

Free School Application 2012



A New Free School for Edmonton Green, London



Proposed by
Cuckoo Hall Academies Trust



Introduction

Cuckoo Hall Academies Trust (CHAT) is delighted to submit this free school application for Kingfisher Hall Primary Academy. The vision for the Academies Trust is in line with the vision of the Free Schools programme to raise standards. We seek to:

- drive up quality of provision and standards – through establishing new 'free schools' in areas of deprivation and where existing schools are underperforming;
- provide parents with greater choice about the school their child attends;
- provide an alternative to a local authority community school seeking to support innovation and having a clear focus on the quality of learning;
- share resources, expertise and provision across the family of CHAT schools ensuring value for money Academies and seeking to support the DfE to drive system-wide change; and
- be a self-sustaining and self-improving group of schools, relying far less on central government intervention and more on school leaders, teachers and parents themselves to ensure a good quality of education for all.

This proposal seeks to establish a new one form entry primary Academy in Edmonton Green: an area of deprivation and where a number of existing schools are failing to achieve their floor targets. We are seeking to establish the new Academy firstly in Cuckoo Hall and then to move the Academy to its new location after the pupils and staff have spent a year in Cuckoo Hall being inducted into the CHAT way of delivering learning. To take the bird analogy further, we see the first year as a year of the bird as being nurtured and supported in the nest and then in its second year spreading its wings and moving into its new accommodation.

Our experience with Woodpecker Hall Primary Academy showed us that the building is quite often the most difficult aspect of the whole free school application. At Woodpecker Hall Primary Academy, even though it should have been simple to have achieved a brownfield site transfer from the local authority to the Academies Trust, we have been beset with difficulties and problems all the way. Providing the free school initially with accommodation in Cuckoo Hall Academy enables the free school to open in September 2012 and provides an extra year to finalise the new accommodation.

This application is heavily focused on the quality of teaching and learning and leans on our previously submitted free school application for Woodpecker Hall Primary Academy where appropriate. We make no excuse for this as we firmly believe that what already works in Cuckoo Hall and will work in Woodpecker Hall will also work in Kingfisher Hall Primary Academy.

Whilst this application is for the Edmonton Green area we have also identified the demand for places in the North Ponders End area. We have expressions of interest from 26 children for Reception and 22 children for Nursery for a school to be established in this area and have identified a potential suitable base (in a former local authority Nursing Home) for the free school which is currently owned by the London Borough of Enfield. This is a building that is vacant and the freehold is available with sufficient space for playground and sports facilities for the free school. The demographics for this area are slightly different to Edmonton Green, although still with sizeable levels of deprivation. We would consider this as an alternative area if a suitable building for a free school cannot be found in the Edmonton Green area.

Checklist for applicants

Before submitting your application form, please ensure you have:

Established a Company Limited by Guarantee (also commonly known as an 'Academy Trust') and registered this with Companies House (not the Charity Commission) - guidance can be found at the link below ^{1 2} ;	YES
Completed ALL SECTIONS of the application and suitability and declarations forms, using the section numbering and titling consistent with the guide below:	
1. Applicant details	YES
2. Outline of the school	YES
3. Educational vision	YES
4. Educational plan	YES
5. Evidence of demand and marketing	YES
6. Organisational capacity and capability	YES
7. Premises	YES
8. Initial costs and financial viability	YES
9. Suitability and Declaration (separate downloadable form);	Sent under separate cover
Completed and attached the financial viability assessment spreadsheets (section 8); and	YES
Considered your responses against the evaluation criteria for each section.	YES

¹ <http://www.companieshouse.gov.uk/>.

² Model Memorandum and Articles of Association are available from <http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0074737/free-schools-model-funding-agreement>

Section 1: Applicant details

Details of Company Limited by Guarantee
Name: Cuckoo Hall Academies Trust
Company address: Cuckoo Hall Academy [REDACTED] Edmonton London [REDACTED]
Company registration number: 7355559
Main contact
Name: [REDACTED]
Address: Cuckoo Hall Academy [REDACTED] Edmonton London [REDACTED]
Email address: [REDACTED]
Telephone number:
Members and Directors
Please confirm the total number of (a) Company Directors – 3
Cuckoo Hall Academies Trust is currently going through a re-alignment as a result of the very recent DfE approval to our Articles of Association. As a consequence the members of CHAT currently only represent first directors and there are 7 additional directors to be appointed at the next meeting of Cuckoo Hall Academies Trust. These are the existing members of the Cuckoo Hall Academy Governing Body and the Chair of the Woodpecker Hall Primary Academy. Further details can be provided if required and suitability and declaration forms will be submitted once these have been appointed.
The local Kingfisher Hall Primary Academy Governing Body has not yet been set-up. Details of the membership of the Governing Body is provided in the organisational capacity and capability section of this application form. The Chair of the Governing Body will be appointed at the first meeting of the Kingfisher Hall Primary Academy Governing Body once this is constituted.
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: Director
Name: [REDACTED] Position: Director
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? <input checked="" type="checkbox"/> N

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

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

Declaration to be signed by a Company Director

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

Signed: [REDACTED] Print

Name: [REDACTED] Date: 27th

May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

Proposed school name:	Kingfisher Hall Primary Academy								
Age range:	3-11								
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018	
	Nursery	30	30	30	30	30	30	30	
	Reception	30	30	30	30	30	30	30	
	Year 1		30	30	30	30	30	30	
	Year 2			30	30	30	30	30	
	Year 3				30	30	30	30	
	Year 4					30	30	30	
	Year 5						30	30	
	Year 6							30	
	Year 7								
	Year 8								
	Year 9								
	Year 10								
Year 11									
Year 12									
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.									
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No religious character								
Is this an application for a single-sex school? If so, please tick the relevant box.	<p><input checked="" type="checkbox"/> N. If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls</p>								
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Enfield								

Section 3: Educational vision

The educational vision should describe why you are setting up this Free School and its defining features and ethos. This is your opportunity to tell us in your own words about the overarching vision for your school.

Information required

- Set out why you are establishing your Free School – the rationale for this age range/ curriculum offer/ location / pedagogy; and
- Identify what will make the school distinctive in its vision and ethos.

Introduction

Cuckoo Hall Academies Trust proposes to open a new Free School called Kingfisher Hall Primary Academy (KHPA) in September 2012. KHPA will be part of the Cuckoo Hall Academies Trust and will build on and reflect the outstanding practices of Cuckoo Hall Academy and Woodpecker Hall Primary Academy. We believe, in setting up Woodpecker Hall Primary Academy, that we have learnt and understood the rigours and difficulties in setting up a new free school. We are therefore confident, with our increased capacity, that we can establish a new free school more effectively and efficiently.

KHPA will be a new primary Academy for children aged 3-11yrs in Edmonton Green, Enfield, an area of north London characterised by very high levels of deprivation and disadvantage.

KHPA is proposing to be initially a 1 Form Entry primary with a Nursery of 30 part-time places, with children joining at the age of 3 years. This school will be admitting children with very high levels of disadvantage and we believe that these children will benefit from having two full years in a Nursery and then Reception class before joining Year 1 at the age of 6 years (or rising 6 years) from our experience with similar children at Cuckoo Hall Academy. Should demand exist for greater numbers (based on our experience of opening Woodpecker Hall Primary Academy) then we would be keen to expand the offering to 2 forms of entry should the building and grounds permit this expansion.

We would seek to provide the pupils of KHPA with their first year at Cuckoo Hall Academy from September 2012. In this way the pupils (and staff) become embedded in the life and culture of 'Cuckoo Hall' before they 'fly the nest' and move into their new school in September 2013. This also has the benefit that allows the free school to 'open' before it has finalised its accommodation. The financial costs in section 8 allow for the costs of transporting the pupils by coach to Cuckoo Hall Academy for the first year, along with the costs of escorts.

The aim of the Cuckoo Hall Academies Trust (CHAT) and hence KHPA is to close the attainment gap between rich and poor by raising pupils' expectations through

personalised approaches to learning. All pupils' progress will be monitored through a robust system of regular assessment and challenge. The standards of many of the schools in the Edmonton Green area are below the floor targets and the Directors of CHAT believe that the ethos and principles on which the Academy Trust was established will enable the vast majority of pupils attending KHPA regardless of their circumstances achieve level 4 in English and Maths at the end of Key Stage 2 with the expectation that many pupils will exceed the average expected level.

The curriculum will be broad and balanced with a strong emphasis on Literacy and Numeracy from the Nursery onwards. The curriculum will be planned and designed to take into account the specific needs of the pupils who will be joining KHPA so that ALL pupils make the best possible academic and personal progress.

In addition to the core subjects of English and Mathematics, Science will be taught across the school from Nursery and Reception onwards. At Kingfisher Hall Primary Academy, Science will carry significant weight as a core element of the curriculum. There will also be a clear focus on the non-core curriculum subjects that will include history, geography, art and music. The approach towards planning the curriculum will be based upon the belief that equal access to knowledge promotes excellence and fairness.

KHPA will benefit from the training school status and the links with the several Universities that Cuckoo Hall Academy established, along with the proposals for Woodpecker Hall to develop as a base for Initial Teacher Training.

The principles that will inform the school's approach

Kingfisher Hall Primary Academy (KHPA - the Free School) is being set up and managed by Cuckoo Hall Academies Trust (CHAT). It is the aim that the exceptional high quality of education that is available at the existing two Academies (Cuckoo Hall and Woodpecker Hall Primary) will be replicated at KHPA. Cuckoo Hall Academies Trust believes that the lessons it has learnt through setting up Woodpecker Hall Primary Academy enable it to replicate quickly and simply much of the process from Woodpecker Hall Primary Academy to the proposed new Kingfisher Hall Primary Academy. The Governors and senior leadership of CHAT are passionate in their belief that areas of deprivation should not have to settle for 'second best' and that deprivation does not excuse poor attainment at Key Stage 1 and 2. Many of the existing schools in Edmonton Green have less than 70% of their pupils achieving at least Key Stage 2 level 4. CHAT believes that its programme of outstanding teaching and learning can be replicated in another Academy in Enfield. In addition KHPA will also seek to have its own distinct ethos but developed in line with the Cuckoo Hall Academies Trust vision.

The overall aim of KHPA, as it was with Woodpecker Hall Primary Academy, will be to offer outstanding educational provision for children aged 3 – 11 years so that the majority of pupils will achieve at least average and a significant majority achieving above average levels by the end of Key Stage 2. With this firm foundation pupils will be given the opportunity to achieve more highly at secondary school. While this initially is likely to be a neighbouring secondary school, Cuckoo Hall Academies Trust has a long term ambition of providing secondary education for those pupils who attend CHAT primary academies in order to provide a complete all-through provision and to move completely to a 'stage not age' provision throughout a child's statutory

education.

Achieving outstanding educational provision will be fundamental to the ethos of the school as the children who will be attending KHPA live within an area with very high levels of deprivation and disadvantage. There is an increasing focus in Government Policy on closing the attainment gap between children from rich and poor families. Following on from Rowntree's investigation into poverty at the turn of the Twentieth Century, one hundred years on, the gap in educational attainment is still marked as has been acknowledged by the current Secretary of State.

KHPA will not have a specific religious character. It will be situated in an area of Enfield that has very high levels of cultural and ethnic diversity, it will therefore be a diverse school serving a local community made up of many different cultures, backgrounds and religious beliefs. The 2001 census indicated that over 18% of the population in Edmonton Green stated that they were Muslim. This number is likely to have risen significantly over the 10 year period since the 2001 census. As KHPA will serve a diverse mix of cultures we nonetheless expect that all pupils and families associated with the school will show respect and tolerance towards each other. This approach will be made clear in all its policies and information available for parents and carers.

As KHPA will serve a diverse mix of cultures we expect that all pupils and families associated with the school will show respect and tolerance not only to each other but towards upholding U.K. democratic values. These expectations will also apply to all staff and governors at the school. Our expectations will be made clear in all its policies and information available for parents, staff and governors.

The Mission Statement for KHPA will be '**Achieving Greatness Together**'.

The Vision Statement is: **For our pupils to attain and utilise the skills, knowledge and understanding required to enable them to succeed at all stages of their education and to provide them and their families with high aspirations for their future.**

Again Woodpecker Hall Primary Academy emphasised our high expectations for all children's learning and KHPA will be no different with a strong moral purpose and an ethos of warmth and respect to educate pupils attending KHPA who:

- Respect themselves and show respect to others;
- Understand the importance of learning and who will achieve their best;
- Understand the importance of making a positive contribution to the community and to society as a whole;
- Communicate well with others and show consideration to others' beliefs and points of view;
- Present themselves with confidence and pride;
- Take responsibility for their own actions; and
- Develop the ability to show compassion and give support to others.

Although we provided our vision as an example in the New Schools Network guide for free school applicants, we feel it is appropriate to repeat it again as this was developed by CHAT as part of its WHPA free school application. It is therefore still true and appropriate for KHPA.

The curriculum will be broad and balanced with a strong emphasis on Literacy and Numeracy from the Nursery onwards

Behaviour

KHPA will have very high expectations for pupils' behaviour and respect for others. A Positive Behaviour Policy will provide clear guidance on the promotion of good behaviour, including systems for rewards, incentives and the celebration of positive behaviour through assemblies and house points. When children join the Academy their parents/carers will be provided with information on the Academy's expectations for behaviour. A code of behaviour will be displayed clearly around the school in child friendly language. All staff will be responsible for implementing the behaviour policy. It is the intention that KHPA will be a caring, happy and safe place to be for all children and staff.

Discipline

Any breaches to the code of behaviour will be followed up in accordance with clear procedures described in the behaviour policy. These procedures will include sanctions that will be incremental in accordance to any breach of the code; for example, being spoken to by a member of staff, being asked to report to a senior member of staff, writing an apology, missing part (or all) of a break time etc. More serious breaches of the code, or persistent poor behaviour, will result in meetings with parents and developing an agreed monitoring programme such as a behaviour diary that is shared between home and school. There will be a zero tolerance approach towards physical and/or verbal aggression and any incidents of this kind will be followed up immediately by the Principal or senior member of staff. Parents will be contacted to come into the Academy for an urgent meeting. It is expected that exclusions will be rare, and only administered in exceptional circumstances. The Academy will have a clearly written Exclusion Policy, made available to parents on the website.

Distinctive Features

The Academy will be characterised by a number of distinctive features.

Although KHPA will be led and managed by Cuckoo Hall Academies Trust, and as such will adopt the same successful educational approaches as the outstanding Cuckoo Hall Academy, it will be distinctive from the 'sister' school. KHPA will promote the advantage of being a small school where all children will benefit from feeling part of a family. This is particularly important for children living in disadvantaged circumstances. For example, opportunities for personal attention will be higher than in larger schools, not only in promoting learning but to also provide nurture and pastoral care. Playtimes in outdoor areas will not be overwhelming for children, and there will be excellent opportunities to promote social skills at meal times where children will eat with staff in a family environment. These opportunities are essential where children often do not have these family experiences.

The organisation of Teaching and Learning will ensure that ALL pupils' progress is accelerated. Pupils will be assessed every 8 weeks for literacy and mathematics and this information will be used to place pupils into groups according to individual learning levels that may cross traditional age group settings. In this way pupils will receive focussed teaching specifically matched to their current learning levels. These groups will be organised across the school. There will also be effective deployment of

trained teaching assistants to support the delivery of the literacy and mathematics programmes. In this way pupils will be taught in groups that are significantly smaller than the average class size.

Through the effective deployment and dedicated training for teaching assistants (including one HLTA in the first year of opening) there will be a range of intervention programmes to support more vulnerable pupils, and those pupils identified with special educational needs. These programmes will include 1-1 tuition for literacy and mathematics, social skills and behaviour, expressive language development, and specialist programmes (in partnership with outside agencies where appropriate) for pupils who may have additional needs.

Teacher Training

KHPA will promote and develop the best teachers to accelerate towards leadership through a programme of dedicated training and mentoring implemented through Cuckoo Hall Academies Trust, and delivered by the existing Cuckoo Hall Academy senior leadership team. We believe that this will provide incentive and motivation for talented teachers to progress and develop more quickly, whilst also providing Cuckoo Hall Academies Trust with sustainable capacity to provide continuing and long term outstanding educational provision.

Cuckoo Hall Academies Trust is keen to explore the opportunities from becoming an intrinsic part of a teacher training organisation. Woodpecker Hall Primary Academy is being designed with this in mind and being part of a teacher training organisation will enable KHPA to:

- Play a significant role in developing trainees to become excellent teachers;
- Enhance the professional skills, knowledge and expertise of KHPA staff by their involvement in delivering high quality teacher training programmes;
- Widen the impact of successful literacy and mathematics teaching by ensuring a strong training focus on these essential areas;
- Build and develop ongoing capacity by appointing highly trained teachers as the school continues to grow; and
- Reduce the size of teaching groups through the allocation of groups to trainee teachers as an essential part of their training.

Section 4: Educational plan

The educational plan should describe the structure of your school and the experience that pupils will have whilst attending it. You should set out what pupils will achieve, how they will achieve it and how the school will evaluate performance, both of individual pupils and the school as a whole.

Admissions

Set out your admissions policy, including the criteria to be used to prioritise places if your school is oversubscribed.

Compliance with the Code of Practice for Admissions

The Governors of Kingfisher Hall Primary Academy (KHPA) are aware of the need, through our Funding Agreement, to abide by the Admissions Code to ensure the admissions arrangements are clear, lacking complexity and fair.

KHPA will not: select its pupils by ability; interview applicants; or seek payment from parents/carers for admission to the Academy.

KHPA will not have infant classes bigger than 30 pupils to a teacher, as per the Infant Class size regulations.

General admissions arrangements

KHPA will ensure that it provides places for children of all abilities, all of whom will come from the local area. We intend to attract local pupils from the immediate area surrounding the Academy and all our publicity and promotional material is designed to appeal to parents/carers in the surrounding neighbourhood of the school.

KHPA has slightly adapted the admissions criteria from Woodpecker Hall Primary Academy to make it applicable to the Edmonton Green area and appropriate for use by KHPA. The proposed admissions criteria, for both the Nursery classes and Reception at KHPA is detailed below.

The admission criteria of KHPA will not have a specific religious character as part of its admissions criteria. KHPA will be situated in a catchment area that has very high levels of cultural and ethnic diversity and it is therefore proposed that it should be a diverse school serving a local community from many different cultures, backgrounds and religious beliefs.

KHPA admissions oversubscription criteria clearly indicate that Children in public care ('looked after children') under the provisions of Section 22 of the Children Act 1989 have the highest priority for admission to the Academy. Under the Special Educational Needs Code of Practice, the criteria also provide for the admission of pupils with a statement of special educational need (SEN), where the London Borough of Enfield has named the Academy on the child's statement.

It is hoped that should KHPA receive approval in September 2011 to open the following year, it will be able to be included in the Common Application form. This

will immediately raise the profile of the Academy and will enable parents/carers to immediately identify KHPA on their application process. We would therefore wish to accept applications either via the pan-London common application form or directly from parents/carers who send in an application form direct to the Academy. KHPA will operate its admissions process through Cuckoo Hall Academy offices and staff. Application forms for KHPA will be available from Cuckoo Hall Academy and the Enfield Civic Centre, for both Reception and Nursery applications and are also available as a download from the Kingfisher Hall Primary Academy website.

KHPA would seek to manage its own admissions for its first year of operation rather than be part of the London Borough of Enfield co-ordinated admissions process. We would therefore receive copies of all applications made via the pan-London Common Application Form and consider these along with applications received directly at KHPA. We will invite applications for places at Kingfisher Hall Primary Academy from September 2011 (or as soon after approval for KHPA has been received) with a closing date of 3rd February 2012.

Application forms for admission to both Nursery and reception groups in KHPA for September 2012 have already been produced and are available following the CHAT model.

The Planned Admission Number (PAN) for the KHPA reception admissions is 30 and for the Nursery is 30 places.

Over-subscription criteria

Where the number of applications for admission is greater than the published admission number (PAN), applications will be considered against the criteria set out below. After the admission of pupils with a **Statement of Special Educational Needs** where the KHPA is named on the statement, the criteria will be applied in the following order for the reception classes:

1. Children in public care ('looked after children') under the provisions of Section 22 of the Children Act 1989.
2. Children with a sibling currently attending Kingfisher Hall Primary Academy.
3. Children of twin/multiple births living at the same address if they were to be admitted under category 4 below up to the agreed admission number.
4. Children living nearest to the Academy measured as the crow flies, that is, in a straight line from the child's home to the proposed entrance of the Kingfisher Hall Primary Academy site. (Travel by private car or public transport is not taken into account).³

When the new admissions code is produced we will consider the options for including pupils with free school meals as part of the over-subscription criteria.

³ Distances from home to school are calculated by the London Borough of Enfield admissions section. The Governing Body has been advised that the distances provided are calculated by the London Borough of Enfield admissions section using ADDRESS-POINT®. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain to a resolution of 10cm, with each point falling within the addressed building. In the case of multi-occupancy buildings such as flats where there may be only one address point, priority will be given to applicants whose door number is the lowest numerically or alphabetically.

Admissions timetable for September 2012

We will discuss with the London Borough of Enfield our proposed timetable for admission into the Nursery and Reception classes. We are currently proposing to accept applications to Nursery and Reception age groups at KHPA until 3rd February 2012. The admissions committee of the Governors will then meet and will agree the list of 30 pupils to be offered places in the Nursery and Reception age groups. Parents will be notified in the week commencing 13th February of their place for Reception and/or Nursery and would be required to confirm their offer of a place by 2nd March 2012 to KHPA. Should anyone not accept the offer of a place at KHPA, then an offer will be made to the next eligible child on the list until the Academy is full when places will be allocated in accordance with the over-subscription criteria.

Appeals

Admission appeals will be undertaken for September intake as part of a co-ordinated admission appeal arrangements with St Edmund's RC Primary School In [REDACTED], Edmonton. The School has arranged for an appropriately trained and independent panel which is used by a number of other voluntary-aided schools in Enfield for their admission appeals.

Admission appeals outside of these arrangements will be organised and run by Clerks Associates, a company with experience in running Admission appeals and which have the necessary trained independent people to run the appeal. Cuckoo Hall Academy and WHPA currently have a contract with Clerks Associates to run Admission appeals and are very happy with the service offered. Cuckoo Hall Academy and WHPA have a similar contract with Clerks Associates to undertake Exclusion appeals. Clerks Associates provide admission and exclusion appeals for a range of schools and have fully trained and independent Chairs and panel members with an experienced clerk to operate the meetings. It is expected that due to the anticipated popularity of Kingfisher Hall Primary Academy there will be a number of admission appeals to manage in the first few years of the Academy.

Curriculum and organisation of learning

Set out expectations around the length of the school day, term and year.

Describe the curriculum in detail, setting out how it will be broad and balanced and meet the different needs and interests of all pupils.

Set out a curriculum model that shows what proportion of learning is given over to each subject or area of learning for each year group.

Set out your approach to disabled pupils and pupils with Special Educational Needs, who may or may not have a statement, and set out how you will have regard to the SEN Code of Practice.

Children joining KHPA will be from a similar demographic to that of Cuckoo Hall Academy. Contextual factors show very clearly that KHPA will be in an area with very high levels of deprivation. Existing schools in the Edmonton Green area have Free School Meal numbers in excess of 40% (well above the national average). Children will be joining KHPA with well below average levels of expressive language and basic literacy and numeracy skills. The percentage of children with English as an Additional Language will be well above the national average. It is likely that the percentage of children with additional learning needs (including children with identified special educational needs and complex needs) will be well above average.

The curriculum will be planned and designed in order to take into account the specific needs of the pupils who will be joining KHPA so that ALL pupils make the best possible academic and personal progress. KHPA will take account of statutory obligations regarding the curriculum in the Founding Agreement and will have regard to the national guidance on teaching hours for Key Stages 1 and 2.

The organisation of teaching Literacy and mathematics

KHPA understands that the acquisition of reading, writing and spelling skills is of fundamental importance. There will be a strong focus across the whole school on literacy, mathematics and expressive language.

By the summer term children in the Nursery will be grouped into smaller teaching groups based on assessment information. From Reception onwards all children will be assessed every 8 weeks in their literacy and numeracy skills and be grouped according to their ongoing learning levels. In this way children's individual learning needs can be best met. For example more-able children will be appropriately challenged and there will be more opportunities for other groups to receive planned focused support (i.e. pupils with EAL and pupils who may need additional support).

Reading

The English curriculum will be thoroughly planned to ensure progression from the essential early basic skills through to fluency and expression in reading and writing, alongside appreciation and knowledge of a range of literature and genres.

KHPA considers that the teaching of systematic synthetic phonics to children from the very beginning of their educational experience at the school is absolutely essential so that all children, including children with SEN, EAL, and the more-able, learn letter sounds and are taught to blend these so that they are able to read, spell and write. A structured phonics programme (Read Write Inc) will be implemented from Nursery onwards. Our teachers will make phonics available on the website for pupils to replay and practise at their own pace. Children will initially be taught the twenty-four phonemes through instructional teaching in small groups. They will learn to use this knowledge to build their competence in reading and spelling key words, moving on to decoding unfamiliar words. Alongside this children will be taught comprehension skills to both appreciate and understand text and the enjoyment of literature.

By teaching these fundamental skills from the very earliest stage children will be competent and fluent in their literacy skills. By the end of Year 1 the majority of children will be able to read a range of simple words independently. From Reception onwards children will apply their developing knowledge and skills through reading a variety of books that are appropriately levelled. Children will have daily opportunities to practise reading through partner work and planned guided reading sessions. By the end of Key Stage 1 we have the high expectation that at least 80% of children will reach level 2b and above in reading and spelling. This will enable a solid platform from which children will be able to maximise their knowledge, skills and understanding of all other areas of their learning. This will also ensure excellent projected progress in relation to their initial starting points on entry to the school.

At Key Stage 2 children will continue to be grouped according to their literacy levels for small group teaching. Children will be introduced to a wealth of texts exposing them to all genres. Children will be able to read texts with increased accuracy and understanding. Children will undertake a variety of literacy activities every day and be introduced to a broad range of reference and narrative material appropriate to their stage of development. Parents will be closely involved in supporting their children's literacy development.

Throughout Key Stage 2 over 90% of children will reach the expected levels in reading in each year group and by the end of Y6 we have the high expectation that at least 95% of children will achieve level 4 or above in reading.

The strength of the structured approach to language and literacy is that more-able children are challenged to make accelerated progress to reach the higher levels in reading by the end of Year 6.

We will use a range of technologies to support our readers, and to encourage them to experience many forms of reading. For example, through our own website, links to reading websites and author sites and the creation of book reviews online which can be shared within the school, and with other schools. We will encourage children to listen to stories through multimedia and a wide variety of written materials.

Writing

From the start in Nursery and Reception children will be taught to use their developing phonic knowledge to write and spell words phonetically. Children will receive instructional teaching in spelling and grammar on a daily basis, incrementally

matched to their levels of development. The Read Write Inc. spelling programme will be systematically implemented from Year 1 onwards until the end of Year 6.

This solid foundation will enable children to use these essential basic skills to compose, plan, and structure their writing for a range of purposes and audiences. They will understand how to use correct punctuation and grammar. The use of the Ros Wilson 'Big Write' programme across the school will further enable children to extend their knowledge of writing and their use of sophisticated vocabulary. The use of this programme as a stimulus will motivate children's enjoyment and engagement. We will use digital video and animation to record their writing for specific audiences and for replay and analysis. Through the use of stop-frame animation pupils will learn sequence, paragraphs, character and plot development. A range of writing opportunities will be used such as 'Fanfiction.net' online blogs, wikis, video diaries etc.

From Nursery and Reception onwards children will be taught handwriting skills on a daily basis. We will introduce the Rosemary Sassoon cursive script throughout the school.

By the end of Key Stage 1 our expectation will be that at least 80% of children will reach 2B+ or above in writing, and by the end of Key Stage 2 at least 85% will achieve Level 4 or above.

Mathematics

A structured mathematics programme (Maths Makes Sense) will be implemented from Nursery onwards. There will be a shared whole school maths language and the approach to maths teaching will be dynamic and flexible.

Maths Makes Sense teaches pure maths from the beginning and is built around ten big ideas which underpin all mathematical learning from age four to eleven. The first eight big ideas are taught by the time children are aged seven and the last two are taught when children are aged eight. The ten big ideas in MMS are:

- Addition
- Subtraction
- Multiplication
- Division
- Equals
- The symbols speak to you
- The logic of the language tells you the answer
- Denomination
- Ratio
- Infinity

The programme is delivered through a systematic cycle of instruction and assessment that ensures every child succeeds. The cycle consists of direct instruction, guided practice and partner teaching. Partner work is embedded throughout each phase of teaching.

In the rigorous Maths Makes Sense programme the physical movement of objects

forms the basis of deep understanding and reinforces kinaesthetic learning, embedding a picture of maths in children's minds, ensuring they understand from the outset that maths is abstract. Therefore in the same vein as KHPA's approach to teaching language and communication, children will learn to decode mathematics.

Children will be assessed and grouped according to mathematical ability and properly challenged through planning and delivery that meets their specific competence irrespective of chronological age. Children will be able to work with others who are at the same stage in the curriculum. This supports both the more able children and those who need more time to learn, or are younger within their year.

By the end of Key Stage 1 our expectation is that at least 80% of children will reach 2B+ or above in mathematics and by the end of Key Stage 2 at least 95% will reach level 4 or above.

We will explore how ICT resources can support mathematical teaching and learning as a stimulus for talking, working out and thinking about numbers. We will investigate programs that will encourage children to problem solve, create, plan, and apply mathematical thinking. The impact and value of all ICT on mathematical understanding will be evaluated before embedding ICT resources in the curriculum. We will make parents aware of online resources and ensure school ICT facilities are available outside of school hours to ensure access for all.

Both Read Write Inc and Maths Makes Sense are currently being used very effectively at Cuckoo Hall Academy, where children achieve above and well-above the expected levels in Reading, Writing and Mathematics by the end of Key Stage 2. It is also planned to be used from September 2011 in Woodpecker Hall Primary Academy.

ICT

The children will have access to ICT and will learn to use databases, document preparation, file management, and spreadsheets, as a minimum. They will also learn to use ICT not only to organise and make their work, but also present it in the most appropriate form for their audience. Technology will be integrated throughout the whole curriculum. The children will be able to use the internet for topic research. They will be taught about 'safe surfing' and understand the issues of 'cyber-bullying'

As a new school, KHPA will continue to explore opportunities for children to make effective use of newly developed technologies so that their knowledge is able to meet the demands of twenty-first century living and learning. However the priority in the development of the ICT curriculum will be that any use of technology must always be in support of children's learning and progress.

There will be a clear focus on the non-core curriculum subjects that will include history, geography, art and music. The approach towards planning the curriculum will be based upon the belief that equal access to knowledge promotes excellence and fairness. Therefore pupils will be exposed to a coherent core of challenging, interesting and essential knowledge that will provide a firm foundation for future life-long learning, and will also ensure that pupils are given access to the common ground for communication in society.

Pupils will be taught specific subject knowledge for each curriculum area, planned for each year group in relation to their age related stages of development. Where appropriate there will be cross curricular links to bring richness and depth to subjects through, for example, art, music and drama. The planned use of ICT and technologies will support the teaching and learning of all curriculum areas. Initially KHPA will use the current National Curriculum for guidance in its planning for the non-core subjects, but will also explore adapting the 'Core Knowledge Sequence' (a knowledge based curriculum for pre-school up until Year 6 – developed by the Core Knowledge Foundation in the United States). KHPA will also be keen to consider the proposed new National Curriculum guidelines when they become available.

The sports curriculum will include daily opportunities for pupils to have physical exercise both indoors and outside and KHPA will follow the current National Curriculum guidelines for P.E. It is planned that pupils will benefit from the expertise of a sports coach. A range of sports will be introduced so that pupils experience competitive games beyond football. For example, cricket, tennis, netball, volleyball, basketball etc. Sports activities will also be offered as extra-curricular activities outside of the school day.

The ideal location for KHPA is at the former [REDACTED]. It is hoped that if the building can be developed into KHPA then the Academy will be able to make extensive use of the parkland for the organised competitive games. A satellite view of the parkland opposite the preferred location for the Academy can be seen in the Premises section showing the size of the parkland that could be utilised by the Academy.

Social, moral spiritual and cultural development

The social, moral spiritual and cultural development of pupils is inherent in all that KHPA stands for.

There will be a School Council which will discuss all manner of issues both day to day and planning key events in the school life. It will be a real training ground for public speaking and problem solving.

There will be a house system, ensuring children gain an understanding of their contribution to a wider society as a group member beyond their family, friendship groups and classrooms.

KHPA will adopt the Locally Agreed Syllabus for Religious Education (2008). The RE curriculum will be taught in a spirit of inclusiveness and accepting of all our children's backgrounds. Children will be taught a largely Christian programme. In addition they will be introduced to aspects of the five other main religions followed in the UK: Islam, Hinduism, Judaism, Sikhism, and Buddhism. We will celebrate all major Christian festivals and celebrate and learn about festivals of the other major world religions, such as Eid and Divali, thus enhancing the RE curriculum.

Children will attend a collective gathering every day. This will be an opportunity to celebrate achievements and share highlights of the school's life. Singing and music will be part of this gathering, thus enhancing the music curriculum. Assemblies will provide the opportunity for collective worship, predominantly in the Christian faith but

recognising other religious beliefs and none.

Throughout their time at KHPA, children will benefit from instrumental music tuition, educational visits, and visits to school by poets, actors and musicians.

Dining will be a social occasion and older children will be given particular responsibilities at this time.

Assessment

The key purpose of assessment will be to:

- Provide a clear indication of pupils' strengths and weaknesses;
- Help raise standards and achievements;
- Act as a means to inform planning; and
- Enable children to progress in their learning;

Children will be assessed rigorously in many different ways using both summative and formative assessment. Children will be assessed every eight weeks (half-termly) in both Literacy and Numeracy, enabling staff to evaluate on a regular basis, providing excellent teaching and learning for all children. In all other curriculum areas children will be assessed termly with outcomes used to inform planning.

Statutory tests at the end of Key Stages 1 and 2 will provide essential information on overall standards and attainment. The school's own assessments will also provide additional information on pupil performance outcomes. Performance Indicators In Primary Schools (PIPS) assessments will be implemented at the end of each year for all year groups (Year 1 to Year 6). The Foundation Stage Profile (while still a requirement) and its replacement will be completed by the end of Reception. KHPA will ensure that assessment in Nursery and Reception has a clear focus on children's progress in the basic literacy, expressive language and mathematical skills. It is intended that assessment in the Early Years will be robust, but will not impact on the valuable time that is best spent on teaching. Other assessments will include NFER reading and spelling age at the end of each year (Year 2 – Year 6).

Children entering Key Stage 2 in Year 3 in 2014 will have their attainments tracked as national curriculum sub-levels which will also be tracked as point scores per pupil. Children will be expected to make at least three sub-levels of progress annually throughout Years 4, 5 and 6. This will ensure that pupils' overall progress over Key Stage 2 will exceed national expectations by 2018 when the first cohort leaves the school.

Assessment for Learning (AfL) and the Assessment of Pupil Progress (APP) will ensure that each child's strengths and areas for development are known and that each child knows what it is they need to do to improve.

In all year groups individual targets will be set for each child at the beginning of each term and reviewed as the term progresses. A robust and rigorous cycle of observation and monitoring will provide ongoing evidence of the quality of teaching and teachers' continuous assessment of children's learning.

Assessment information will be used to track pupils' progress, and all assessment

data will be analysed termly to provide progress reports on outcomes for individual pupils, groups of pupils (SEN, EAL, more able, girls, boys, ethnic groups), overall outcomes for each class, year group and whole school.

Gifted and Talented pupils and those with Special Educational Needs or Disabilities (SEND)

A key principle of KHPA is that each child becomes the best they can be by pursuing their own interests and that there is no upper limit for achievement. KHPA is also aware that some children have special needs in some learning areas or activities at the same time as being gifted and talented in others. For example, a child may be dyslexic but also a talented story teller. The arrangements for assessing children's learning and planning their learning progression are, therefore, fundamental to meeting the needs of all children, including those with particular gifts or with SEN.

Gifted and Talented

Children who are particularly able in any area of the curriculum may be identified as gifted and talented. At KHPA we see all children as special and one of our objectives is to uncover their talents. The approach to teaching and learning will enable all children to develop personal interests and talents and children with particular gifts will be able to work alongside talented adults, e.g. poets, artists, photographers, writers, mathematicians. Small teaching groups will enable focused work for gifted and talented pupils to be developed.

SEN

KHPA believes that small teaching groups will be particularly beneficial for children with special needs. The KHPA curriculum and planning will ensure individually tailored learning. Early identification and targeted support will also ensure the best support for children with special needs.

If a child has a disability they will be treated no less favourably than any other child. Wherever possible, reasonable adjustments will be made to ensure that pupils with disabilities are not placed at a substantial disadvantage. The building will be Disability Discrimination Act compliant in relation to access.

Children with SEN will be identified early and proactively supported in making good progress. Most learning will take place in small groups or 1:1 ensuring that children have a curriculum tailored to their needs. Specialist support will be available within the school, within the Academies Trust, and from specialists such as speech and language therapists and educational psychologists as required.

The SENCO will:

- Support teachers in identifying and planning for children with specific needs;
- Monitor progress across the school for children with special needs;
- Support teachers in planning for children with EAL;
- Make arrangements for first language assessments where necessary;
- Train teachers in inclusive strategies;
- Monitor children who may be at risk;
- Co-ordinate specialist support services;
- Co-ordinate multi-disciplinary meetings;

- Deliver 1:1 and group intervention, using a range of tools and programmes to boost children's outcomes;
- Deliver INSET training on specific strategies;
- Meet regularly with parents and professionals; and
- Liaison with SENCO's at Cuckoo Hall Academy and Woodpecker Hall Primary Academy.

Parents will always be involved fully in all aspects of the school's work with children who have SEN.

Early Years

Early Years has been referred to throughout the document, as KHPA sees the Foundation stage curriculum as being integral to our overall curriculum approach (although we of course take into account that the Early Years curriculum needs to be adapted and made appropriate to children's early stages and development of learning).

All six areas of the early-learning goals will be planned for in order that all children receive a broad and balanced experience based on opportunities to play, to explore and to fully enjoy their learning. An underlying focus will always be to ensure that by the time children leave the Reception class they have well developed knowledge, skills and understanding of letter sounds; how to blend letter sounds to make words; to read and write simple words; to be able to count and recognise numbers; and to have developed their basic numeracy skills. We would also expect children to understand appropriate behaviour, and self-responsibility, confidence, independence and care towards others that is appropriate to their ages and stages of development.

Assessment in the early years will carefully track individual children's progress and this information will be effectively used to tailor the curriculum to each child's need. Assessment will be clear and focused, but will not detract from valuable teaching time.

Length of the School Day, Term and Year

It is proposed to follow the CHAT holiday schedule which largely follows the Enfield model with some small variations over Christmas and, depending on when Easter occurs, there could be some small variations over the Easter period as well. Children will be taught for 190 days a year with upto 10 days allocated for staff INSET. The school day will run from 8.45 to 3.15 with an hour for lunch.

Organisation of pupils

Explain how pupils will be organised, for example through year groups, tutor groups or other class structures.

How pupils will be organised

At KHPA children will initially be grouped into classes of no more than 30 children for registration purposes, but will undertake much of their day-to-day learning in smaller groups. For instance all children will be taught Literacy and Mathematics in small groups and not in full classes of 30. This will be achieved through regular assessment of children's knowledge and understanding every 8 weeks, and children will be grouped according to ongoing learning levels. This means that children may be taught in mixed age groups for these subjects.

KHPA will adopt highly effective and systematic approaches to teaching essential literacy and mathematics skills from the very beginning following children's admission to the school. Children will be organised in small groups to ensure that the learning and teaching of phonics is highly effective from the earliest age in order to support pupils' reading skills as soon as possible. KHPA will adopt the Read, Write Inc Phonics programme and all staff will be thoroughly trained to deliver the programme from the first day of opening.

KHPA will implement 'Maths Makes Sense' (MMS) as the preferred Mathematics programme. This powerful way of learning and teaching pure mathematics is a proven method currently implemented at Cuckoo Hall Academy and will also be developed at Woodpecker Hall Primary Academy. KHPA pupils will develop their knowledge and understanding of Arithmetic, Geometry, Data Handling, Measurement and Problem-Solving. All staff will be thoroughly trained to deliver MMS from the first day of opening.

Children with English as an Additional Language (EAL) will be supported through well-structured lessons which are planned to include opportunities for children to assess their own learning.

KHPA will provide a broad and balanced curriculum that is stimulating, varied and challenging for all children. KHPA will ensure planned curriculum opportunities for children who are identified as having exceptional talents and abilities. More-able pupils will be supported through small group provision ensuring teaching is well matched to learning levels, one to one tuition, peer mentoring and an extended curriculum through after-school activities and educational visits.

There will be an excellent range of enrichment activities through an extended curriculum for all children outside the normal school day.

The expectation will be that all teaching is either 'good' or 'outstanding' in order to promote children's learning across a broad curriculum.

KHPA will ensure that assessment is used effectively to establish clear indications of children's strengths and areas for development. Data from rigorous assessments undertaken every 8 weeks will result in targeting children's educational needs through small matched-level learning groups in Literacy and Numeracy. High

expectations will inform appropriately challenging and carefully planned lessons to include differentiated tasks ensuring planned opportunities for all children reach their maximum potential.

Children will be assessed on entry to KHPA. This will ensure that individual baselines are established in order to identify appropriate learning needs of the children in the lower, middle and upper years. All pupils will be expected to make very good progress in relation to their starting points.

Formal and informal assessments will help to establish extended provision to cater for individual groups of children, e.g. SEN, G&T, EAL, etc. This will also aid early identification of children with additional educational needs in order to plan for appropriately matched provision. This will support and challenge children's individual skills such as co-ordination, speaking and listening and creativity. All children will be carefully targeted through tracking their progress throughout the year in order to establish those that may need 1:1 tuition.

There will be a range of enrichment activities through an extended curriculum offered to all children outside the normal school day. This would include a wide range of clubs to promote sports, the arts, healthy living and creative writing. These will draw upon the expertise of existing Cuckoo Hall Academies Trust staff and links developed with specialist external providers.

Pupil development and achievement

Show how your school will define, measure and hold people accountable for the success of: i) the whole school; and ii) individual pupils.

KHPA will ensure accountability of overall standards and achievement through rigorous procedures. There will be robust Performance Management systems for the Principal and all staff, with measurable year-on-year objectives linked to pupil's performance outcomes and the overall standards of the Academy. The Principal's performance will be formally monitored by the Executive Principal of Cuckoo Hall Academies Trust and the appointed Chair of Governors of KHPA. Standards and Achievement will be formally reported to the governors of KHPA each term and to the Directors of CHAT on a regular cycle. KHPA will establish the same rigorous monitoring, evaluation and reporting systems as the Cuckoo Hall Academy that ensure weekly lesson observations, work scrutiny and analysis of individual/class/year group performance outcomes.

In this way, KHPA will have continuous and up-to-date information on the school's performance, and will use this information to set ongoing targets and plan appropriate strategies for ongoing improvement.

In addition to the school's own self-evaluation and reporting there will be validation of performance through Ofsted inspection, published national league tables and national benchmarking reports (Raise online).

Parents/carers will receive regular information on their children's progress through planned parent consultations, written reports and via a password-protected system from the Academies' management information system. Furthermore parents/carers will receive information on whole school standards through newsletters and website.

For Literacy and Mathematics, KHPA has high expectations and by the end of Key Stage 1 we expect that at least 80% of children will reach level 2b and above in reading and spelling. Throughout Key Stage 2 over 90% of children will reach the expected levels in reading in each year group and by the end of Y6 we believe that at least 95% of children will achieve level 4 or above in reading.

By the end of Key Stage 1 our expectation will be that at least 80% of children will reach 2B+ or above in writing, and by the end of Key Stage 2 at least 85% will achieve Level 4 or above.

By the end of Key Stage 1 our expectation is that at least 80% of children will reach 2B+ or above in mathematics and by the end of Key Stage 2 at least 95% will reach level 4 or above.

Children will be expected to make at least three sub-levels of progress annually throughout Years 4, 5 and 6. This will ensure that pupils' overall progress over Key Stage 2 will exceed national expectations by 2018, when the first cohort leaves the Academy.

In all year groups individual targets will be set for each child at the beginning of each term and reviewed as the term progresses. A robust and rigorous cycle of observation and monitoring will provide ongoing evidence of the quality of teaching

and teachers' continuous assessment of children's learning.

All children will be supported to achieve their targets and further one-to-one tuition outside of the school day will be offered to children who are in danger of not meeting their target. Parents/carers will be contacted and invited to the Academy for a meeting with the child's teacher and Principal/senior member of staff when the child does not appear to be making sufficient progress despite the additional support being provided by the Academy. Further outside agencies will be utilised should it become apparent that this will help to support the child's educational progress. Furthermore the Learning Mentor appointed by the Academy will be available to work with the whole family, as we often find that 'whole-family learning' impacts dramatically on the child's own learning in school and they are no longer disengaged with their learning.

Assessment information will be used to track pupils' progress, and all assessment data will be analysed termly to provide progress reports on outcomes for individual pupils, groups of pupils (SEN, EAL, more-able, girls, boys, ethnic groups), overall outcomes for each class, year group and whole school.

For early years an underlying focus will always be to ensure that by the time children leave the Reception class they have well developed knowledge, skills and understanding of letter sounds; how to blend letter sounds to make words; to read and write simple words; to be able to count and recognise numbers; and to have developed their basic numeracy skills. We would also expect children to understand appropriate behaviour, and self-responsibility, confidence, independence and care towards others that is appropriate to their ages and stages of development.

KHPA will set a demanding target of 96% attendance and 0.5% unauthorised attendance. The Academy would seek to ensure it had no persistent absentees except for medical reasons.

Behaviour and Attendance

Show how the Free School will promote good behaviour, positive relationships and good attitudes to learning; and show how the Free School will maintain high levels of attendance.

Behaviour, Relationships and Attitudes to Learning

KHPA's approach to behaviour and discipline will have a strong emphasis on actively promoting positive behaviour throughout the school, with clear incentives and systems to support this. The policy that aggressive behaviour of any kind will not be tolerated will be clearly explained and understood by all children and their parents/carers, and because of very clear structures such behaviour within KHPA is anticipated to be extremely rare. Policies and procedures will be implemented at KHPA with rigorous systems in place to monitor any incidents of bullying or racial abuse and reported to Governors and CHAT on a termly basis. It will be the expectation that such incidents would be extremely low.

The aim's of KHPA's Positive Behaviour Policy is:

- Children should develop a sense of respect and tolerance towards each other, Academy staff and the wider community.
- The Academy should offer a safe, happy and positive environment.
- Positive approaches towards rewarding and openly recognising good behaviour should be encouraged at all times.
- Children should develop a sense of self-discipline through understanding the consequences of their own actions.
- Children should be actively supported in developing the appropriate social skills and strategies in order to be more able to deal with difficulties and conflict.

All classes will display classroom rules that will have been discussed and agreed as a whole class. Each class will also have clearly displayed a set of wet playtime/lunchtime rules. These rules will be reviewed with the children at the beginning of each new Academy term.

Positive behaviour will be rewarded through rewards such as certificates, smiley faces, quick notes and special mention. There will be appropriate reward systems in place in each class and these will be made explicit through the display of charts.

Children will be rewarded with team points and house points to encourage co-operative learning and collective responsibility.

Academy staff will undertake the following positive behaviour management strategies:

- **Active Listening** (Look at the speaker, no talking, hands on lap, sit still);
- **Zero Noise signal** (i.e. adult's arm in the air, children follow);

- **Think Pair Share** (frequent opportunities for children to share ideas with partners to encourage on task behaviour and active involvement.

There will be weekly 'Golden Time' for 30 minutes, during which all children will be given the opportunity to select from a range of agreed activities as a reward for good behaviour.

There will be planned circle-time sessions, daily afternoon groups and ongoing support from our Learning Mentor that specifically encourage positive behaviour, development of social skills and enhancement of self-esteem.

All Academy staff will be encouraged to always provide opportunities for children to be listened to in order that any worries or difficulties can be talked through and be dealt with more easily. We believe that the curriculum should be appropriately planned to include all children in order to maximise their opportunities to experience success and enhance their self-esteem.

When there are difficulties with individual or class behaviour the following steps will be undertaken:

- the children will be reminded of school rules and asked to identify the code that has been broken
- The whole class or the child will be talked to about this
- The child will be given time-out within the class room (children are not put outside the classroom without adult supervision)
- The child will write or draw about the incident in order for them to reflect on their behaviour and what they could do next time.
- The child will lose some playtime
- The child is referred to the phase leader/senior leader
- Class teacher informs parent by talking to them in the playground, telephoning them or inviting them in for a meeting with them and a senior member of staff if appropriate.

There will be weekly assemblies during which individual children, and classes, receive special Principal awards based upon positive behaviour and achievement.

At KHPA we understand that excellent teaching leads to excellent learning and progress for pupils. Success in learning leads to pupils developing positive attitudes towards their own learning. KHPA will therefore seek to:

- Ensure that all teaching is good or outstanding
- Ensure that lessons are stimulating and matched appropriately to pupils' learning levels so that all pupils are engaged and make progress
- Promote enjoyment of learning to increase success and self-esteem

- Promote pupil's curiosity and confidence in acquiring new knowledge and skills
- Promote pupil's ability to co-operate and work positively with others
- Encourage pupils to apply their developing knowledge and skills with confidence and increasing independence

In order for pupils to make the best possible progress they must also be 'ready to learn'. KHPA's ethos will be to promote high expectations for pupils to complete homework on time, to have excellent attendance and punctuality, and to have the appropriate amount of sleep on school nights. These expectations will be conveyed to parents.

Bullying

KHPA will use 'whole-Academy' initiatives and proactive teaching strategies throughout the Academy (as part of whole Academy curriculum development and planning) to develop a positive learning environment in which bullying is regarded as unacceptable.

These include:

- Anti-bullying to be a regular agenda item for the Academy Council
- 'Whole-Academy' monitoring of any incidents of serious bullying to inform effectiveness of Academy policy
- Each class to agree own set of class rules
- Anti-Bullying information to be high profile around the Academy
- National Anti-Bullying week to be a high profile event each year
- Awareness raising through regular anti-bullying Assemblies
- PHSCE scheme of work from Reception to Year 6 to support this policy
- Circle-time on bullying issues
- Playground Friends to listen to and support children with any worries or concerns relating to bullying
- Children writing stories, poems, drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-play to help children to deal with conflict/friendships/bullying
- Implementation of positive play at break-times and lunchtimes
- Code of behaviour prominently displayed around the school
- Using praise and rewards to reinforce positive behaviour
- Encouraging the whole Academy community (that includes our parents/carers) to model appropriate behaviour towards one another and towards the school

Community Engagement

Explain how when the Free School is established it will aim to foster good community relations and promote active contribution to modern British society, in line with the Equality Act 2010.

Engaging with parents and the wider community

Many children will come to KHPA from families which experience significant deprivation and disadvantage. Nevertheless, KHPA recognises that parents are the first educators of their children and know their children well. KHPA intends to involve parents closely in supporting their children's education by engaging in a productive partnership with the school. Parents will be informed of their child(ren)'s progress each term and on more frequent occasions when the child is experiencing temporary difficulties with learning or has SEN. They will be helped to understand what they can do to become more effective in their parenting. In addition, KHPA will want to help parents who experience difficulties with their own literacy or numeracy skills to improve their confidence and competence in those areas.

KHPA will also play its part in the development of educational opportunities more broadly in the local area and will do so in collaboration with a range of other local providers.

KHPA wants the children to become constructive members of the society in which they live. Children will play an active part in their school community and also in the immediate community surrounding the school and further afield.

In particular, KHPA will also reach out to children from less-advantaged backgrounds and areas of deprivation through community groups, communication and co-operation with other agencies, for example, Gingerbread, Community groups, Sure Start and others.

KHPA will have a strong commitment towards promoting a cohesive and inclusive ethos within a community which will include many families from diverse cultures and ethnic backgrounds. The school will hold regular events to encourage community harmony and promote U.K. democratic values, for example Christmas and Summer fairs, Harvest Festivals, community evenings, cultural and arts events.

Section 5: Evidence of demand and marketing

You must demonstrate that you have sufficient parental demand for the type of provision and number of places proposed and have engaged with the wider community. Solid evidence of parental demand is a minimum requirement and you **must** provide the information required in order for your application to be considered.

Information required:

- **Evidence of Parental Demand**
- **Consultation and Equality of Opportunity**
- **Marketing Strategy**

Evidence of Parental Demand

Provide information that clearly shows the number of parents that want to send their children to your particular school, ensuring that the evidence you have collected is consistent with your stated admissions policy (eg. age range, proximity to the proposed site etc.) However, please **do not** provide us with copies of individually completed survey forms.

Tell us the questions that you asked in your survey - which should be specific to your school.

Demonstrate how you have - or how you intend to - make the school known and attractive to pupils from deprived or disadvantaged families.

You may consider providing wider demographic data and evidence about local need in the area to add context to the data from your survey findings.

Evidence of Parental Demand

A recent report (Nov 2010) in the Enfield Independent newspaper publicised the council's plans to introduce 'flatpack classrooms' in existing schools as an emergency provision for additional school places in the Borough, citing the following information from the Greater London Authority:

'According to figures from the Greater London Authority, Enfield needs to create 231 places, which equates to eight new classes of approximately 29 in a class, by September 2011. The following year, an additional 417 three-year-olds will need school places approximately 14 classrooms before dropping slightly to 387 in 2013/14 after which the number of places needed starts to steadily decline.'

It is eminently clear from this statement that there is a sizeable absence of available new places within schools, thus there is a 'natural demand' and need amongst the local residents with children approaching school-starting age to find suitable solutions for their offspring.

Through the preparatory work conducted by CHAT for the establishment of Woodpecker Hall Primary Academy we already have solid, relevant, recent and practical experience of fulfilling the requirements that go into a Free School application, including that of demonstrating evidence of parental demand.

We have recruited the services of Communitas Public Relations, one of the leading PR consultancies servicing the academic sector, to help us with devising and implementing a pre-launch PR and marketing plan for the proposed new KHPA free school.

Such is the demand within Enfield generally, and more specifically the Edmonton Green area, for primary school places, and in particular, places within a new, potentially outstanding Primary Academy of good pedigree and provenance that we have only (thus far) needed to implement one facet of the PR activities proposed to us by ██████████: face-to-face interviews to solicit feedback and support signatures for such an endeavour.

To-date (as at close of play 27th May 2011) ██████████ have secured 34 names and signatures in support of Reception places, and a further 32 names and signatures for Nursery places, meaning that KHPA would already be full as a one-form entry school come September 2012, were all those who have expressed interest to pursue such an opportunity.

These face-to-face interviews were conducted at a number of local venues, to coincide with the gathering-together of parents/carers of children within age groups relevant to the purposes of our research, as follows:

Location	Event / Venue	Date
• Edmonton Library	Under-Fives Reading Session	17. May
• The Ark	Soft Play Session	18. May
• Forest Children’s Centre	Stay and Play	18. May
• Edmonton Green	Main Shopping Centre	17-21 May
• Enfield Ind. Estate	Toys ‘R Us	23-26 May
• Island Way, Enfield	Tesco	23-26 May
• Hertford Rd, Enfield	Co-op	23-26 May
• Durants Park		23. May
• Ponders End	Children’s Centre	23. May
• Ponders End Library	Stay and Play	24. May
• Suffolk’s Baptist Church	Play Group	26. May

The 'interviews' that were conducted by ██████████ included the following questions:

1. Would you be interested in sending your children to a new outstanding state-funded (i.e. free) primary school in this area?
2. Do you have children that fall into the required age-range?

3. Have you started thinking about primary school education yet?
4. Are you also interested in low-cost day care outside of school times and during school holidays?

Laid-out overleaf are the breakdowns of those 'interested respondents' by postcode, for both Nursery places and Reception places in Edmonton Green and in Ponders End:

For Nursery:
EN3 [REDACTED]
EN3 [REDACTED]
EN3
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN3
EN3 [REDACTED]

For Reception:
EN1
EN3 [REDACTED]
EN3 [REDACTED]
EN3 [REDACTED]
EN1 [REDACTED]
EN1 [REDACTED]
EN3 [REDACTED]
EN1 [REDACTED]
EN3
EN3 [REDACTED]
EN1 [REDACTED]
EN3 [REDACTED]
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For Ponders End

Local Demographics: Enfield Borough & Edmonton Green

It is clear from the evidence below that, although there are a variety of measures of deprivation, most indicate that Enfield is one most of the deprived Outer London Boroughs, although there are strong contrasts in wealth between the east and west side of the borough.

In general the east side of Enfield, where Edmonton Green is, exhibits higher levels of deprivation than can be seen in the west of the borough. **The Index of Multiple Deprivation 2007 shows Edmonton Green as the most deprived ward within Enfield and was in the top 10% of deprived wards in England.**

Recent population estimates in 2008 suggest that Edmonton Green has a higher proportion of 0-15 year olds than London as a whole with the ward having over 25% of the ward population in this age group.

The 2001 census indicated that overall the Edmonton Green ward has a higher proportion of households with dependent children at 39%, compared to a London average of 29%.

Over 53% of the households of Edmonton Green reside in a purpose-built flat, maisonette or apartment compared to a London average of 34%, with 57% of the buildings being rented compared to the London average of 43%.

Edmonton Green has the lowest AB social classes of Enfield at 13% (significantly lower than the London average) and the highest DE social classes at 46% compared to the London average of 29%. The average weekly income was estimated at £450 per week compared to the London average of £690 per week.

It is clear from all of these evidential findings that we will not struggle to identify deprived or disadvantaged families within the Edmonton Green area, or indeed their physical location within the ward. This will allow us to pinpoint targeted local communication to this audience, as appropriate.

Importance of Tone-of-Voice and Targeted Message

What constitutes more of a challenge is adopting the right tone-of-voice and message to ensure that our new school is attractive to such families. Again, because the Edmonton Green area shares strikingly similar demographics to families living within the catchment area of both Cuckoo Hall Academy and Woodpecker Hall Primary Academy, we know from empirical evidence that the appeal of an outstanding free education and the hope and dreams of a good start in life for one's children is every bit as relevant, if not more so, to those suffering deprivation and financial hardship as it is to those more fortunate and well-off, since it provides offspring with the chance to have a better, more promising future than that of their parents/carers. Here at CHAT we refer to this continuously as '**raising aspirations**' of both children and their families.

Significance of Word-of-Mouth

It is also worth articulating that we have been overwhelmed by the level of interest and subsequent over-subscription for school places by parents for our new Woodpecker Hall Primary Academy.

It is beyond question that a large part of this success is down to the word being spread around the community that Woodpecker Hall Primary Academy was not only going to be a smart, state-of-the-art brand new school set in extensive grounds, but that it was also going to be run by the same management team who run Cuckoo Hall Academy and who have turned round an underperforming school at the start of the new century to what is now a consistently-performing 'Outstanding'-rated OFSTED school, with no recommendations by OFSTED for further improvements to implement.

We may therefore have a degree of confidence (but not complacency), that a similarly-structured school in Edmonton Green, run by the same management team and adopting the same recipe for success, will have no shortage of applicants from deprived and disadvantaged families.

Consultation and Equality of Opportunity

For all applications that are approved, the Academy Trust will need to carry out a statutory consultation – please set out your plans for consultation as set out under Section 10 of the Academies Act 2010; in doing so, you will want to consider your wider responsibilities under equalities legislation.

Consultation and Equality of Opportunity

CHAT will ensure that it also adopts 'best practice' in terms of Consultation and Equality of Opportunity:

Consultation:

As with its establishment of Woodpecker Hall Primary Academy, we will consult with all relevant, appropriate and interested parties to ensure that they are in agreement with our new free school being funded directly by the Department for Education, rather than by the London Borough of Enfield.

Our consultation process will be targeted to ensure that key stakeholders are involved in the consultation process both at a local level, involving the immediate local communities that would be impacted by the development of a new school, and at a strategic level involving local and national organisations, partners and individuals associated with the current Cuckoo Hall Academy / CHAT.

We will appoint an experienced and relevant Consultation & Marketing Agency with strong educational experience in order to achieve the following:

- Raise public awareness and understanding across the local community of the proposals to develop a new school in Edmonton Green;
- Ensure stakeholders understand what the proposed new school would mean for the children who would attend in the future, communicating the Vision and Ethos developed by CHAT;
- Stimulate and understand interest in, and the potential take up of, a new school in the area;
- Capture feedback from stakeholders;
- Facilitate the stakeholders' input into the development of the KHPA; proposals, in particular in the areas of community use, building development and environmental approach.

Our target stakeholder groups at the local level will be:

- Parents/carers, staff, and governors at Cuckoo Hall Academy;
- Parents/carers, staff, and governors at local primary and nursery schools as well as children's centres;
- Local ward councillors and local Members of Parliament; and
- The wider community, including: local residents, businesses, community groups and partners (such as the local CAP2 group, religious groups (all faiths), health providers (doctors/dentists etc') and sports organisations).

At the strategic level the following partners, organisations and individuals across Edmonton will be consulted:

- Headteachers of local (CAP2) secondary schools and special schools;
- Local authority officers in respect of children's services, community cohesion in Enfield;
- North London Chamber of Commerce; and
- Trade Union representatives.

Media relations

Central to the Consultation campaign will be media relations. This will create awareness of the primary school and its core benefits as created by the involvement and support of CHAT and its achievements at CHA. The approach will use key messages to drive home the benefits of the free school and how it can free children's potential.

We will target the following type of media outlets:

- Local newspapers;
- Local online news and community websites;
- Local radio and TV; and
- Local magazines, general interest as well as those focused on families and parenting.

A press release, announcing that CHAT is inviting Applications for places from parents interested in a new one-form entry primary school will be distributed, and will contain a call-to-action for parents to apply for a place as soon as appropriate via the KHPA website (see below).

Immediately prior to that activity, we will also write to all respondents from our face-to-face interviews, whose details we have already datacaptured, in order to advise them to also formally apply for a place, so that they can be at the front of the application 'queue'.

Communication Materials

(a) Website

If our application is successful, we will quickly create a simple website ('micro- site') which can be hosted from the Cuckoo Hall Academy website. This micro-site will act as a vital resource for those parents who want more information once we have met them in our face-to-face work (see below).

The micro-site is likely to be initially just 5 pages, comprising:

- Home page - about the project
- Meet the CHAT Team
- 'Application for Place' / 'Register an Interest' Form
- FAQs
- Contact

(b) Leaflet

We will produce a minimum of 1,000 information leaflets which will be distributed in the area of Edmonton Green to households within the catchment area with the appropriate demographics. The leaflet will be a double-sided A5 sheet and will contain basic information, a call-to-action to visit the website and attractive, impactful graphics.

(c) Face-to-Face Marketing

We will also carry out face-to-face marketing at carefully researched and targeted venues.

This will comprise: handing out the leaflets directly to parent/carers of 2/3-year old children and speaking directly to them, offering information, answering questions / queries and reinforcing your key messages. Our primary objective will be to encourage on-the-spot sign-up by parents/carers to KHPA.

We will also prepare a 'Registration of Interest' sheet to capture interested parties' details.

(d) Telephone hotline

We will also establish a telephone hotline, whereby parents can leave messages / enquiries for us to arrange a call-back to them.

Equality of Opportunity:

We know from our previous experience that in order to ensure equality of opportunity we will need to embark on an iterative, ongoing process of dialogue with local residents and target prospective parents in order to establish the specific range of issues that affect the local community, and therefore, by extension, our new pupils, parents and carers that we will be welcoming into KHPA.

As we embark on the consultation process, we will implement measures and metrics that allow us to identify and address specific issues of sub-groups within the population, such as by gender, by religious belief, by sexual orientation or by disability.

Marketing Strategy

Provide a plan for how you will market the school to prospective parents. You will need to be able to achieve the demand you have identified for your school so that places will be filled in each intake year going forward.

Include details of any discussions you have had with the local authority to admit pupils, although having had such discussions is not essential.

Marketing the School

██████████.

The appointment of [REDACTED] is in recognition by CHAT of the importance of marketing its schools within the Academies Trust to **a variety of stakeholders and target audiences, including parents/carers, pupils, governors, teaching staff, government bodies and influential opinion-formers, including local and national press.**

The marketing strategy that CHAT will adopt for the new KHPA will embrace both traditional 'offline' marketing channels (e.g. print media, signage etc) and newer 'online' routes (email marketing, website etc).

A detailed Marketing Plan for KHPA has been produced by CHAT. The following provides a synopsis of what is planned:

All activities share the common aim of positioning KHPA to the target groups outlined above as:

- 'Front-of-mind'
- Fresh & New
- Relevant
- Dynamic
- Communicative
- Responsive
- Responsible

Activities can be grouped into **Pre-Launch** and **Post-Launch** (i.e. ongoing, once opened), as follows:

Pre-Launch:

- Strong Logo Branding / I.D. for School
- Media Relations: Local PR / National PR
- Informational Website
- Launch Prospectus
- Local Community Communications (Print Media):
 - Informational Leaflets
 - Newsletters
 - Posters
 - Advertising (only if required)
- Staff Communication: Newsletters / Bulletins / Posters
- Events: Open Afternoons / Presentations / Consultation Sessions / Induction
- Email Marketing (only to signed-up, interested parties)
- Impactful Signage (on Proposed Site of School)
- Video Footage / Senior Leadership Interviews (for Website)
- Issues & Crisis Management

Post-Launch:

- Dynamic (i.e. Fully Content-Manageable) Website:
 - Instantly Updatable (for regular, timely updates)
 - News Stories
 - Image Galleries
 - Video Footage
 - Audio Clips
- School Policies & Information Pack (constantly updated)
- 'Visual Marketing' within School:
 - Branded Signage (perimeter and within school)
 - Large-Format Photoboards / Wall Displays, celebrating core values, diversity etc
 - Photo-Slideshows of Events on TV Screens
- Open Evenings / Performance
- Ongoing Media Relations: Local PR / National PR

Section 6: Organisational capacity and capability

You must demonstrate to us that your group / team has the capacity to set up and run a school, and has access to the relevant educational and financial expertise.

Before submitting an application for a Free School, you **must** have established a Company Limited by Guarantee (also commonly known as an Academy Trust) with members and directors appropriately skilled to discharge their duties. The company number should be provided in Section 1 and copies of the registered Memorandum and Articles of Association should be appended to your application. We will not consider applications that do not have this information attached.

Information required

Capacity and capability to set up a school

Provide details of the members of the company, their particular areas of experience and expertise, and the time they are able to commit to the project.

Show that you have considered the resources, people and skills that you will need to set up a school, and in particular demonstrate that you have educational and financial expertise on your long-term team.

Identify if there are skills gaps within your group / team at present and how you propose to address these if your application is approved. This could be through the involvement of people with expertise as part of the applicant group, through voluntary partnership with a provider, or through having procured this support from another organisation (once your application has been approved and you have agreed support arrangements with the Department).

Set out plans for recruiting your school's Principal Designate (headteacher) and the role you envisage him/her playing in the pre-opening phase.

Set out plans for appointing a committed Governing Body with the breadth of skills needed to oversee both the pre-opening and post-opening phases.

Capacity and capability to run a school

Set out how you will have appropriate financial expertise to oversee the financial management of the school.

Set out your plans for the leadership and staffing of your school. This should reflect both the arrangements upon opening and as the school develops to full capacity, with clear delineation of roles and responsibilities.

It is proposed that Cuckoo Hall Academies Trust will set up and run the school. The Trust has a successful track record in running a large outstanding primary school in Edmonton, and was successful in managing its conversion to become one of the first Primary Academies (Cuckoo Hall Academy).

The Trust has also been successful in being approved by the Secretary of State to open and run a two form of entry primary Free School in September 2011. Woodpecker Hall Primary Academy (the Free School) will be on an adjacent site to Cuckoo Hall. We have recently concluded an ITT for the procurement of a contractor to build Woodpecker Hall Primary Academy by August 2012; for the pupils to move into the new Academy in September 2012. Woodpecker Hall already has a full pupil roll for September 2011 (60 Reception age pupils and 30 Nursery pupils), and is oversubscribed. It is therefore evidenced that Cuckoo Hall Academy Trust has extensive educational expertise to open and run KHPA.

The Executive Principal and Business Director of CHAT will take responsibility for managing the planning and opening of KHPA with the support of the five Assistant Headteachers from Cuckoo Hall Academy. [REDACTED] (Executive Principal) successfully wrote the educational business case for the opening of Woodpecker Hall, and [REDACTED] (business director) worked extensively on the financial planning. We plan to make extensive use of two newly appointed members of our staff ([REDACTED] and [REDACTED]) at Cuckoo Hall Academy who have extensive expertise and experience in project management, marketing and school financial management. They are able to support [REDACTED] and [REDACTED] with the development of Kingfisher Hall Primary Academy whilst still ensuring that the business of Cuckoo Hall and Woodpecker Hall continues. Short résumés for these staff along with [REDACTED], [REDACTED] ([REDACTED]) and [REDACTED] are attached as Appendix 1.

It is intended that staff for KHPA will be appointed through the Cuckoo Hall Academies Trust and staff appointed by the Trust will be able to work in any of CHAT Academies. Contracts have already been amended to reflect this. Through appointing staff to the Trust rather than an individual school or Academy we are able to make effective use of existing experienced 'good' and 'outstanding' teachers and teaching assistants at Cuckoo Hall Academy to be deployed in KHPA. This will ensure a strong foundation to starting up the new school, and also ensure that Cuckoo Hall's very successful approaches to teaching are embedded straight away. The proposed staffing structure of KHPA is shown as Appendix 2.

We have an existing recruitment plan for Woodpecker Hall Primary Academy to ensure we are able to effectively plan for the appointment of new staff to the Academy. This can be simply adapted and extended by a year to account for KHPA.

It is intended to advertise internally within Cuckoo Hall Academy for a Principal designate for KHPA. The post will be open to current Assistant Headteachers who all have excellent leadership skills and have been instrumental in the success of Cuckoo Hall Academy over a long period of time. By appointing internally we will ensure that outstanding leadership for KHPA, and ensure a strong ongoing link between KHPA and Cuckoo Hall Academies Trust. We intend that the Principal for KHPA will have achieved or be studying for the NPQH or equivalent. Should none of the Assistant Headteachers within CHAT have achieved the NPQH or equivalent then the Directors of CHAT would need to consider advertising and appointing the Principle of KHPA as an external appointment.

The existing Articles of Association for Cuckoo Hall Academies Trust provide clear guidelines for membership for governors of KHPA to be appointed to Cuckoo Hall Academies Trust and for the establishment of a local governing body for Kingfisher

Hall Primary Academy. We would propose two or three local community leaders to be appointed to the KHPA Governing Body. Two local ward councillors have already been approached and are supportive of the proposals. Should the application for the establishment of KHPA be approved by the DfE they will be formally approached to join the governing body. We would also seek to ensure political balance by inviting a member of the opposition party in Enfield to nominate a representative for the Governing Body. We seek to appoint two existing CHAT directors to the Governing Body of KHPA. We would then seek to appoint one member of CHAT staff to the Governing Body along with two parent representatives from amongst the names of parents/carers who expressed an interest in sending their children to KHPA. The Executive Principal, Cuckoo Hall Academies Trust would also be a member of the Governing Body along with the Principal of KHPA when appointed. The membership of KHPA Governing Body will therefore be:

- 2/3 Community representatives
- 2 Cuckoo Hall Academies Trust appointments
- 1 Cuckoo Hall Academies Trust staff member
- 2 Parent representatives
- 1 Executive Principal, Cuckoo Hall Academies Trust
- 1 Principal Designate, Kingfisher Hall Primary Academy

The Governing Body would be initially clerked by Clerks Associates who currently provide a clerking service to Cuckoo Hall Academy and Woodpecker Hall Primary Academy. We would seek in time to appoint a clerk specifically to provide services to the three Academies and believe that this could provide an efficient cost-effective solution to all three Academies.

We would seek to establish KHPA in Cuckoo Hall for the first year, providing a coach pick-up and drop-off point in Edmonton Green for pupils. For KHPA to be established in Cuckoo Hall Academy for the first year would enable all aspects of the Academy to be supported by existing Cuckoo Hall Academy staff for the year.

In subsequent years much of the day-to-day administrative work would be undertaken through a service level agreement with Cuckoo Hall where the majority of administrative staff currently operate. We would propose service level agreements for HR, Admissions, Finance, ICT and FM support. In this way we are able to appoint specialists to support work across the three Academies. Since the establishment of Woodpecker Hall Primary Academy we have appointed two additional associate members of staff: a dedicated project manager/marketing manager, and a HR/Finance specialist and will be shortly advertising for a finance officer to support the work of CHAT working with [REDACTED] on the financial aspects of KHPA and to take over day-to-day responsibility for financial management of KHPA as it grows.

KHPA will use the same auditors as Cuckoo Hall Academy and Woodpecker Hall Primary Academy and can advise, if required, on the set-up of the Academy.

All legal aspects of the work will be undertaken by [REDACTED] who are the legal advisers to the Trust. We would seek to use Turner and Townsend and NPS as the technical advisors and consultant architects on the premises aspects of the building. We worked well with representatives of these organisations with the development of Woodpecker Hall Primary Academy and would be keen to work with them for KHPA.

Section 7: Premises

You will need to set out the range of possible site options available for your Free School including details of the preferred site. This information is to allow Partnerships for Schools (PfS) to evaluate your site options. PfS are assisting Free School applicants to secure sites.

Information Required

Possible site options

Please provide brief details of the steps you have taken to search for suitable sites and what sites (if any) are available in the local area.

Details of your preferred site

Please set out (where you can):

- your reasons for choosing this site;
- the address of the proposed site;
- the current use of the proposed site;
- the current freeholder of the proposed site;
- a brief description of the site including size (in sqm) and the proposed pupil numbers; and
- the availability of the site and the nature of the tenure.

Capital investment

Please detail any sources of funding available to you to support site acquisition.



This former public house has been empty for approximately 5 years. There were initial plans to develop this site into flats but it appears that this has fallen through. Attempts to contact the site owners from the name and phone numbers displayed on the hoarding have proved fruitless and the assistance of PfS in tracking down the site owners would be welcomed. This is our preferred site for the following reasons:

Is the site location in the preferred catchment area of the chosen location?	Site is in the preferred catchment area
Is the site on the open market/vacant? Is the property freehold or leasehold?	Site is thought to be on the open market Site is likely to be offered as freehold
Does the proposed site provide sufficient floor area?	The existing floor area of the public house may not be sufficient, but the site is sufficient to allow small extensions to the building to accommodate a 1fe primary school

Does the site provide access to outdoor play/recreation?	The site does provide access to outdoor play /recreation in the park and there will be some play space surrounding the Academy building
Does the building allow flexible and adaptable accommodation?	We have yet to see the building but would believe that through adaptations the building would allow flexible and adaptable accommodation
Does the proposal require temporary accommodation?	The proposal does not require temporary accommodation, but for planning purposes we are looking to transport the pupils for the first year to Cuckoo Hall Academy and the costs for this are included within [REDACTED]
Overall can the building be refurbished to meet the objective of a September 2013 opening	We believe that this is highly likely
Key Risks to development as a school	That the ownership of the building cannot be identified. That clear plans for the development of the site have been produced and the existing developers are unwilling to sell or lease the building to the Academy Trust

The following pictures from Google Earth shows the site, which is [REDACTED]. The final picture shows the extent of [REDACTED] which the Academy would want to use for playing field.

[Redacted]

[Redacted]

<Redacted>

[Redacted]

[Redacted]

Argos have moved from their previous store in [Redacted] upto their new purpose built accommodation in the Edmonton Green shopping centre. Full details of the site have been impossible to come by and the assistance of PfS in obtaining details of the site would be appreciated in order to establish whether this is an appropriate site for the Academy.

Is the site location in the preferred catchment area of the chosen location?	Site is in the preferred catchment area
Is the site on the open market/vacant? Is the property freehold or leasehold?	Site is thought to be on the open market Site is likely to be offered as freehold
Does the proposed site provide sufficient floor area?	The existing floor area of the Argos building is not known, but it is thought likely that the site would be sufficient, for a 1fe primary school
Does the site provide access to outdoor play/recreation?	The site does not have any access to outdoor play /recreation
Does the building allow flexible and adaptable accommodation?	We have yet to see the building but would believe that through adaptations the building would allow flexible and adaptable accommodation
Does the proposal require temporary accommodation?	The proposal does not require temporary accommodation, but for planning purposes we are looking to transport the pupils for the first year to Cuckoo Hall Academy and the costs for this are included within the [REDACTED]
Overall can the building be refurbished to meet the objective of a September 2013 opening	Subject to the building being made available and being of suitable size for the Academy it would allow the first cohort to enter the building in September 2013
Key Risks to development as a school	That the ownership of the building cannot be identified. That clear plans for the development of the site have been produced and the existing developers are unwilling to sell or lease the building to the Academy Trust Outdoor play space cannot be provided

[REDACTED]

[REDACTED]

This is a narrow stretch of land opposite the new [REDACTED] that is currently being used as a park. Development of this site would require a new build as there is no building present. Again the ownership of this land has still to be identified, but this land is sufficient to build a 1fe primary Academy. It will be a noisy site though being bounded by a main road, and the railway line.

Is the site location in the preferred catchment area of the chosen location?	Site is in the preferred catchment area
Is the site on the open market/vacant? Is the property freehold or leasehold?	Site is not on the open market If available, it is likely that the site would only be offered as leasehold.
Does the proposed site provide sufficient floor area?	The site would allow the development of a new build that would have sufficient floor area.
Does the site provide access to outdoor play/recreation?	The site would provide outdoor play /recreation
Does the building allow flexible and adaptable accommodation?	A new building would provide flexible and adaptable accommodation
Does the proposal require temporary accommodation?	The proposal does not require temporary accommodation, but for planning purposes we are looking to transport the pupils for the first year to Cuckoo Hall Academy and the costs for this are included within the [REDACTED]
Overall can the building be refurbished to meet the objective of a September 2013 opening?	Subject to the are being made available and a new build being permitted this site would allow the first cohort to enter the building in September 2013
Key Risks to development as a school	That the site is not available That clear plans for the development of the site have been produced and the existing developers are unwilling to sell or lease the building to the Academy Trust That the noise levels are too excessive for the Academy to operate effectively

[REDACTED]

[REDACTED]

Other options identified include [REDACTED] which has been discounted as the building doesn't have vacant possession; it will require a

significant amount of rebuilding and remodelling and it is too close to two existing Enfield schools already in [REDACTED].

[REDACTED]

Finally there is the existing [REDACTED]. This again has been discounted after an initial consideration due to the lack of knowledge about the site, the potential difficulties in converting land that is owned by Enfield Council and that a new build for the site will be required.

[REDACTED]

Should none of the sites be acceptable with PfS we have already held discussions with three property agents including [REDACTED] and [REDACTED] who would be happy to support CHAT in locating a property in the [REDACTED] area.

We have also investigated the demand in the [REDACTED] area and we have evidence of demand in this area. We have identified a former local authority Nursing Home that is currently vacant. This would enable the provision of a 1fe entry free school should the other remaining areas in [REDACTED] not prove possible.

This former Nursing Home is on the site bounded by [REDACTED] and [REDACTED].

[REDACTED]

Section 8: Initial costs and financial viability

You must demonstrate that the cost of establishing your proposed school and bringing it to full capacity represents value for public money, making best use of available resources while maintaining the school's educational vision and objectives.

You will also need to demonstrate that once at full capacity, the Free School will be financially viable in the long term and sustainable within the per pupil funding which it is likely to receive. Funding for years 2012/13 and beyond is yet to be confirmed and is subject to work on the wider reform of the school funding system, so Free School funding figures for 2011/12 will need to be used when completing this section.

Information Required

Financial spreadsheet and long-term viability

You will need to demonstrate that your proposed Free School will be financially viable and sustainable within the per pupil funding that it is likely to receive once it is at full capacity ('steady state').

A financial plan template spreadsheet (www.education.gov.uk/freeschools) is provided as a framework to enable you to build up indicative income and expenditure academic year budgets for the proposed school from opening until pupil numbers are forecast to have reached capacity in a consistent way. You should ensure it covers a minimum of five years.

Your application should also include detailed assessment of how you would manage your budget and remain financially viable if only 90% of places were filled, and/or if the number of pupils eligible for Free School Meals was less than planned, as you would only be receiving funding for the pupils recruited. You might find it best to provide this as an amended version of the financial spreadsheet.

Your completed financial template(s) should be submitted alongside your main application.

Start-up funding

Start-up funding is intended to enable a new school to cover essential costs when the school opens, such as employing a headteacher and buying books and equipment, where these costs could not otherwise be met by the per pupil funding initially received.

Start-up funding guidance and a template is included in the financial spreadsheet to allow you to see how much of this funding is likely to be needed by your Free School proposal. Most elements of start-up funding are calculated on a formulaic basis which is based on the number of pupils the school will have.

Formulaic elements of start-up funding include funding for books, materials and equipment, post-opening recruitment costs and some initial senior staff training. These formulaic elements will automatically complete in the financial spreadsheet

once you have entered pupil and teacher number information.

There is also some funding available to meet the diseconomy of scale costs of employing senior staff when the school opens, when not all of the pupil cohorts are yet at the school. This funding is calculated on a school by school basis, depending on the way the pupil cohorts are building up and which senior staff are essential for a particular school to be able to operate. The **staffing diseconomy** lines of the spreadsheet are blank for you to complete, so you will need to estimate how much diseconomy funding your school will need as a minimum while building up your pupil cohorts. As a guide, a school which has 500 pupils and is starting with 100 pupils will have 20% of its pupils in the first year, so might expect diseconomy funding to cover 80% of the headteacher's salary in the first year. Diseconomy funding should reduce proportionately as pupil numbers build up.

Please see the attached spreadsheet for details.

Should the numbers of pupils not materialise and we only achieve 90% of the 30 pupils expected, KHPA would continue to be able to function through cutting back on a number of the instructors proposed to be employed. These are proposed to be shared amongst the three CHAT Academies and one of the other Academies could employ a larger percentage or the appointment would not be made. [REDACTED].

[REDACTED]. This can be met through the non appointment of the Instructors.

Should the Academy only achieve 90% of its planned numbers – i.e. only 27 pupils per year group (excluding Nursery) resulting in a total of 189 pupils at the Academy then this would result in a [REDACTED], [REDACTED]. This could be achieved through delaying or not appointing one of the floating class teachers employed in either the lower school, middle or upper school would achieve [REDACTED]. Thus a balanced budget could be achieved.

APPENDIX 1:

PEN-PORTRAIT CV's OF KEY ACADEMIES TRUST PEOPLE

██████████,

██████████. Woodpecker Hall is an approved Free School that will be opening in September 2011.

██████████. Cuckoo Hall is now one of the top performing Primary Schools in England and is consistently in the top 1% of schools for contextual value added outcomes.

██████████.

██████████. The Free School (Woodpecker Hall) will be opening in September 2011. Woodpecker Hall has a full pupil roll and is over subscribed.

██████████.

[REDACTED], [REDACTED]

[REDACTED].

[REDACTED].

The Academy is an expanding 4FE school, currently with 780 pupils. It will house 960 pupils at its full capacity over the coming years. The Academy has an oversubscribed waiting list. [REDACTED].

[REDACTED]. There are currently ten members of staff following the programme who will graduate with Masters qualifications in 2012.

[REDACTED].

[REDACTED].

[REDACTED],

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED],

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED],

[REDACTED] is also a relatively recent hiring within CHAT.

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

APPENDIX 2

STAFF STRUCTURE FOR KINGFISHER HALL PRIMARY ACADEMY

Year 1 AY 2012/13				
Management	Principal (1) (Lead SENCO, Mathematics & Literacy)			
Nursery	Nursery Manager (2)		HLTA	TA
Reception	Reception Manager (3)		TA x2	
Other Staff	Receptionist	Welfare	Asst Caretaker & Cleaner	Playleader

Year 2 AY 2013/14				
Management	Principal (1) (Lead SENCO, Mathematics & Literacy)			
Nursery	Nursery Manager (2)		HLTA	TA
Reception	Reception Manager (3) & NQT(8)	Lower School Class Teacher (5)	TA x2	
Year 1	Year 1 Manager (4)		TA x2	ICT Curriculum Manager (0.2)
Other Staff	Receptionist & Admin/Principal PA	Welfare	Asst Caretaker & Cleaner	2 x Playleaders

Year 3 AY 2014/15				
Management	Principal (1) & Asst Head (with responsibility for SENCO & Literacy) (6)			
Nursery	Nursery Manager (2)		HLTA	TA
Reception	Reception Manager (3)	Lower School Class Teacher (5)	TA x2	
Year 1	Year 1 Manager (4)		TA x2	ICT Curriculum Manager (0.2)
Year 2	Year 2 Manager (7)		TA	MFL/Music Instructor (0.2)
Other Staff	Receptionist & Admin/Principal PA	Welfare	Asst Caretaker & Cleaner	3 x Playleaders

Year 4 AY 2015/16				
Management	Principal (1) & Asst Head (with responsibility for SENCO & Literacy) (6)			
Nursery	Nursery Manager (2)		HLTA	TA
Reception	Reception Manager (3)	Lower School Class Teacher (5)	TA x2	
Year 1	Year 1 Manager (4)		TA x2	ICT Curriculum Manager (0.2)
Year 2	Year 2 Manager (7)	Middle School Class Teacher (9)	TA	MFL/Music Instructor (0.2)
Year 3	Year 3 Manager (8)		TA	Creative Arts Instructor (0.2)
Other Staff	Receptionist & Admin/Principal PA	Learning Mentor & Welfare	Asst Caretaker & Cleaner	4 x Playleaders

Year 5 AY 2016/17				
Management	Principal (1) & Asst Head (with responsibility for SENCO & Literacy) (6)			
Nursery	Nursery Manager (2)		HLTA	TA
Reception	Reception Manager (3)	Lower School Class Teacher (5)	TA x2	
Year 1	Year 1 Manager (4)		TA x2	ICT Curriculum Manager (0.2)
Year 2	Year 2 Manager (7)	Middle School Class Teacher (9)	TA	MFL/Music Instructor (0.2)
Year 3	Year 3 Manager (8)		TA	Creative Arts Instructor (0.2)
Year 4	Year 4 Manager (10)		TA	Performing Arts Instructor (0.2)
Other Staff	Receptionist & Admin/Principal PA	Learning Mentor & Welfare	Asst Caretaker & 2 x Cleaner	4 x Playleaders

Year 6 AY 2017/18				
Management	Principal (1) & Asst Head (with responsibility for SENCO & Literacy) (6)			
Nursery	Nursery Manager (2)		HLTA	TA
Reception	Reception Manager (3)	Lower School Class Teacher (5)	TA x2	
Year 1	Year 1 Manager (4)		TA x2	ICT Curriculum Manager (0.2)
Year 2	Year 2 Manager (7)	Middle School Class Teacher (9)	TA	MFL/Music Instructor (0.2)
Year 3	Year 3 Manager (8)		TA	Creative Arts Instructor (0.2)
Year 4	Year 4 Manager (10)		TA	Performing Arts Instructor (0.2)
Year 5	Year 5 Manager (11)		TA	Sports Instructor (0.2)
Other Staff	Receptionist & Admin/Principal PA	Learning Mentor & Welfare	Asst Caretaker & 2 x Cleaner	5 x Playleaders

Year 7 AY 2018/19				
Management	Principal (1) & Asst Head (with responsibility for SENCO & Literacy) (6)			
Nursery	Nursery Manager (2)		HLTA	TA
Reception	Reception Manager (3)	Lower School Class Teacher (5)	TA x2	
Year 1	Year 1 Manager (4)		TA x2	ICT Curriculum Manager (0.2)
Year 2	Year 2 Manager (7)	Middle School Class Teacher (9)	TA	MFL/Music Instructor (0.2)
Year 3	Year 3 Manager (8)		TA	Creative Arts Instructor (0.2)
Year 4	Year 4 Manager (10)		TA	Performing Arts Instructor (0.2)
Year 5	Year 5 Manager (11)	Upper School Class Teacher (13)	TA	Sports Instructor (0.2)
Year 6	Year 5 Manager (12)		TA	MFL/Music Instructor (0.2)
Other Staff	Receptionist & Admin/Principal PA	Learning Mentor & Welfare	Asst Caretaker & 2 x Cleaner	6 x Playleaders

Cuckoo Hall Academies Trust

Principal's Structure

