPs, professional reports, advice and views from experts and parents.

The LA will inform the pupil's parents that they are considering whether to make a statutory assessment, the procedures, the time limit (six months), the people involved, etc.

The LA must inform parents within 6 weeks whether or not they will make a statutory assessment. Statutory assessment itself will not always lead to a statement. Parents have the right to appeal to the AEN Tribunal if the LA decides not to issue a statement. If the LA decides the child requires a statement, they shall make and maintain it and decide on the nature of the provision necessary. The statement is reviewed annually. Parents are consulted and involved at all times.

Relevant information and IEPs are sent on to new schools if the child moves during the primary phase.

## **5. Provision for children with Additional Educational Needs**

All children are taught in their own class.

The child may have one to one /small group teaching within their own class with the teacher and teaching and learning associate.

Teachers' planning is flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation.

IEPs are written and evaluated termly and usually implemented within the normal classroom situation.

Outside agencies e.g. educational psychologist, inclusion services, speech and language therapist, visually impaired service, are used when

necessary/available.

## **6. Inclusion**

In order that the AEN children have access to a balanced and broadly based curriculum (including the National Curriculum) they are included in all school activities. Some activities may be modified to meet the individual needs of a child for example adapted skills/equipment recommended by the Physiotherapist for a child with physical needs.

'With the right training, strategies and support nearly all children with AEN can be successfully included in mainstream education'. (Inclusive schooling Nov 2001)

## **7. Resources**

Special Needs resources are distributed throughout classes according to the children's needs. The AENCO is available to offer advice as to which resources may be best for a specific child/problem. When funding is available the AENCO purchases suitable materials.

## **8. Evaluation**

The schools AEN Policy is evaluated annually, and in its annual report to parents, the governors explain their admission arrangements for disabled pupils, how the Governing Body helps disabled pupils gain access and how they will ensure that disabled pupils are treated fairly.

## **9. Complaints**

If parents are unhappy or dissatisfied about the additional needs provision for their child they can first bring it to the attention of the class teacher, who will inform the Headteacher and AENCO. A meeting would then be arranged between the above mentioned people and hopefully the matter would be resolved. If this was not the case, the complaint would be passed onto the Governors and another meeting could be arranged.

The LA operates a Parent Partnership service. This service aims to ensure parents have access to information, advice and guidance in the relation to the AEN of their children so they can make appropriate, informed decisions. Parent partner services can help to prevent difficulties from developing into disagreements. Using this service is purely voluntary. If a parent feels that the governors and school has discriminated against their child, in regard to his/her disability, they can make a claim for unlawful discrimination. The Disability Rights Commission runs an independent conciliation service for disputes arising from the school's duties under the Act. The purpose of the conciliation service is to promote the settlement of claims without going to the Tribunal or other body.

## **10. INSET/Training**

The AENCO attends courses, when available, to keep-up-to-date with current practices and new developments. Relevant information is then relayed to fellow staff – teaching and non-teaching. The AENCO helps teachers to draw up efficient, precise IEPs, when necessary. Through The Rosedale Hewens Academy Trust the teachers and teaching and learning associates attend inset days which have sessions about inclusion and different needs.

## **11. Governors**

There is an appointed special needs governor who attends relevant courses to raise the awareness of, and report to, the Governing Body. They are kept up to date on any new developments and cascades information to the Governing Body. The governors will ensure that policies are in place, advice and training are regularly monitored to ensure that discrimination against disabilities does not occur.

## **12. Outside Agencies**

“Many children with AEN have a range of difficulties and the achievement of educational objectives is likely to be delayed without partnership in the child’s education between all concerned. This support for children with AEN requires a concerted approach from healthcare professionals, social services department, specialist LA support services and other providers of support services”. (Code of Practice 2001)

There are a range of outside agencies involved with children with AEN. We request advice, support and assessments as and when we feel it is necessary, with the consent of parents, or if parents request it e.g. speech and language therapist, educational psychologist, specialist teachers, visually impaired, BST, CAMHS. Outside specialist can help in the very early identification of AEN and offer advice on provision to prevent the development of more significant needs.

There are also routine visits from the school nurse to do – vision, hearing tests.

## **13. Parental Involvement**

At Hewens Primary, we believe that partnership with parents plays a key role in promoting a culture of cooperation. This is important in enabling children with AEN to achieve their potential. We recognise that parents hold key information and have a critical role to play in their children’s education; therefore, we actively seek to work with parents and value the contribution they make. Parents are involved and consulted throughout the year and are informed of termly progress by the class teacher through discussion at IEP reviews. Daily links will be set up through home/school books for children to whom this seems beneficial in order that two way communications may take place and the child can see that school and parents are working together.

To make communication effective we aim to:

Acknowledge parental knowledge and expertise in relation to their child;  
Recognise the personal and emotional investment of parents and be aware of their feelings;  
Ensure that parents fully understand the purpose of any intervention plan and how to access support;  
Recognise the need for flexibility in the timing and structure of meetings;  
Seek parental permission before referring children to outside agencies for support;  
Encourage parents to communicate regularly with the school and alert us to any concerns about their child's Learning or provision.

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them." (Code of Practice 2001)

#### **14. Gifted and Talented Children**

Teachers plan their work to meet the needs of the individual and consequently gifted and talented children are set with work suitable for their ability. They are not included on the AEN register unless they have Learning, physical or behavioural difficulties that require support to access the curriculum.

#### **15. Provisions for Children with Statements**

At present we have \_\_\_\_\_ child(ren) with a statement of AEN. \_\_\_\_\_ needs are being met by \_\_\_\_\_.

This policy has been reviewed with staff and governors.

#### **Policy prepared by:**

Adopted by the Governing Body on: \_\_\_\_\_

Signed: \_\_\_\_\_

Review Date: Autumn 2013

## **Additional Educational Needs**

### List of Abbreviations

AEN	Additional Educational Needs
EBD	Emotional and Behavioural Difficulties
MLD	Moderate Learning Difficulties
AENCO	Special Educational Needs Co-ordinator
SPLD	Specific Learning Difficulties
SMO	School Medical Officer
IEP	Individual Educational Plan
IBP	Individual Behaviour Plan

## **Agencies involved in AEN**

Governor

School Health Adviser

Speech and Language Therapist

Inclusion Services:

Learning

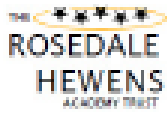
Behaviour

Educational Psychologist

**HEWENS PRIMARY SCHOOL**

**AEN POLICY  
2012/13**

ANNEX H  
Terms and Holidays



**Terms and Holidays**

**2013**

**January**

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 Training Day  Holiday

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