



# SEVENOAKS CHRISTIAN SCHOOL

Nurturing

Disciplined

High Achieving

Serving

Christian

Local

**Free School Application:**

To Open September 2013

**Date of Application:** February 2012

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## Section A: Applicant details

Main contact for this application								
1	Name: [REDACTED]							
2.	Address: [REDACTED] [REDACTED] [REDACTED] Kent [REDACTED]							
3.	Email address: [REDACTED]							
4.	Telephone number: [REDACTED]							
About your group								
5.	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input checked="" type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> State maintained school</td> </tr> <tr> <td><input type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group	<input type="checkbox"/> Teacher-led group	<input type="checkbox"/> 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 checked="" type="checkbox"/> Parent/community group							
	<input type="checkbox"/> Teacher-led group							
	<input type="checkbox"/> Academy sponsor							
	<input type="checkbox"/> Independent school							
	<input type="checkbox"/> State maintained school							
	<input type="checkbox"/> Other							
6.	If Other, please provide more details:							
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes							
	<input checked="" type="checkbox"/> No							
8.	If Yes, please provide more details:							
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td><input checked="" type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input type="checkbox"/> No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No			
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes							
	<input type="checkbox"/> No							

10.	<p>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> <p>We gratefully acknowledge the support of Appleyards Education Consultants in the development of this application. They gave us 7 days of pro-bono time. They provided strategic advice, reviewed the whole of this application, and provided specific suggestions in some areas. If this bid is successful we plan to commission educational and project management consultants to assist in the pre-opening phase: we will select consultants using a competitive tendering process which utilises the DfE PMC framework contracts.</p> <p>We are also grateful for pro-bono help from Wrigleys Solicitors, who provided legal advice in connection with our proposed governance structure and the legal title of our proposed site. We have made no commitment to use their services if our bid is successful.</p>	
Details of company limited by guarantee		
11.	Company name: Sevenoaks Christian School Ltd	
12.	<p>Company address:</p> <p>██████████</p> <p>██████████ Shoreh</p> <p>am Sevenoaks</p> <p>██████████</p> <p>██████████</p> <p>██████████</p> <p>Kent</p>	
13.	Company registration number: 7949294	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	

**Company members**

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16.	Please confirm the total number of company members: 5
17.	Please provide the name of each member below (add more rows if necessary):
1.	<b>Name:</b> <input type="text"/>
2.	<b>Name:</b> <input type="text"/>
3.	<b>Name:</b> <input type="text"/>
4.	<b>Name:</b> <input type="text"/>
5.	<b>Name:</b> <input type="text"/>

**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], [REDACTED]

**2. Name:** [REDACTED], [REDACTED]

**3. Name:** [REDACTED], [REDACTED]

**4. Name:** [REDACTED], [REDACTED]

**5. Name:** [REDACTED], [REDACTED]

**19. Please provide the name of the proposed chair of the governing body, if known:**

[REDACTED]



Related organisations		
<b>20.</b>	<b>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.**

The following table lists the churches that have endorsed this application. It is envisaged that most of these churches will become members of a new company limited by guarantee which will appoint a majority of the governors of our proposed school.

<b>Name of Church</b>	<b>Charity number</b>
The Benefice of Eynsford with Farningham and Lullingstone	*
Bessels Green Baptist Church	1132394
Hope Church, Sevenoaks	1145667
London Road Evangelical Church, Knockholt	*
Otford Methodist Church	*(HMRC number 708/0302)
St Bartholomew's, Otford	1135073
St Botolph's, Chevening	1134784
St George's, Weald	1133777
St John the Baptist, Sevenoaks	*
St Lawrence, Seal Chart	*
St Martin's, Brasted	*
St Peter's, Ightham	1136162
St Peter and St Paul, Shoreham	*
St Mary's, Kemsing	1131431
St Mary's, Kippington	1130183
St Mary's, Platt	*
St Mary's, Riverhead	1128522
St Nicholas, Sevenoaks	1132854
Sevenoaks Community Church	1073892
Sevenoaks United Reformed Church	1131494
Vine Baptist Church, Sevenoaks	*(HMRC number X92687)
Vine Evangelical Church, Sevenoaks	1128970
West Kingsdown Baptist Church	*(HMRC number XR78604)

\*These churches are exempt from individual registration as their annual income is less than £100,000 (exception from registration amendment under Statutory Instrument number 1598).

<b>22.</b>	<p><b>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</b></p> <p>The churches listed in our response to question 21 above have formally endorsed our proposal to set up an ecumenical Christian school in the Sevenoaks area. This endorsement is reflected in the letter which accompanies this application, which has been signed by representatives of these churches.</p> <p>Our religious affiliation is broad Trinitarian Christian: our support comes from Anglo-Catholic, Evangelical and Liberal churches which belong to Anglican, Baptist, Independent, Methodist, Newfrontiers, and URC groupings. We have encouraged the Roman Catholic Church to support our application but at this stage they are not in a position to be involved.</p>
<b>Existing providers</b>	
<b>23.</b>	<p><b>Is your organisation an existing independent school wishing to become a Free School?</b></p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<b>24.</b>	<p><b>Is your organisation an existing independent school wishing to establish a new and separate Free School?</b></p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<b>25.</b>	<p><b>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</b></p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<b>26.</b>	<p><b>If Yes to any of the above three questions, please provide your six digit unique reference number here:</b></p>
<b>27.</b>	<p><b>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:</b></p>
<b>28.</b>	<p><b>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:</b></p>
<b>29.</b>	<p><b>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:</b></p>
<b>30.</b>	<p><b>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:</b></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.	<b>Proposed school name:</b>	Sevenoaks Christian School (this is a temporary name which will be replaced by a name chosen in consultation with our local community)
2.	<b>Proposed academic year of opening:</b>	September 2013
3.	<b>Specify the proposed age range of the school:</b>	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	<b>Date proposed school will reach expected capacity in all year groups:</b>	September 2019
5.	<b>Will your proposed school be:</b>	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	<b>Do you intend that your proposed school will be designated as having a religious character?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	<b>If Yes, please specify the faith, denomination, etc of the proposed school:</b>	We will be an ecumenical Christian School supported by 23 local churches

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</p> <p><input checked="" type="checkbox"/> No</p>
9.	<p>If Yes, please specify the faith, denomination, etc of the proposed school:</p>
10.	<p>Postcode of the preferred site of the proposed school:</p> <p>██████████</p>
11.	<p>Local authority area in which the proposed school would be situated:</p> <p>Kent</p>
12.	<p>If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:</p> <p>n/a</p>
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>

## Section C: Education vision

### ***‘Education for life, in all its fullness’***

**“Last night I dreamed that I was starting at the Christian School. I walked in through these big gates. Lots of people were there. We were wearing brown uniform and my friends were there. I was excited and a bit nervous. “**

**██████████, aged 10, from ██████████**

Sevenoaks Christian School<sup>1</sup> will be an 11 to 19 co-educational school with an ecumenical religious character based at a soon-to-be-vacated secondary school site. Our school will be high-achieving and nurturing. We will expect the best from all and help them to flourish through a rigorous but personalised approach which recognises everyone’s gifts and talents. Students will be encouraged to serve others in the school and the local community. Because it is a local school, families and other members of the community will be active in the life of the school. Everything in the school will be based on Christian values, from discipline to teaching and learning.

The mission of our school is to work with families to enthuse and equip young people for life in all its fullness. Our concept of fullness is based on a quotation from Jesus, who said: ‘I have come that they may have life, and have it to the full’. For us, preparation for a full life should embrace the academic, spiritual, social, creative and physical dimensions; in other words ‘life-wide’ learning.

### **Vision**

Our vision is to create a Christian school which is seen as a force for good in our local community and whose students are known for:

- high educational attainment, as measured by value-added progress in national tests, results in public examinations, and numbers going on to higher education
- strong moral values, an appreciation for the spiritual dimension to life and respect for diverse viewpoints

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<sup>1</sup> This is a temporary name which will be replaced by a name chosen in consultation with our local community. Our shortlist includes Trinity School, St Catherine’s, Vine Academy, Emmanuel School.

- work-readiness for those not continuing in education or training, as demonstrated by the number of students in full-time work within six months of leaving the school
- self-discipline and relational wisdom, exemplified by the quality of personal relationships throughout the school
- a willingness to serve others, illustrated by the number of students who volunteer for optional community service projects
- having the enthusiasm and skills needed for life-long and life-wide learning.

## Ethos

In order to achieve these outcomes we have developed six desired attributes for our school: Christian, high-achieving, local, disciplined, nurturing and serving. They are described more fully in the introduction to Section D below.

Underpinning our ethos is a belief in the importance of education as a way of improving the life chances of children whose home environment is least effective in preparing them for 'life in all its fullness'. Our faith calls us to seek out and serve those who are least fortunate. Sevenoaks is a prosperous area but there are significant pockets of deprivation. Most of these are located within a mile of our proposed school site; our two nearest primary schools have the highest Free School Meals percentages in our area. Our school policies will ensure that particular attention is paid to attracting children from disadvantaged backgrounds and responding to their needs.

Our mission, vision and ethos for the school have been inspired by our Christian beliefs and informed by the views of local people. At the end of this section we set out the considerations which led us to choose these particular governing principles.

## Impact of our vision and ethos on the curriculum

In line with our high-achieving and nurturing ethos we want all students to achieve value added in line with the top quartile of national performance; and for 70% of year 11 students to attain 5 or more GCSEs graded A\*-C including Maths and English in our first GCSE year<sup>2</sup>. This latter target compares with an average of 48% for non-selective schools in West Kent and 46% for Knole Academy, the only state-funded secondary school in Sevenoaks. We have also set targets for Key Stage 5 which are described in Section D4.1 below.

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<sup>2</sup>GCSEs only without equivalents.



These attainment targets are stretching but appropriate for our expected pupil population: we anticipate that our pupils will represent a mix between some relatively high-performing pupils who apply through faith designation and others who come from the disadvantaged areas which are very close to our preferred site.

We have designed our curriculum and processes to meet these targets through:

- providing the full national curriculum; and encouragement for all pupils to consider the English Baccalaureate
- flexible pathways through Key Stage 3 and 4, allowing many to complete Key Stage 3 in 2 years
- personalised support and guidance for all pupils through our relatively small size and our local and nurturing ethos
- 26 hours per week of staff-student teaching-contact time - more than would be usual
- a 5 week summer break to maintain continuity of learning
- 17% of taught time in Maths, Science and English at KS3 vs the minimum of 12%, since these subjects are foundational to other areas of the curriculum
- a homework club at school each day
- a curriculum that is tailored to meet the needs of each cohort of pupils, with a range of personalised strategies for SEN students including an extended curriculum for Gifted and Talented pupils.

Our curriculum survey results, described in Annex D1, show considerable parental support for these ideas.

Our Christian and serving ethos lead us to require all pupils to do a full GCSE in RS; and to provide for a community service programme on Wednesday afternoons each week through which pupils will have opportunities for a wide range of service activities together with parents, churches and voluntary groups. Teachers will use this time to plan lessons and prepare resources.

Our Christian ethos will also influence the context in which teaching and learning takes place, whatever the subject. For example pupils learning a foreign language will be encouraged to learn the language of hospitality towards foreign visitors to this country, as well as the language of shopping; and those completing GCSE English oral assessments will be encouraged to discuss a range of moral dilemmas.

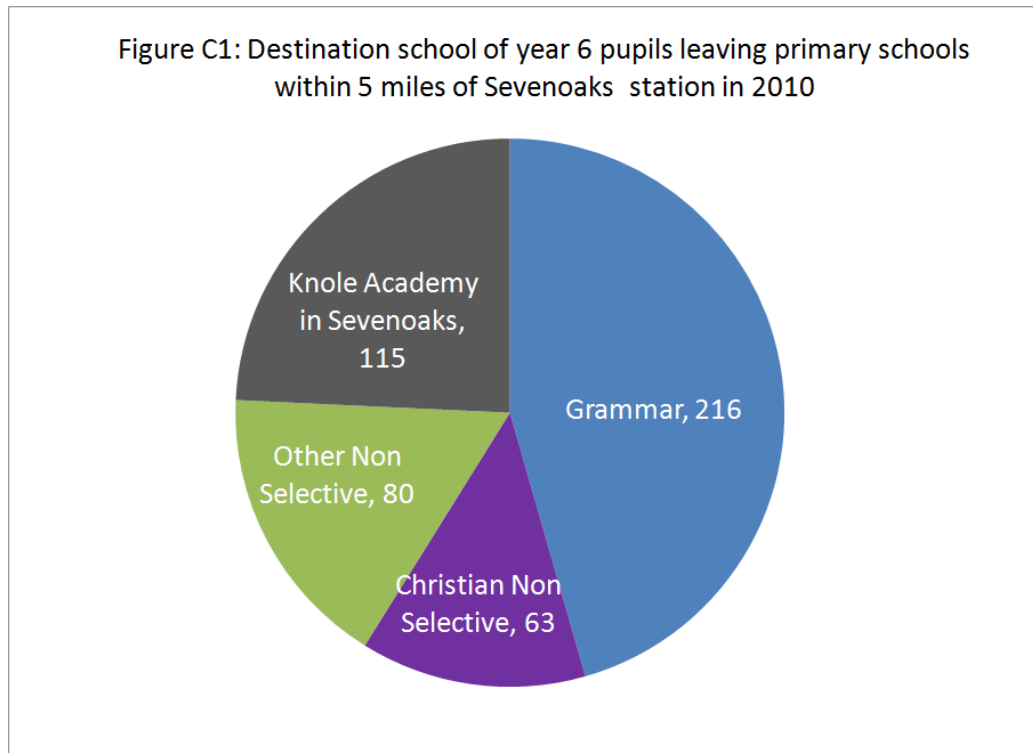
## Rationale for our school

**"We desperately need a faith school at secondary level. We currently have no choice in Sevenoaks. It is grossly unfair our children are not able to attend a school in the community in which they live, let alone the travelling time involved to Tunbridge Wells which adds a further two hours to their school day. If we were to get this school it would literally be 'God sent.'"**

**[REDACTED]** *from Sevenoaks*

In summary, the rationale for our school is that there is a rapidly worsening shortage of secondary school places in Sevenoaks so most pupils travel long distances to school; and within this overall picture there is a particular shortage of places for children whose parents would like them to receive a Christian education.

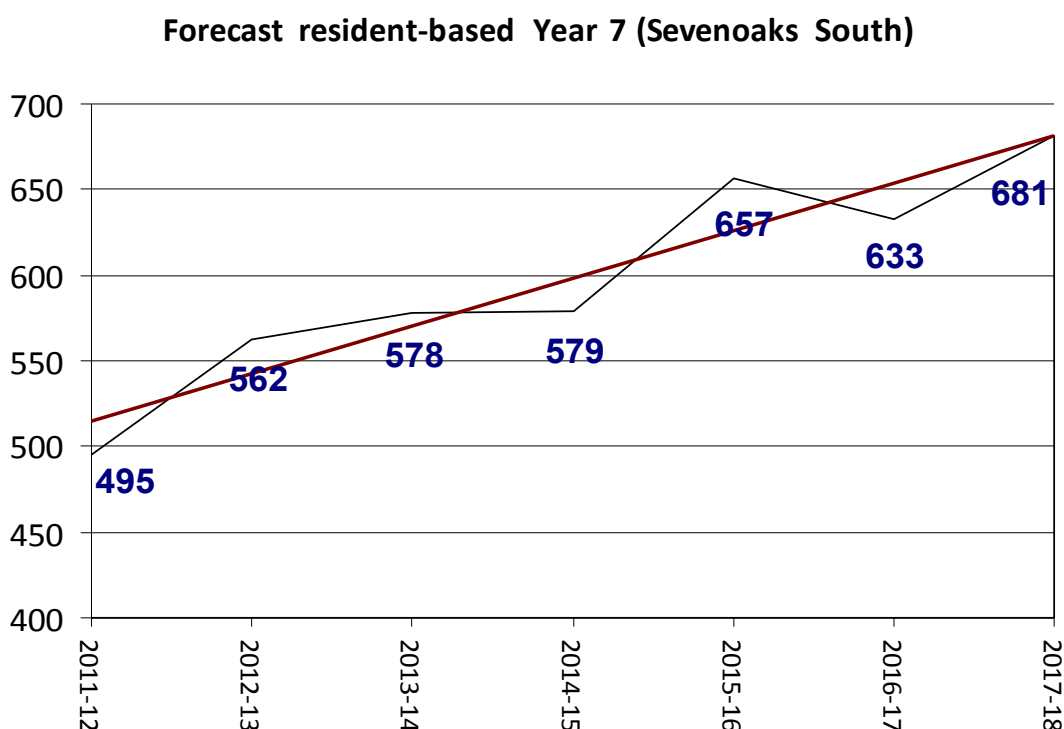
Sevenoaks has one state-funded secondary school, Knole Academy. Each year about 500 Year 6 children leave primary schools within 5 miles of the centre of Sevenoaks. Figure C1 shows where these pupils go to secondary school.



Of the 75% who commute daily to secondary schools outside Sevenoaks, most go to schools in Tonbridge and Tunbridge Wells. These towns share 12 mainstream state secondary schools. The competition between these schools drives up standards in that area. Many local parents have told us that they would welcome two good local choices within Sevenoaks. The two schools would be different from each other: ours will be a relatively small faith school while Knole Academy is larger and has a specialism in Expressive Arts and Modern Languages.

Sevenoaks, Tonbridge and Tunbridge Wells - and their surrounding villages – are in West Kent. Kent County Council (KCC) have kindly given us advance notice of figures which will appear in their forthcoming School Organisation Plan for West Kent, to be published in March 2012. They show a rapidly worsening shortage of secondary places throughout our area, and particularly in Sevenoaks South, which comprises Sevenoaks and its surrounding villages. The Sevenoaks South projections are shown in Figure C2.

**Figure C2: KCC demand figures for residents in Sevenoaks town (Sevenoaks South)**



KCC figures show that there is no scope for these extra Sevenoaks children to go to school in Tonbridge or Tunbridge Wells as those schools will also be completely full. A new non-selective school in Sevenoaks would accommodate much of this increase and also reduce pupil travel.

As a result of the shortage of places in Sevenoaks, many local children travel a long way to attend secondary school:

- More than 60% travel over 9 miles<sup>3</sup> each way, spending over 3 months of their lives travelling to secondary school
- There is very limited access to extra-curricular activities after school for these pupils because they have to rely on regulated school bus or train times
- Local year 6 teachers tell us that local children go to a multiplicity of schools many miles from home; this breaks primary school friendship groups and makes subsequent friendships hard to sustain because new friends can live over an hour away
- The cost of travel is increasing significantly from the next academic year: Kent County Council (KCC) is withdrawing subsidies for school transport unless children go to their closest appropriate school; one local secondary head teacher estimates the cost for an average Sevenoaks parent to send their child to Tunbridge Wells at £400 per child per year
- There are environmental, congestion and safety issues which cause considerable concern to Sevenoaks parents.

The worsening shortage of secondary places - and the excessive travel - are particularly acute for Sevenoaks parents who want a Christian education for their children. We have three voluntary-aided Anglican primary schools sending 75 children into the secondary sector each year as well as three voluntary-controlled church schools. Our nearest accessible Church of England school, Bennett Memorial, is 12 miles away in Tunbridge Wells and is heavily over-subscribed<sup>4</sup>.

Sevenoaks is an area where the Christian faith is much stronger than the national average: more than 10% of our local population attend Church on an average Sunday compared to 6.3% nationally<sup>5</sup>. Discussions with parents have shown that enthusiasm for a Christian school is not limited to practising Christians. Both national and local data show that church-run schools are popular. Parents in this area are well aware that local faith schools have higher attainment levels than other schools: in West Kent non-selective schools the average proportion of children with 5+ A\*-C GCSEs, without equivalents, is 77% for faith schools and 42% for other schools.

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<sup>3</sup> Distance from primary school to secondary school, based on KCC figures

<sup>4</sup> Bennett Memorial Diocesan School in Tunbridge Wells had 694 applications for 224 spaces in September 2011

<sup>5</sup> Figures for Sevenoaks District from the 2005 English Church Census by [REDACTED] of Christian Research. Figures for Sevenoaks town alone would be significantly higher.

In summary, then, our rationale is that Sevenoaks needs another secondary school to provide choice; to reduce excessive pupil travel; to accommodate the projected increase in pupil numbers; and to provide a faith option for parents who want a Christian education for their children. We have collected evidence of demand for more than 400 children in Years 4 or 5. Parents of 205 children in Years 4 or 5 have told us that they would make our school their first choice.

### **Governance structure**

Our school will be the only state funded secondary school in England 'owned' by an ecumenical group of local churches. The Membership of the Academy Trust, which appoints the majority of the school's Governors, will be effectively determined by a new Educational Trust whose Members are local supporting churches. 23 local churches of many different denominations and traditions have endorsed this application. Their names are listed in answer to question 21 of Section A above.

This structure will ensure longevity of the school's governance, beyond the founders; create continuing local support and involvement; provide support for the spiritual development of pupils; and allow numerous opportunities for interaction between the school and its local community.

### **Factors leading to our governing statements**

As noted above, our mission, vision and ethos for the school have come from our Christian beliefs and the opinions of local people.

Our Christian faith leads us to believe that:

- Every young person is made in God's image, and is infinitely valuable to Him. Each has innate skills, aptitudes and talents which we will nurture so that they can flourish and live life to the full
- Jesus provides the best example of a life lived in all its fullness. Our school will allow pupils to learn about His life and teaching and offer them the opportunity of following Him
- God has given parents and other carers the primary responsibility for bringing up children; we will work closely with parents in every aspect of our pupil's education because full lives are lived within family relationships
- God wants young people to be set free from harmful worries and to be confident in their identity and friendships; our pastoral care system and our Christian values will provide the foundations for ensuring that a full and happy life starts at school

- God intends us to live and work in community, learning the humility to respect each other's diverse views, backgrounds and personalities; our pupils will learn how to live in community and experience the joy of serving each other and those beyond the school
- Respect for God is the beginning of wisdom. A full life can best be lived within a moral framework which lasts a lifetime; we will teach children the self-discipline and concern for others which help to form deep and lasting relationships
- God wants people to have productive lives. A full life involves working, where possible, to sustain our own well-being as well as that of others. We will link with local employers to help prepare students for the world of work.

We have intentionally not yet created a list of school values: we want to involve students and staff so that they can take ownership of the values. We expect that the values will draw on the seven core beliefs listed above as well as our mission, vision and ethos.

Our vision and ethos have also been shaped by the views of local people. We put an initial survey on our website which gave people a choice of six potential priorities for the school. Respondents overwhelmingly chose 'a caring environment where every child is valued, not just the gifted' as their first choice, with 'a first class academic education' coming second and 'good discipline' in third place<sup>6</sup>. We then created a more specific survey on the school curriculum which has heavily influenced our Education Plan. We have also listened to a wide range of verbal and written comments on our proposals. For example, parents have stressed to us the importance of preparing young people for lifelong learning.

## Conclusion

The team that has written this application and collected the evidence of demand from parents believes passionately that this school is needed now; that many generations of young people will benefit from the excellent education that we will provide; and that this school will be a force for good in our town and beyond. Nearly 800 parents representing 1200 primary-age children, and thousands of local churchgoers, join with us in commending this application to you.

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<sup>6</sup> More detail about this survey may be found in Section D6.1 below

## Section D: Education plan – part 1

Our proposed numbers on roll as the school grows are as follows:

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							95	95
Year 13								95
Totals		120	240	360	480	600	695	790

## Section D: Education plan – part 2

### Ethos

Our Education Plan has been designed to deliver the mission and vision set out in Section C above and to reflect the following six desired attributes for our school. We would like our school to be:

- **Christian:** everything in the school will be based on our Christian values - not just assemblies and RE but also teaching and learning, pastoral care and how we treat each other on the sports field and in the classroom
- **High achieving:** we will expect the best from all in our school community and help them to flourish through a rigorous but personalised approach which affirms everyone's individual gifts and talents
- **Local:** our school will be at the heart of the community in which we live. We want to make it possible for parents and others to be very active in the life of our school, and for the school to be a force for good in the local area
- **Disciplined:** we will set clear frameworks and boundaries so that pupils develop wisdom which helps them both in school and beyond
- **Nurturing:** the small size of our school, coupled with our tutor system and chaplaincy provision, will allow us to know each pupil well. We want to ensure that the whole young person – academic, spiritual, social, creative and physical – is developing well and being cared for
- **Serving:** we will encourage all involved in our school - students, families, teaching and non-teaching staff - to serve others within the school, in the local community and beyond.



## D1: Curriculum plan

### D1.1: Description of the curriculum

Our curriculum will have the following features, described in more detail in the following text:

- All students will be encouraged to consider the English Baccalaureate, with the expectation that all students capable of achieving the English Baccalaureate will take options to reflect this
- A mixed start time of KS4 courses, so that the more able students may start their GCSE Maths, Science and English courses in year 9 but those who are not ready to commence a year early can start these courses at the normal time
- Provision for serving opportunities will be embedded into the timetable

### Key Stage 3

In line with our aims of being a high achieving school, we plan to allocate extra time for Maths, English and Science (17% compared to the 12% required) during Key Stage 3 in order to facilitate success in these core subjects. This will enable students to achieve the highest possible grades and increase their chances of achieving the English Baccalaureate at Key Stage 4.

Our online curriculum survey<sup>7</sup> reflected strong parental support of this, with 92%<sup>8</sup> of parents agreeing with the proposal to spend extra time on Maths, English and Science.

The increased time in English will allow for literacy skills to be developed and for sufficient time in the curriculum for reading. The January 2011 Ofsted report entitled 'Removing barriers to literacy' states that '*In the secondary schools where teachers in all subject departments had received training in teaching literacy and where staff had included an objective for literacy in all the lessons, senior managers noted an improvement in outcomes across all subjects, as well as in English.*'<sup>9</sup>

We will therefore embed literacy into our lesson plans from the outset as well as allowing extra time for English in the curriculum. This will be a priority for staff training at the start of our first year, and a critical part of the induction programme for staff appointed subsequently.

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<sup>7</sup> The curriculum survey results are set out in full at Annex D1

<sup>8</sup> Of 73 responses, 67 indicated 'yes', none entered 'no' and 6 entered 'don't know'

<sup>9</sup> <http://www.Ofsted.gov.uk/resources/removing-barriers-literacy>

The International Academy of Education's article 'Improving student achievement in mathematics' makes the following observation about curriculum time and achievement: 'As might be expected, there is also a positive relationship between total time allocated to mathematics and general mathematics achievement. Suarez et al., in a review of research on instructional time, found strong support for the link between allocated instructional time and student performance. Internationally, Keeves found a significant relationship across Australian states between achievement in mathematics and total curriculum time spent on mathematics'<sup>10</sup>.

In all three subject areas, the extra time will allow staff to spend more time making sure that students have a strong foundation before moving onto more difficult concepts, and more time for project work allowing the students to develop independent study skills. For our more able students this means that despite taking an accelerated Key Stage 3, they still have enough time to cover the Key Stage 3 curriculum fully.

Spending additional time in Science, Maths and English will also enable more of our students to achieve the English Baccalaureate.

We also intend to offer a project lesson at KS3. This is to allow students to personalise their learning at an early stage, and to develop their research and presentation skills prior to commencing KS4. The Edexcel website<sup>11</sup> says the following about the Level 1 Project: '*Students will be inspired by the freedom of choice in selecting their Project topic, which can relate to an area of study or an area of wider personal interest. This flexibility and choice ensures a high level of personalisation for each individual student and can help to inspire disengaged learners.*'

After students have received the necessary input on research skills, SMART targets, etc, they will receive considerable guidance on their choice of project to ensure that:

- It meets the criteria of the project itself
- Students have access to the materials, research and evidence required for their choice
- It is in an area that will stretch that students' development, enabling them to cover new areas of learning which will have an impact on the overall education of that student.

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10 <http://www.iaaed.org/files/prac04e.pdf>

11 <http://www.edexcel.com/quals/project/Pages/default.aspx>

At KS3 we intend to offer the full National Curriculum, with subjects weighted as follows:

Subject	Periods per week	Time per week	Percentage of curriculum
Maths	4	4 hours 20 mins	17%
English*	4	4 hours 20 mins	17%
Science	4	4 hours 20 mins	17%
PE	2	2 hours 10 mins	8%
DT/Art	2	2 hours 10 mins	8%
French	2	2 hours 10 mins	8%
Music	1	1 hour 5 mins	4%
ICT	1	1 hour 5 mins	4%
Geography	1	1 hour 5 mins	4%
History	1	1 hour 5 mins	4%
RS	1	1 hour 5 mins	4%
Project	1	1 hour 5 mins	4%
Total	24	26 hours	100%

\*1 lesson per fortnight of this is drama

The extra time allowed in English, Maths and Science will both allow high achieving students to be stretched further, and also allow for any students entering the school with prior underachievement to catch up to national standards.

The curriculum itself will reflect our Christian ethos; please see section D8.3 for more details.

In the first years we will not be able to timetable all of the lessons with one subject at the same time due to staffing restrictions. We therefore propose to block subjects in the following groupings to allow a degree of setting. The 120 students will therefore be timetabled as two bands, with each band allowing setting in Maths, English and Science independently:

Core subject and number of periods	Timetabled against (same groups)
English x 4	RS Geography History ICT
Maths x 4	Music French x 2 Citizenship / Project
Science x 4	DT/Art x 2 PE x 2

This pairing of subjects will then lead to a blocking pattern as follows (this is not a timetable):

A	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	En	En	En	En	Pe	Pe	Dt	Dt	Dt	Dt	Pr	Ma	Fr	Fr	Ma	Mu	Rs
B	Pe	Pe	Dt	Dt	Pr	Fr	Ma	Mu	Rs	Gg	En	Hi	En	Sc	Sc	Sc	Sc	Ma	Pr	Ma	Fr	Fr	Ma	Mu	En
C	Rs	Gg	Hi	IT	Sc	Sc	Sc	Sc	Ma	Ma	Ma	En	En	En	En	Pe	Pe	Pe	Pe	Dt	Dt	Dt	Pr	Pr	
D	En	En	En	En	Pe	Pe	Dt	Dt	Pr	Fr	Fr	Mu	Rs	Gg	Hi	IT	Sc	Sc	Sc	Sc	Sc	Ma	Mu	En	

For an individual student, the timetable may look as follows; this is described in more detail in D2.1.

Example Year 7 Timetable, Sevenoaks Christian School

	7.30am	8am	9am	10am	11am	12noon	1pm	2pm	3pm	4pm	
Monday			Form or Assembly	Maths	English	Break	French	lunch	DT	Geography	Homework
Tuesday			School open for private study, locker access, ICT and Library	Science	Maths	Break	English	lunch	RS	IT	Homework
Wednesday			Form or Assembly	DT / Art	Science		Maths	English	Lunch	Community Service	
Thursday			Form or Assembly	PE	French	Break	Science	lunch	Maths	English with Drama	Homework
Friday			Form or Assembly	History	Music	Break	Project	lunch	Science	PE	Homework

Over time, as the staff numbers grow, we will be able to staff all core subject sets at the same time. This will allow for a narrower ability range in each group, and allow for different groups to cover either content at different levels or even different courses (see next section).

## Transition from Key Stage 3 to Key Stage 4

As noted above, some students will start Level 2 courses after an accelerated KS3 and then have 3 years at KS4; while others will spend 3 years at Key Stage 3. Therefore we will offer a mixed package within each subject area. The table below shows how this may look for Science (assuming 5 sets in KS4 based on funding at capacity), however the exact structure of this will be fitted to the ability profile of each cohort of students:

**‘I think the sound of your mixed model sounds excellent, making the most of the flexibility of a free school and knowing the children well to tailor their personal timetable. Community service also an excellent idea - well done!’**

*Quote from curriculum survey*

Year	7	8	9	10	11	
<b>Set 1 (top)</b>	KS3 Science		Triple Science over 3 years			
<b>Set 2</b>			Core Science	Additional Science	Physics or Chemistry or Biology	
<b>Set 3</b>			Core Science	Additional Science		
<b>Set 4</b>			Core Science	Additional Science		
<b>Set 5</b>	KS3 Science			Core Science	Applied Science	

Feedback from parents has been very positive to this model, as show in the quotations from our curriculum survey. See footnote 12

**It must be a curriculum that can meet all needs of students, with some doing additional courses and others consolidating on core subjects at school to move on later.’**

*Quote from curriculum survey*

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<sup>12</sup> Quotes from question 7 of our curriculum survey ‘Do you have any other thoughts about the curriculum that we should offer?’

The decision about which subjects to choose is a critical one for students, and provides us with a great opportunity to work with and support parents, part of our local ethos.

The preparation and support for students in year 8 as they choose their GCSE preferences will include:

- Guidance within departments regarding new subjects that students will not have studied at KS3
- A “taster day” in year 8 where students will have a GCSE timetable for the day and be able to try lessons that they have not experienced at Key Stage 3 as well as experiencing learning at this level.
- A parents’ options evening where:
  - there is a presentation to parents about the curriculum on offer and how the options package works
  - subject staff available to speak about individual subjects in a similar format to a school open evening
  - at the end of the evening a “café” style set up where parents can meet with form tutors and senior staff to ask any specific questions
- Information about the courses and options process are available in printed formats and on our website.

## Key Stage 4

We plan to offer a completely personalised curriculum so that students who are able to do so can start core GCSE subjects early but those students who are not ready for an accelerated curriculum do not. The option blocks at KS4 are intended to facilitate this. All students will be encouraged to consider taking the English Baccalaureate,

Recognising that each student will have a particular set of skills, ambitions, and some specific barriers to participation and progress, we do not intend to 'stream' students into groups. Rather, the curriculum will be blocked in a way that allows a student to progress at the appropriate rate in all subject areas, for example a student may be in an accelerated set for English but not for Maths.

Furthermore, the options package at KS4 will be individually tailored for each cohort of students, subject to staffing audit and group viability.

In line with our local focus, we want to involve parents as much as possible in both student choice, which will shape what is offered, and in the monitoring and support of children's progress throughout their schooling.

By year 3 we will be operating a two week timetable in order to gain the flexibility that this allows. The Key Stage 3 allocations will stay the same, and the Key Stage 4 curriculum allocation will be as follows:

Subject	Periods per fortnight	Time per fortnight	Percentage of curriculum
Maths	7	7 hours 35 mins	15%
English	7	7 hours 35 mins	15%
Science	10	10 hours 50 mins	21%
PE	4	4 hours 20 mins	8%
RS	2	2 hours 10 mins	4%
Citizenship/Project	3	3 hours 15 mins	6%
Option A	5	5 hours 25 mins	10%
Option B	5	5 hours 25 mins	10%
Option C	5	5 hours 25 mins	10%
Total	48	52 hours	100%

Citizenship will be the full GCSE course, linking in with our serving ethos and the Wednesday afternoon community slot, and to fit in with our vision of students having strong moral values.

The three options offered will allow different progression routes, and the exact make-up of the options package will be tailored to each specific cohort of students subject to viability and staffing.

On the next page is an example blocking pattern that we may offer showing three different routes that pupils may take. The actual offer is likely to be different to this: for example if there is sufficient demand then there may be two French groups rather than one, and they could be in different options or both in the same option depending on which combination allowed most students their first choices.

We plan to offer GCSE courses for most subjects, with only a limited few being available at BTEC. The exact number of courses offered at BTEC rather than at GCSE will depend on the profile of each cohort of students: one likely outcome is that in the blocking pattern examples students may be offered to do Art and Health and Social Care as BTEC courses if they are unable to access the GCSE curriculum.

Learning outside of the classroom will be encouraged, with regular trips and visits. We plan that all students taking language courses, for example, should take part in at least a day trip at KS3 and a residential trip at KS4 where our three year curriculum has capacity to allow this.

The core PE curriculum will be accredited and lead to a BTEC First Certificate for all students. This will then allow the GCSE course to be taught in the option block.



## Key Stage 4 blocking patterns

Example 1: options route for a student taking English Baccalaureate with triple Science:

Option A	Option B	Option C
Geography	French	Science
History	Spanish	Music
Sport	Health and Social Care	Business Studies
Dance	Media Studies	Art
Resistant Materials	Food Technology	ICT
Graphics		

Example 2: options route for a student considering a career as a sports physio-therapist who is also a musician:

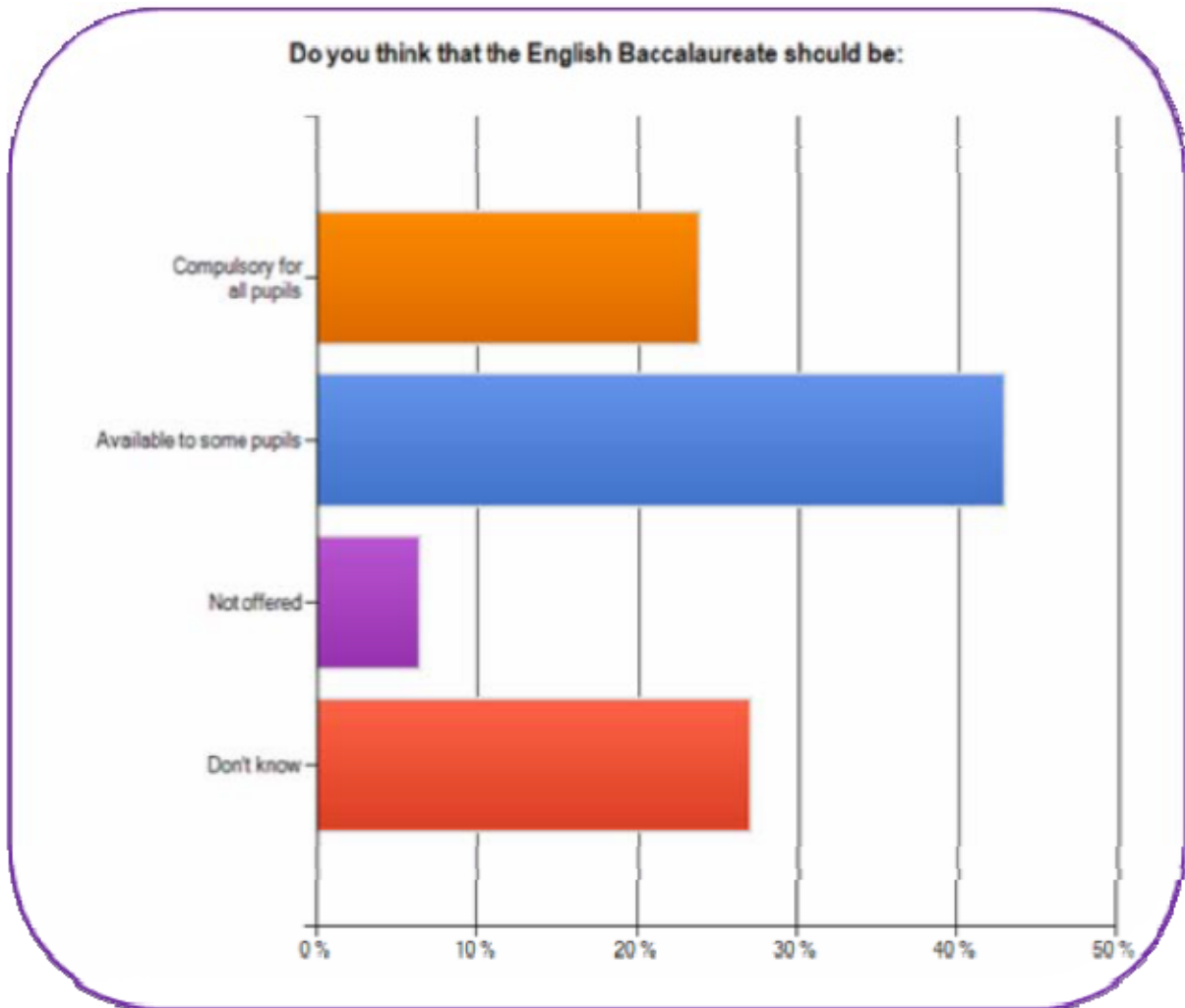
Option A	Option B	Option C
Geography	French	Science
History	Spanish	Music
Sport	Health and Social Care	Business Studies
Dance	Media Studies	Art
Resistant Materials	Food Technology	ICT
Graphics		

Example 3: options route for a student with an interest in a career in design:

Option A	Option B	Option C
Geography	French	Science
History	Spanish	Music
Sport	Health and Social Care	Business Studies
Dance	Media Studies	Art
Resistant Materials	Food Technology	ICT
Graphics		

## English Bacallaureate

Parental opinion favours the English Bacallaureate being available but not compulsory as shown in this chart from our curriculum survey:



## Key Stage 5

### 6th Form rationale

Whilst it is too early to be able to indicate the exact profile of the 6<sup>th</sup> form, we intend to offer a curriculum that meets the needs and aspirations of all students. We will also be seeking to work in collaboration with other 6<sup>th</sup> form providers for a range of reasons as detailed below.

In line with our Christian ethos, we will personalise the curriculum offer to each cohort of students in order to allow as many as possible to follow a course package that is unique to them.

### 6th Form detail

Our Level 3 offer will be personalised to meet the needs of as many students as possible. It is therefore likely to include vocational subjects as well as GCE courses. The exact balance will depend on the ability and aspirations of our intake, and be developed as outlined below.

The Extended Project qualification will be taken by all 6<sup>th</sup> form students in order to further develop the independent study skills which they have developed by completing the Levels 1 and 2 projects in Key Stages 3 and 4 respectively. The Edexcel <sup>13</sup> website states that 'Level 3 Extended Projects aim to support learners with the transition to Higher Education or into the world of work. They provide opportunities for the development of critical, reflective, problem-solving and independent learning skills through the planning, research and evaluation of a self-selected project'. This fits in very well with our vision of enabling our students to be work-ready and to have the skills for life-long learning.

We plan to block the 6<sup>th</sup> form subjects into 4 option blocks; the year 13 curriculum will be blocked above the year 12 curriculum so that students in year 13 will be able to pick up AS subjects to boost their UCAS points score and add breadth to their qualification portfolio if required. As a minimum, we would expect students to take 4AS levels in year 12 and continue 3 of these into year 13 as well as taking the extended project. The most able students will take 4 subjects in year 13 as well, giving them 4 A2 qualifications as well as the L3 extended project, which is worth an AS level.

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<sup>13</sup> <http://www.edexcel.com/quals/project/level3/Pages/default.aspx>

Rather than offering a set package to students, we intend to offer a range of options which are then blocked, subject to viability, to create a bespoke blocking pattern for each cohort of students:

- May/June: photographs and course information collected to produce a 6<sup>th</sup> form prospectus
- October: for a two week period, Faculties market to year 11 the courses available to them in the 6<sup>th</sup> form and promote 'new' subjects which the students will not have come across
- October: an assembly is given to year 11 students indicating the choices available to them, including all subjects we could offer, and issue 6<sup>th</sup> form prospectus to students. Students complete a survey to indicate what choices they are most likely to take up
- October: from the choices of student surveys, the long list of subjects we could offer is reduced to a shorter list of subjects that will be offered at interview, this is checked against the staffing audit for the following September which may at this time be revised
- November: 6<sup>th</sup> form open evening for parents and students, to include a tour of subject areas and a presentation in the hall
- November-January: interviews (students to be made aware of entry requirements for specific courses)
- February: revise subjects on offer to ensure viability and then produce a blocking pattern of those viable. Re-visit staffing audit and revise
- March: write to all students with the confirmed blocking pattern, re-interview those with clashes of choices
- March-July: interviews still possible but will not affect the blocking pattern
- July: induction period to include taster lessons and study skills
- August: 2<sup>nd</sup> interview to confirm choices, check that entry requirements have been met, and use LAT spreadsheet <sup>14</sup> to set target grades based on average GCSE points score and top 25% value added
- September: courses commence.

Throughout the 6<sup>th</sup> form, students will be assessed on their current working grade/level and this will be reported six times per year in a similar way to that indicated in section D4.3. This data will also be analysed by the KS5 Pastoral Manager and KS5 Director so that early identification can facilitate early intervention where a student is struggling to work at the correct level.

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<sup>14</sup> This has been developed by [REDACTED] and is available here:  
[http://www.stroodacademy.org/images/uploads/LAT\\_predictor\\_sheet\\_97\\_format.xls](http://www.stroodacademy.org/images/uploads/LAT_predictor_sheet_97_format.xls)

We will actively seek collaboration with other local 6<sup>th</sup> forms to offer the widest choice to our students, taking advantage of the specialisms and strengths of each school involved and with all schools benefiting from increased choice as well as economies of scale. With our 6<sup>th</sup> form not commencing until September 2018 we have not entered into discussion with any local P16 providers yet, however we do intend to do so well in advance so that the timetable and staffing audit can take into account the decisions made.

In order to ensure that our students leave with grades and UCAS points that allow them to successfully compete for places on degree courses and jobs we will expect students to leave with the equivalent of 3 ½ A Levels as a minimum.

We are open to offering Level 2 courses if there are sufficient numbers coming through from year 11 that are not ready for Level 3 study. These students will then have the option of a three year 6<sup>th</sup> form, subject to satisfactory performance in year 12, moving on to take Level 3 courses in years 13 and 14.

## D2: School timetable and calendar

### D2.1: Structure of the school day, term and year.

#### School day rationale

In order to make sure that our students achieve aspirational targets, we will allow extra taught contact time in the week (26 hours delivered in 24 lessons of 65 minutes each) as well as optional homework time after school.

In line with our serving ethos there is also time in the school week for students to be involved in community service as detailed below. And, as already mentioned, there will be opportunities for personal development in the 'homework slot'.

The reasons that we have decided on 65 minute lessons are:

- If the lessons are much shorter than this then too much time is lost in travelling between lessons (more lesson changes per day), and a higher percentage of lesson time is lost to the students settling down and getting equipment ready and in packing up at the end of the session
- The lessons need to be long enough to allow for meaningful practical work, eg cooking, science experiments, sports (where time is also lost getting changed) and DT projects; and to allow sufficient time for independent learning and project work during lessons
- 65 minute lessons are more likely to have a faster pace with sustained student engagement than longer lessons.

We plan to deliver the curriculum over 24 lessons of 65 minutes each, totalling 26 hours per week (compared to the national requirement of 24 hours per week up to year 10 and the 25 hours week delivered by most schools).

The start and end of the school day are timed to fit in with local primaries so that parents of younger pupils can drop off students at our school before making their way to the primary school, fitting in with our local ethos.

The next two pictures show example school day timings with and without sample subjects.

School Day Timings, Sevenoaks Christian School



	7.30am	8am	9am	10am	11am	12noon	1pm	2pm	3pm	4pm	
Monday			Form or Assembly	P1	P2	Break	P3	lunch	P4	P5	Homework
Tuesday			School open for private study, locker access, ICT and Library	P1	P2	Break	P3	lunch	P4	P5	Homework
Wednesday				P1	P2		P3	P4	Lunch	Community Service	
Thursday			Form or Assembly	P1	P2	Break	P3	lunch	P4	P5	Homework
Friday				P1	P2	Break	P3	lunch	P4	P5	Homework

Example Year 7 Timetable, Sevenoaks Christian School



	7.30am	8am	9am	10am	11am	12noon	1pm	2pm	3pm	4pm	
Monday			Form or Assembly	Maths	English	Break	French	lunch	DT	Geography	Homework
Tuesday			School open for private study, locker access, ICT and Library	Science	Maths	Break	English	lunch	RS	IT	Homework
Wednesday				DT / Art	Science		Maths	English	Lunch	Community Service	
Thursday			Form or Assembly	PE	French	Break	Science	lunch	Maths	English with Drama	Homework
Friday				History	Music	Break	Project	lunch	Science	PE	Homework

### Wednesday afternoon community service time

The Wednesday afternoon slot is designed to allow the students, from the outset of the school, to serve in various local communities.

We have consulted with local residents and believe that there are a range of opportunities for community service available to the students: a list of examples is shown below. This is also very much part of our local ethos; it brings parents into school to run clubs as well as sending young people into the local community to make a difference.

**“We received a presentation setting out the principles and ideas for the Sevenoaks Christian School at our Residents' Association AGM on the 28th November 2011. The community is in need of this type of initiative and we can clearly see that such a scheme would be of huge benefit to the local community.”**

██████████, ██████████, *Greatness Residents' Association*

The activities we will offer in the community slot will include:

- Supporting local organisations:
  - Feeder schools
  - Retirement homes
  - Charity shops
  - Churches
  - Stag Community Arts Project
- Projects in school ran by parents:
  - Samaritan's purse Christmas Shoebox project
  - Producing materials to be sold at charity evenings
- Projects in school run by non teaching staff:
  - Young enterprise - bursar
  - Science club - science technician
  - Producing articles for the school website – ICT technician
  - First Aid training (St John's ambulance)
  - Sporting activities
- Projects in the local community
  - Litter picking, community maintenance projects
  - Pond horticultural maintenance (NW Kent Countryside can provide a knowledgeable person to direct and manage volunteers and we intend to contact them to pursue this possibility)
  - Training for a health and hygiene certificate to enable cooking food using school facilities then distributing to local people in need. West Kent Housing might be able to suggest people who would appreciate cakes, biscuits etc.
  - Work with 'Befrienders' to visit older people
  - Organise skate park competitions and get funds for events here by setting up a student fundraising committee
  - Run stalls/live music for Big Lunch Community Day (annually on the Greatness estate)
  - Working with other young people with disabilities
- Duke of Edinburgh Award for available to all students in years 9 and 10
- Year 11 students will either continue with their Duke of Edinburgh Award, develop their own leadership skills, assist with KS3 students, or take part in activities themselves.



All safeguarding issues will of course be addressed:

- Volunteers could need to pass an enhanced CRB clearance
- Volunteers will need to have the same child protection training as teachers receive annually, and be fully aware of school protocols, for example relating to disclosure
- All projects will be risk assessed
- Parents will know where students are at all times
- Students will be contactable, via the school, at all times
- Where students are undertaking projects off site, the supervising adult will have a paper record of emergency contact and medical details and be aware of any medical conditions relevant (for example if a student carried an EpiPen or inhaler).

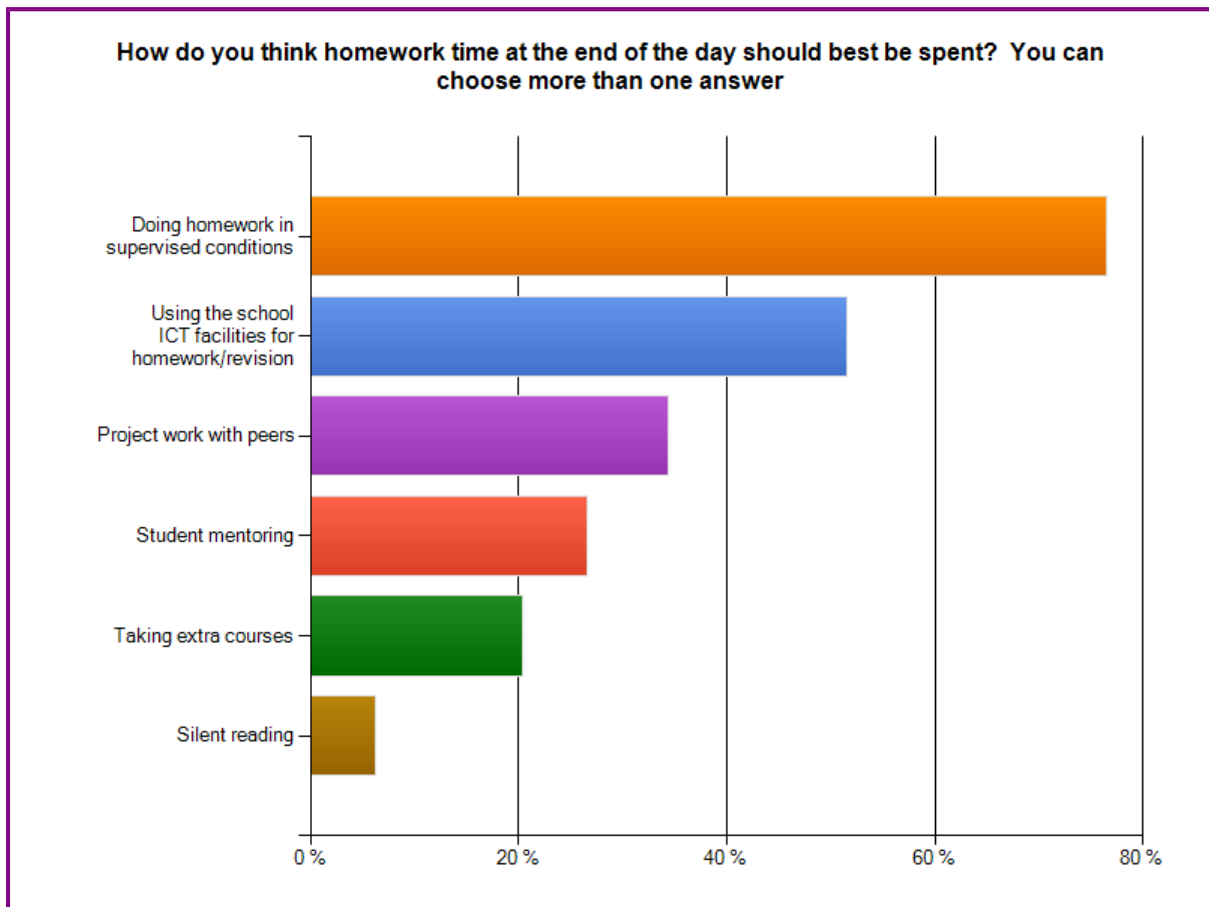
The intention is that while pupils are involved with these projects, teaching staff will have a weekly session for collaborative planning. They will create resources including material for the Virtual Learning Environment which are particular to our curriculum and support our aim of being a high achieving school.

### **Homework club**

The homework club will be optional, and in this time there will also be sporting activities and optional extra courses. Therefore in this time students could be engaged in any of the following activities:

- Doing homework in supervised conditions
- Competitive sports with local schools
- Sports training
- Supported and supervised self-directed study
- Taking additional qualifications, for example we could offer an electronics GCSE over the period of a year subject to the staffing audit
- School choir
- Orchestra.

The following chart shows parental response to the homework club proposal:



## Assemblies

We will have time for form time or assembly 4 days per week, or if space allowed for two year groups then we would have an assembly for each year group weekly as follows:

- Monday: years 7 and 8
- Tuesday: years 9 and 10
- Thursday: year 11
- Friday: 6th form.

If this was not possible then we would have assemblies in single year groups once per fortnight.

The assemblies will be taken by senior staff, other colleagues, visiting speakers from the local community including local churches, and on occasion by students themselves. Whilst each assembly will be unique, we would include the following items on a routine basis:

- a reflective presentation based on the theme of that week, which would also be included in the schedule of form time activities
- regular references to what the Bible would teach on the theme for that week
- a performance by a student - this could be a dance, singing to a backing track, a group of singers or a student playing an instrument
- awarding prizes for achievement, sports, awards, etc
- prizes for attendance - tutor group/house with the highest attendance the week before
- at the end of term, prizes for highest attending individuals, most merits, etc
- responding to global, national and local issues with prayer
- always closing with prayer.

## School term and year rationale

We have opted for a 6 term year. In line with our Christian ethos it will fit into the Christian calendar for Christmas and Easter breaks. Another distinctive feature is that we will have only a 5 week break in the summer, so as to:

- reduce the break between terms 6 and term 1 so that there is a shorter learning gap between successive academic years
- allow a fortnight's break in October, which will allow families more affordable holidays in October and mean that both staff and students are less tired towards the end of term 2: this should, in turn, result in improved educational outcomes.

## School term and year detail

We will teach 38 weeks per year in 6 terms, totalling 190 teaching days. There will be 5 additional INSET days for staff.

Christmas and Easter breaks will both be determined by the Christian Calendar and both be a fortnight long.

There will be a 5 week break in the summer, with Sevenoaks Christian School returning a week before other Kent Schools.

## Proposed term dates 2013/14

Term 1	Tuesday 27 August to Friday 18 October	
	Tuesday 27 August INSET	
	Wednesday 28 August INSET	
	Friday 18 October INSET	36 days + 3 INSET
Term 2	Monday 4 November to Friday 20 December	35 days
Term 3	Monday 6 January to Friday 14 February	
	Monday 6 January INSET	29 days + 1 INSET
Term 4	Monday 24 February to Friday 4 April	30 days
Term 5	Tuesday 22 April to Friday 23 May	
	Monday 5 May bank holiday	23 days
Term 6	Monday 2 June to Wednesday 23 July	
	Wednesday 23 July INSET	37 days + 1 INSET

## D2.2: Organisation of students within the school

### Rationale of student organisation

We aim to give our students highly personalised pastoral care and engage closely with parents and carers at all times, therefore our structure needs to develop effective relationships between staff, students and parents.

### Detail of student organisation

The chart below shows how pastoral care will be provided. Pastoral care can be represented 'horizontally' with the first point of contact for parents and students being the form tutor. Tutor groups will contain 30 pupils, with students allocated into tutor groups by close liaison with feeder primary schools. Keeping the groups this size will mean that staff unallocated as form tutors, for example non-teaching staff and part time teachers, will be available to provide mentoring and one to one support if required.

**"I love the idea of a local school which has a caring, nurturing feel with really good pastoral care, and this new school ticks all the boxes. "**

 *Sevenoaks*

Each Key Stage will have a Key Stage Director and a Pastoral Manager who will be a non teaching member of staff. In the first year, however, the Assistant Principal will assume the role of Key Stage Director for KS3.

	House A	House B	House C	House D				
KS3	7A	7B	7C	7D				
	8A	8B	8C	8D				
KS4	9A	9B	9C	9D				
	10A	10B	10C	10D				
	11A	11B	11C	11D				
KS5	6E	6F	6G	6H	6I	6J	6K	6L

Key Stage Director and Pastoral Manager:

All monitoring of data/progress/attendance, oversight of PSHEE, student voice, student council, contact with parents, assemblies, parents' evenings, etc.

Houses purely for competition and community purposes, not for any monitoring, pastoral or curricular purpose.

We have based our 90% capacity curriculum model on 30 students per class. However in the 100% capacity model we have allowed for an extra teaching group per year in Maths, English and Science at Key Stage 4.

The amount of setting will increase as the school grows, however in the first year the year group will be split into two bands, with a higher and lower set in each band.

Students will be allocated into KS3 sets based on KS2 data initially, then the setting will be revised as pupils progress using our own data. KS4 setting will be determined by the level reached at the end of KS3, using standardised internal assessments.

Pupils will be set in English, Maths and Science at both Key Stages, however the options block at KS4 will only contain setting if there is more than one subject within the same block – this could happen, for example, if 50 students wanted to take French for the English Baccalaureate and we had two members of staff to teach French. The “core” curriculum at both Key Stages will be timetabled in a linear block and taught as tutor groups.

In line with our aim to be a nurturing school, we plan to organise the students in tutor groups with a form tutor who moves with that group of students through the school, building up meaningful professional and caring relationships with both the students and their parents or carers.

**“When I asked my nine-year old son if he could give his own answers to the questions from SCS’s online poll as to what local people saw as most important in the proposed school, ‘a caring environment’ came top of his wish-list”**



The 6<sup>th</sup> form will be in ‘vertical’ tutor groups of years 12, 13 and, if applicable, 14. This means that all 6<sup>th</sup> form tutors will be involved, for example, in the production of UCAS references, and that older students can support younger ones.

6<sup>th</sup> form students are a valuable resource in any school: many younger students look up to 6<sup>th</sup> formers and aspire to be like them. And of course the 6<sup>th</sup> students not only will have been through many of the issues and challenges faced by younger students, but will be academically further ahead. As part of our serving ethos the 6<sup>th</sup> form will be expected to be fully involved in the Wednesday afternoon community slot. In addition to this each 6<sup>th</sup> form student will be expected to spend some of their unallocated study time supporting younger students. This could take the form of supported reading, mentoring (after training), buddying and subject support in class.

In order to further foster community and healthy competition, we aim to organise the school into four houses, and will wish to involve our first cohort of students in the naming of these houses. With four tutor groups per year group, each tutor group will in effect also represent a house for that year. Houses will compete for attendance and achievement awards as well as for activities such as sports day. Please note that pastoral care and monitoring of progress, etc, will be overseen by the horizontal Key Stage structure.

As regards the community service time on Wednesday afternoons, we will as far as possible give pupils the choice as to which activities they would like to undertake. Initially we expect to have four or five groups of 15 working in the school on activities such as web design and cooking; and have smaller groups working in the community under supervision, eg at primary schools or in other community settings.

### Summary:

- Classes of 30 students in most cases
- Students allocated to classes by the most relevant data available, eg KS2 sublevels for KS3 groups
- A horizontal pastoral structure for years 7-11 with tutors and heads of year staying with the same students
- A vertical arrangement for 6<sup>th</sup> form tutor groups
- A house system for competition within year groups.



## D3: Meeting the needs of pupils with differing abilities

### D3.1: Meeting the needs of individual pupils

Sevenoaks Christian School will be a fully inclusive school available to all pupils regardless of race, ethnicity, gender or ability and with full regard to the Equality Act 2010. All pupils' needs will be catered for within, and where necessary, outside the classroom. Teachers will differentiate work through different tasks, levels of support and outcomes. In addition a SENCO & More Able, Gifted and Talented co-ordinator will monitor and support teachers to ensure that all pupils' abilities are addressed. Outside agency support will be sought as appropriate (eg Learning Support; Educational Psychologist; CAMS) to ensure each and every pupil reaches their full potential.

Our guiding principles regarding our pupils with disabilities and special educational needs are that we will welcome and celebrate difference, diversity and individuality. 'Inclusion' is fundamental. For us this means making sure that every member of our community can easily understand, access, feel part of and benefit from all that our school will offer. Moreover, we will endeavour to recognise and remove or overcome barriers to learning, achievement and well-being; and to work towards meeting the needs of all our pupils irrespective of ethnicity, attainment, age, disability, gender or family background.

Our practice and development of provision for our pupils will be informed by our equality and diversity policy (including our educational inclusion policy and disability equality scheme), our special educational needs policy and our accessibility plan.

### Low attainment at Key Stage 2

As noted in Section D7 below, it is likely that about one quarter of our pupils will not have achieved expected levels in English and Maths when they enter our school. At an early stage these pupils will be assessed individually and appropriate interventions made, including:

- 1-1 tuition for those who have not made acceptable progress during the previous key stage
- Reading recovery program with Teaching Assistants in the homework slot
- Summer school for identified students
- When we have a 6th form, buddying up with AS English students to practice reading and boost literacy
- When we have a 6th form, buddying up with AS Maths students to practice reading and boost numeracy.

## Disability Equality

We will provide for equality of opportunity for our disabled pupils, and those with Special Educational Needs. Our provision will be shaped by several pieces of legislation, namely:

- Disability Discrimination Act 2005 (Disability Equality Duty)
- The disability discrimination duties in Part 4 of the Disability Discrimination Act (DDA)
- The planning duties in Part 4 of the Disability Discrimination Act (DDA)
- The SEN and Disability Act 2001
- The Special Educational Needs (SEN) duties in the Education Act 1996.

We recognise our responsibilities to our disabled pupils and we will ensure access to education and inclusion in every aspect of school life by:

- Protecting them from discrimination
- Planning strategically to increase access over time to school premises to all users and access to the curriculum for pupils with disabilities
- Ensuring access to information, resources and support by providing auxiliary aids and written material in alternative formats.

Under Part 4 of the Disability Discrimination Act 1995 (DDA, as amended by the Special Educational Needs and Disability Act 2001) we will:

- Not treat disabled pupils less favourably because of their disability
- Make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage compared to their peers
- Draw up plans to show how, over time, we will increase access to education for disabled pupils
- Comply with the Disability Equality Duty (DED).

As a school we will:

- Promote equality of opportunity between disabled pupils and others within the school
- Eliminate discrimination and harassment of disabled pupils that is related to their disability
- Promote positive attitudes towards disabled people
- Promote and encourage participation by disabled pupils
- Develop a range of strategies to meet the needs of our disabled pupils
- Ensure that all staff are aware of this Act and what they are expected to provide in order to allow pupils with a disability to access the curriculum
- In consultation with disabled pupils, the staff and parents develop, implement and publish a disability equality scheme. This will be published within our school prospectus and on our website with hard copies being freely available in the reception area of the school.

### Special Educational Needs

We will pay full regard to the Special Educational Needs Code of Practice (DfES 2001) and the SEN Toolkit for all SEN procedures and action taken in the school. We will adopt the definition of SEN in the Code of Practice which states that 'Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them'. It goes on to identify that many pupils during their time at primary school may experience difficulties, long or short term, and that these may encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas.

We will aim to meet these difficulties by:

- Developing thorough and robust identification procedures
- Involving pupils in their own target setting and review procedures
- Providing training and resources to enable staff to address identified pupil needs
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and access strategies for vulnerable pupils
- Working closely with parents and outside agencies
- Supporting pupils with SEN in the classroom, but recognising that some pupils may on occasion benefit from specialised teaching which can be better provided within an individual or small group outside of the classroom.

A Special Educational Needs Coordinator, who will need to be a qualified teacher, will be appointed to manage the implementation of the SEN policy and practice in the school.

The responsibilities of the SENCO will include:

- Being responsible for raising standards for students with SEN
- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Contributing to the management of learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies, e.g., educational psychologists and health and social services as required.

### Identification, assessment and provision

Sevenoaks Christian School will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all children with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

We will ensure that the necessary provision is made for any child who has special educational needs and those needs are made known to all who are likely to teach them.

A CPD programme will be put into place to ensure that teachers in the school are able to identify and provide for those children who have special educational needs, enabling them to join in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible.

Each child's levels of attainment will be assessed on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's primary school years.

If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting and the SENCO. The child's class teacher will use this information to provide starting points for the development of an appropriate curriculum.

When the needs of a child cannot reasonably be provided within the resources available to the school the school will request assessments to be carried out by the LA. If the LA decides to carry out an assessment the school will provide information about the child. The school will also compile paperwork (including the view of parents or carers) for the Annual Review of a child's Statement and prepare an Annual Review report.

Key to the inclusive approach at the school will be the differentiation of planning and learning opportunities that lies at the heart of the approach to learning and teaching for all students. Through the in-depth assessment of children's learning and differentiated planning it will be possible to ensure the all pupils make good or outstanding progress.

Pupils will not be withdrawn from lessons although a short term targeted intervention may take place if a child with SEN is not making the progress expected. All students with SEND will have an Individual Education Plan (IEP). SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support will be provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable will be reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. The support timetable will also be known to teaching staff so that they can take into account TA provision when planning their lessons. Additional support may be funded through individual allocations from the LEA.

Support staff, class teachers, SENCO and outside agencies will liaise and share developments in order to inform reviews and forward planning

All individuals will be set targets based on their prior attainment and national expectations; and the school will use a wide range of data to accurately identify early actions.

The SENCO will be available at all parent consultation evenings to discuss the progress of each student with SEN with their parents/carers to discuss progress and additional needs concerns and to review IEPs. Staff will be encouraged to raise any concerns with the SENCO on an ongoing basis. Parents will be able to make appointments to discuss any issue relating to SEN with the SENCO at any time. These appointments may if appropriate be taken by the assistant SENCO and may include a TA if that TA has training particular to a specific need or is regularly timetabled to support the student.

Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, eg differentiation, varied teaching styles.

## Gifted and Talented Students

Our identified Gifted and Talented students will have three strands of provision. Firstly, lesson plans will be differentiated to allow access to further material to stretch more able students and these opportunities will be embedded in the schemes of work.

Secondly, there will be a range of extracurricular opportunities offered not exclusively for but with Gifted and Talented (G&T) children in mind, where they can develop their particular strengths beyond what is possible in the mainstream curriculum. These activities will be co-ordinated by a member of staff with responsibility for overseeing this provision.

Thirdly, we will offer an extended 'knowledge curriculum' to G&T students during the homework slot, when selected students will be extracted for this extra input. Topics will cover material that is outside of the National Curriculum and students will be stretched in areas appropriate to their own area of particular ability. The students will be able to study a particular theme in detail, for example the development of medicine over the past 200 years, or applications of the Fibonacci numbers in the natural world, or how the teaching of St Augustine of Hippo affected the beliefs of the early church.

The Gifted and Talented co-ordinator will be responsible for:

- Raising standards of academically able children
- Liaising with subject teachers and department heads to identify which students should be on the G&T register
- Reviewing the G&T register at least annually
- Ensuring that the identified G&T students have opportunities beyond the classroom in the relevant subject area
- Organising an annual G&T celebration evening
- Enrichment activities for G&T students, including regular exposure to Widening Participation activities.

## The role of the SENCO, Class Teacher and Teaching Assistants

The key responsibilities of the SENCO will include:

- coordinating provision for children with special educational needs
- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing learning support assistants
- advising the school leadership on SEN strategy
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff, liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- overseeing the organisation of support groups for parents with children of similar SEN, for example organising coffee mornings where a specialist can give specific advice and parents can discuss and share helpful practice at home
- the SENCO will be one of three designated Child Protection Officers (see D6.2), the rationale for this being that the TAs are likely to be working with the most vulnerable children in the school and the SENCO is highly accessible to the TAs. This will also mean that if either of the Vice Principals is absent that there are still two members of staff available as one of them may be teaching or in a meeting when a CPO is needed.

### The Role of the Class Teacher

The class subject teachers will be responsible for the identification of needs and provide programmes of work for the SEN child in the classroom including differentiation. They will also ensure that adult support is effectively deployed in the classroom, with their lesson planning reflecting the role of the TA. They will also liaise with the SENCO.

The class subject teachers will liaise with parents and keep them informed at all stages of provision for special needs through teacher/parent meetings and, where necessary, through written contact.

## The Role of the Teaching Assistant

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

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

The school will use the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the student and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the student's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the student's behaviour.

Where a period of differentiated curriculum support has not resulted in the student making adequate progress, or where the nature or level of a student's needs are unlikely to be met by such an approach, provision at the School Action level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs.

Monitoring will be carried out on a weekly basis and significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a half-termly basis and make adjustments to the provision if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some students may need more frequent reviews. The SENCO will take the lead in the review process. The student and their parents/carers will be invited to contribute and will be consulted about any further action.



As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the student continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the School Action Plus level.

We are intending to map provision initially across year groups in years 7 and 8 so that the TAs know the children first and foremost, then in years 9-11 map the provision across Faculty areas so that the TAs involved know the details about the curriculum. The TAs for years 7 and 8 will therefore rotate so that they stay with their year group.

The allocation of TAs will follow the same lines as the provision mapping. The table below gives an indicative measure of how TAs will be allocated and assumes one TA per 4 teaching groups, in line with the 90% capacity budget. The total need and budget may mean that more TAs are employed than this, however the organisation will be on the same principle. In this model, TA3, 4 and 5 will spend the Wednesday afternoon slot with one of their attached faculties so that they can use their expertise to embed SEN provision that is particular to our students into the schemes of work and lesson plans, included that of Gifted and Talented students.

Year	Allocation and mapping of TAs		
7	TA1		
8	TA2		
9	Science and Maths	English, PE/Performing Arts and Humanities	DT, Business/ICT
10			
11			
		TA4	

### School Action Plus

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the student. The specialist services will always contribute to the planning, monitoring and reviewing of the student’s progress.

School Action Plus would be indicated where there is evidence that the level and duration of the student's additional needs are such that the student:

- Continues to make little or no progress in the areas of concern
- Continues working at levels substantially below that expected of students of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the student's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

A student receiving support at School Action Plus will have an Individual Education Plan. Monitoring will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

### **School request for a statutory assessment**

For a student who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Statement of Special Educational Needs**

A student who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the student.

### D3.2: Use of ICT and other agencies to support special needs

Regular assessment of children throughout their school life provides valuable information to inform teaching strategies. Software is available to assess children's strengths and weaknesses in basic skills (literacy and numeracy, and short-term memory) and identify children's particular learning styles. The benefit of these ICT-based systems is that the detailed analysis of need is undertaken by the software and then presented in an easy-to-understand form, which the teacher then uses to inform personalised planning and setting of individual targets for the child.

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

ICT is particularly important in increasing access to the curriculum for children with a disability and/or SEN and the school will make full use of such technology.

The SEN register will be accessible as a secure resource to teaching staff via either the network, intranet or Virtual Learning Environment (VLE).

Rigorous tracking of progress using some electronic assessment tracker will be used, as well as discussions with pupils, parents and teachers. We would also wish to use ICT to facilitate pupil's awareness of setting their own targets and evaluating their work and understanding: this can help to ensure that pupils have ownership of progress and participation and is likely to be incorporated into the VLE.

The use of ICT will depend on other agencies and partner's resources and the makeup of the SEN students that we have. We will actively seek to work collaboratively with other schools both locally and further afield to share resources so that we share the benefits of those resources.

We may therefore, for example:

- Run a young carers' support group with another local school so that there is a bigger support network
- Organise a coffee morning for parents of ASD students on our site for all of the local area, and then in turn advertise to our relevant parents a similar provision for dyslexic students at another local school
- Buy in particular training for our staff from other agencies, for example a whole staff INSET on ASD may be appropriate if we have a significant number of these young people
- Use whatever online recourses are available to help overcome any specific barriers to learning
- Provide laptops or tablets to students where such provision would overcome specific barriers to learning.

### D3.3: Overcoming barriers to learning and achievement

Strategies to overcome barriers to learning and participation of vulnerable groups (including but not exhaustively LAC, EAL, poor attendance, carers, SEN, G&T) will include:

- Differentiation at wave 1 (yearly training to enable and equip teachers in strategies to reduce barriers in the classroom for students with ADHD, ASD, dyslexia, SLCN etc)
- One to one reading recovery will be available to students who are not making sufficient progress in English or whose literacy skills mean that they are struggling to access the curriculum in full or work at their target grade
- Extra clubs to ensure these groups are included, needs are met eg counselling, catch up opportunities and extension clubs
- Regular contact with parents/carers and outside agencies with pupil views regularly sought
- Teaching assistants being used to promote independence and support children's self-esteem, learning and participation.

### D3.4: Supporting disabled pupils and pupils with special educational needs

Please refer to section D3.1 where this has been described in some detail.

Whatever the location of the school site, it will need to be suitable so that students of any disability could access the curriculum, and we will seek advice from Partnerships for Schools in regard to realising this.

When provision is mapped as described in D3.1, the needs of individual students will be taken into account which may in turn feed into the staffing audit: for example if we were to have a student join year 7 with a statement that required 25 hours of individual support then we would need to employ an extra TA.

## D4: Aspirations for pupil achievement

### D4.1: Targets proposed

In line with our high achieving and nurturing aims, we aim to measure our success by educational factors at Key Stage 4 and Key Stage 5, and also use further indicators to assess how well we are fulfilling the broader aspects of our vision. This section looks at overall targets for each key stage in turn, then sets out how we will set targets for individuals and cohorts, and concludes by looking at broader measures.

#### Key Stage 4 targets

At Key Stage 4 we have set targets for GCSE results and Value Added.

We believe that the percentage of 5 A\*-C GCSE passes without equivalents is a good measure of our success at Key Stage 4 because:

- It is readily available for comparison with other schools
- It requires us to expect the best from all pupils at Key Stage 4 and avoids the temptation to promote alternatives which may provide an easier route to exam success at the expense of rigour.

In order to set a target which is suitable for our pupils, we have looked at the performance of other nearby schools. The table below shows the local context: summer 2011 data for West Kent non-selective secondary schools.

School	% with 5 good GCSEs incl English and Maths without equivalents	Value Added
Wrotham School	47	1040.7
Skinners' Kent Academy	24	1035
Hillview School for Girls	63	1021.1
Hextable School	27	977.6
Orchards Academy	48	1014.2
The Hayesbrook School	42	1015.7
Mascalls School	50	1006.5
The Malling School	30	1005.6
Hugh Christie Technology College	41	988.6
Knole Academy	46	979.8
<b>Average non-selective school</b>	<b>41.8</b>	<b>1008.5</b>
Bennett Memorial Diocesan School	85	1036.7
St Gregory's Catholic Comprehensive School	69	1015.1
<b>Average Church school</b>	<b>77.0</b>	<b>1025.9</b>

In terms of attainment at Key Stage 4, our aspirational target for the percentage of students obtaining 5 good GCSEs including Maths and English without equivalents is 70%. Our reasons are as follows:

- 50% of our intake is likely to be from church based families, so is in that respect similar to the average intake of the two faith schools listed above
- 25% is from families who do not attend church and would otherwise be attending a non-faith secondary school with results similar to the non-faith schools in the table above
- 25% of our intake is likely to be from households near to the school, where there are significant areas of deprivation and low attainment at the end of Key Stage 2: probably fewer than 75% of this group who come to our school will reach the required standard in English and Maths at Key Stage 2 (see D7.1 below which looks at attainment from the three nearest primary schools).

### Key Stage 4 Value Added

We are aiming for our value added performance to be in the top 25% of value added nationally. The document entitled ‘A Guide to Value Added Key Stage 2 to 4 in 2011 School and College Performance Tables & RAISE online<sup>15</sup>, produced by the Department of Education contains this data on page 9:

KS2-4 'Best 8' VA measure (centred on 1,000)	
All Maintained Mainstream Schools	Percentiles
1,032.9 and above	Top 5% of schools nationally
1,013.4 to 1,032.8	Next 20% of schools nationally
1,005.1 to 1,013.3	Next 15% of schools nationally
994.7 to 1,005.0	Middle 20% of schools nationally
986.3 to 994.6	Next 15% of schools nationally
967.7 to 986.2	Next 20% of schools nationally
Below 967.6	Bottom 5% of schools nationally

Since we have said in our Educational Vision that we wish to be in the top quartile of Value Added, we aim to achieve a value added score of at least 1015 for the ‘Best 8’ VA measure.

<sup>15</sup> [http://www.education.gov.uk/schools/performance/secondary\\_11/KS2-4\\_General\\_VA\\_Guide\\_2011\\_FINAL\\_AMENDED.pdf](http://www.education.gov.uk/schools/performance/secondary_11/KS2-4_General_VA_Guide_2011_FINAL_AMENDED.pdf)

## Key Stage 5 targets

To measure overall 6<sup>th</sup> form attainment we will use L3 points scores as this is a national, standardised measure. The table below shows the scores for non-selective schools in West Kent.

School	<sup>16</sup> Average L3 points score per student (2011)
Wrotham School	652.1
Skinner's Kent Academy	n/a
Hillview School for Girls	747.6
Hextable School	n/a
Orchards Academy	n/a
The Hayesbrook School	611.5
Mascalls School	720.3
The Malling School	n/a
Hugh Christie Technology College	633.5
Knole Academy	591.3
<b>Average non-selective school</b>	<b>659.4</b>
Bennett Memorial Diocesan School	841.3
St Gregory's Catholic Comprehensive School	718.6
<b>Average Church school</b>	<b>780.0</b>

We would expect our 6<sup>th</sup> form students to be leaving with a minimum of 3 ½ A Levels (or the equivalent) and the Extended Project Qualification; and our current target is for the average point score to be 720. This seems reasonable in the context of the results achieved by other non-selective schools in West Kent.

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<sup>16</sup> [http://www.bbc.co.uk/news/special/education/school\\_tables/secondary/11/html/886.stm](http://www.bbc.co.uk/news/special/education/school_tables/secondary/11/html/886.stm)

## Key Stage 5 Value Added

We will assess our overall value added for the 6th form with reference to students' total Level 3 points score as compared to their average GCSE points score. This should show positive value added compared to the average performance of 6th forms in the local authority. This would mean that the LPUK reports should show our value added performance being above the best fit line of all 6th forms in the Local Authority.

Target A level grades will be set with this in mind for individual students using the most recent LAT chances charts, discussed in 'Setting targets for individuals and cohorts' and in the 6<sup>th</sup> form section of D1.1.

Having set students targets in line with the top 25% of students nationally using LAT Chance Charts, we would then expect our results for courses with more than 5 students to be above the national average curve for that subject when the National Comparison Charts are produced.

## Moving on from Key Stage 5

Our aspirational target is that all our students will achieve their chosen next step after leaving our school, whether that is higher education, further education, apprenticeship, or moving straight into the workplace.

## Setting targets for individuals and cohorts

Targets will be set using a range of datasets to ensure that the targets are both robust and ambitious. They will aim to allow pupils to achieve value added results in line with the top 25% of students nationally.



The data used will be as follows:

- Key Stage 3
  - Progress will be benchmarked against KS2 performance, with all students expected to make 2 levels of progress over KS3, equal to 2 sublevels per year.
  - FFT D<sup>17</sup>
  - CATs<sup>18</sup> or MIDYIS<sup>19</sup>
- Key Stage 4
  - FFT D
  - CATs or YELLIS<sup>20</sup>
  - Jesson<sup>21</sup>
- Key Stage 5
  - LAT chances charts<sup>22</sup>
  - *ALIS*<sup>23</sup> or ALPs<sup>24</sup>

The datasets in italics are likely to be used only to triangulate the targets set by the methods that are not in italics, which will be our main methods of setting targets.

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<sup>17</sup> Fischer Family Trust Band D, targets set in line with top 25% Value Added nationally. 'Established in 2001, FFT has been working successfully with LAs and schools to provide high quality performance data to support target setting and self evaluation. Currently, 100% of LAs in England and Wales subscribe to FFT with virtually all schools accessing FFT data through FFT Live (FFT's online reporting system), FFT databases or through LA generated data packages.'

18 Cognitive Abilities Test

19 Middle Years Information System

20 Year 11 Information System

21 Target setting system by [REDACTED]

22 Learner Achievement Tracker

23 Advanced Level Information System

24 Advanced Level Performance System

## Achieving the targets

In order to ensure that these targets are met, and to enable early intervention if a student is not meeting their potential in any subject (see D4.2), the following strategies will be in place:

- Students' levels will be assessed once per term, and these levels will be based on work produced by the students to ensure that the data being used for analysis is accurate. In line with our ethos, staff will be open and transparent regarding the levels that students are achieving in their classes so that support is provided as soon as it is needed. Assessment could be made using any of these means, and Faculty Heads will be expected to quality assure the levels being awarded to ensure that they are in line with national standards and that a range of assessments is being used. For Level 2 and 3 courses, the assessment method will closely reflect that used to award the final grade. Methods could include:
  - Past paper questions
  - Practical examinations
  - Coursework
  - Orals
  - Project work
  - An extended piece of writing
- Faculty reviews will take place for each faculty every year. These will be like a small Ofsted inspection so that we can have accurate data for our SEF and school action plan, and to prepare staff for section 8 and section 5 Ofsted visits in years 2 and 3 respectively, and beyond. Each faculty review will include:
  - Every member of the faculty being observed by a senior member of staff; for the first two years of the Academy these will be paired observations with bought in qualified inspectors to ensure that our judgments are completely accurate and in line with current Ofsted criteria. We will develop a standard lesson plan to make sure that staff are able and confident to deliver good and outstanding lessons and evidence everything that contributes to this
  - Work sampling, where we will look for (not exhaustive):
    - Grades and sublevels on work
    - Formative marking in line with the school marking policy
    - Progress
    - Evidence of peer assessment and AfL

- Student voice<sup>25</sup>
- Data analysis of progress within the faculty, including for example:
  - Percentage of students making 2 sub levels of progress per year in KS3
  - Progress towards KS4 and KS5 target grades, including external exams already taken by students and coursework grades
  - Performance in external examinations over the past few years.
- Monitoring across each year group by the Vice Principal with curriculum oversight, with input from Faculty Heads and the Vice Principal with pastoral oversight to include an analysis of:
  - KS3:
    - Percentage of students in each faculty area in line to make 2 sublevels of progress
    - Progress towards individual student targets
  - KS4:
    - English Baccalaureate
    - Percentage 5+ A\*/A
    - Percentage 3+ A\*/A
    - Percentage 5+ GCSEs grade C or above including Maths and English
    - Percentage 5+ GCSEs grade C or above
    - Percentage 5+ GCSEs grade G or above
    - Progress towards individual student targets
  - KS5:
    - Average total QCA points score per student/UCAS points per student
    - Average QCA points per entry across courses
    - Percentage A\*-B
    - Progress towards individual student targets
    - All year groups and within the above categories
    - Gender

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<sup>25</sup> Student voice will be an integral part of each Faculty review, but also embedded into the regular life of the school so that student feedback continuously feeds into the agenda. We will achieve this by having termly year council meetings which feed into termly school council meetings, the minutes of which are given to SLT who may attend council meetings; and by weekly 'coffee mornings' where 3-4 students from each year group spend break time with their Key Stage Director or Pastoral Manager to discuss their progress, successes, concerns and ideas for improvement.

- Ethnic minorities
- Vulnerable groups
- SEN
- FSM
- LAC
- Young carers
- Monitoring across each year group by the Vice Principal with pastoral oversight, with input from year heads, to include:
  - Attendance
  - Punctuality
  - Rewards
  - Sanctions
  - Termly QA reports from Faculty Heads for Vice Principal (curriculum) and from the Heads of Key Stage and SENCO for the Vice Principal (pastoral) to feed into both the above.

This monitoring will lead in some cases to the requirement to intervene to improve performance. Examples could include:

- At an individual student level:
  - Mentoring
  - Specific direction of homework club time
  - Meeting with parents to discuss support
  - Agreed targets
  - PSP
- With a particular class:
  - Closer monitoring and support from the Faculty Head
  - Short term extra support if staffing capacity allows
  - With a particular member of staff
- Coaching:
  - Observations and support from the Faculty Head
  - Specific support, eg time management training or counselling
  - Arranging for the colleague to observe good practice
- With a particular cohort of students:
  - Specific support from the staff best placed to provide this.

In line with our local ethos, we will wish to engage with parents and the wider community as much as possible to work together to ensure the best outcomes for our students. As such we intend to offer a wealth of opportunities to parents and voluntary organisations to become involved with the school community, raising aspirations for individuals and families and increasing the opportunities for students in school and beyond.

### Broader measures of achievement

Given that our vision is broader than academic attainment alone it is also appropriate to have ways of assessing our success in these other areas. The table below suggests some approaches.

Vision (desired outcomes for our pupils)	How assessed
High educational attainment	As noted above.
Strong moral values, appreciation for spiritual dimension	Surveys of pupil attitudes. If these surveys can be benchmarked against non-faith schools we would aim for significantly more positive attitudes in these surveys.
Work-readiness	Proportion of leavers not continuing in education or training who are in full time work within 6 months of leaving our school. Our aspirational aim is 100%.
Self discipline and relational wisdom	Research into student-student and student-family relationships. If this research can be benchmarked against non-faith schools we would aim for significantly more positive results.
Willingness to serve others	Percentage of those who take part in voluntary community service. Our aspirational aim is 75%.
Skills for life-long and life-wide learning	Attitudes of alumni towards their school experience; proportion engaged in adult or professional education at age 25. Our aspirational aim is 50%.

## Strategy for achieving desired outcomes

The table below summarises our strategy for delivering against our academic and broader targets.

Vision (desired outcomes for pupils leaving our school)	How achieved	Ref
High educational attainment	<ul style="list-style-type: none"> <li>• Outstanding Principal and excellent teachers</li> <li>• Curriculum which responds to individual needs</li> <li>• Extra time for Maths, English and Science at KS3</li> <li>• Extra staff-student contact time</li> <li>• More time for teachers to prepare</li> <li>• Rigorous targets set and tracked for each pupil</li> </ul>	F5 D3 D1 D2 D2 D4
Strong moral values	<ul style="list-style-type: none"> <li>• 50% of children attending the school brought up with Christian values</li> <li>• Personal example of the Principal and other Christian teachers</li> <li>• Assemblies and RE lessons</li> <li>• GCSE citizenship (full course)</li> </ul>	D5 D6 D8 D1
Work-readiness	<ul style="list-style-type: none"> <li>• Links with local employers enabling work experience</li> <li>• Weekly participation in community service</li> <li>• Project work embedded into the curriculum</li> </ul>	D7 D2 D1
Self discipline and relational wisdom	<ul style="list-style-type: none"> <li>• Learning from Biblical teaching</li> <li>• Personal example of teaching and non-teaching staff</li> <li>• PHSEE programme</li> </ul>	D4 D6 D6
Willingness to serve others	<ul style="list-style-type: none"> <li>• Weekly participation in community service activities together with parents and other adults who model a willingness to serve</li> <li>• Opportunities to serve inside the school, eg 6<sup>th</sup> form mentors, helping with sport for younger pupils</li> <li>• Learning about the needs of others in the curriculum</li> </ul>	D2 D2 D1
Skills for life-long and life-wide learning	<ul style="list-style-type: none"> <li>• Project work embedded in the curriculum includes independent research, enquiry, target-setting</li> <li>• Duke of Edinburgh award programme encourages independence</li> <li>• Provision of local after-school activities</li> <li>• Broad curriculum</li> <li>• Christian values emphasise life in all its fullness</li> </ul>	D1 D2 D1 D1 D8

## D4.2: Success Measures

### Rationale

As a Christian school, we believe that every person matters and therefore will want to intervene immediately and effectively if we identify issues affecting a students' performance in any subject area or any other area (for example attendance). Thus we will regularly assess progress (referenced in D4.1 and detailed in D4.3) to inform both staff and parents if any action is required.

Similarly we will want to celebrate success at every stage, so that attendance and achievement will be identified and recognised; this is developed further in D6.

### How success measures will be identified, measured, reviewed and reported

The academic success measures will be the progress against rigorous and ambitious targets as identified in detail in D4.1, which also details how these will be measured and reported internally. How they are reported externally to parents is described in D4.3.

The success measures used will need to be reviewed annually in light of changes to, for example:

- Nationally reported and published league table criteria
- Nationally reported and published pass rates
- The Ofsted framework
- National agendas
- Tools and datasets available to set and review targets.

## D4.3: Pupil assessment and tracking systems

### Rationale

One of the reasons we are only planning a four form entry school is that we want to have a personal feel to what we do, so that each student is known. Thus any assessment and tracking systems will naturally lead to intervention, encouragement, praise or support as appropriate. Our local ethos implies that we will wish to have close engagement and interaction with parents to achieve this.

The termly assessment of students as described in D4.1 will also feed into a report for parents, along with an annual written report.

### Detail

Data will be collected on a Management Information System that can produce the reports we need and facilitate parental log in so that we can share selected information with parents. We are planning to use SIMS (School's Information Management System)<sup>26</sup>, which has an 80% share in the UK market for secondary schools' Management Information Systems and is therefore a product that the staff we recruit will already be familiar with.

The termly report will be sent home on paper as well as being available through a secure website. We will also wish, when feasible, to have live data available to parents so that by logging in they can access:

- The latest progress report
- Live attendance data
- Homework grades
- Rewards (for example merits)
- Sanctions.

The termly report will be a summary of the student's performance over the year; examples of what it could look like for an individual student are on the next page.



## Example Termly Report

Student: [REDACTED]

Form: 7S

Attendance: 98.3%

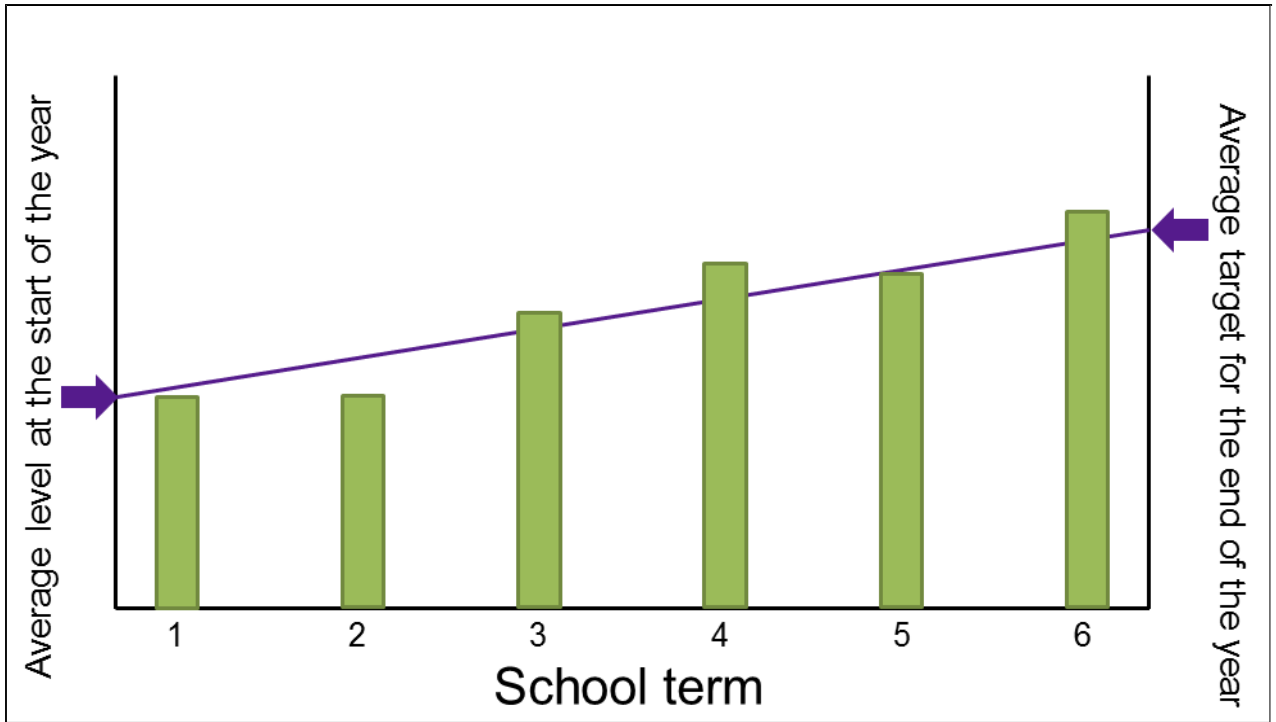
Merits: 34

Detentions: 0

### Subject progress

Subject	End of year target	Term 1			Term 2			Term 3			Term 4			Term 5			Term 6		
		Current Level	Class work	Home work	Current level	Class work	Homework	Current level	Class work	Homework	Current level	Class work	Homework	Current level	Class work	Homework	Current level	Class work	Homework
English	5b	4a	2	2	5c	1	2												
Maths																			
Science																			

The chart below shows Susan' progress in the green bars, against the expected progress required for her to meet her target grades at the end of the year.



## D5: Admissions policy

### Rationale

Our admissions policy is based on the following principles:

- As a Christian school we have a duty of care towards the most vulnerable, and in line with national policy will admit students with a statement of special educational needs which names the school and looked after children as a first priority
- Our policy is in accordance with the new School Admissions Code, the School Admissions Appeals Code, and admissions law as it applies to maintained schools.
- In order to maintain our Christian ethos, we have opted to select up to 50% of the students by faith as defined below
- In order for the school to be of benefit to the whole community, however, the remaining places are allocated without reference to faith
- When allocating places to those with or without reference to faith we have chosen to:
  - Give priority to children with siblings, as defined below, so that families are not forced to send their children to separate schools
  - Allocate the remaining places by distance from the school as part of the aspiration to be a local school, serving the communities closest to the school. Some of the communities nearest to our proposed site are the most disadvantaged areas in Sevenoaks, as highlighted on the map below; please refer to section E1.1 for a more detailed explanation.

Streets where primary age children in receipt of Free School Meals live



Key:



 Site



Street with students receiving free school meals

We would like our first year of admissions to be conducted through the local authority system, but recognise that this may not be possible. Subsequent year 7 cohorts will apply through the local authority.

#### D5.1: Admission policy for years 7-11

The planned admissions number (PAN) is 120 per year for years 7-11 and 95 for years 12 and 13.

In the event of oversubscription Governors will offer places to applicants who meet the following oversubscription criteria.

Before the application of oversubscription criteria children with a statement of special educational need which names the school will be admitted. The remaining PAN will be allocated as follows:

- 1) 50% of remaining PAN allocated to students from families attached to a Christian<sup>27</sup> church, ranked as follows:
  - a) Looked after children
  - b) Students with siblings<sup>28</sup> on roll at the time that the applicant will join the school
  - c) Distance<sup>29</sup> from the school, with homes closest being allocated first
- 2) The remaining PAN then allocated without reference to faith to students who do not fit into category 1, ranked as follows:
  - a) Looked after children
  - b) Students with siblings on roll at the time that the applicant will join the school
  - c) Distance from the school, with homes closest being allocated first

Applicants will need to indicate if they are to be considered for the PAN allocation for Christian Families, these applicants would then automatically be considered if they

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<sup>27</sup> Christian families is for these purposes defined as families where at least one parent / carer and the student consistently attend a Christian Church at least twice per month for a period of at least two years, whose minister is able to confirm their attendance and faith through a referencing process. A Christian Church is defined as being a member of Churches Together In Britain or Ireland, or one of their constituent bodies, or a member of the Evangelical Alliance, or a church which can otherwise demonstrate that its basis of faith accords with Trinitarian Christianity as described in the historic creeds of the Church.

<sup>28</sup> Siblings are defined as brothers, sisters, half brothers, half sisters, step brothers, step sisters and any other child that is the legal responsibility of one of the parents or carers of the student already on roll and is living in the same family unit at the same address as that sibling.

<sup>29</sup> 'Home' is defined as the address where the child normally resides as their only or principal residence. Addresses involved in child minders, business or relatives cannot be considered. Distance from the school will be defined as from the school entrance to the home address in a straight line as measured using the Local Authority's computerised measuring system.

were unsuccessful for criteria 1 when the second 50% of open places are allocated without reference to faith.

In the event that distance from school results in several students eligible for the last place, then the last place will be allocated by ballot of those equidistant students.

In the event that the last student admitted by distance is a twin or of multiple birth, then if the other twin has also put Sevenoaks Christian School as their first choice, then they would both be admitted.

As we would be likely to run our own admissions system in the first year, then be part of the local authority's from year 2 onwards, we would need to start this process after the principal designate had been appointed and would aim to have the process completed by Easter 2013 to allow time for appeals.

#### D5.2: Admissions policy for the 6<sup>th</sup> form

All 6<sup>th</sup> form applicants will need to meet the entry criteria for the courses that they have applied for, which will be available on the school website throughout the application process.

In the event of oversubscription Governors will offer places to applicants who meet the following oversubscription criteria.

Before the application of oversubscription criteria children with a statement of special educational need which names the school will be admitted. The remaining PAN will be allocated as follows:

- 1) Students already on roll at the school (September Guarantee)
  - a) 50% of remaining PAN allocated to children from Christian families attached to a local Church, ranked as follows:
    - b) Looked after children
    - c) Students with siblings on roll at the time that the applicant will join the school
- 2) Distance from the school
- 3) The remaining PAN then allocated to students who do not fit into category 2 without reference to faith, ranked as follows:
  - a) Looked after children
  - b) Students with siblings on roll at the time that the applicant will join the school
  - c) Distance from the school

In the event that distance from school results in several students eligible for the last place, then the last place will be allocated by ballot of those equidistant students.

In the event that the last student admitted by distance is a twin or of multiple birth, then if the other twin has also put Sevenoaks Christian School as their first choice, then they would both be admitted.

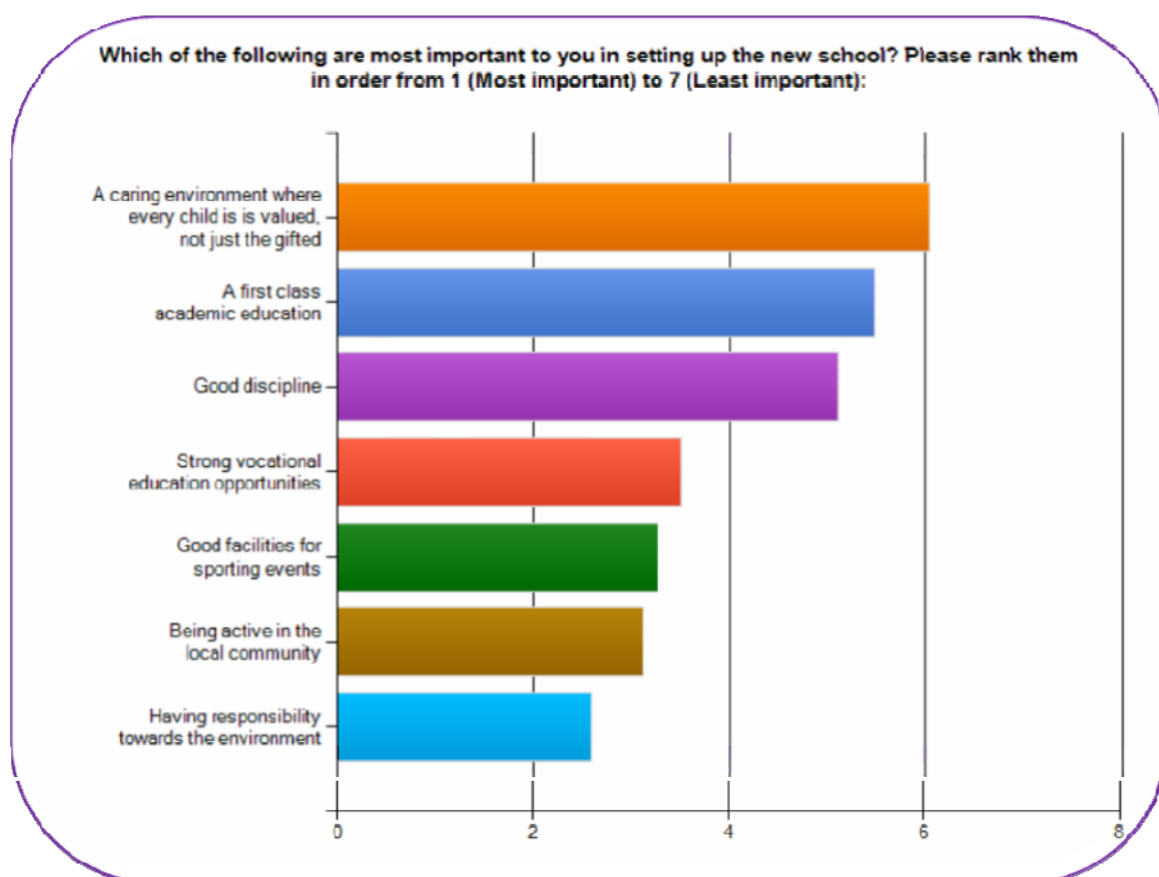
## D6: Behaviour management, pupil wellbeing and attendance

### D6.1: Strategies for promoting good behaviour and attendance

#### Rationale

In line with our nurturing ethos, we would wish our efforts firstly to be celebrating and encouraging good behaviour and attendance as part of a supportive community; secondly to be intervening and supporting where needed, and thirdly applying effective and decisive sanctions where required. As in all that we do, the small size of the school and closeness to parents should mean that encouragement, interventions and sanctions all flow naturally from a culture of working together for the best outcomes for all students.

A survey on our website, completed by 131 prospective parents, indicated that the most important aspect of the school to them was that it was 'a caring environment where every child is valued, not just the gifted'. 59% said this was the most important characteristic. A further 28% put it as 2<sup>nd</sup> or 3<sup>rd</sup>. The overall ranking is as follows:



## Encouraging good behaviour and attendance

First and foremost we will expect staff to deliver engaging lessons and form time activities. This should result in students wanting to be on time, participate and achieve which should avoid poor behaviour or attendance developing in the first place. The school marking policy, requiring formative written feedback, reflects recent research indicating that this is the single most motivating factor for 6<sup>th</sup> form students.

Our very ethos should mean that the school is a safe place where the students want to be and value being part of.

Both behaviour and attendance will be encouraged, measured and celebrated. Celebration of student success in all areas could be achieved by the following examples:

- A merit system, particularly for younger students
- Postcards home
- For significant events, letters home on letterhead
- Tutor group or house prizes/competitions updated weekly in assembly
- A points system leading to rewards
- Presentations in assembly – certificates, medals, etc
- Presentations in private – for students who have persevered through a particularly personal issue
- Star of the week
- Putting photographs or scans of good work on the school website.



## Dealing with poor behaviour

In line with being a disciplined school, we will wish to deal with any deviance from acceptable behaviour quickly and effectively. Being a Christian school, we will also seek to restore relationship rather than allow a bad situation to get worse.

The behaviour policy will be written along the following principles:

- Expectations for staff regarding student behaviour:
  - Staff will be expected to model the behaviour and language that we wish the students to emulate, being positive rather than negative and providing solutions that allow a dignified resolution to dispute
  - Language should be confident but not confrontational.
  - Lessons planned, which staff have Wednesday afternoon allocated solely towards in addition to normal planning expectations, will create an environment in which students are motivated and on task
  - Staff should respect students and expect respect from students at all times
- Student behaviour; if a student's behaviour in a lesson is creating a barrier to any learners then:
  - Firstly the student will have a warning
  - Secondly, if they do not respond, then they will be moved to elsewhere in the room
  - Finally, if they still do not respond then they will be removed (via a determined process) to work in the classroom of a senior member of staff and receive a detention
- Behaviour outside of lessons will be dealt with by the Key Stage Director or Pastoral Manager
- A faculty or Key Stage detention system will be in place where appropriate
- Failure to turn up to a detention will lead to a student attending a leadership detention
- More serious behaviour:
  - For more serious incidents, for example: any violence, swearing at a member of staff or vandalism, the Principal will have the right to externally exclude and this authority will also be delegated to both Vice Principals. For any incident, statements will need to be taken from all parties before a decision is made and we will develop a specific policy for guidance on this issue
  - We will develop and refine a policy for internal exclusion
  - For students whose behaviour is consistently challenging, full support and intervention of the SENCO will be sought, which may involve for example a PSP, before alternative education is considered.

## Dealing with attendance concerns

We will maintain an accurate attendance register in line with statutory obligations.

Attendance will be monitored weekly using a system like SIMs, and we will seek to have an online facility for parents to check that their children are in school at the correct times. We will also seek to have electronic automatic alerts, probably by text message, for first day absence.

Attendance above 95% is critical for us to achieve our aim of being a high achieving school; the following statistics are from the DfE <sup>30</sup>, July 2011:

- Of pupils who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A\* to C GCSEs including English and Maths
- Of pupils who miss less than 5 per cent of school, 73 per cent achieve five A\* to Cs including English and Maths.

The pastoral managers will have the responsibility of monitoring attendance and taking effective action as required. They will, on behalf of the school, work with external agencies including social services as a last resort. Before this, however, they will use a range of strategies such as:

- Contacting home on the first day of absence
- Monitoring attendance of students to look for regular patterns of absence
- Meeting with parents when attendance starts to become a concern for an individual student, setting targets for improvement and identifying any support that needs to be put in place

Within the school we will wish to celebrate and encourage success, schemes which the Key Stage Directors and Pastoral Managers may use include:

- A weekly tutor group prize/mascot awarded to the tutor group with the highest attendance each week
- At the end of terms 2, 4 and 6 all of the 100% attendance students from those two terms being entered into a draw for a prize in assembly
- At the end of the year, all students with 100% attendance for the whole year taken out for a meal or given some kind of treat.

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30 <http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/a00192057/government-changes-definition-of-persistent-absence-to-deal-with-reality-of-pupil-absenteeism-in-schools>

## D6.2: Pastoral care and strategies for tackling bullying

### Rationale

Student wellbeing is the responsibility of all staff, who are collectively responsible for all issues related to safeguarding. This is a natural consequence of our being a nurturing school, where students should feel safe at all times.

Through the effective planning of both lessons and form activities, the school should be a safe, welcoming and inspirational place for the students to be.

### Detail

The first point of call for pastoral care is the form tutor, who should be the person that knows each person in their tutor group very well.

The form time program will incorporate aspects of PSHEE and SEAL, ensuring that students are given opportunities to develop all aspects of ECM and giving them a safe place to raise any worries that they may have.

We will seek to have close ties with parents and the local community from the outset, building our nurturing community.

We will have in place a rigorous safeguarding policy; as part of this all staff will have safeguarding training annually rather than the minimum of every three years.

In order to ensure that any disclosures are dealt with effectively, both of the Vice Principals and the SENCO will be trained to be designated child protection officers.

There will be a zero tolerance to bullying, with any incidents investigated promptly and thoroughly.

We will have an email address specifically for students or parents to use to raise bullying concerns which will automatically forward any such emails to the relevant members of staff for action.

We will appoint a part time school nurse and, if required, a part time school counsellor.

## D6.3: Influence of education vision on behaviour management strategies

This information has been included in the rationale for D6.1 and D6.2.

## D7: Our understanding of the local community and its needs

### D7.1: Our pupil intake, and how we will meet their needs

We have recognised from the start that understanding the needs of our local community will be key to our ability to create a school which met the needs of local people. We therefore:

- Put a simple survey on our website between June and December 2011 which asked parents to rank six possible priorities for our school. The results of this survey are described in section D6.1. There were 131 responses
- Developed a curriculum survey, which was on our website during January and February 2012, which asked parents more specific questions about our curriculum. There were 79 responses. This survey is summarised in Annex D1.
- Reviewed dozens of comments that were written on our leaflet tear-offs, sent to us on emails or included in comment boxes on our web surveys.
- Spoke with hundreds of parents at our launch meeting and our six meetings in primary schools
- Spoke with over one hundred parents outside school gates and on the doorstep
- Attended a Residents' Association meeting for one of our main areas of disadvantage
- Spoke to employees of West Kent Extra, the community development arm of our largest local housing association
- Spoke to employees of Voluntary Action in West Kent
- Spoke to Sevenoaks District Council's Regeneration and Youth Manager
- Read Sevenoaks District Council's Sustainable Community Action Plan 2010 - 2013
- Met with Faithworks, a local Christian charity working in a particular disadvantaged area
- Spoke to Sevenoaks Area Youth Trust
- Met with our local MP, [REDACTED], on two occasions
- Met with five of our six local County Councillors
- Met with our local Area Education Officer from Kent County Council
- Met with the Anglican Diocesan Director of Education for Rochester and the Roman Catholic Diocesan Director of Education for Southwark (our local dioceses, respectively)
- Met with the head teacher of Bennett Memorial Diocesan School on three occasions

- Met with the chair of governors and head teacher of St Gregory's Roman Catholic Comprehensive School
- Met with the Principal of the Knole Academy (nearest secondary school) on three occasions
- Met with a group of head and deputy head teachers representing nine of our most local primary schools
- Had five further individual meetings with the heads of 'target' primary schools
- Attended seven meetings with groups of local ministers, two of which were convened especially for the purpose
- Attended 6 meetings of PCCs/ church councils of our supporting churches.

In most of these meetings and discussions we took the opportunity to ask people for their views about the needs that our school should be aiming to serve. Some of these were quite general, eg a widespread perspective that Sevenoaks parents would want a high achieving school, and comments from parents that they valued our nurturing ethos or wanted to ensure that discipline was strong. Others were very specific: for example Sevenoaks Area Youth Trust told us that the prime needs were for:

- Adult role models
- Mentoring
- Life skills (relationships, sex, respect etc)
- Creating a sense of identity within the community
- Accountability
- Values and a moral sounding board.

Sevenoaks District Council's Sustainable Community Action Plan states that:

'The overall impression of affluence masks local pockets of urban and rural deprivation. There are six areas in the District more deprived than the National average. Some wards in the District suffer from higher than national average unemployment rates, higher levels of poverty, poor health, low educational and skill levels and higher than average rates of crime.'

As part of the preparation for this Action Plan, 3,000 young people and children were interviewed to find out what issues were most important to them. This survey found that the key issues included health, self-esteem and body image, physical activity, personal safety, bullying, access to affordable local activities, anti-social behaviour and internet safety.

West Kent Extra, the community development arm of West Kent Housing Association, told us that the needs they were seeking to meet in their work with schools included:

- Targeted work to meet the needs of children and young people on issues that link in or relate to the curriculum, including skills / awareness e.g. budgeting and financial inclusion, housing and homelessness issues
- Wider work with young people to address behavioural issues or other needs. This may be run in partnership with the school, or with the school as a referring body to a particular project or initiative
- Promoting activities and clubs for young people taking place in their community outside of school hours
- Offering volunteering opportunities to children and young people in their local community
- Supporting the opening up of facilities for community use, and community events
- Adult education sessions and workshops using school facilities.

In addition we have looked at the 2011 performance tables for our nearest primary schools. The results for our four closest schools, in distance order, are shown in Table D7.1.

Table D7.1: KS2 test results for closest primary schools

School	Per-cent reaching expected level in English	Per-cent reaching expected level in Maths
Seal	74%	79%
St John's	83%	83%
Sevenoaks	86%	92%
Lady Boswell's	91%	94%

It is important to note that:

- many of the more able pupils from the better performing schools, particularly Sevenoaks and Lady Boswell's, will pass the 11 plus and so will not come to our school
- many parents whose children currently attend Seal and St John's have told us that they favour our school because it is Christian and because it is nearby.

Therefore we expect that a significant proportion of our intake, perhaps 25%, will not have attained Level 4 at Key Stage 2 in English and Maths and will need remedial work before they can progress satisfactorily to Key Stage 3.

Table D7.2 below attempts the difficult task of summarising all these perspectives and the comments that have been made by parents and others into one simple table.

**Table D7.2: How our education plan meets community needs**

Community Need	How met in Education Plan	Ref
High achieving school that is not a poor relation to grammar option; and where every child is valued, not just the gifted	Outstanding Principal and teachers  Curriculum which responds to individual needs	F5  D3
Extra help for 25% of pupils expected to enter the school without Level 4 in Maths or English at KS2	Extra time for Maths, Science and English at KS3  Reading recovery programme  1:1 tuition if needed  Summer school	D1  D3.1 D3.1 D3.1
School where vocational education is taken seriously so that young people who are not continuing in full time education or training are 'work ready' and can find employment	Curriculum tailored to the needs of each cohort of pupils  Sharing with other local schools	D3  D7.2
Nurturing and disciplined school where personal safety, bullying, anti-social behaviour and self-image issues are addressed effectively	Pastoral care provision including chaplain, tutor groups etc	F4.2
Healthy school where pupils learn about a healthy lifestyle and individual health issues are addressed effectively	PE curriculum  Local school means more opportunity for sport after school  Provision for school nursing  PHSEE curriculum	D1.1 D2.1  D6.2 D6.2
Help for young people who wish to explore or further develop their Christian faith	Chaplain  RS curriculum	F4.2 D8.3
Pupils to learn a moral framework that will last them a lifetime	Learning from Biblical teaching in assemblies, RS  Learning from the example of others in the school community	F4.2 D8.1  D2.1



**Table D7.2 (contd)**

Community Need	How met in Education Plan	Ref
Pupils to learn life skills including independence, use of money, relationships	PHSEE curriculum Project work embedded in the curriculum	D6.2 D1.1
Pupils to experience the joy of serving others	Community service built into the curriculum	D2.1
School that is a force for good in the community, helping to address issues such as anti-social behaviour, lack of community spirit, bleak physical environment, poor parenting, loneliness in old age	Community service aims to be a force for good in these areas	D2.1

### D7.2: Plans for working with other schools and the wider community

We will actively seek to work with local schools to deliver our curriculum where a collaborative approach would suit the needs and budgets of all schools involved, giving both the taxpayer better value and pupils greater choice. This is most likely to take place in the 6<sup>th</sup> form curriculum. A collaborative approach to Key Stage 4 options may also be possible although this would require a careful approach to the timetable.

Within the wider community, as part of our local ethos we will wish to hire out facilities such as the hall, field and sport facilities as much as possible with two aims: firstly for the school to be a hub for the local community and secondly as a source of revenue for the school.

We will also seek to use local facilities, for example Sevenoaks Leisure Centre swimming pool for some sports lessons and the Stag Community Arts Centre for our theatre productions.

The main area of overlap with the local community, fitting in with our local and serving ethos, is the community activities taking place every Wednesday afternoon. This is described in section D2.1.

An obvious link is the network of local churches that are supporting this bid. As well as supporting some of their projects through the Wednesday afternoon slot we will wish to work with them on a range of joint projects, for example working together to provide a Christmas Carol service for the local community.

**“We have been very impressed with the proposal to allow the children to be involved with community projects on a weekly basis.”**



We will work with local primary schools to share our facilities, expertise and time – this liaison will also improve the transition from primary to secondary school for our new year 7 pupils as they will be familiar with our staff and premises. Examples of this could include:

- Our students going into local primaries to help with reading, class work, sports days, including the Wednesday afternoon community slot where we may run clubs for primary children on site following their normal school day
- Primary children coming in to use our specialist facilities, for example in term 6 when we have more capacity, year 5 and 6 could come in for a Science day with practical work
- Primary athletics events organised by our sports students
- Primary children coming during the school day to see an afternoon performance of a school show prior to the evening performance
- Induction for incoming year 6→7 students in term 6.

Another area where we will work with the local community is in providing work experience. We will engage with local companies on an ongoing basis, so that students can undertake work experience with local firms and further develop the links between us and the local employment market. We will also actively involve local professionals within the school, for example:

- Speaking to GCSE and A Level Business Studies students about their company with the aim of meeting some of the course criteria
- Attending careers fayres and similar events
- Being involved in presentation evenings.

### D7.3: Promoting good community relations.

#### **Rationale**

Good community relations are essential in celebrating the success of students and communicating the message of the school. Part of our local ethos is that we are a part of the community, and an effective two-way communication strategy will help this to be achieved quickly.

Our Wednesday afternoon slot, detailed in section D2.1, goes into much more detail about schemes which will actively engage students in local community projects.

#### **Detail**

We will promote good community relations by:

- Our students' involvement in the Wednesday afternoon community slot
- Regularly updating the school website with news and updates
- Sending out a bi-termly newsletter with community information as well as school information
- Responding to all queries within 24 hours
- Having key staff email addresses on the website
- Opening up our facilities for all of the community to hire.

## D8: Providing for the needs of all children within the education plan

### D8.1: Taking into account the differing needs of all pupils

The values of the Christian ethos will come through all areas of the curriculum; from our discussions with parents it is clear that these are values that the great majority of families would wish their children to aspire to, not just Christian families. For example, some of the topics taught in languages could be about hospitality and care rather than shopping; and the belief that all people are of equal value would be conveyed through various humanities topics.

One area of school life where the Christian ethos would be particularly strong would be the assemblies, and parents would be able to opt out of such assemblies if they put this in writing to the school. Where parents have requested that students opt out of assemblies we would provide an alternative where they could reflect on moral and cultural issues without reference to faith.

An understanding and respect for the religious festivals important to other faiths would be taught in our RS lessons, so that no student feels excluded.

Clubs offered at lunchtimes and after school would reflect demand, so if for example of a group of students from another religion wished to meet together and pray then we would be happy to help them organise this.

### D8.2: Welcoming pupils from other faiths and none

Before opening, we are marketing the school to all local primary schools (please see section E) and engaging with local groups of people such as the Greatness Residents Association. Therefore the school will have been marketed to a wide range of pupils.

We will uphold our Christian belief that all people are of equal value, so there is no reason why any student (whatever their faith, gender, ethnicity, postcode or sexual orientation) would be treated any differently to anyone else. Our relevant policies will state that all persons at the school should feel safe and valued.

**“For us it’s important that our daughter attends a local, mixed ability school for boys and girls which is not too big, and also one that has excellent pastoral care and does not exclude non churchgoers, we strongly believe that this school will provide this for us”.**

██████████ from ██████████

We will expect all students to be equally welcomed at induction, all students to be equally defended if bullied or discriminated against, and all students to be included in the success that we will be celebrating in every assembly.

### D8.3: How the Christian faith will be reflected in the school's curriculum

We plan to deliver the full RS course in KS4, taking up 4% of the curriculum time. This percentage is not dissimilar to many state schools, and allowing the students time to take the full RS course (rather than the short course) will mean that their RS qualification will count towards the schools 5+ A\*-C figures as well as the student's own CV which may be used for progression into the 6<sup>th</sup> form.

In order to reach the higher grades in GCSE RS, students will need to be able to argue both sides of any issue, so by requiring all students to take RS we will be allowing them to make a well-informed decision regarding their own choice of belief. An understanding and respect for other faiths and their religious festivals will be taught in our RS lessons, so that no student feels excluded.

Our RS curriculum will be based on Christianity for the most part, however if students wished to go into more depth regarding other religions then this would be provided either via a lunchtime club or during the homework slot. High quality teaching would ensure, however, that students of all backgrounds participate fully in lessons, enjoying debate for example where they would be encouraged to express their own views regardless of how they aligned with the Christian viewpoint.

### D8.4: Policy on creationism and intelligent design

We intend to make it clear what is valid scientific current theory, and what is religious belief.

For example in science lessons students will learn that the big bang theory is the current theory for the creation of the universe, and that either the oscillating universe or the expanding universe theories will determine the future of the universe. They will also learn about Darwin's theory of natural selection. Students will be taught that these are the current theories, and be aware that whilst scientific theory is by its nature becoming more advanced, detailed and accurate it is also constantly being refined and in some cases disproved and improved – for example the theory of relativity went beyond the assumptions of Newtonian mechanics, however Einstein's own assumptions about the speed of light are now being questioned by some.

In RS lessons, however, students will learn what some Christians believe and why they believe this. Creationism and intelligent design will therefore be introduced to students as concepts that some people believe rather than as scientific fact. It is likely that they will debate, for example, how creationism compares to stellar and biological evolution.

Our aim, as in section D8.3, is that students will be sufficiently informed not just with information but with a balanced education that allows them to form and justify their own beliefs and to be secure and confident enough to defend them.

## Section E: Evidence of demand and marketing

### E1: Evidence of demand

In this section we set out the following information:

- E1.1 Process for assessing demand
- E1.2 Parental demand data
- E1.3 Qualitative feedback

#### E1.1: Process for assessing demand

##### Communicating with parents

Our main vehicle for communicating with parents was through local primary schools. We contacted the head teachers of the 31 primaries nearest to Sevenoaks and asked them to email parents telling them about the school. We followed up with a breakfast meeting at which we told head teachers about our proposals and invited their comments. Nine head teachers and one deputy came to the breakfast. All but one of the schools represented was within 3 miles of our preferred site.

We held an initial public launch meeting on 8 November 2011 at The Stag Community Arts Centre in Sevenoaks. This was mainly publicised through emails sent out via the primary schools; local media (a front page story in the Sevenoaks Chronicle); leafleting in two areas of former Council housing; and posters. Over 250 people attended the launch, the great majority of whom were parents. After a relatively brief presentation of our proposals we had a time of open debate at which a number of views were presented. There was also time for questions and discussion at a number of tables set out round the room. Many participants signed our paper petition at the event and took away leaflets to distribute to friends and neighbours. The leaflets also referenced our website.

We developed a list of 9 key target primary schools based on their distance from our proposed site, the number of children on roll receiving Free School Meals, and their size. For these target schools we sought parents with children in Years 4 and 5 who would be willing to be 'class reps'. We asked them to take paper petitions and leaflets to the school, to encourage other parents to sign our petition and, if possible, to organise events at which parents could come and discuss the school. Figure E1.1 below shows the location of our target schools in relation to our preferred site.

## Figure E1.1 Location of our target primary schools



In late January/early February, with the help of our class reps and the head teachers of the schools, we organised three open meetings at target primary schools which followed a similar format to the launch event. All three schools were within 3 miles of our preferred site. Two were community schools and one was a Church of England voluntary-aided school. Any parent could come to any meeting: it was not necessary to have to have a child at that school. Again, the events were publicised through communications sent out by schools; and through the local media. In total, 130 people came to these events. We then held informal events at three further target primary schools at 9am - after school drop-off - to which 40 people came. And finally at one target school very near our site, where the head teacher did not feel able to invite us onto the premises, with her permission we talked to parents outside the school gate at school pick-up time. On all these occasions we explained our proposals and invited comments and questions. We encouraged people to sign our paper petition and to take away leaflets to give to their friends.



It was apparent to us from an early stage that a key group of our target parents – those living in areas of disadvantage – were not attending our meetings in large numbers. This was despite our initial leafleting campaign targeting streets of former council housing. We therefore decided that we should reach out to them rather than expecting them to come to us. We asked the heads of the four target primary schools with the highest number of children with Free School Meals to name the streets where these children lived. Based on this data we selected 29 streets to visit. We went to these streets, knocked on doors, spoke to residents, and invited parents of primary aged children to sign our parents’ petitions. We left leaflets for those who were not at home. The map in Section D5 above shows the location of the streets we visited.

In addition we attended the AGM of the Greatness Residents’ Association which covers 6 of our target streets. At that AGM we presented our proposals and facilitated a discussion about the school.

### Instruments for measuring demand

We used three instruments to measure demand for our school: a leaflet with a tear-off response form, a paper petition form, and our website. Each of these went through two iterations: the first version was developed in the summer of 2011 and was then revised when the new DfE guidance came out in late November 2011.

Leaflets. We originally printed and distributed 6,000 A4 double-sided leaflets with a perforated tear-off response form. This was then amended in December 2011 to bring it into line with the new guidance and 10,000 further copies were printed. Copies of both leaflet designs are included at Annex E1. The key question on the initial leaflet was expressed as follows:

*Would you include the school described in this leaflet as one of your choices for Secondary Education for your child(ren) if you could?*

On the revised leaflet, the wording was changed to:

*Please register your interest in sending your child(ren) to the school described in this leaflet by ticking one of the two boxes below. It would help make the case for the school if you were able to state that this school would be your first choice.*

*This school would be one of my choices for my child(ren):* Tick box

*This school would be my first choice for my child(ren):* Tick box

Paper Petition. We printed a Landscape A4 paper petition and invited parents to sign it. Copies of both versions of the petition are included at Annex E1. Most of the signatures collected on this form were at our Launch Event, at which we described the values and curriculum of the school in some detail. The wording at the top of the first petition was:

*We would include this school in our choices for secondary education for our child if we could. We understand that the school would be an 11 to 18 non-selective school with a Christian ethos for boys and girls in the Sevenoaks area. I give permission for my child's age and postcode, but no other details, to be passed to the Department for Education in order to demonstrate demand for this new school.*

The second petition included a column which invited parents to 'tick if this school would be your first choice'. The wording was expanded in response to the new guidance:

*We are collecting signatures to measure support for a new secondary school in the Sevenoaks area. We may share your postcode and children's school year – but no other information - with the Dept for Education to demonstrate demand from parents. Our school would be a high-achieving and nurturing non-selective 11-18 school with a Christian ethos for boys and girls. We will expect the best from all and help them to flourish through a rigorous but personalised approach which recognises everyone's gifts and talents. Students will be encouraged to serve others in the school and the local community. Parents and others will be active in the life of the school. Everything in the school will be based on Christian values, from discipline to teaching and learning. Please complete the form below. It would greatly help to make the case for this school if you were able to tick the '1st Choice' box.*

Website. The first version of our website used the same wording as the first paper petition above, ie

*We would include this school in our choices for secondary education for our child if we could. We understand that the school would be an 11 to 18 non-selective school with a Christian ethos for boys and girls in the Sevenoaks area. I give permission for my child's age and postcode, but no other details, to be passed to the Department for Education in order to demonstrate demand for this new school.*

The revised version of our website invites people to confirm the following statement:

*We would include this school in our choices for Secondary school Education for our child/children if we could. We have looked at this website and confirm that we understand the type of school that is proposed. I give my permission for my details to be stored in a database and for my child's age and postcode - but no other details - to be passed on to the Department for Education in order to demonstrate demand for this school.*

It then goes on to state:

*It would help to make the case for this school if you could confirm that it would be the first choice for your child/children. And it then asks them to tick a box if they would like to 'confirm this school would be our first choice.*

### **Putting the 'first choice' question to parents who had not originally been asked this**

We had already collected demand data for 373 children by the time we were able to change our data collection systems to add the 'first choice' question as required by the new guidance issued to us by New Schools Network on 25 November. We therefore emailed all the parents who had not been offered the chance to put 'first choice' question saying:

*Dear Parent*

*Thank you so much for signing our parents' petition for the proposed new school. I'm writing to ask you an extra question which was not on the petition you signed. We had to add this question to all our petitions in December because the Department for Education changed their requirements. They now want to know not only whether you would include this school as **one** of your choices for your child(ren) but whether it would be your **first choice**? If you can state that this school would be your first choice, this would help our proposal to succeed. Note that this is not an application to send your child to this school: any application would come later in the process.*

*So, please would you reply to this email stating either:*

- *Yes, this school would be my first choice*

*OR*

- *No, this school would not be my first choice.*

*Please email us back even if your response is negative: we are trying to build up a true picture of parental demand.*

If parents did not reply to this email we emailed them again. We were unable to email all the parents since we did not have email addresses, or did not have legible working addresses, for 32 of them. We sent 250 successful emails and ultimately received 195 replies. Of those replies, 176 said that they would put our school as their first choice for their children and 19 said that they would not. This represents a 90% first-choice percentage: a higher percentage than for all other replies where we were achieving an average 50% first choice percentage. On the other hand, most of those who signed up earliest, before the guidance changed, were those who had taken the trouble to attend our Launch Event and were the most enthusiastic about our proposals so it is not surprising that they would be the most keen to put our school as their first choice.

### **Removing duplicates**

We were aware that in some cases both parents had signed up the same children; or people had signed up both on paper and online. We therefore went through our data spreadsheet looking for parents with similar name, address and postcode and the same year groups of children. Duplicates were then deleted from our data.

## E1.2: Parental demand data

Table E1 below shows how many parents responded to our petition for children in Years 5 and 4 (who will enter the school in 2013 and 2014 respectively) and confirmed that they would put our school as their first choice.

**Table E1: Confirmed first-choice demand from current years 5 and 4**

	2013				2014			
	Proposed places in each Year Group	Number of Parents Indicating First Choice	C	Demand as Percent of Places Available	Proposed places in each Year Group	Number of Parents Indicating First Choice	C	Demand as Percent of Places Available
Year 7	120	97		81%	120	108		90%
Year 8					120	97		81%
Totals	120				240	205		85%

Table E1 underestimates the true ‘first choice’ demand because, as noted in Section E1 above, 373 children were signed up on our petition before the guidance changed to require us to ask parents for ‘first choice’ information; and despite our best efforts we were unable to reach all those parents to ask them whether they would put us as their first choice. There were 43 Year 4 children and 41 Year 5 children who fell into this ‘unknown’ category. Of those who did respond to our emails, 90% of these ‘early adopters’ said that they would put our school as their first choice. On the other hand just half of all subsequent petition responses put us as their first choices. To be conservative, we think it would be very reasonable to assume that half of the ‘unknowns’ would have put us as their first choice if they had been given the opportunity to do so.

Table E2 therefore shows the same information as Table E1, but with the half of the ‘unknowns’ added in.

**Table E2: First-choice demand from Years 5 and 4 including allowance for those not given an opportunity to give a first choice**

	2013				2014			
	Proposed places in each Year Group	Number of Parents Indicating First Choice	C	Demand as Percent of Places Available	Proposed places in each Year Group	Number of Parents Indicating First Choice	C	Demand as Percent of Places Available
Year 7	120	117		98%	120	129		108%
Year 8					120	117		98%
Totals	120				240	246		103%

Table E2 below shows all demand from children currently in Years 4 and 5.

**Table E2: All demand from current years 5 and 4**

	2013				2014			
	Proposed places in each Year Group	Number of parents who would put this school as one of their choices	C	Demand as Percent of Places Available	Number of parents who would put this school as one of their choices	Number of Parents Indicating First Choice	C	Demand as Percent of Places Available
Year 7	120	195		163%	120	214		178%
Year 8					120	195		163%
Totals	120				240	409		170%

Table E3 below shows the total number of parents who confirmed that they would put this school as one of their choices, by current year group. This table excludes any estimate of the number who would have put our school as their first choice had they been given the opportunity to do so.

**Table E3: Parental demand by current Year Group**

	<b>Year 1 or below</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>First choice</b>	255	87	103	108	97
<b>All choices</b>	466	176	197	214	195

The map below shows the post-codes from which our parental demand comes. Our proposed site is shown by the purple pin-head.





## Community petition

During the process of collecting demand data from parents there were some occasions when it was natural to invite a response from members of the community who did not have primary-aged children. We therefore printed a 'Community Petition', whose wording was: *We, the undersigned, support the idea of a new 11 to 18 non-selective school with a Christian ethos for boys and girls in the Sevenoaks area.* People could also express general support through our website or via a tear-off form from our leaflet. Over 100 people expressed their support in this way.

### E1.3: Qualitative Feedback

We collected qualitative feedback through the curriculum survey on our website, which is detailed in Annex D1. We also received written qualitative feedback through our leaflet, which had a box for comments, and from a number of emails commenting on our proposals. Some of the opinions may be found in quotes throughout this application. A selection of the other comments may be found at Annex E2.

In addition we spoke to hundreds of parents at events, outside the school gate and on the doorstep. Their views have informed many aspects of this application.

## E2: Reaching out to the wider community

### E2.1: Attracting pupils of different backgrounds and abilities

#### Pen picture of Sevenoaks

Sevenoaks is a prosperous commuter town. Some observers make the mistake of thinking that there is therefore no deprivation; however this is far from the case since aggregate statistics mask large differences within particular areas. No readily available indices show deprivation at a sufficiently local level to demonstrate the full effect of this disparity. The 'Income Deprivation Affecting Children' index shows that there are six LSOAs (Lower Super Output Areas) in our catchment area where at least 15% of children are living in income-deprived families. But LSOAs include 1500 people whereas deprivation is often concentrated within one or two streets.

The head teacher of the local primary school with the most children on roll with Free School Meals told us that in her view the deprivation in this area felt worse for families because of the gulf between rich and poor. Ofsted have commented<sup>31</sup> that the percentage of pupils with learning difficulties and/or disabilities in this school is well above the national average; and that in Reception classes children's initial attainment is below expectations. This school is one of the two closest primaries to our preferred site (the other has the second-highest percentage of children eligible for Free School Meals). The head of this primary schools believes that many pupils from disadvantaged areas will attend our school because it is the closest secondary school to their homes. In addition, our discussions with parents in these areas suggest that there are other aspects of our proposals that are attractive, eg the emphasis on discipline, the extra time given to Maths, English and Science and our focus on serving the local community.

In practice the children with highest attainment at age 11 in Sevenoaks tend either to go to private secondary schools, of which there are three in the town, or to grammar schools. Our 'target market' is therefore mainly those children who do not pass the 11-plus or who positively choose to send their children to our school rather than a grammar school.

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<sup>31</sup> OFSTED report on Seal Primary school 12 March 2009

## Segmenting the market

For marketing purposes we are segmenting our catchment into five main categories of family:

- **Christian:** those who have made a deliberate decision to send their children to a Christian school because they are Christians themselves; this will be 50% of our admissions if we are oversubscribed
- **Disadvantaged:** poorer families living in the 29 streets near the school that were described in Section E1.1
- **Sympathetic:** families which do not fit into either of the first two categories but are sympathetic to the idea of sending their children to a Christian school
- **Opposed:** people who are opposed in principle to faith schools
- **Minority groups:** ethnic minorities and people of faiths other than Christianity.

This categorisation is of course a simplification; but it has been helpful to us in considering what strategy we should adopt to reach these groups and make sure that they are represented. The following sections describe how we will reach each of these segments.

### Christian

**“Fantastic news for Sevenoaks. It is unacceptable to not have another secondary school in Sevenoaks and so many children travelling to Tunbridge Wells, Maidstone etc. I attended Bennett (*a nearby Church secondary school*) and it would be lovely to have another similar school”**

██████████ *from* ██████████

We have already had considerable engagement with local ministers and church councils in order to achieve a total of 23 churches supporting our proposal. We will build on these relationships to market our school. Since the churches are key stakeholders, we expect to have their full support in telling parents about the school and ensuring that it develops in a way which is attractive to churchgoing parents.

Specifically we will:

- Have regular meetings with Ministers to tell them about the school
- Write articles for parish magazines (this also reaches beyond churches)
- Ask Ministers to publicise the school through church email lists
- Produce leaflets and posters for churches
- Seek opportunities to speak at meetings of Churches Together, so as to reach the small number of churches not involved with the school
- Seek opportunities to speak at individual churches.

### Disadvantaged

This category is mainly made up of families on lower incomes living in our 29 target streets near the school. As a Christian organisation it is vital to us that we reach out to this group and attract them to our school. As noted above, we have been advised that many of these children may naturally come to our school because it is within easy walking distance. We want to take proactive steps to attract them and also ensure that we minimise any issues which deter parents in this category. As regards attracting pupils, we plan to continue the successful engagement with the people in these areas that we have initiated in our parental-demand process. Specifically we will:

- Continue to develop the excellent relationships we have started to build with the head teachers of three key primary schools which serve most of these children and, through these links, distribute leaflets and invite parents to meetings at nearby community facilities
- Door-knock and /or leaflet houses in our target streets
- Continue to build relationships with the community development arm of the Housing Association which owns most of the properties in these streets (West Kent Extra); seek opportunities to be present at their events
- Similarly, look for more opportunities to be involved with Greatness Residents' Association
- Work with local churches which serve these neighbourhoods, particularly St John's and Hope Church, to communicate to local people about the school

Once the school is up and running we will be well known in these areas because we will be working to serve these communities, so further marketing should become straightforward.

We recognise that some people in this category may be concerned about their children being indoctrinated into a faith that they do not share. We do not believe that indoctrination is either possible or desirable, and will provide reassurance on this point by engaging in the forums already mentioned. Equally we recognise that faith education is not for everyone and some parents will prefer to send their children to a non-faith school.

***“As a Muslim I am not opposed to having a Christian school but I would rather send my child to a normal one”– mother of a primary aged child, discussing our school on the doorstep***

### **Sympathetic**

The category of those who are sympathetic to faith schools, while not being disadvantaged, is a very large one; it is made up of children who are not considered suitable to go to grammar school, or whose parents prefer non-selective education. The main way we will make our school attractive to this group is by focussing on our vision and ethos.

We believe that the Christian nature of the school will be attractive to parents in this category. Many already send their children to Church primary schools. Many parents we met at our events and on the doorstep said that they would like their children to be exposed to Christian moral values even though they do not have a personal faith. In addition we believe that the local nature of our school will be very appealing to many parents, since it will allow parents and children to participate fully in extra-curricular activities. Many will also be attracted by our twin emphasis on nurture and discipline: it is not difficult to persuade parents that a Christian school should be successful in these areas.

***“As a non-believer I'm not able to provide my children with an adequate knowledge of Christianity to allow them to embrace the religion for themselves. By attending a faith school my children's lives will be enriched in a way that I cannot provide. Even if in the future they choose a different religion or in deed none then they will have made their own informed decision and not mine”***

██████████ *from* ██████████

Finally - and most importantly for this particular group in this particular town – we must be high-achieving academically if we are to attract these children due to the competition with grammar and private schools. Initially our Principal designate will be key in persuading people to entrust their children to our school, but as time goes on it will be Ofsted reports together with results at Key Stage 3, 4 and 5 which will determine the extent to which the school is seen as high-achieving.

Specifically, our marketing efforts to this segment during pre-opening and in the run up to the admissions process will be as follows:

- Seek opportunities to place stories in local media such as the Sevenoaks Chronicle and BBC Radio Kent; the Chronicle in particular has been a very effective channel for our marketing to date
- Ensure that our Principal designate is able to spend time in the Sevenoaks area in the year before the school opens: arrange meetings for parents at primary schools and community facilities; conduct meetings with primary head teachers; arrange interviews in local media
- Use our existing email contact list to keep in touch with parents and invite them to meetings: we have a list of more than 500 parents who have signed up to receive regular email newsletters from us.

## Opposed

People who are opposed to Faith Schools are unlikely to want to send their children to our school and are not part of our target market.

## Minority

This category is very small in Sevenoaks but is nonetheless important if we want to be an inclusive school. We refer to people of other faiths in Section E2.4 below. As regards ethnic minorities, these represent only 2% of the population of Sevenoaks District. The largest component of this group – nearly 1% of the population - identify themselves as being of mixed race. It would be very difficult to speak of any ethnic minority ‘communities’ in Sevenoaks other than white communities such as Poles and South Africans. People in this category will be reached through the various mechanisms above. The way we make our school is attractive to ethnic minority communities is to ensure that our school policies and our school publicity materials demonstrate a commitment to diversity and equality.

## General marketing tasks

Before starting on the detailed marketing tasks for each segment noted above, we need to engage in some general activities:

- Branding: we will develop a new name and brand identity, ideally building on the branding of 'Sevenoaks Christian School'
- Message development: we need to review our messages based on what has been most successful and ensure that we accentuate those aspects of our proposals which have been most attractive to our target markets
- Emails: continuing to build our email list through continued marketing activities in the first part of 2012
- Website: continuing to develop the site so that people are attracted back to look at new information on a regular basis
- Facebook and Twitter: continue to update our Facebook page and investigate using Twitter.

## E2.2: The school as a resource for the wider community

### Needs

Section D7.1 has set out our understanding of the needs of our community based on the many meetings and discussions we have had with local people; and the surveys on our website.

### Provision at the school

Our proposed site already has facilities that are in use by the community – particularly the Sports facilities which are leased to a community trust set up by Sevenoaks District Council and are available to the public in the evenings and for most of the weekend. We plan to extend the use of these facilities so that there are more organised and supervised events, particularly for young people.

As noted in Section D2.1 we plan to operate a supervised homework club for pupils on the site. Both staff and volunteers could be involved in the supervision.

In addition we believe that there is scope for extending the use of the facilities to operate adult education classes at the site. It should be easy to market courses to parents with children at the school, those who come there for sports events and those who are in contact with local churches.

The provision of staffed sporting and non-sporting activities is part of the ‘serving’ ethos of the school. As well as pupils, staff and parents, we also plan to involve other bodies in staffing these activities such as local churches, the local Christian youth trust and specialist sports trusts.

### Provision outside school

Much of our community work will be done at the school, but work in the local neighbourhood is also important, especially for hard-to-reach groups. Section D2.1 has listed a number of activities to be carried out in the local community as part of the Wednesday afternoon community slot.



## E2.3: The need for additional school places

**“What has been established is that there is a growing shortage of places for both grammar and all-ability schools”**

*Michael Fallon, MP for Sevenoaks, Sevenoaks Chronicle 14 December 2011*

In this section we expand upon the information provided in the ‘rationale’ section of Section C: Education Vision.

### Current Situation

There is currently a shortage of secondary school places in the town of Sevenoaks. Each year more than 500 children leave primary schools within 5 miles of Sevenoaks Station. In a typical year about 45% pass the 11-plus and go to grammar schools. There is no grammar school in the town, and there is therefore a major campaign locally to open a new grammar school in Sevenoaks.

About 55% of pupils either do not take or do not pass the 11-plus. This leaves about 280 young people looking for a non-selective place. Sevenoaks has one state-funded secondary school, Knole Academy, a co-educational non-selective school. The Knole Academy PAN is 240. It takes many pupils from a wide range of nearby towns and villages. Because of the shortage of places in Sevenoaks, the general lack of choice, and the absence of a faith school, young people have to:

- commute to schools elsewhere in West Kent
- go to secondary school outside our area
- or choose private schools.

We asked Kent County Council (KCC) to give us figures which matched Year 6 pupils leaving primary schools within 5 miles of Sevenoaks Station with those who join secondary schools in West Kent. Figure E2.1 shows what type of school they subsequently attended for summer 2010 leavers. (The reason for choosing 2010 rather than 2011 figures is that it takes time for KCC to match the primary and secondary numbers and this process is not yet complete for 2011.) The total pupil numbers in the 2010 data, 474, exclude some unmatched pupils who moved out of the area, commute to schools outside Kent, or attend private schools.

We have checked the 2010 information against the past seven years’ data and have found that it is not unusual.

Figure E2.1 Destination school of year 6 pupils leaving primary schools within 5 miles of Sevenoaks station

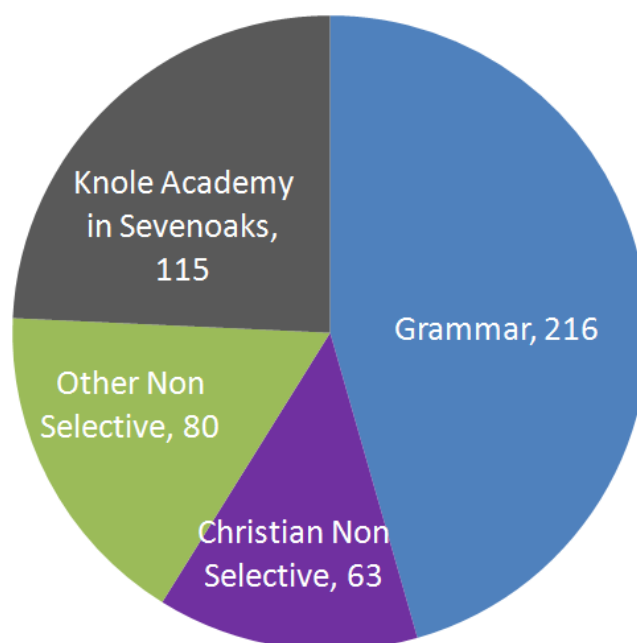
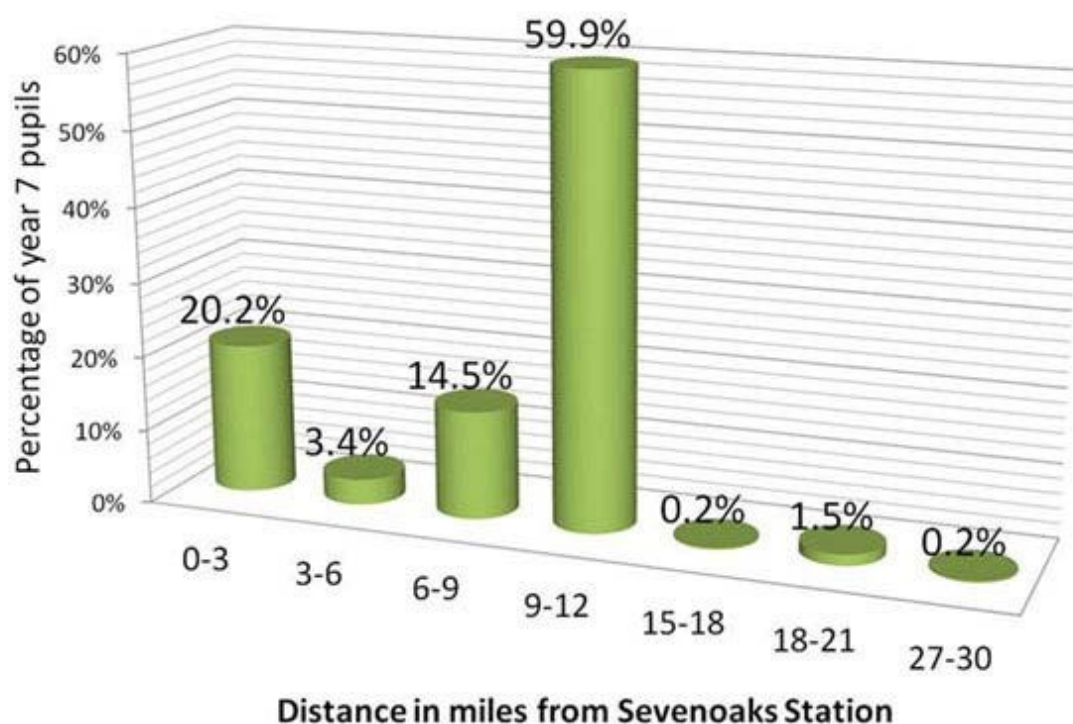


Figure E2.1 shows that more than three quarters of Year 6 pupils commute out of Sevenoaks to attend secondary schools, since Knole Academy is the only state-funded secondary school in this area. Even in the non-selective sector, more parents are choosing schools outside Sevenoaks than are choosing Knole Academy. Knole Academy – like its two predecessor schools - recruits many pupils from outside Sevenoaks. It is not currently full, but KCC forecasts suggest that it will fill up in the coming years as the population grows. The impact of our proposals on Knole Academy are discussed later in this section.

The 75% of young people who commute out of Sevenoaks often travel considerable distances to school, as illustrated in Figure E2.2. From September 2012, Kent County Council has stated that it will only pay transport costs for pupils to attend their nearest appropriate school. Parents of young people going to grammar, faith schools or other non-selective schools outside Sevenoaks are facing costs of £400 or more each year for each child. In addition, as noted in Section C above, parents are very concerned about lack of opportunities for after-school activities; and about the bullying, safety, congestion and environmental issues caused by excessive travel. We have calculated that the 60% of young people travelling more than 9 miles each way to school are spending 3 months of their lives on a bus or train.

**Figure E2.2: Distances to secondary school travelled by pupils leaving primary schools within 5 miles of Sevenoaks**

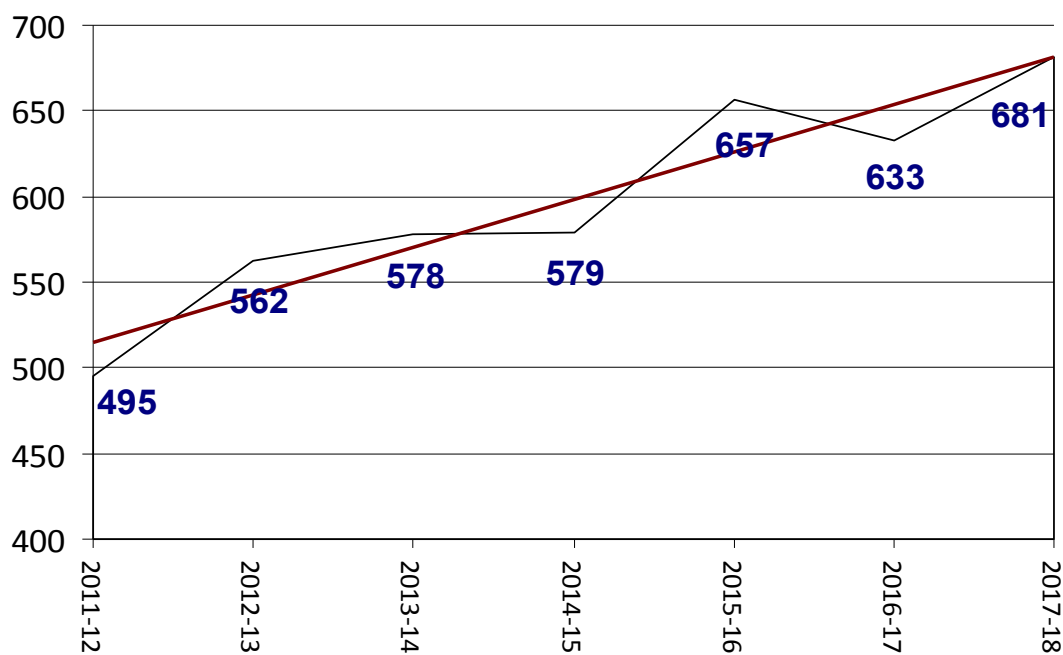


### Projections of future pupil numbers

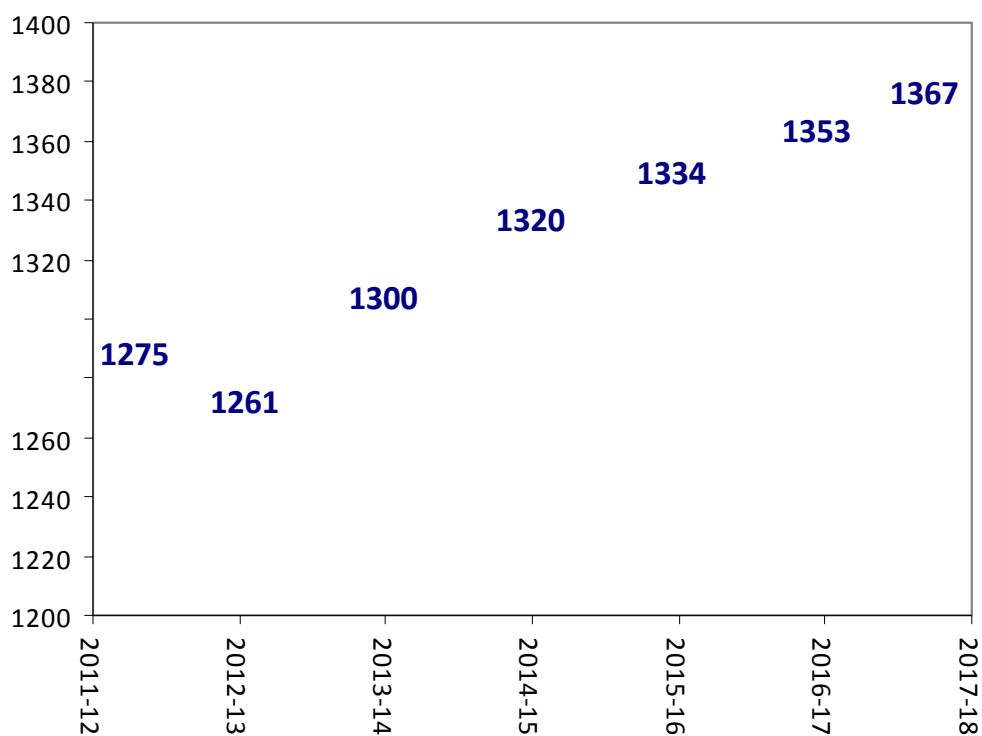
Kent County Council have kindly given us advance notice of figures for which will appear in their forthcoming School Organisation Plan for West Kent, to be published in March 2012. They show a rapidly worsening shortage of secondary places throughout our area. The first graph shows Sevenoaks South, which comprises Sevenoaks and its surrounding villages. The other two projections are for our two other major centres of population: Tonbridge and Malling; and Tunbridge Wells. These graphs are reproduced exactly from correspondence with KCC.

Figure E2.3: Projected growth in pupil numbers in West Kent

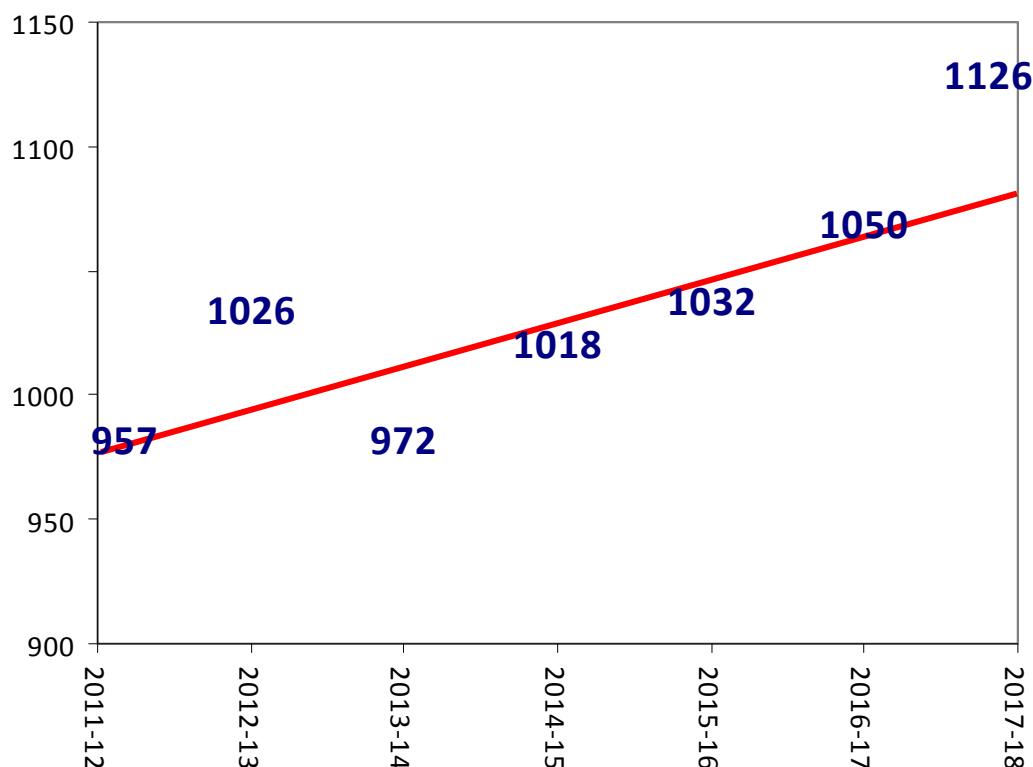
Forecast resident-based Year 7 (Sevenoaks South)



Forecast resident-based Year 7 (Tonbridge & Malling)



### Forecast resident-based Year 7 (Tunbridge Wells)



These projections show clearly that the population increase in Sevenoaks is more rapid than elsewhere; and that more places of all types in all areas will be needed over the next few years. The secondary schools in Tonbridge and Tunbridge Wells are filling up fast and will no longer be able to accommodate pupils from Sevenoaks. The obvious solution is to build new capacity in Sevenoaks, thereby solving the shortage of places and reducing pupil travel.

As noted in Section H below, the preferred location for our school is the site of an existing secondary school. Kent County Council have said that they wish to sell the site for residential development. Against the background of the figures presented in this section, this would be a very difficult policy to explain to local people.

## Impact on Knole Academy

We wish to meet the demands of a growing population, reduce travel, provide more choice of schooling in Sevenoaks and provide a distinctively Christian option for local parents who want this type of school. But we do not wish to take pupils away from Knole Academy. There are two reasons why we believe we can achieve these seemingly conflicting objectives:

1. Knole Academy's numbers will increase as parents choose to avoid paying excessive costs for travel out of Sevenoaks and as the school's reputation steadily grows.
2. We can fill our planned admission numbers without taking from Knole Academy.

Table E2.1 shows where we plan to recruit our pupils from (column 2) compared with the total numbers in each category (column 3). The following text then explains how we have calculated these figures.

**Table E2.1 Sources of Year 7 pupils for Sevenoaks Christian School**

Source of pupils	Target for our school	Total children in this category
Children from this area who would otherwise choose Christian secondary schools in Tunbridge Wells	40	63
Children from this area who would otherwise choose another non-selective school outside Sevenoaks	30	80
Children from this area currently choosing to attend grammar schools outside Sevenoaks	10	216
Additional children from population growth in the Sevenoaks area (2013-14 figure, increases thereafter)	15	50
Children from this area who would otherwise attend private schools	10	200
Children attending our school from primary schools more than 5 miles from Sevenoaks station	15	N/A
<b>TOTAL</b>	<b>120</b>	<b>&gt;600</b>

As regards Christian schools, it is reasonable to assume that most would prefer to send their children to our school rather than to one of the Church schools in Tunbridge Wells. However some will want to go with their siblings; and also many Catholic parents will prefer a Catholic education. It is reasonable to assume that we will attract 40 of the 63 pupils in this category.

There are 80 children going to non-selective schools outside Sevenoaks. Some will continue to prefer these schools and some will choose Knole Academy. We believe that we can attract at least 30 of these pupils.

Some parents would like there to be a grammar school in Sevenoaks; this is an idea which has been under discussion for many years but has not come to fruition. If there is no new grammar in Sevenoaks in the next two years, we believe that we would be able to attract at least 10 pupils who would otherwise bus to grammar schools in Tonbridge or Tunbridge Wells. This is quite a reasonable expectation given the increased cost of transport and the attractions of a local Christian education.

The population growth projected in Figure E2.3 suggests that in Sevenoaks South there will be 20 extra Year 7 pupils each year from organic growth. However we have been told that the KCC figures do not take explicit account of the fact that a large new housing estate is being built in Dunton Green, very near our preferred site. This estate will have 500 houses, many of which are already under construction. According to guidelines<sup>32</sup> this should generate 4 additional children per hundred houses in each school year. This site alone should therefore bring in 20 new children each year, so a better estimate of the likely growth in pupil numbers is more than 25 per year. Over the first 2 years of the projection from the current year, this is 50 new Year 7 pupils. We expect that 30 of these will go to non-selective schools in Sevenoaks. We expect that half of them will go to Knole Academy and half to us, ie 15. That is just in our first year; in the second year there will be another 25 extra Year 7 pupils seeking places in secondary schools.

Another key factor is the effect of the economic situation on parents' ability to pay for private education. There are 8 private junior schools in Sevenoaks with about 200 children in each year group. Two of the private secondary schools in the town have a strong Christian foundation. It is reasonable to expect that some parents will choose our school instead of paying to send their children to private schools because it is high-achieving, local and Christian. We believe it is likely that at least 10 children each year who would have gone privately will instead come to our school.

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<sup>32</sup> New Schools Network advice based on Hampshire LEA figures

Lastly we are aware that we will attract many Year 7 pupils from primary schools more than 5 miles from Sevenoaks in areas where there is very limited access to good secondary schools, particularly in the villages of Eynsford and Farningham. These pupils are not counted in any of our figures as their local school is more than 5 miles from Sevenoaks station. We believe we can attract more than 15 children from areas such as this.

In summary, therefore, we believe that we will easily fill 120 places from local primary schools within 5 miles of Sevenoaks, without taking any from Knole Academy, as shown in Table E2.1 above.

#### E2.4: Attracting people from other faiths and none

Within Sevenoaks town there are just three small places of worship which are not members of Churches Together in Sevenoaks and District: Jehovah's Witnesses, First Church of Christ Scientist and Sevenoaks Unitarian Church. In addition to worshippers in these churches there are likely to be small numbers of Jews, Hindus, Muslims and Buddhists. Experience suggests that many people of other faiths are keen to send their children to Christian schools if there is no school for their own faith, since they wish their children to be brought up in a faith environment.

There is a much larger group of people with no faith, perhaps 20-60% of the population depending on how one defines 'no faith'. As noted in section E2.1 above, some of these parents will be opposed to faith schools on principle and will not be attracted to our school. The head teacher of a large non-faith primary told us that some parents chose his school because it had no Christian affiliation. However there are also many parents who are potentially sympathetic to faith schools, either because they like the emphasis on moral values or because their experience tells them that the school is likely to provide a good education. For this group we need to ensure that our school is not off-putting in the way it describes itself, and emphasises its similarity to other well-known and popular schools such as Bennett Memorial Diocesan School and St Gregory's Catholic Comprehensive School in Tunbridge Wells. We also need to have clear policies in respect of opt-outs from Religious Worship and Religious Education: these are set out in Section D8 above.

#### E2.5: Meeting the needs of people from other faiths and none

Our answer to this question may be found in Section D8 above.



## E2.6: Engaging with parents of other faiths in establishing demand

In January we wrote to the leaders of the three places of worship in Sevenoaks which are not Trinitarian Christian – Jehovah’s Witnesses, Church of Christ Scientist and the Unitarian Church - to consult them about our proposals. In particular we wished to know if they had parents of primary aged children in their congregations that we could consult. At the time of writing this application we have not yet received a reply from any of these faith groups.

We have taken every opportunity to ask parents who we knew were of other faiths what they thought about our proposals. Three Muslim mothers responded. Two were through doorstep discussions. One said: ‘As a Muslim I am not opposed to having a Christian school but I would rather send my child to a normal one.’ Another said ‘I am not interested in your school because I want my children to go to grammar schools. I have nothing against Christian schools’.

A third Muslim parent with a child at a Church primary sent us a thoughtful email in response to a set of questions from one of our team. As regards the benefits of a Christian school she listed the sense of community, high behaviour standards, parental support and being ‘more conservative’. She was also asked what concerns she might have in sending her daughter to a Christian school. She said:

*The whole school ethos and life pose no concern, RE at secondary level should not be of concern as well. The key attraction of a faith secondary school could be its fairness or success (league table).*

We also had a full response from a Buddhist parent of a child at a Church primary school. She said that she wanted a school which had a strong sense of community, a warm environment, and which fostered respect, strong values and morals, within a supportive atmosphere. She said that she would like children to be encouraged to explore their own beliefs whilst accepting others and not considering them to be less important than themselves.

As regards those of no faith, we know from discussions at our public meetings that many parents attended who would not call themselves Christians. For example at our public Launch Event we had a good plenary discussion about Religious Education because a parent objected to our proposal that all children should do a full RE GCSE.

Virtually all parents in the Sevenoaks area, whatever their faith position, have received emailed invitations from their children’s primary school to our 4 public meetings; many parents have received leaflets with tear-off reply slips inviting comments; our website and Facebook sites have encouraged discussion and feedback on our proposals; and we have knocked on doors in the less advantaged areas of Sevenoaks and engaged in numerous discussions with the people living there.

We did not ask for the faith position of parents completing our petition as we felt this would have been intrusive; but we did ask about the primary school attended by their children.

We were therefore able to analyse our data by the ethos of the primary school attended by the children. This showed that half of the parents who signed our petition had children at Community Schools without a faith ethos. Within our 5 mile catchment area, about 60% of primary places are in Community Schools. Not surprisingly, this shows that we were not quite as successful in gaining support in Community Schools as we were in Church Schools; but the fact that half our support comes from Community Schools demonstrates that we have been successful in engaging with parents with little or no faith.

## Section F: Capacity and capability

### F1: Educational expertise to deliver our vision

#### F1.1: Resources, people and skills to set up and operate the school

##### Pre-opening phase

During this phase the Education Team will need to:

- Recruit the Principal designate
- Translate the high-level educational plan set out in this document into workable policies, processes and structures which will operate successfully from Day 1
- Decide on and procure curricular and extra-curricular resources
- Determine the utilisation of space and ensure that the premises project creates suitable accommodation
- Recruit the initial Senior Leaders and teaching staff
- Train Senior Leaders and teaching staff in the policies, processes and structures
- Develop relationships with feeder primary schools
- Actively promote the school with local parents
- Recruit the first cohort of pupils.

In order to undertake these tasks we will need:

- A Principal designate as early as possible. We plan to appoint this person in September or October 2012 and for them to start work full time on 1 January
- Time from the Educational Team on our Steering Group so that they can be involved in the recruitment of the Principal designate and spend time with the appointee explaining our vision and the thinking behind the Educational Plan
- Time from experienced educational practitioners who can bring different experience and provide support to the Principal designate
- Time from other members of the Steering Group to work alongside the Principal designate in tasks such as procurement, premises, staff recruitment and marketing.

## Post-opening phase

By the time the school is open there will be a fully-staffed educational team in the school who can carry out day-to-day tasks associated with teaching and learning. The requirements for support will now change to include:

- Governors with educational experience who can provide ongoing support and challenge to the Principal and Senior Leadership
- Access to expertise in the creation and maintenance of an effective and sustainable Christian ethos
- Mentoring support for the Principal, especially if this is their first Principal post.

### F1.2: Time commitments from relevant individuals

The time available from the individuals on our Steering Group to assist with educational tasks over the period from July 2012 to September 2013 are as follows:

██████████ (██████████):	50 work-days
██████████ (██████████)	40 work-
days ██████████ (██████████)	40 work-
days ██████████ (██████████)	20
work-days	

The CVs for these team members are included in section F3.1 below. After the school has opened we expect that these team members will continue to support the school as Governors.

### F1.3: Plans for securing additional expertise

We will access additional educational expertise from the following sources:

1. Educational Advisory Board. We plan to create an Advisory Board of senior and very experienced teachers and academics who will act as a resource for the Principal designate and the Governors. Four senior and experienced educationalists have already agreed in principle to serve on this Board; we expect to recruit more members at a later stage if we are successful.
2. Principal's mentor. Depending on the experience level of the Principal

designate we have allowed in our budgets for the appointment of a mentor for 10% to 20% of their time. A Principal designate who has already been a Head/Principal of a successful school would not need this support; but someone with less experience could significantly benefit. We will recruit the Principal's mentor from the ranks of current or retired successful principals/heads in the local area or in London. The Principal's mentor would be an ideal person to chair the Educational Advisory Board.

3. Educational advisors. We understand that there is likely to be financial support available from the DfE during pre-opening to appoint independent educational and project management advisors who can assist with these tasks.
4. Other networks. We will assess during pre-opening which other networks we wish the school to be part of. There are numerous networks to consider, such as the Specialist Schools Academies Trust, the National College for School Leadership and our local Rochester Diocese family of schools, which is open to us even though we are not a Diocesan school.

We aim to recruit the Principal's mentor and complete our recruitment for the Educational Advisory Board during 2012. They will then be in place by the end of the year so that they can work with the Principal during the pre-opening phase. We envisage both roles continuing for at least 2 years, after which their continued usefulness should be reviewed.

## Conclusion

We have carefully considered whether these proposals provide sufficient educational expertise to ensure that the school can be opened and operated successfully from an educational perspective. In particular we have debated whether we should appoint an outside Educational Provider, and have held very positive discussions with two Christian multi-Academy Trusts.

However we believe that we can operate the school very effectively without an Educational Provider based on four key considerations:

1. Our Education Team has written the Education Plan in this document with very limited outside help. Between them they also have significant time to put into this school in the pre-opening phase. This indicates to us that we have sufficient expertise and time to lead the pre-opening work and govern the school without appointing an Educational Provider.
2. We plan to appoint our Principal designate at an early stage so we can rely to some degree on their expertise and the time they will have available.

3. We expect to appoint independent educational advisors and project management consultants to support us during pre-opening.
4. We are confident, based on the discussions that we have had, that we can find suitable people for both the Educational Advisory Board and the Principal's mentor.

## **F2: Financial expertise to deliver our vision**

### **F2.1: Financial resources, people and skills**

#### **Pre-opening phase**

During this phase the Finance Team will need to:

- Assist with the recruitment of the Finance Director (once recruited the FD will join the Finance Team)
- Develop increasingly detailed budgets and financial plans for the school as many factors become clearer
- Design and set up the finance processes, systems and services which will be needed when the school opens, including determining which should be outsourced and which should be performed internally
- Assist with the specification and procurement of premises items and services, curricular resources such as books and computers, non-curricular resources such as furniture and sports equipment, and outsourced services
- Appoint auditors.

In order to undertake these tasks we will need:

- Time from people on our Steering Group and Support Team to undertake needed tasks before we have a permanent Finance Director in place
- A Finance Director to be appointed as early as possible. We plan to appoint this person in September or October 2012 and for them to start work full time on 1 January 2013.
- Time from people on our Steering Group and Support Team to be involved in the recruitment of the Finance Director and brief the appointee.

## Post-opening phase

By the time the school is open we will have a Finance Director and in-house or outsourced Finance Support which can carry out this function. The requirements for support will now change to include:

- Governors with financial experience who can provide on-going support and challenge to the Principal and the Finance Director
- Access to financial best practice through networking with Finance Directors from other academies
- An auditing firm which can provide both assurance and advisory services

### F2.2: Time commitments from relevant individuals

The time available from the individuals on our Steering Group and Support Team to assist with Finance tasks over the period from July 2012 to September 2013 are as follows:

██████████ (██████████)	40 work-
days Finance Lead (when appointed)	40
work-days Finance Support Team members	40
work-days	

The CVs for these team members are included in section F3.1 below. After the school has opened we expect that the Finance Lead will continue to support the school as a Governor.

### F2.3: Plans for securing additional expertise

We will access additional financial expertise from the following sources:

1. We have already identified two individuals who could join our Steering Group as Finance Lead and have started discussions with them. We have also asked the leaders of our supporting churches to suggest names of other candidates. Rather than rush the process we have decided to seek the best possible candidate bearing in mind skills and



experience, personality fit with the existing team, and willingness to commit sufficient time.

2. We will draw on the people on our Support Team with Finance experience, as noted in Section F3.2 below.
3. Depending on the grants which are available in the pre-opening stage we would look to secure temporary finance support from our Project Management consultants or from a local firm of accountants with expertise in working for academies.

## **F3: Other relevant expertise**

### **Introduction**

In completing this section, and forming our team, we have considered two main factors: the need to be true to our founding vision; and the requirement for skills that will enable the school to be set up and managed successfully. To be true to our founding vision we want the Steering Group to include as many as possible of those who have shaped the vision; for it to be made up of local people; for all these people to be practising Christians; and for them to represent a variety of different church traditions. As well as the Steering Group we are also setting up a wider Support Team: many but not all of these people will be practising Christians.

In terms of the skills we will need, we see the following seven skill sets as being essential during pre-opening: education, finance, HR, premises, project management, marketing, and relations with our local community including schools and churches. It would be helpful to have someone with legal expertise, but we do not see that as essential as long as some team members have sufficient general knowledge of legal matters to be able to give instructions to our legal advisors and understand their advice.

As school opening draws nearer the skill requirements will expand somewhat to include experience of school governance. We expect that the initial Steering Group for pre-opening will change slightly as it becomes the Governing Body of the Academy Trust.

At this stage our Steering Group does not include all the skills we need: this is addressed in Section F3.4 below.

### F3.1: Details of our group and their expertise

We have a Steering Group made up of the Members and Directors of Sevenoaks Christian School Ltd; and a Support Team which includes other supporters with particular skills. In this section we provide details of the Steering Group; section F3.2 lists the members of our Support Team.

The members of the Steering Group are as follows:

**Chair and Project Manager:** [REDACTED]. [REDACTED]

**Education Team Lead:** [REDACTED]. [REDACTED]

Education Team Member and IT Specialist: [REDACTED]. [REDACTED]

Education Team Member and Prayer Co-ordinator: [REDACTED].  
[REDACTED]

Marketing Lead: [REDACTED]. [REDACTED]

### F3.2: Other relevant expertise to be drawn on

The following individuals have agreed to serve in our Support Team. We expect to draw in further people as we move forward:

#### Education:

- [REDACTED] - [REDACTED]
- [REDACTED] - [REDACTED]
- [REDACTED] - [REDACTED]
- In addition we will draw on the expertise of the Educational Advisory Board described in Section F1.3 above.

#### Finance

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

#### HR

- [REDACTED] - [REDACTED]

## Premises

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

## Marketing

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

## IT and Purchasing

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

## Community Relations

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

### F3.3: Commitment of time to the project

Table F1 sets out the time commitment from Steering Group members in the 14 months from the start of July 2012 to the start of September 2013; and an indication of where this time is likely to be spent. This table does not include time from the Principal designate, Finance Director designate or Project Management Consultants.

**Table F1: Time available from Steering Group**

Team Member	Edu- cation	Proj Mgmt	Finance	Premises	Marketing and Comm Relations	TOTAL
[REDACTED]	50					50
[REDACTED]	40					40
[REDACTED]	40					40
[REDACTED]					40	40
[REDACTED]	20	60	30	30	40	180
<b>TOTAL</b>	<b>150</b>	<b>60</b>	<b>30</b>	<b>30</b>	<b>80</b>	<b>350</b>

As described in the next section, we plan to add extra people to our Steering Group before we enter the pre-opening phase. These new recruits will each be expected to commit at least 40 days each to this project during the 14 month period. In addition we will draw significant amounts of time and expertise from our Support Team whose initial membership was set out in the previous section.

### F3.4: Securing expertise currently missing from the group

We have set out in Sections F1 and F2 above the approach we will use to secure additional expertise in the areas of Education and Finance. This section considers the five other key skill requirements noted above.

- **HR:** during pre-opening we will need to define terms and conditions of employment for both teaching and non-teaching staff and carry out a major recruitment programme in a short timescale. We have identified an educational recruitment expert who has agreed to serve on our Support Team and may be invited to become a member of the Steering Group. In addition we will seek the input of a public or private sector HR service provider.
- **Premises:** it is likely that during both pre- and post- opening there will be a significant amount of work in defining premises needs, procuring temporary accommodation, refurbishing existing facilities and/or building from scratch. We assume that much of this work will be undertaken by Partnership for Schools, but it will be important that we also have our own experts. We have assembled a very strong team with experience in this area who have agreed to serve on our Support Team. Their names and brief CVs are listed in Section F3.2 above. We may ask one of them to join the Steering Group.
- **Project Management:** We understand that during pre-opening we would be given financial support to procure professional assistance in this area. Some members of our team, notably [REDACTED], have good project management skills and we would expect to add skills to the Steering Group as we add new people.
- **Marketing:** During pre-opening we will need to continue the high-profile marketing campaign that we have already started in order to support our consultation with the community and our promotion of the school to prospective parents. We are confident that the existing team – aided by our Project Management Consultants – has the skills and track record to do this successfully.
- **Community Relations:** Our team has already established good relationships with almost all the local churches and primary schools. We will need to continue to develop these since they are essential to our marketing strategy. We will also need to build on our work with residents' groups, charities and local politicians. We feel that we have good in-house skills in these areas but have recently added more people to the Community Relations group within our Support Team so as to give us more coverage of the groups we want to reach. Their names are listed in Section F3.2 above.



In summary, we believe that within our Steering Group and Support Team we have the people we need to complement the outside expertise which will be made available to us. However we do need to add people to the Steering Group. We would like to add a Finance person, an HR person, a Premises person and someone with very good general business experience. We anticipate that the majority of these people will come from within our existing Support Team. If we cannot recruit them all from the Support Team we will look more widely: we have already asked local ministers to give us names of people in their congregations with the relevant skills.

## F4: Staffing Structure

### F4.1: Planned build-up of staff

We have produced two staffing models.

#### **90% capacity:**

- 4 teaching groups per year group in years 7-11 for all subjects except the KS4 option block
- Second Vice Principal does not start until Year 3
- SENCO does not start until year 3 (role assumed by Assistant Principal until then)
- 2 i/c positions only in Maths, English and Science

#### **100% capacity:**

- 4 teaching groups per year group in years 7-11 for all subjects except:
  - KS4 option block
  - KS4 Maths English and Science which are timetabled in 5 teaching groups
- Second Vice Principal starts in year 2
- SENCO does not start until year 2 (role assumed by Assistant Principal until then)
- 2 i/c positions only in Maths, English and Science, then in all faculties from year 4

For both models, DT (including Art) is taught in 4 groups until year 5 when we will have enough specialists to teach in 5 groups and bring the group size down to 24 students. For the period of time when we have the students in groups of 30, they will have input in these groups and we will either break them down into 2 smaller groups for the practical work (whilst one group completes practical activities the other half of the class complete design or evaluative tasks with a member of staff that provides cover), or withdraw a small group of students on a rotational basis.

The teaching loads are as follows:

<b>Staff</b>	<b>Teaching load (periods)</b>	<b>Teaching load (%)</b>
Principal	0	0.0%
Vice Principal	12	25.0%
Assistant Principal	24	50.0%
Head of Faculty	36	75.0%
KS Coordinators	36	75.0%
SENCO	12	25.0%
2 i/c Faculty	40	83.3%
MPS	43	89.6%

## Curriculum overview at 90% capacity

Periods (90%)	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Maths	32	64	92	120	148	156	164
English	32	64	92	120	148	156	164
Science	32	64	109	154	199	199	199
Art			5	10	15	23	31
Biology						8	16
Business			5	10	15	23	31
Chemistry						8	16
Citizenship	8	16	28	40	52	68	92
Dance			5	10	15	23	31
DT (includes Art)	16	32	32	32	32	40	40
Food			5	10	15	23	31
French	16	32	37	42	47	55	63
Geography	8	16	21	26	31	39	47
Graphics			5	10	15	23	31
Health and Social Care			5	10	15	23	31
History	8	16	21	26	31	39	47
ICT	8	16	21	26	31	39	47
Law						8	16
Maths (Further)						8	16
Media			5	10	15	23	31
Music	8	16	21	26	31	39	47
PE	16	32	48	64	80	80	80
Physics						8	16
Psychology						8	16
Resistant Materials			5	10	15	23	31
RS	8	16	24	32	40	40	40
Spanish			5	10	15	23	31
Sport			5	10	15	23	31
Travel and Tourism			5	10	15	23	31
<b>Total</b>	<b>192</b>	<b>384</b>	<b>601</b>	<b>818</b>	<b>1035</b>	<b>1251</b>	<b>1467</b>

Staffing (90%)	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Principal	1	1	1	1	1	1	1
Vice Principal	1	1	2	2	2	2	2
Assistant Principal	1	1	1	1	1	1	1
Head of Faculty	0	4	6	6	6	6	6
KS Coordinators	0	1	1	2	2	3	3
SENCO	0	0	1	1	1	1	1
2 i/c	0	0	3	3	3	3	3
MPS teachers	4	4	4.5	8.5	13.5	17.5	23
<b>Periods available</b>	<b>208</b>	<b>388</b>	<b>626</b>	<b>834</b>	<b>1049</b>	<b>1257</b>	<b>1493</b>
Periods Required	192	384	601	818	1035	1251	1467
Surplus periods	16	4	25	16	14	6	26
<b>Surplus staff</b>	<b>0.4</b>	<b>0.1</b>	<b>0.7</b>	<b>0.4</b>	<b>0.4</b>	<b>0.2</b>	<b>0.7</b>

## Curriculum overview at 100% capacity

Periods (100%)	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Maths	32	64	99	134	169	177	185
English	32	64	99	134	169	177	185
Science	32	64	119	174	229	229	229
Art			5	10	15	23	31
Biology						8	16
Business			5	10	15	23	31
Chemistry						8	16
Citizenship	8	16	28	40	52	68	92
Dance			5	10	15	23	31
DT (includes Art)	16	32	32	32	32	40	40
Food			5	10	15	23	31
French	16	32	37	42	47	55	63
Geography	8	16	21	26	31	39	47
Graphics			5	10	15	23	31
Health and Social Care			5	10	15	23	31
History	8	16	21	26	31	39	47
ICT	8	16	21	26	31	39	47
Law						8	16
Maths (Further)						8	16
Media			5	10	15	23	31
Music	8	16	21	26	31	39	47
PE	16	32	48	64	80	80	80
Physics						8	16
Psychology						8	16
Resistant Materials			5	10	15	23	31
RS	8	16	24	32	40	40	40
Spanish			5	10	15	23	31
Sport			5	10	15	23	31
Travel and Tourism			5	10	15	23	31
<b>Total</b>	<b>192</b>	<b>384</b>	<b>601</b>	<b>866</b>	<b>1116</b>	<b>1323</b>	<b>1539</b>

Staffing (100%)	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Principal	1	1	1	1	1	1	1
Vice Principal	1	2	2	2	2	2	2
Assistant Principal	1	1	1	1	1	1	1
Head of Faculty	0	4	6	6	6	6	6
KS Coordinators	0	1	1	2	2	2	3
SENCO	0	1	1	1	1	1	1
2 i/c	0	0	3	3	3	3	6
MPS teachers	4	4	5	9.5	15.5	20.5	22
<b>Periods available</b>	<b>208</b>	<b>412</b>	<b>647</b>	<b>877</b>	<b>1135</b>	<b>1350</b>	<b>1570</b>
Periods Required	192	384	625	866	1116	1323	1539
Surplus	16	28	22	11	19	27	31
<b>Surplus staff</b>	<b>0.4</b>	<b>0.8</b>	<b>0.6</b>	<b>0.3</b>	<b>0.5</b>	<b>0.7</b>	<b>0.9</b>

## F4.2: Final staffing structure

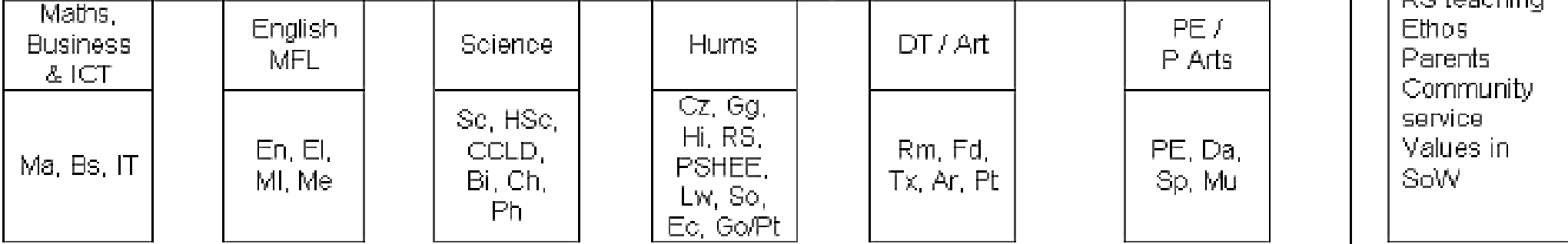
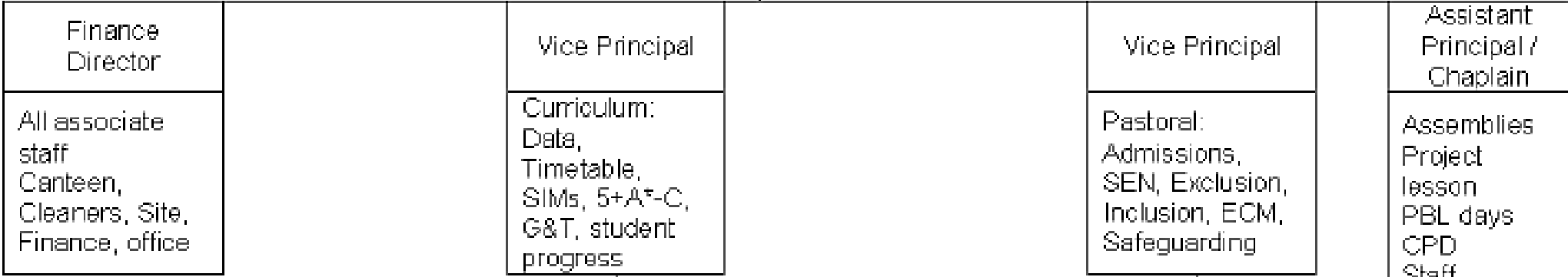
The staffing model has the following features:

- A Vice Principal role with oversight of curriculum to ensure that we achieve our aim of being a **high achieving** school. Their responsibilities will include oversight of:
  - Data analysis and action taken
  - Timetabling
  - SIMs
  - Performance against all national measures
  - Student progress
  - Curriculum development
  - Line managing all 6 faculties
- A Vice Principal role with oversight of 'student well-being' and 'removing barriers to progress', in line with our aims of being **disciplined** and **nurturing**. **This role** will include oversight of:
  - Line management of the SENCO who in turn line manages the TAs
  - Line management of the three Key Stage directors who in turn manage the pastoral managers
  - Admissions
  - Exclusions
  - Inclusion
  - ECM
  - Safeguarding, including the single CRB register
- An Assistant Principal who is also our chaplain, overseeing the application of the **Christian** ethos throughout the school including in the curriculum and **local** liaison with the local community and parents. This role will include oversight of:
  - Assemblies
  - The project lesson
  - Project based learning days (need to reference to elsewhere)
  - CPD
  - Staff wellbeing
  - Christian ethos through the school and curriculum
  - Engaging with parents and the community

- The Wednesday afternoon community slot which will be the most visible part of the school as a **servicing** community
- A Finance Director who will line manage all non teaching staff and have oversight of:
  - Human resources
  - Financial due diligence
  - Health and safety
  - Non-teaching staff performance management
  - Budgeting
  - Faculty Heads:
    - All issues regarding the management of their faculty
    - Termly QA
    - Monitoring data and feeding into VP curriculum
    - The performance of their faculty

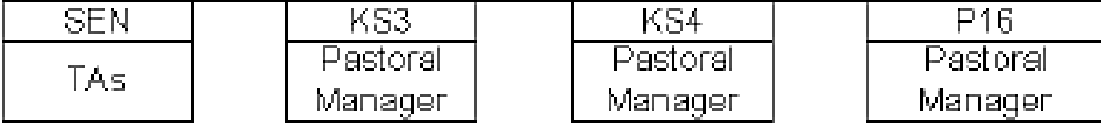
Both of the financial spreadsheets (90% capacity and 100% capacity) demonstrate that the staffing described in this section is affordable.

Principal



Teaching Load /48	
MP S	43
2i/c	40
HoF	36
AH	24
DH	12

Pay	
HT	25-31
DH	17-21
AH	10-14
FH	TLR 1c
2i/c	TLR 2b





#### F4.4: Arrangements for the first term and year, and subsequently

The table in section F4.3 above shows how the school will be organised by year 6 when the 6<sup>th</sup> form are in place. Until we reach this point, however, there will be some duplication of roles within both teaching and non-teaching staff.

Regarding allocation of roles within the non-teaching staff in our first few years, this is reflected on our financial spreadsheet where, for example:

- The SIMS / data manager will also cover the role of examinations officer until term 4 when a full time person is appointed for this role
- The Science technician will also oversee the Learning Resource Centre in the first 2 years, and provide some Faculty Assistance support (to include cover provision)
- The Office and Finance assistant will provide some pastoral support to year 7 students in our first year, working alongside the Assistant Principal.

The exact distribution of these roles in the first few years will depend on the skills of the staff that we appoint; however an essential requirement of all staff appointed in our first few years is that they have the flexibility, capability, enthusiasm and dedication to perform a variety of remits while our school grows.

For teaching staff and curriculum management, the table below indicates that in year 1, for example, our Vice Principal with curriculum oversight would assume the roles of the heads of faculty. This will, however, create a wealth of opportunities for our initial teaching staff to “act up” and work alongside the Vice Principal in order to enhance their own career development and be a position to apply for the Head of Faculty or 2 i/c positions as appropriate.

The table below shows how roles will develop over time, using the 100% capacity staffing model. Annex F1 shows how the organisation chart will change each year for the first four years.

Year from opening	Curriculum	SEN	Pastoral	English	Mathematics	Science	Humanities	PE/Perf Arts	DT/Art	Non teaching	Ethos, Community
1	Vice Principal 1	AP	AP	VP1	VP1	VP1	VP1	VP1	VP1	Finance Director	Assistant Principal
2		SENCO	Vice Principal 2	English Head of Faculty	Maths Head of Faculty	Science Head of Faculty	Humanities Head of Faculty	PE/Perf Arts Head of Faculty	DT/Art Head of Faculty		
3											
4											
5											
6											
7											

**Key**

AP – Assistant Principal / Chaplain

VP1 – Vice Principal with oversight of the curriculum

VP2 – Vice Principal with oversight of student well-being and removing barriers to progress

## **F5: Recruiting the principal designate, other staff and governors**

### **F5.1: Plans for recruiting the principal designate**

We intend to advertise locally and nationally in order to recruit the best person for the role, and would wish to have independent educational expertise on the interviewing panel. To advise on the recruitment and selection process, we will seek the advice and support of an educational consultancy company and/or a specialist HR service such as that provided by a local education authority or private provider.

The person specification and job description will be produced in July 2012 so that we can recruit in September 2012, thus allowing a current head time to hand in their notice for a January 2013 start. A first draft of the person specification is as follows:

#### **Essential**

1. A practising Christian who can visibly lead the spiritual life of the school and be an outstanding ambassador for our values
2. A leader who will develop other leaders and build a school community in line with our ethos
3. Someone with a real empathy for children and young people who is passionate about ensuring the educational progress of every single pupil
4. A proven track record at a senior leadership level of raising or sustaining high achievement over a period of time, as evidenced by Ofsted
5. A relentless optimist with high expectations who will not accept excuses for failure
6. Experience of enabling success for children from a range of diverse backgrounds and abilities
7. An outstanding classroom practitioner

#### **Desirable**

1. Prior experience of working in a faith school.
2. Experience of engaging in school-community projects
3. Experience of opening a school
4. Has NPQH qualification and/or relevant Masters Level Degree

We have allowed £20,000 extra on the Principal's salary. This could either be used for adding to the salary to make a starting salary of around £90k for an existing head who can bring their experience and expertise to the role; or could be used if we appoint a candidate for whom this is their first headship to buy in mentoring support from a successful and established local Principal. This is likely to be utilised as follows:

- 2 days per term in school:
  - Lesson observations
  - Sitting on interview panels
  - Advisory support
  - Working with SLT and with middle leaders on leadership
  - Student voice
- Email and telephone support
  - Advise on live issues
  - Staff disciplinary
  - Unforeseen events
  - Ongoing support and general queries

During the pre-opening phase we would like the Principal Designate to focus on the recruitment of staff and pupils and to oversee the development of the school ethos rather than be involved with detail which can be outsourced. We would wish to appoint the Vice Principal (curriculum) from Easter 2013.

Tasks for the Principal to oversee will include the following:

- Recruitment of the Vice Principal (curriculum)
- Development of all documentation required for the pre-opening Ofsted
- Recruitment of all staff for September 2013, which would need to be completed by May 2013 for teaching posts where we seek to appoint experienced teachers
- Development of the identified site
- Recruitment of the first intake: liaison with parents and pupils
- Working with the steering group to form the first governing body
- Organising a uniform, and involving initial intake with the choice of logo
- Development of community links
- Liaison with feeder schools
- Liaison with local secondary schools
- Development and oversight of key policies and processes
- Oversight of the development of the curriculum.

#### F5.2: CV of our preferred principal designate

n/a

#### F5.3: Plans for recruiting high quality members of staff

We will prioritise the recruitment of the Senior Leadership Team so that they can as far as possible be involved in recruitment of further posts. As we develop the job description and person description for each role we will assess whether there is a Genuine Occupational Requirement that they should be practising Christians. If there is, then this will be an essential requirement for people seeking the relevant post. We will carry out a similar analysis for other posts below Senior Leadership: at this stage we do not expect that there will be such a requirement except for RE teachers. We will expect all the teaching staff and senior non-teaching staff to be in sympathy with and fully supportive of the Christian ethos of the school.

We are planning to offer salaries using the national pay scales and TLR allowances as detailed in F4.3 to attract the right staff. The contract would be almost identical to standard teachers' pay and conditions, however we may amend the 1,265 limit on directed time slightly to allow for the homework clubs.

Early indications suggest that there are many candidates who would be interested in positions at our school, and that the challenges and opportunities in setting up a brand new school are very attractive to prospective candidates.

We plan to:

- Work with our Principal designate, our education consultants and our Educational Advisory Board to develop person and job descriptions taking account of the factors noted above
- Advertise our positions widely, not just through Christian channels
- As with the recruitment of the principal designate, we will appoint an agency to assist us with the recruitment process, choosing from nearby local authorities and other recruitment service providers
- Use best practice to determine the most appropriate ways of assessing our candidates and choosing those who are most likely to deliver our vision.

In our first year, we will appoint four main-scale teaching posts for Maths, English, Science and DT/Art with the explicit intention that these candidates may wish to apply to be Faculty Heads in year 2. We may use some funding if likely to be fully subscribed to start these staff as 2 i/c or Faculty Heads in the first instance if candidates are appropriately qualified and experienced.

#### F5.4: Prospective governors

The initial governing body is likely to include most if not all of the Steering Group named in F3.1. These appointed governors would need to be formally appointed by Sevenoaks Churches Educational Trust as detailed in F6.1.

We would seek to appoint staff governors on an interim basis for one year at the start of the first year, then on a three year basis thereafter once the staff know each other well enough to elect their representatives. We would appoint a parent governor on an interim basis for the first year, then organise elections for two parent governors on a three year basis in year 2.

## F5.5: Identifying and appointing an effective governing body

F3.1 lists additional skills that we would like to bring into our Steering Group by mid 2012 and explains how we would recruit them. We would expect that most if not all of the Steering Group would become governors. However before making that transition it would be appropriate to look carefully at whether the Steering Group members have the breadth of skills needed to:

- Oversee implementation of the school
- Support the Principal and SLT on a range of operational issues
- Confidently challenge proposals and decisions by the SLT, and hold the SLT to account regarding the performance of the school
- Provide the expertise and support needed for the various subcommittees.

We expect that this review will be commissioned by Sevenoaks Churches Educational Trust using the advice of an educational consultancy company.

If the review finds that additional expertise is needed we would first seek to recruit governors from the congregations of our supporting churches, and then look further afield if needed to secure the right people.

## F6: Governance and roles

### F6.1: Governance structure

#### Rationale

In designing our governance structure we have sought to meet the following objectives:

1. The structure must meet the requirements of the Secretary of State and comply with statute
2. We wish to build and sustain the Christian nature of our school, and in particular the vision of our founders as to the vision and ethos of the school
3. The school should be anchored in the local community, particularly the local Christian community, so that it will be supported in prayer and in other practical ways
4. The structure should be flexible to allow for changes in circumstances, but significant changes should need widespread support
5. The governance process should be clear and transparent so that there is appropriate delegation to line managers and each participant clearly understands their role and responsibilities
6. The structure should be secure for the long term, after the original founders have moved on
7. The processes should be simple to operate and not require excessive administration.



## Structure and Processes

We propose a highly innovative structure whereby local churches, working together, take responsibility for Sevenoaks Christian School. We have the support of a diverse group of 23 local churches of different denominations and churchmanships. The only denomination not represented are the Roman Catholics who at this time have decided not to participate in the governance of the school, preferring that Catholic children should continue to attend the nearest Catholic secondary school.

Our supporting churches are as follows:

The following church councils have both endorsed the application and made a commitment in principle to become members of the proposed Sevenoaks Christian Educational Trust:

Bessels Green Baptist Church  
St Bartholomew's, Otford  
St Botolph's, Chevening  
St John the Baptist, Sevenoaks  
St Martin's, Brasted  
The Benefice of Eynsford with Farningham and Lullingstone  
St Mary's, Kemsing  
St Peter's, Ightham  
Sevenoaks Community Church  
Sevenoaks United Reformed Church  
Vine Evangelical Church

The following church councils have endorsed the application but have not yet agreed to become members of the proposed Sevenoaks Christian Educational Trust:

Hope Church, Sevenoaks  
London Road Evangelical Church, Knockholt  
Otford Methodist Church  
St George's, Weald  
St Lawrence, Seal Chart  
St Mary's, Kippington  
St Mary's, Platt  
St Mary's, Riverhead  
St Nicholas, Sevenoaks  
St Peter and St Paul, Shoreham  
Vine Baptist Church, Sevenoaks  
West Kingsdown Baptist Church

Many of the churches in the second table will consider membership of the proposed educational trust over the next few months. Two that have already considered it have said that they do not wish to make this extra commitment.

The governance structure is summarised in Figure F1:

# Governance Structure: Sevenoaks Christian School



'Education for life, in all its fullness'

Christian • High Achieving • Local • Disciplined • Nurturing • Serving

At the top of the structure is 'Sevenoaks Churches Educational Trust': a company limited by guarantee whose Members are the churches which support the school. Churches could be corporate members if that is possible in their constitutions; or could be individual church leaders where it is not possible for the church to be a corporate member. The Members of this company will elect Directors to run the company, which should not be a burdensome role.

Sevenoaks Churches Educational Trust (SCET) will be the Sole Corporate Member of Sevenoaks Christian School Academy Trust. If the Secretary of State required there to be three Members of the Academy Trust we would add the Chair of the Academy Trust and the Chair of Sevenoaks Churches Educational Trust.

The constitution of SCET and, if possible, the Academy Trust, will include the founding ethos of the school. It would require a super-majority of the Members – perhaps 80% - to change this.

The Member or Members of the Academy Trust will appoint the Governors/Trustees/Directors of the Academy Trust. We anticipate that there should be 8 appointed Governors, two elected parent Governors, two staff Governors and the Principal, as well as a Governor appointed by the Secretary of State if required.

The Governors will be responsible for the policies and strategy of the school. They will be accountable to the Trust Member(s), including SCET, and to parents for their success in achieving the desired results. The Governors will agree an annual set of objectives with the Principal and will delegate to the Principal and the Senior Leadership Team the day-to-day running of the school. The Principal will provide regular reports on progress to the Governing Body.

The Governors of the school will provide a comprehensive Annual Report and Statement of Accounts to parents and to the Member(s) of the Trust. SCET will consider this Report at its AGM.

In addition we propose to set up an Educational Advisory Board for the school. This will be a group of senior and very experienced teachers and academics who will act as a resource for the Senior Leadership Team.

## Implementation of the proposed structure

Thus far we have set up a Company Limited by Guarantee with the standard DfE Memorandum and Articles of Association. The Members and Directors of this company are the five members of the Steering Group who are introduced in Section F3.1 above. At the appropriate time during pre-opening, if we are successful with this application, we will set up Sevenoaks Churches Educational Trust. As noted above, 11 of our supporting churches have already agreed in principle to become members of SCET, and more are to consider this over the coming months. We are therefore confident that it will be possible to set up the Trust on the basis proposed above.

Once SCET is set up we plan to change the governing documents of our Academy Trust, given the approval of the Department, to reflect a change in the Trust's membership from five individual members to one Corporate Member: SCET. SCET will then be able to decide who should be the future Directors/Governors of the Academy. We assume that for reasons of continuity they will wish most if not all of the current Directors to continue in this role but will also want to add additional expertise as described above in Section F5.5.

## F6.2: Roles and Responsibilities

In summary, the role of the Principal is to run the school within the delegated authority provided by the Governors. The most important roles of the Principal in our school for the first 5 years will be to:

- Recruit and develop an outstanding team of Senior Leaders and other teachers
- Plan the curriculum and ensure that it is delivered in a way that ensures the highest educational outcomes
- Develop and implement the Christian ethos of the school
- Be a very active recruiter of children to attend the school.

These roles are in addition to the other important roles of developing policies and targets, designing and implementing new structures and processes, managing the day-to-day life of the school and being a visible and accessible leader for staff and pupils.

## Senior Leadership Team

This section describes the role of the Senior Leadership Team, which includes and is chaired by the Principal.

We expect there to be a Genuine Occupational Requirement that the Principal, and certain other members of the Senior Leadership Team such as the Chaplain, should be practising Christians. Expressed in terms of our 6 key aims, the Senior Leaders' responsibilities will include the following:

- **Christian:** The Senior Leadership team will have a visible role in the spiritual life of the school. This includes leading collective worship; praying for the school and the surrounding community; and ensuring that all teachers, irrespective of their faith position, understand how the school's Christian distinctiveness is put into effect in every aspect of the life of the school.
- **High-achieving:** Senior Leaders will be responsible for ensuring that every child achieves their full potential in every area. Please refer to the delineation of responsibility in F4 where this is explored in more detail.
- **Local:** Senior Leaders will be active as ambassadors for the school in the local community, in building strong relationships with local churches and feeder primary schools and in fostering effective links between home and school.
- **Disciplined:** Senior Leaders will develop, implement and regularly review the school's discipline policies so as to ensure that the school is a peaceful and well-ordered environment for teaching, learning and other activities.
- **Nurturing:** Senior Leaders will be responsible for ensuring that every child is given the care and support they need to be happy in school and to develop their God-given gifts and talents. The Assistant Head/Chaplain will have a key role here, but it is also a shared responsibility of the whole Senior Leadership Team.

**Serving:** We want the whole school community, including pupils' families, to be involved in works of service. The Senior Leaders will set the tone by their attitude and their commitment to this key part of our ethos.

## Educational Advisory Board

The role of the Advisory Board is to provide support to the Senior Leadership Team on any educational matter, including the development of the school's distinctively Christian approach to teaching and learning. The Board will not have any formal authority in the school and will act only at the request of the Principal or the Governing Body.

We have already approached a number of people who might be suitable to serve on this Board. Thus far the following people have said that in principle they would be willing to serve in this capacity:

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

We would aim to set up the Board as soon as our Principal designate has been appointed. However individual members may be able to assist in advance of this: for example [REDACTED] was until recently a Principal Consultant with recruiting firm Perrett Laver advising on the appointment of head teachers and other senior educationalists.

## Governors

We aspire to meet the 15 'key characteristics of effective governing bodies' set out in the Ofsted Report: 'School Governance – learning from the best'. In particular we believe that we are well placed to:

- achieve positive relationships between the governors and the Principal because of the shared values and aspirations of the Principal and the governors
- to gain first-hand knowledge about the life of the school because governors will be local and will be involved in collective worship and in 'serving' activities
- to have good induction processes because we are committed to train all governors within 6 months of their appointment.

The core role of the Governors in our school will be to set strategic direction in consultation with the Principal, provide advice and support to management, and to hold management to account. They must be close enough to the school to know it well, but not so close that they lose perspective or start to become involved in matters which should be the concern of the Senior Leadership Team. We will ensure that all Governors attend training courses within 6 months of their appointment. There are excellent courses available from both secular and Christian organisations. The Educational Advisory Board may also have a role to play here.

In addition to their core role we will expect Governors to become personally involved in fulfilling the school's ethos. Thus, for example, if they are Christians they will periodically attend Worship; they will assist the Senior Leadership in representing the school in the local community; and they will be expected to become visibly involved in serving both inside and outside the school.

## Member(s) of the Academy Trust

The Members of the Trust are, under the DfE standard documents, ultimately responsible for its successful operation. They discharge this obligation by appointing governors and approving the report and accounts. In practice, if the Department agrees to our suggestion of a single Corporate Member which is Sevenoaks Churches Educational Trust (SCET), then that Corporate Member will appoint governors and approve the report and accounts. The Corporate Member will decide how to exercise its responsibilities within the framework of the Sevenoaks Churches Educational Trust, which is described next.

## Members and Directors of Sevenoaks Churches Educational Trust

As noted above, in practice it will be the Members of Sevenoaks Churches Educational Trust (SCET) which decide how its sole Corporate Membership should exercise overall responsibility for the successful operation of the Academy Trust. We anticipate that the Members of SCET will meet annually at an AGM, at which the Report and Accounts will be received; Directors of SCET will be elected; and Directors/Governors of the school will also be elected. In addition, during the year information will be provided to Members of SCET on a termly basis; in between times the Directors of SCET can act if they need to. The Directors of SCET will be different from the Directors/Governors of the Academy Trust so as to ensure that roles and responsibilities are clear and distinct.

We expect that the Principal and the Governors of the Academy Trust will attend the AGM each year and give a presentation about the school. This meeting will be open to members of the public but only the Members will be entitled to vote. In addition to these important formal mechanisms we plan that there should be many informal mechanisms through which Member Churches will stay involved with the life of the school. For example:

- A periodic letter from the Principal to each Member Church with topics on which s/he would appreciate prayer
- Involvement of Ministers in leading collective worship
- Involvement of church members in the parents' prayer group and Christian Union for pupils
- Joint involvement of the Churches and the School in Wednesday afternoon community activities
- Volunteering from Church members in the life of the school, for example in helping with running clubs and societies



### F6.3: Ensuring independence

We will ensure that all those involved in our governance structure are free of conflicts of interest by:

1. Developing and implementing a clear policy regarding conflicts of interest. This will define the term, give guidance as to when conflicts should be disclosed, and state what should happen (eg teacher-governors to leave a meeting when salary reviews are under discussion).
2. Training all involved in the process in our policies in this area.
3. Having appropriate separation of roles, so that, for example, the directors of SCET are not also Governors of the school.

## Section G: Initial costs and financial viability

The financial spreadsheets required for this section are included in Annex G (without page numbers)

## Section H: Premises

This section is set out as follows:

H1: Requirements

H2: Preferred option

H3: Alternative long-term options

### H1: Requirements

In looking for a suitable site, our key requirements have been as follows:

- Provides value for money: our ideal site would require only a limited amount of capital.
- Local: in or near the Town Centre of Sevenoaks
- Accessible: having good transport links
- Available: can be occupied from September 2013 or, if not, there is suitable short-term accommodation nearby
- Near areas of disadvantage: it would be ideal if the school were near the areas where more disadvantaged families live (mainly North East Sevenoaks).

### H2: Preferred option

Our preferred site is currently called '██████████' because it is one of the sites currently in use by ██████████, but it is known locally as '██████████', which is how it will be described in this section.

We have selected this site as our first choice because it meets all our requirements above. It is a purpose-built school site which can be taken over and used without major up-front capital costs. It is in the right area of Sevenoaks, near to the areas of disadvantage, as shown in Figure E1.2 above. It is a very large site so in principle could be shared with its current users and therefore be available from 2013.

The [REDACTED] is currently leased during the school day by Knole Academy from Kent County Council who are the freeholders. It was formerly the site of Wildernesse School, which was one of two schools replaced by Knole Academy. Knole Academy has decided to base itself at the other site, [REDACTED] and has already mainly withdrawn from using the [REDACTED] site. [REDACTED], which operate the sports facilities for community use, have a lease on the site when it is not in use by Knole Academy. This should not provide any obstacle to its use for Sevenoaks Christian School: we would welcome a partnership with [REDACTED].

The address is:

[REDACTED]

[REDACTED]

Sevenoaks

Kent [REDACTED]

This site is very well known to Partnership for Schools: the new merged Knole Academy considered basing itself at the [REDACTED] and it was only after extensive research and costing that it was decided that the other site, [REDACTED], should be chosen. It is important to note that our proposed school is half the size of Knole Academy and does not require the very extensive Arts facilities that were proposed so we would not require a much smaller budget than was planned for Knole Academy in order to refurbish or rebuild the existing buildings.

The [REDACTED] is a very large area bounded by two main roads. It has ample parking, a large all-weather pitch, playing fields, a sports centre, and somewhat run-down buildings that formerly accommodated an 8 form entry secondary school. Our Premises team estimate that there is about 8500 sq m of space in the school buildings.

We were not permitted by Knole Academy or Kent County Council (KCC) to visit the site to inspect the facilities so we cannot provide a detailed description. However we were able to walk round the site and view it externally on a day when it was open to the public: the results of this visit are included in Annex H1. Fortunately, as noted above the site is very well known to Partnership for Schools.

We were told unofficially by KCC that there is a covenant on the site dating from the 1950s which prevents the school from being rebuilt on a different footprint; however no such covenant can be found on the title to the site. There are a number of other covenants, including one from the Big Lottery Fund to ensure that there is continuing community use of the all-weather pitches.

## Availability of the [REDACTED]

We have been told unofficially by representatives of Kent County Council that it wishes to sell the [REDACTED] for housing once Knole Academy no longer has any use for it. Given the problems of travel to local towns for secondary schooling, and the impending rapid increase in the number of children of secondary age in Sevenoaks, it may be difficult to persuade local people of the virtues of this plan.

KCC have also told us that they are looking favourably on the possibility of creating what is effectively a new grammar school in Sevenoaks, formed from annexes of two existing grammar schools – one boy's and one girl's – in Tonbridge or Tunbridge Wells. This new grammar school, if it is launched, will provide no additional secondary places to accommodate the rising demand in Sevenoaks: it will simply reduce travel for some of the 220 pupils a year who currently commute to grammar schools outside Sevenoaks. And it will not make provision for the 55% of children who do not go to grammar school. KCC have unofficially told us that they have an alternative site for the proposed grammar school, but we do not know which site they have in mind.

If this site was not for any reason available we believe that it would be possible for the new grammar school and our school to share the [REDACTED]: a school architect from our premises team believes that there is ample room for both schools.

Knole Academy have told us that they have a lease on the [REDACTED] until 2015, although they are currently planning to withdraw from it in the summer of 2014 by which time their building project should have been completed. We have met on three occasions with the Principal of Knole Academy to discuss our proposals. We have emphasised the differences between the two schools and our desire to work in partnership wherever possible, eg in 6th Form provision. At this stage the position of Knole Academy's Governing Body and Principal has been to oppose our application but we hope that this would change if this application were to be successful.

We have spoken to the Academy about the possibility of sharing the site during 2013/14 given the fact that they use the buildings very little, that we will have only 120 pupils, and that the site is very large. They have thus far said that they are not willing to consider this. We are hopeful that if this application is successful it would be possible for the Department for Education to broker a compromise so that we could occupy temporary or permanent accommodation on the site from September 2013. Alternatively the school could start out at a temporary location as suggested below.

## Temporary location

We have identified a site half a mile from the [REDACTED] which would be suitable as a temporary location: [REDACTED], [REDACTED]. Its address is: [REDACTED], [REDACTED], [REDACTED], Sevenoaks, [REDACTED].

[REDACTED] is a self-contained school building that can accommodate at least 150 children. In addition there are other buildings nearby on a 40 acre site. The school is under severe pressure and has a very limited number of learners. We have had initial discussion with [REDACTED]. They are reviewing their position as a school from July 2013 and are open to further discussion about us renting their site on a

temporary basis. We think we could run our school there for one or two years without major building work being necessary. As noted below, it might also provide a suitable long term site.

[REDACTED] has sports and other facilities, it is in a good location just off the A25 and has good parking. It has good, modern accommodation which is ready to be occupied subject to the agreement of its owners. There is 1500 sq metres of space in [REDACTED].

## H3: Alternative long-term options

Our premises team has carried out a number of searches of publicly available information and made informal enquiries to estate agents; however no obvious alternative long-term options have been found. Two possibilities remain:

- [REDACTED], the site described above, though this would require a redevelopment of the site
- The site that KCC has in mind for the grammar school, if the grammar school does not proceed.

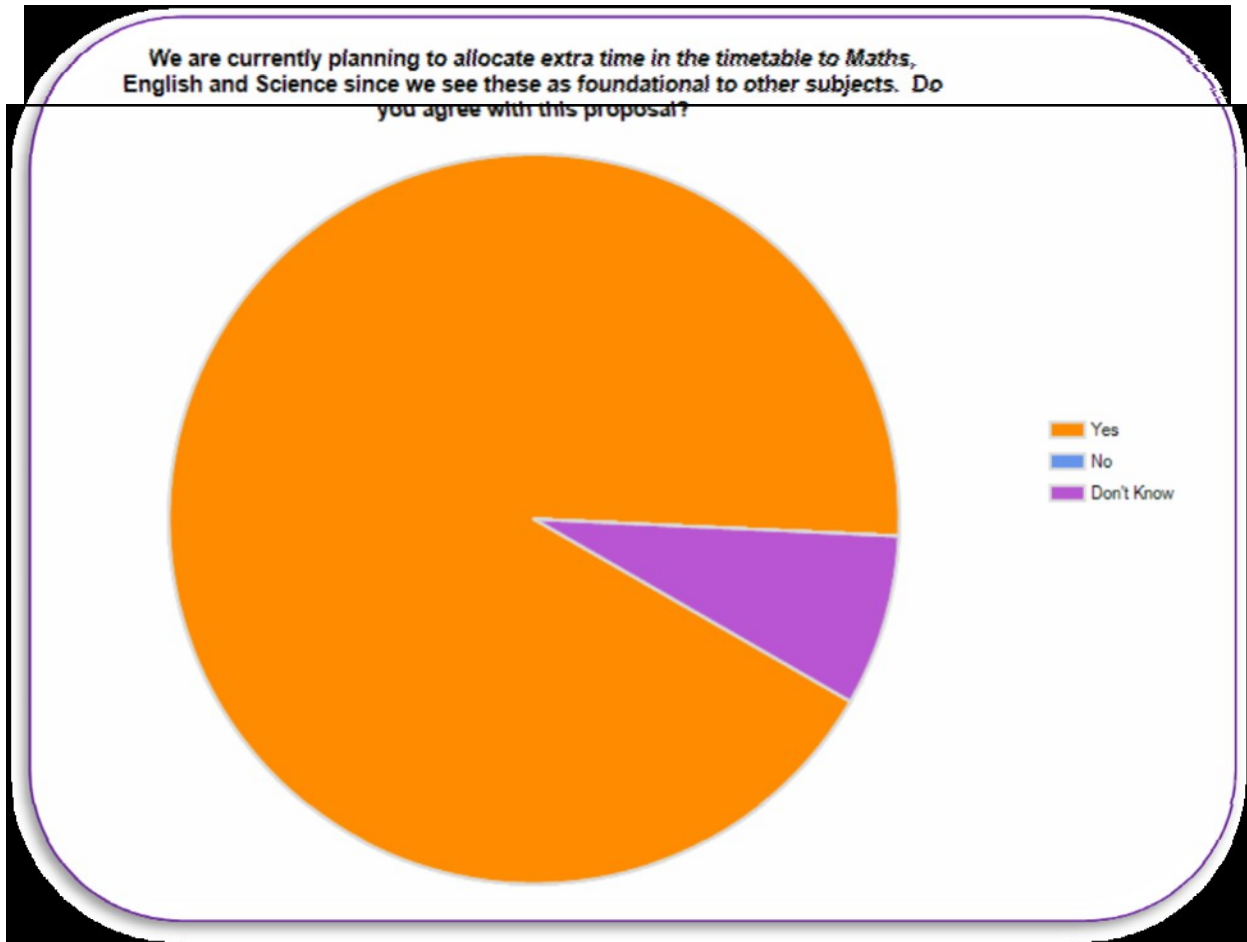
## Annexes

### Annex D1: Curriculum survey responses

The curriculum survey ran during January and February 2012, and was publicised by emails, on our website, at presentation evenings in primary schools, and by word of mouth.

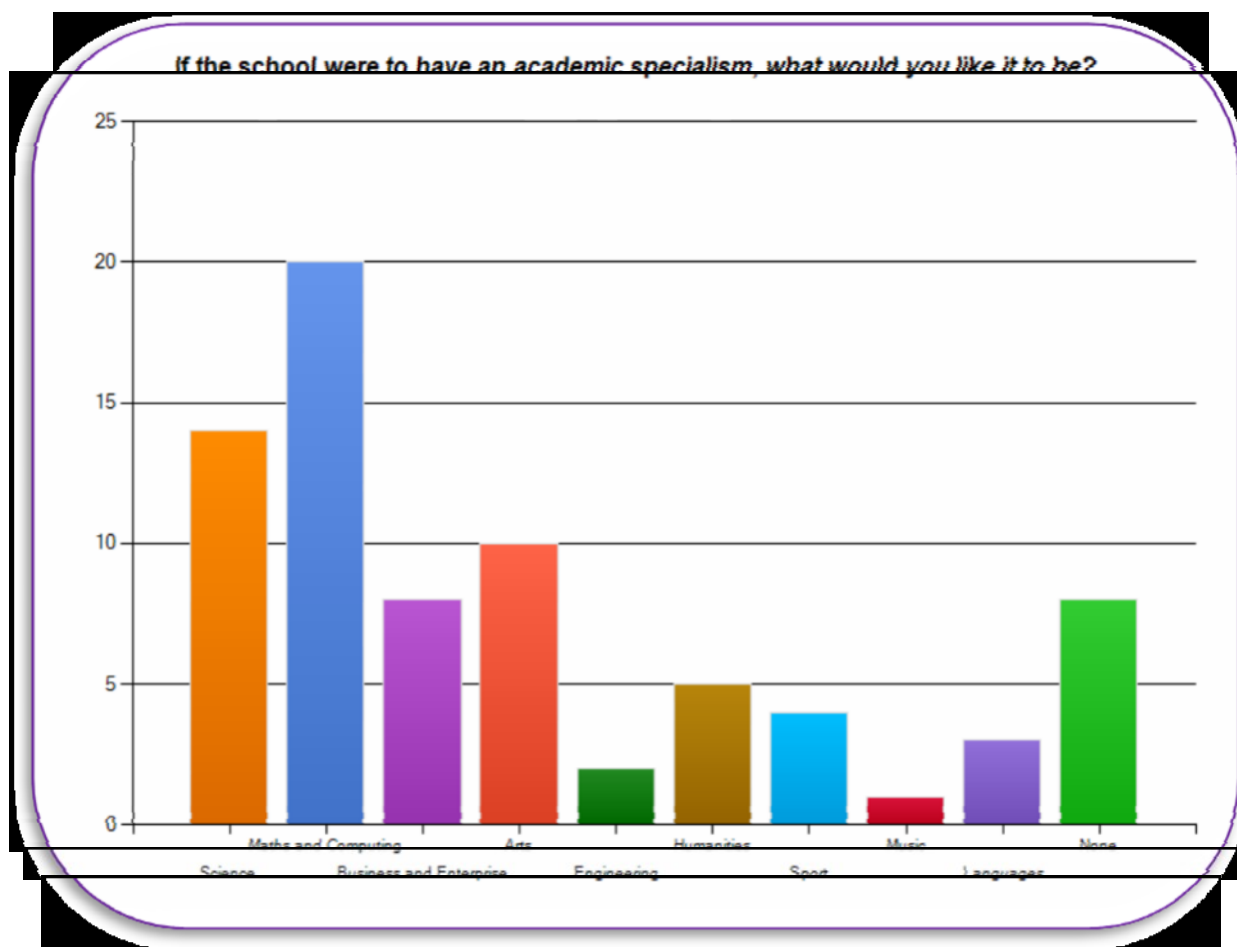
We received 79 responses, with details as follows:

#### Question 1:



We have responded to this by keeping the time allocated to Science, Maths and English to 17% in Key Stage 3.

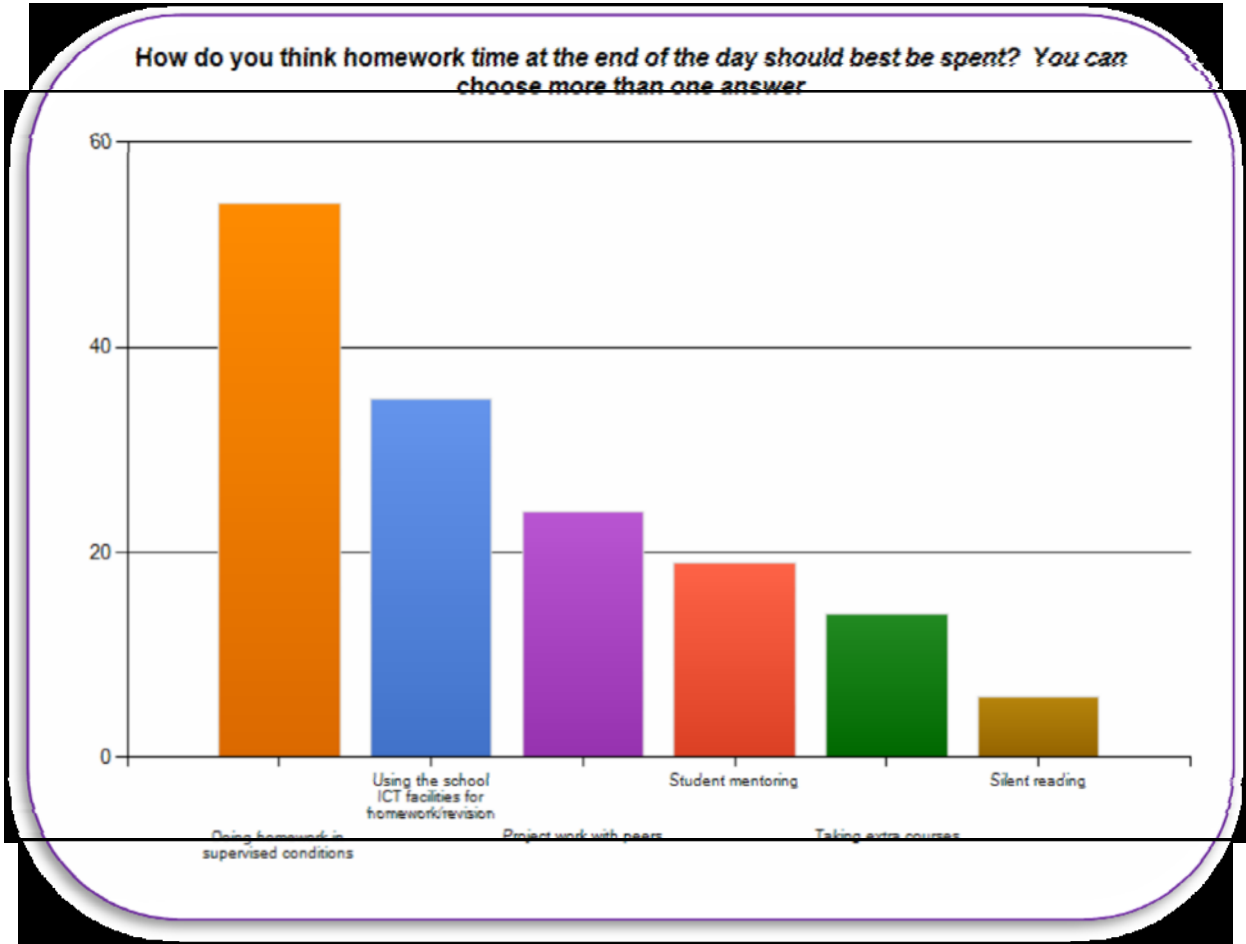
Question 2:



At this stage we are not proposing to have a specialism, but it is clear from these figures that if this were to be considered at a later date Maths and Computing would be popular with parents. This would also complement the specialisms of Knole Academy: Expressive Arts and Modern Languages.

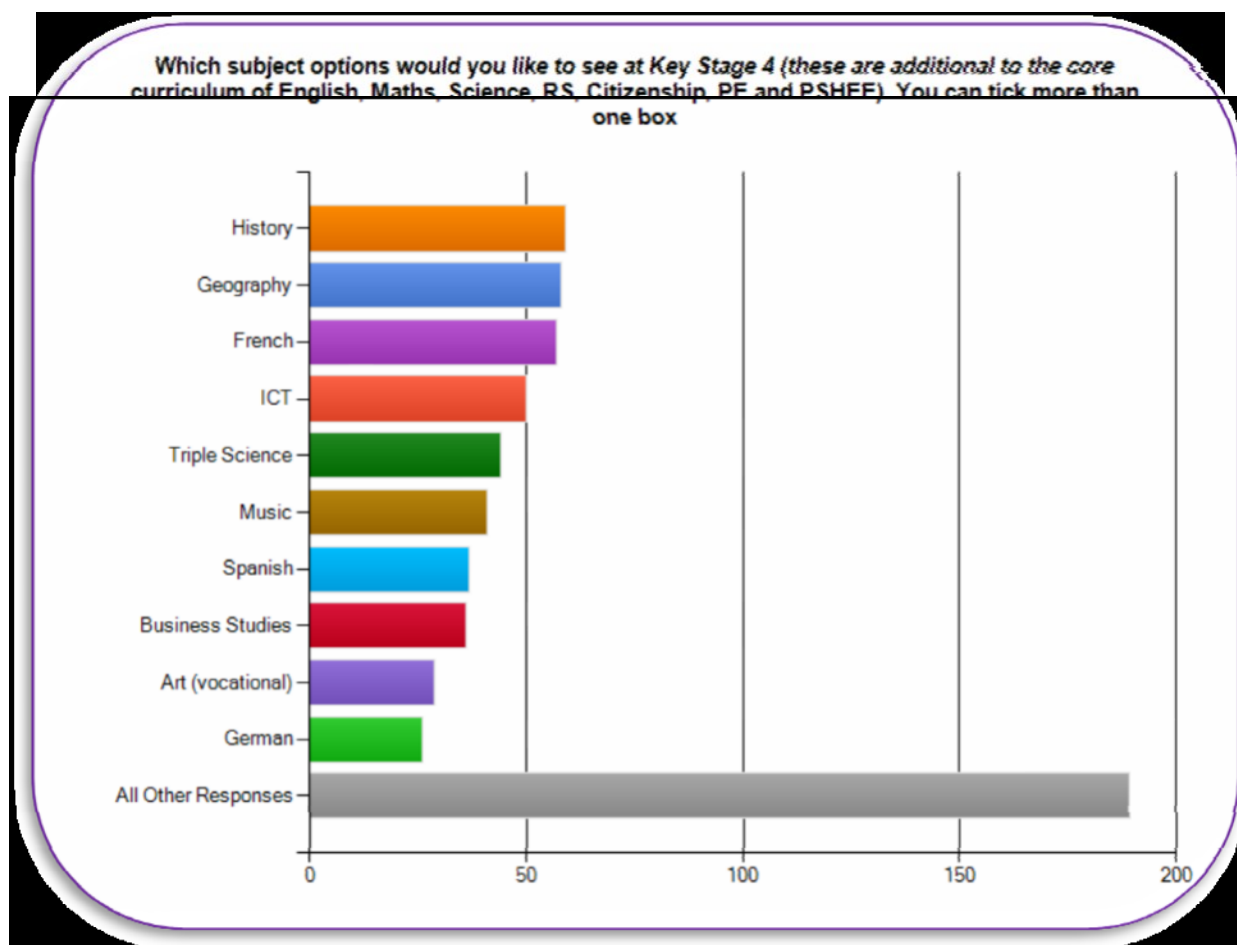


Question 3:



This is discussed in section D2.1.

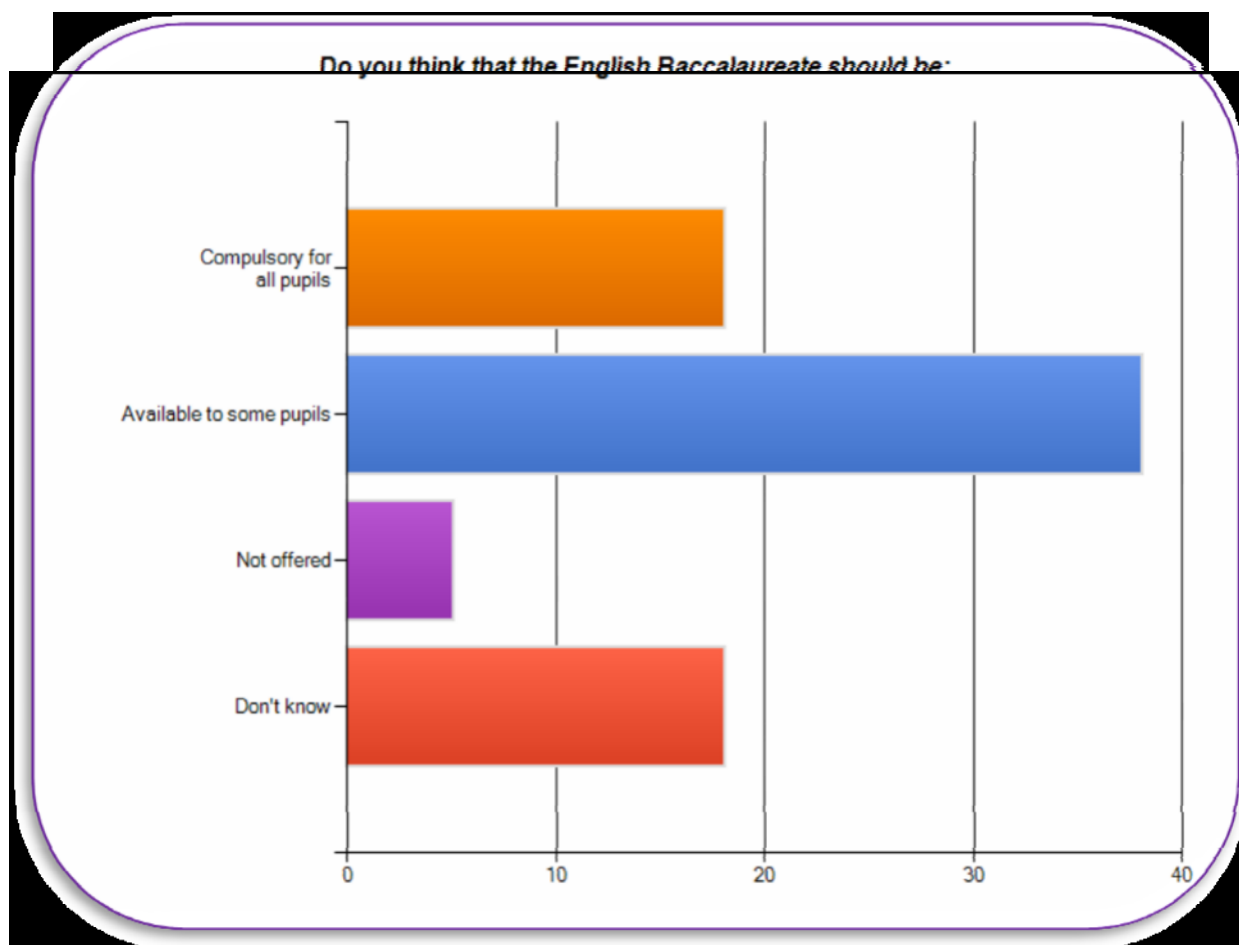
## Question 4:



This confirms that we are offering a KS4 options package which is in line with parental aspirations. "Other" responses were as follows ( it would seem that it was not clear to some that Science in the option block meant upgrading from double Science in the core block to triple Science by selecting Science in the option block):

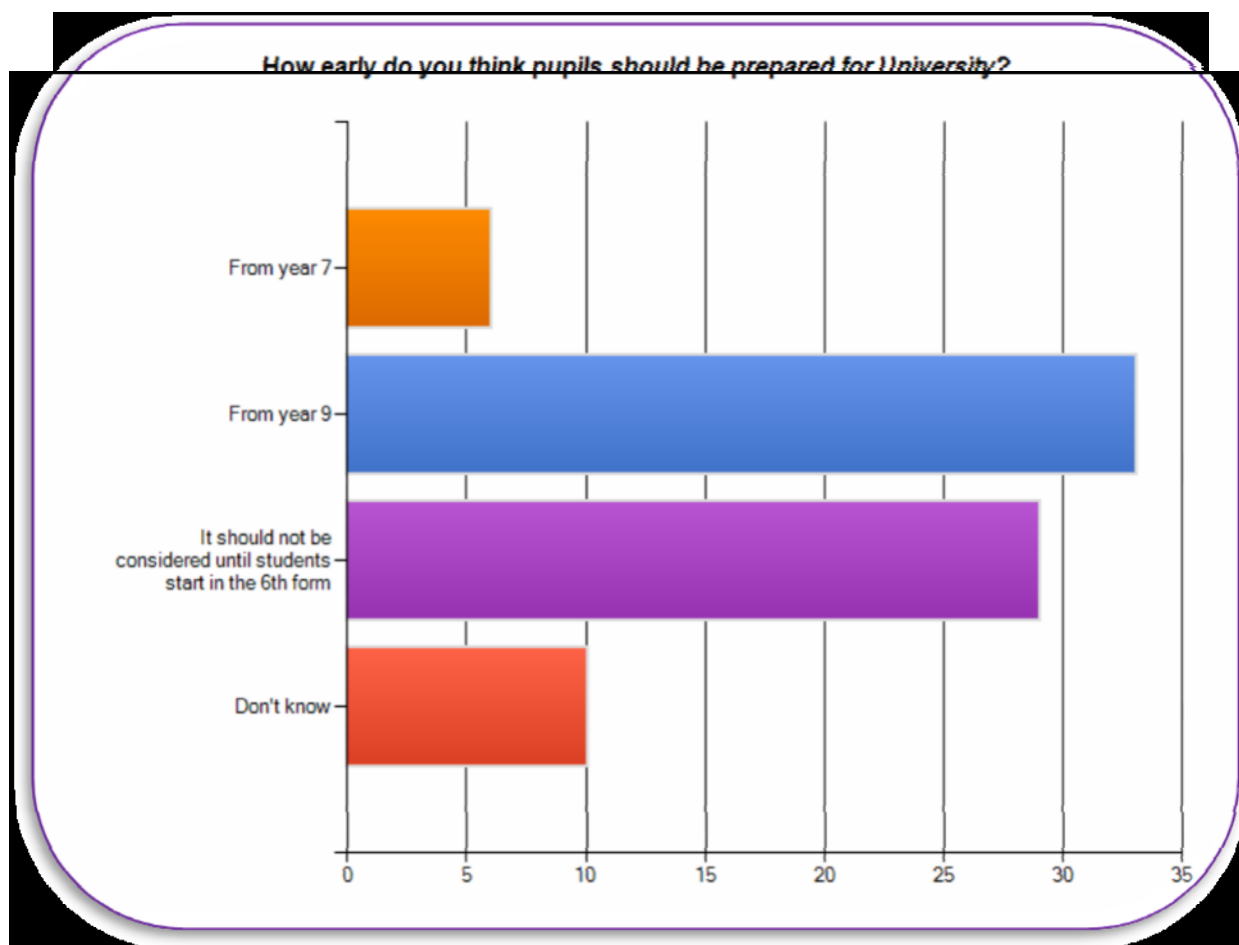
- Latin, art, (biology, chemistry physics rather than science), economics, woodwork?, cookery, Art GCSE
- LATIN
- By triple science do you mean individual sciences? Certain careers require individual sciences at GCSE so the school should offer the option of individual science GCSEs in all three sciences. My daughter is really enjoying study Latin. I would not say Latin is a priority but it might be nice to offer as an option
- photography (included in Art subject)
- Classics
- A range of KS4 courses and something others schools don't - such as Horticulture with Hadlow
- BTech in Engineering, photography

## Question 5:



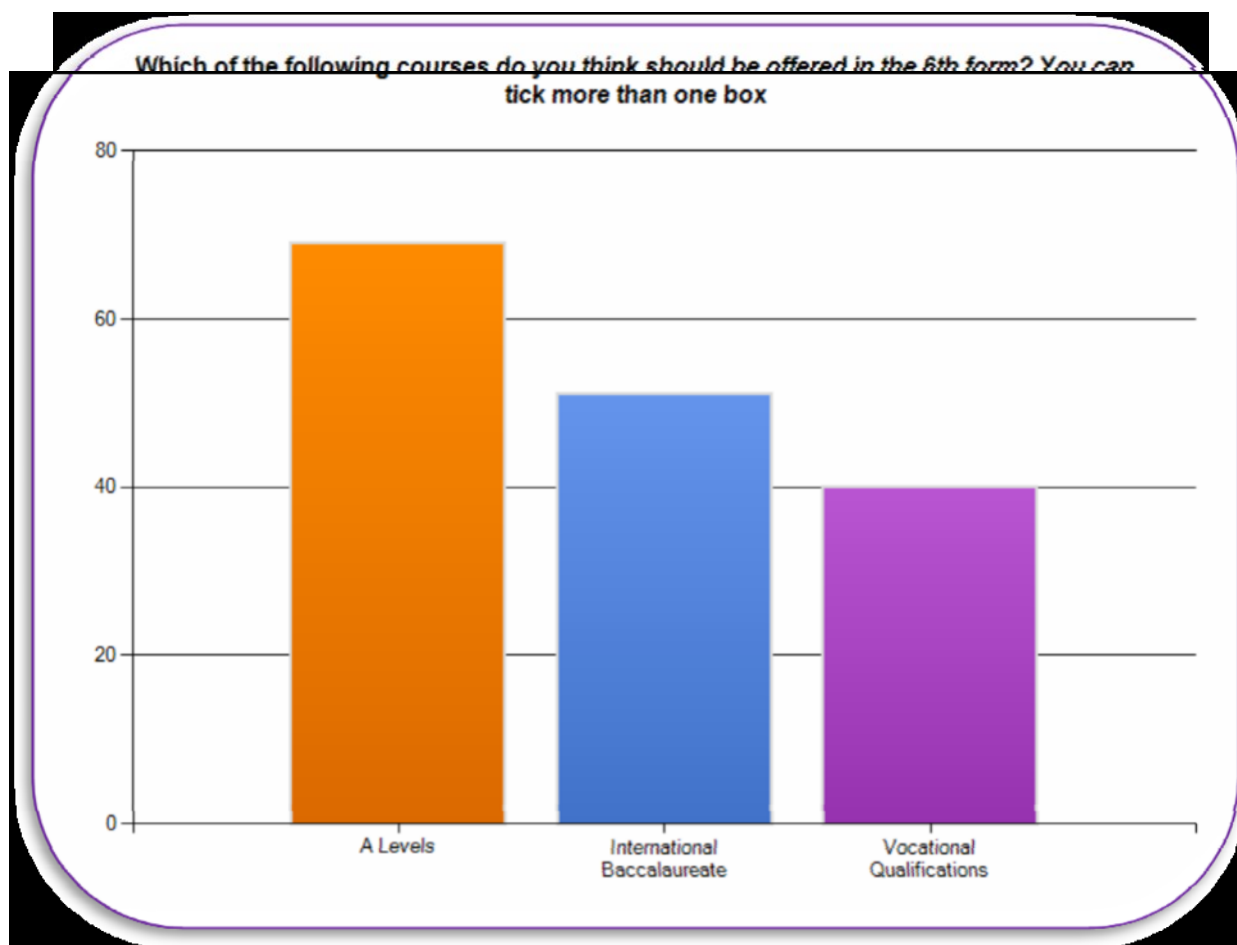
We have made it clear in the application that all students would be encouraged to take the English Baccalaureate, which would be available to all, and the above data confirms this decision.

## Question 6:



This question was asked to have an initial gauge as to how parents felt about university. We would aim to develop high aspirations for our students from the outset, however would plan to undertake widening participation activities from students from areas of deprivation or from families with no history of further education.

## Question 7:



Whilst this shows considerable interest in the International Baccalaureate, it does confirm our decision to offer a curriculum that is mostly A Levels in the 6<sup>th</sup> form. The advice we have had to date would question the feasibility of our capacity for delivering the International Baccalaureate, and the appropriateness of this to our students, so this remains a consideration for further consultation.

### Question 8:

“If any of the children who you are considering sending to the school have special educational needs or are gifted and talented, please give details below.”

- Both boys have some form of dylexia, but are very good at practical things.
- My son has an ASD
- My son has been diagnosed with ASD and is in Year 1 and my daughter has ADHD and is in Year 4. We would like to send both children to the proposed school.
- I have a year 5 dyslexic son!
- I have a son in year 4 who is very artistic and passionate about drawing. He can draw with fantastic detail and perspective for his age.
- we just want a core of good maths, english including literature and science which is lacking at the moment. Core subjects not dance or sport.
- One talented child to be sent to this school.
- Our eldest child shows an aptitude for maths which might be considered gifted although the school will not confirm whether he is on their gifted and talented list or not. He is the youngest in his year, yet top of his class at maths, and capable of working at a level higher than most of his classmates.
- I have a son with dyspraxia, and Asperger's.  
I also have a 5 year old who is great at maths and can already read.
- asd
- dyslexia
- Our child has Asperger's Syndrome
- I have twins in year 4. One is gifted in all areas, she's working towards Sats levels 4bs and 5cs. The other one is very bright(not sure if gifted)... she's now working towards sats level 4Cs and 4Bs.
- Dyslexia

### Question 9:

“Last question! Do you have any other thoughts about the curriculum that we should offer?”

- Latin.
- Lots of Clubs, lunch time and after school.
- To me the curriculum is roughly the same in any school. But what is important is having the correct staff to teach these subjects. In so many schools the staff are either off sick for weeks on end or are brought in from abroad and they do not even speak English.
- it is very important that this is launched as an academic school for it to appeal to us and other parents in the Sevenoaks area.

We trust that there would be high calibre teachers and that there would be a top stream which would appeal to grammar students

We have an older child at Bennett Memorial - so the Christian School would have to have expectations of pass rates equal to that of Bennett Memorial for us to consider it.

If the school were to include vocational subjects we believe that these should be offered where possible as GCSE subjects rather than a BTec qualification.

- Challenging. Not too many exams
- I am keen not to have a specialism as it does not cater so well for all-rounders . An arts specialism puts off children who are scientific and vice versa. I would like to see the traditional A level subjects as these will be accessible to most pupils. The IB could be offered as an extra. I do not think non traditional subjects such as Media Studies and Food add anything at GCSE or A level. They can be down later. Similarly the inclusion of vocational subject may deter parents of bright children. I would prefer to do the traditional subjects really well and include plenty of art music and sports to balance the education, rather than diluting the excellence with extra subjects for which an interest could be developed out of school.
- I am just hoping as I do not want my daughter to travel to Tonbridge for a secondary school and that we live in Kemsing, that I would be able to get her in to this school (she is in Year 5 at Amherst now). It would be ideal in so many ways and be beneficial to us. Good luck
- Bring the curriculum 'alive' as much a possible and work in partnership with parents.
- I think a wide range of subjects should be offered to give all children a chance to find out what they're good at, shine & build confidence, whether they are traditionally academic or not

- I am favour of focussing on English and Maths particularly in key stage 3, but don't see that science should be more important than, say, languages or music. The quality of the teaching is more important than extra time given to it. Also, I think vocational education is more important in key stage 5
- offer as wide a curriculum as possible. If not possible inside the curriculum expose the children to as many school activities as possible - a little of a lot - gives them better understanding of future life choices
- ICT is now becoming a major part of our working and personal lives this should be a large focus, all working towards Engineering etc where the job market is.
- my boys are fed up with only sport or art and drama specialisms. Just because you do not qualify for grammar school does not mean you do not have an interest in e.g. science or humanities etc.
- Re my answer to Qu.7, I ticked both A levels and IB. However, I imagine that only one of these would be possible, from the point of view of teachers and curriculum training/text books etc? i imagine that not many parents in Sevenoaks know enough about the IB to either choose it outright or rule it out. Any chance you could tell us more about it/"sell" it to us? Thank you!
- No.
- I would like to see an emphasis on academic subjects and qualifications at the end of Key Stage 4, rather than "non-academic" or vocational qualifications which I understand are well covered by Knole Academy. Offering academic and vocational qualifications at Sixth Form however, would benefit all existing pupils.
- Plenty of sports as well please.
- I think the sound of your mixed model sounds excellent, making the most of the flexibility of a free school and knowing the children well to tailor their personal timetable. Community service also an excellent idea - well done!
- Curriculum teaching methods need to be varied to accommodate all learning styles in order to each child to achieve their maximum potential.
- I would like to see as this is a Christian school, Christianity/RE being given a regular feature in the curriculum and be considered just as important as the other subjects,
- It should be broad and academic. Just because children haven't passed the eleven plus it doesn't mean they shouldn't have the opportunity to study academic subjects.
- My experience of teaching at Dartford Grammar is that the International Baccalaureate is very time intensive for sixth form students and should only really be encouraged if you have high calibre (grammar?) students. Also, if students want to study certain disciplines like Medicine, A-levels are preferred by Universities.



Regarding preparation for University, did you mean emotionally? Speaking as a secondary school teacher, most students are quite immature at Year 9. They are much more receptive to life beyond school once they hit Year 11. If you meant academic preparation then I would say prepare from Year 10. While a 3 year period to study GCSEs gives more time to get the qualification, I would say that most Year 8/9 students are not emotionally ready to make choices that go on to affect their future careers.

- I haven't left any tick by the Baccalaureate questions, only because I don't understand enough about it!
- the curriculum should give the children as broad an education as possible before they specialise, keep pressure to a minimum and produce happy children.
- It must be a curriculum that can meet all needs of students, with some doing additional courses and others consolidating on core subjects at school to move on later.
- As wide and creative as possible, not being restricted to 5 days of 5 lessons - think outside the box for each year group!

## Annex E1: Instruments for assessing demand

On the following pages we reproduce the two leaflets and the two paper forms that we used to assess demand for our school. In each case the first version is the one used initially, without the 'First Choice' question; and the second is the revised version.

The text of these leaflets is set out in Section E1.1.

[REDACTED]  
[REDACTED]  
[REDACTED]



### Parents' Petition

*(note: giving your information on this form does not constitute an application to send your child to this school)*



We would include this school in our choices for Secondary education for our child if we could. We understand that the school would be an 11 to 18 non-selective school with a Christian ethos for boys and girls in the Sevenoaks area. I give permission for my details to be stored on a database and for my child's age and postcode, but no other details, to be passed to the Department for Education in order to demonstrate demand for this new school.

Signature and Name	Address and Postcode	School Year of Child(ren) eg Yrs 2 and 4	Primary school your child(ren) attend	Email Address	Tick to get email news

Sevenoaks Christian School Association is registered with the Information Commissioner to hold personal data. We will not pass on your details to any third party except as noted above.  
Office Use- Location:

### Parents' Petition



We are collecting signatures to measure support for a new secondary school in the Sevenoaks area. We may share your postcode and children's school year – but no other information – with the Dept for Education to demonstrate demand from parents. Our school would be a high-achieving and nurturing non-selective 11-18 school with a Christian ethos for boys and girls. We will expect the best from all and help them to flourish through a rigorous but personalised approach which recognises everyone's gifts and talents. Students will be encouraged to serve others in the school and the local community. Parents and others will be active in the life of the school. Everything in the school will be based on Christian values, from discipline to teaching and learning.

Please complete the form below. It would greatly help to make the case for this school if you were able to tick the '1st Choice' box.

Signature and Name	Address and Postcode	Current School Year of Child(ren) eg Yrs 2 and 4	Primary School your child(ren) attend	Email Address (thank you for writing legibly)	Tick if this school would be your '1st choice'	Tick to get email news

Sevenoaks Christian School Association is registered with the Information Commissioner to hold personal data. We will not pass on your details to any third party except as noted above.  
Office Use: Location:

## Annex E2: Written feedback on our proposals

"My son would particularly like a mixed school as he doesn't have any sisters. He loves Sevenoaks and wants to go to a school as close as possible, so he will have local friends and can cycle too - good for the environment and good for him.

[REDACTED],

*Sevenoaks*

Even though we live in Sevenoaks, my son didn't get a place at a Sevenoaks Primary school and had to wait for over a year until a space came up This was very stressful for him. So I 'm hoping when it comes to secondary schools , if the Christian school opens there will be more secondary places for all the children of Sevenoaks.

[REDACTED],

[REDACTED],

*Sevenoaks*

"It sounds very positive and as we are practising Christians this is a school we would be very interested in sending our children to."

[REDACTED],

*Hever*

"I have twins in year 5. So I would need 2 places. I have been looking for a school with this criteria and am excited about the prospect of this school."

[REDACTED],

*St*

Having struggled to even get my daughter a grammar school place after passing 11+, I welcome this for my son in years."

[REDACTED],

*Sevenoaks*

Fantastic news for Sevenoaks. It is unacceptable to not have another secondary school in Sevenoaks and so many children travelling to Tunbridge Wells, Maidstone etc. I attended Bennett and it would be lovely to have another similar school."

[REDACTED],

*Hildenborough.*

"I already have one son in Year 10 at Bennett (who got in at Year 8 on appeal) so a local faith school would be a superb option."

[REDACTED],

*Weald.*

"It would really put my mind at rest to know that my son will be able to attend a good local secondary school with a strong Christian ethos."

[REDACTED],  
*Ightham.*

"As a teacher I think it is amazing Sevenoaks hasn't got a Christian secondary school - expecting pupils from Sevenoaks and the surrounding area to travel to Tunbridge Wells is awful and unnecessary."

[REDACTED]

"As grandparents of a prospective student at the new school, we fully support the proposal. When living in Sevenoaks ourselves, we had two sons travelling out of the area, and suffered expense and disadvantage with out of hours activities for the boys and ourselves as parents."

"A school with a Christian Ethos is foremost in our choice of secondary education for our children. Currently our older child has to make a 45 minute bus ride each way to attend her nearest faith school. Her friends are not local and so that impacts on our home life too. She is not able to attend after school clubs as the school bus does not run at a convenient time.

We are really excited that there is a proposal to start up Sevenoaks Christian School as we believe it will have a huge positive impact on our family life and on the wider community in general. We have also been very impressed with the proposal to allow the children to be involved with community projects on a weekly basis.

We have attended the road shows and have been most impressed by the team's vision for this school. We feel confident that our child will be a valued member of this new school and will benefit both academically and as an individual. Secondary school is a place where children become young adults, and as parents we feel confident that this proposed school would provide the nurturing and academic environment for them to do so".

██████████,  
*Sevenoaks*

"When I asked my nine-year old son if he could give his own answers to the questions from SCS's online poll as to what local people saw as most important in the proposed Sevenoaks Christian School, 'a caring environment' came top of his wish-list.

Nurturing the *whole* child in its formative years – mind, body and spirit; training a young person in the Christian values of looking outwards to serve the community as well as striving for academic excellence and achieving one's own potential; providing desperately needed *local* state school places for those in the Sevenoaks area, so that children can spend key time with family and have energy for their own interests and hobbies – these are all goals of the proposed SCS which I wholeheartedly support and very much hope to see fulfilled in time for my own children's secondary education.

Attending the launch event at the Stag and a local road show reassured me of the professional way the SCS team are going about all the plans for the school and how they are very much adhering to the six core values they established at the outset."

██████████,

"I heartily support the work of the team seeking to establish a Christian school to Sevenoaks. There is a pressing need in our town for such a school that seeks to offer high quality academic, sporting and artistic opportunities for children of all abilities balanced with genuine and meaningful pastoral care."

██████████,

*Sevenoaks*

"I would like to go to a school that is close to my home where my friends can also go, whether or not we pass the 11 plus".

██████████, *aged 10 from*

*Riverhead*

"For us it's important that our daughter attends a local, mixed ability school for boys and girls which it not too big, and also one that has excellent pastoral care and does not exclude non churchgoers, we strongly believe that this school will provide this for us".

██████████ *from*

*Riverhead*

"I would love a high-achieving, local school, where my daughter can walk to school, be taught Christian values in a nurturing environment with other children of all abilities".

██████████,

*Riverhead:*

"I'm hoping that I can walk to school with my friends".

██████████, *Age 8,*

*Riverhead:*

" I strongly believe that my children should be able to make up their own minds as to their own faith and shouldn't be swayed by my opinion. As a non believer I'm not able to provide my children with an adequate knowledge of Christianity to allow them to embrace the religion for themselves. By attending a faith school my children's lives will be enriched in a way that I can not provide. Even if in the future they choose a different religion or in deed none then they will have made their own informed decision and not mine.



The other benefit is that they can learn in a multi stream system that encompasses all skill levels rather than the high pressure exclusive grammar or the non expectations of a comprehensive. This allows for children to thrive as they aspire to and develop greater skill levels. Within this broader educational spectrum they would also benefit from the nurturing environment that the church schools tend to have. Christian school mentality does not breed bullying like many others do and I would never want my children to have to experience being bullied at such a crucial time in their emotional development. I feel a church school would fulfil all my child's emotional and social needs hand in hand with a well balanced education."

██████████, *Sevenoaks*

"I really want Sevenoaks Christian school to happen because I'd like to be able to walk to school on my own, and for my sisters to be at the same school as me"

██████████, *age 8, Sevenoaks*

"I love the idea of a local school which has a caring, nurturing feel with really good pastoral care, and this new school ticks all the boxes. I went to Bennett (local CofE secondary school) as a child and having the local equivalent for my children would be perfect"

██████████, *Sevenoaks*

## Annex F1: Organisation chart over the first four years





Staff

Management

Department

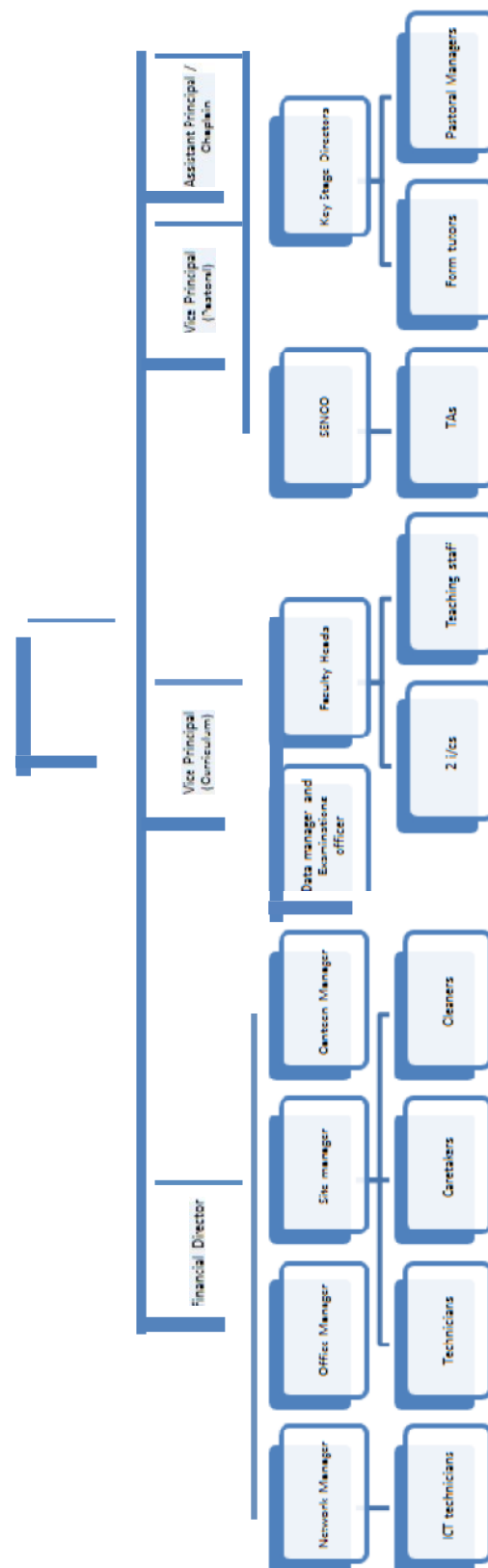
Structure

Year

2021

Staff Management Structure Year 2

Staff Management Structure Year 3





## Annex G: Financial Spreadsheets

- Financial Plan – 100% capacity
- Financial Plan Sensitivity Analysis – 90% capacity



<b>Name of Proposed School</b>	<b>Sevenoaks Christian School</b>
--------------------------------	-----------------------------------

<b>Local Authority Area</b>	<b>Kent</b>
-----------------------------	-------------

<b>Proposed Opening Date</b>	<b>September 2013</b>
------------------------------	-----------------------

<b>Age Range</b>	<b>Secondary (11-18)</b>
------------------	--------------------------

If the selected age range is  
'Other' please give the range  
here:



Please use this sheet to state all the assumptions which you have made in building up this financial plan.

**Income Reference Assumption**

1	Pupil Number	All 120 new places are filled in each year
2	Pupil Number	Pupil growth is assumed at a steady rate until the steady state is reached
3	Pupil Number	Sixth form provision assumed to follow 5th year of pupil recruitment in secondary school
4	Pupil Number	Pupils on Free School Meals is Kent and Medway Average of 8.2%, however our most local areas are 20% so we have conservatively assumed 10%
5	Pupil Number	
6	Pupil Number	
7	Pupil Number	
8	Pupil Number	



Projected Grant Funding Income for  
Sevenoaks Christian School

2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£

Primary Phase

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2013/14    2014/15    2015/16    2016/17    2017/18    2018/19    2019/20    2020/21    2021/22    2022/23    2023/24    2024/25    2025/26  
£            £            £            £            £            £            £            £            £            £            £            £

Other Income:



Other Payroll costs

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Projected Start up Grant Calculation for  
Sevenoaks Christian School

2013/14 2014/15 2015/16 2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25 2025/26 2026/27 2027/28 2028/29

Books, Materials and Equipment Grant

Projected Income & Expenditure for

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Income



	<b>Name of Proposed School</b>
--	--------------------------------

	<b>Local Authority Area Proposed Opening Date Age</b>
--	---

	<b>Range</b>
--	--------------

	<b>'Other'</b>
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If the selected age range is 'Other' please give the range here:

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**September 2013**

**Secondary (11-18)**

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**S  
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n**

Please use this sheet to state all the assumptions which you have made in building up this financial plan.

**Income Reference Assumption**

1	Number Input	90% of new places are filled in each year
2	Number Input	Pupil growth is assumed at a steady rate until the steady state is reached
3	Number Input	Sixth form provision assumed to follow 5th year of pupil recruitment in secondary school
4	Number Input	Pupils on Free School Meals is Kent and Medway Average of 8.2%, however our most local areas are 20% so we have conservatively assumed 10%
5	Number Input	Pupils on School Action / Plus is 12.5% i.e. 15 per cohort of 120
6	Number Input	Service Children Assumption is 2.5% i.e. 3 per cohort of 120 (military base at Fort Halstead)
7	Number Input	Sixth form is assumed to take 95 out first 120 cohort i.e. 80% - with 84 out of 96 i.e. 87.5% moving to the second year to a total of 180 at steady state
8	Number Input	Ready reckoner for 16-19 year olds gives a value for Kent of £3,697





Unit Values

Projected Grant Funding Income for  
Sevenoaks Christian School

Primary  
£

Secondary  
£

2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£

Primary Phase

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Other Income:

2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
£	£	£	£	£	£	£	£	£	£	£	£	£

Projected Staffing Costs for  
Sevenoaks Christian School





Projected Start up Grant Calculation for  
Sevenoaks Christian School

2013/14 2014/15 2015/16 2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25 2025/26 2026/27 2027/28 2028/29

Books, Materials and Equipment Grant





## **Annex H1: The Wildernesse site**

The following pages provide further information about this site.

**Preferred site for Christian School**

[REDACTED] site (formerly Wildernesse  
School) [REDACTED] Seal Hollow Road  
Sevenoaks, [REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

**'Education for life, in all its fullness'**

Christian • High Achieving • Local • Disciplined • Nurturing • Serving



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