



Free School Proposal

for

Parkfield New School

A 580-place, all-through school in
Bournemouth

Compiled by



May 2011



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Section 1: Applicant Details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: Parkfield Education Limited
Company address: [REDACTED] Bournemouth Dorset [REDACTED]
Company registration number: 7641673
Main contact
Name: [REDACTED]
Address: [REDACTED] Bournemouth Dorset [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors (2) and (b) any other members of the Governing Body (4) appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.

Name: [REDACTED] Position: Member
Name: [REDACTED] Position: Member
Name: [REDACTED] Position: Member
Name: [REDACTED] Position: Director (Finance)
Name: [REDACTED] Position: Director (Education)
Name: [REDACTED] Position: Proposed Chair of Governors (See Appendix 6.1)
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? 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:

Print Name:

Date:

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:	Parkfield New School							
Age range:	4-18 (Reception to Year 13)							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time. If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018
	Reception	24	40	40	40	40	40	40
	Year 1	24	24	40	40	40	40	40
	Year 2	24	24	24	40	40	40	40
	Year 3	24	24	24	24	40	40	40
	Year 4		24	24	24	24	40	40
	Year 5			24	24	24	24	40
	Year 6				24	24	24	24
	Year 7	30	30	40	40	40	40	40
	Year 8	30	30	30	40	40	40	40
	Year 9		30	30	30	40	40	40
	Year 10			30	30	30	40	40
	Year 11				30	30	30	40
	Year 12			50	50	50	50	50
Year 13				50	50	50	50	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No							

<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>No. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>Bournemouth Local Authority In very close proximity to both Poole and Dorset LEAs also.</p>

Section3: Educational Vision

3.1 Overview

Parkfield New School will be a 580-place all-through school in Bournemouth, serving both Bournemouth and Poole. It will combine two highly successful education models which will be new to the area. As an applicant-run school, it will help to alleviate some of the pressures of an ever-increasing young population, where the need for more Reception places in 2012 and beyond for the area is extremely high.

Parkfield New School will provide an innovative approach to education. This will be achieved by implementing the Montessori method of education in the primary phase of the school combined in part with the International Primary Curriculum and the International Baccalaureate's Middle Years and Diploma Programmes in the secondary phase. These methods are integral to our aim to drive up standards in education, offering a broad and comprehensive curriculum, combined with programmes to enhance student's non-academic skills.

Parkfield New School is a school for the whole community, which will provide a greater choice of education for parents in the area in several ways. It will open up access to quality education for all children in the area through the curriculum used. The school will also operate a catchment area which includes all areas of Bournemouth and Poole so that all children can apply for a place. We will also increase our student numbers in the secondary phase of the school so that more students have the opportunity to attend.

Parkfield New School will support families in balancing their work and home lives. As an important tourist destination, Bournemouth is also home to a large number of migrant workers who mainly work in the tourist industry. These jobs are often based around shift work, and a standard school day and year would not accommodate the needs of children living in these families, in particular when both parents work.

We will offer an extensive extended programme 51 weeks of the year, and we will adopt a 6-term school year so that the balance between teaching and holiday will be more even. We will also offer a comprehensive parent involvement programme, supporting parents so

that they can become an integral part of their child's education. There will be an integrated pastoral care system, through mini communities in the primary phase and the school house system in the secondary phase, to ensure that every child's welfare needs can be met.

3.2 Rationale

Reason 1: Parkfield New School will be the first in the area to offer the Montessori primary curriculum and the International Baccalaureate's secondary programmes

Parkfield New School's innovative approach to its curriculum will provide access to an educational approach that is not yet available in the area. Neither the Montessori primary curriculum, nor the International Baccalaureate are offered locally, and so the school will be the first of its kind, combining the two in an all-through school.

The profile of the Montessori method of education in Bournemouth and Poole is high due to the existence of 16 local Montessori early years settings in the area. The combined total of children accessing Montessori nursery education is just over 1000 (see Appendix 3.1). There are no Montessori primary schools, however, within an 80-mile radius. The Montessori primary curriculum is broad and many children who are educated using this method nationally exceed Level 4 across all subjects by the end of Key Stage 2. Parkfield New School will increase choice for parents across the area, many of whom have said they would prefer Montessori to the National Curriculum, should they have the opportunity.

Parkfield New School would also be the first school in the county to offer the International Baccalaureate's Middle Years Programme (MYP) in Years 7 – 11, with students sitting GCSEs in Year 11. The MYP is a broad programme and would enable a good all-round education for all students. Other schools across the UK who follow this programme have had great success in students achieving the English Baccalaureate in Year 11, such as Dartford Grammar School who ranked 2nd in the country in terms of the English Baccalaureate results. Their achievement is an inspiration to us, and we aim to emulate this success for all students within Parkfield New School. We intend to also provide a comprehensive programme of extra-curricular activities, and schemes such as Young Enterprise and the Duke of Edinburgh Award so that all students receive a well-rounded education, both academic and non-academic.

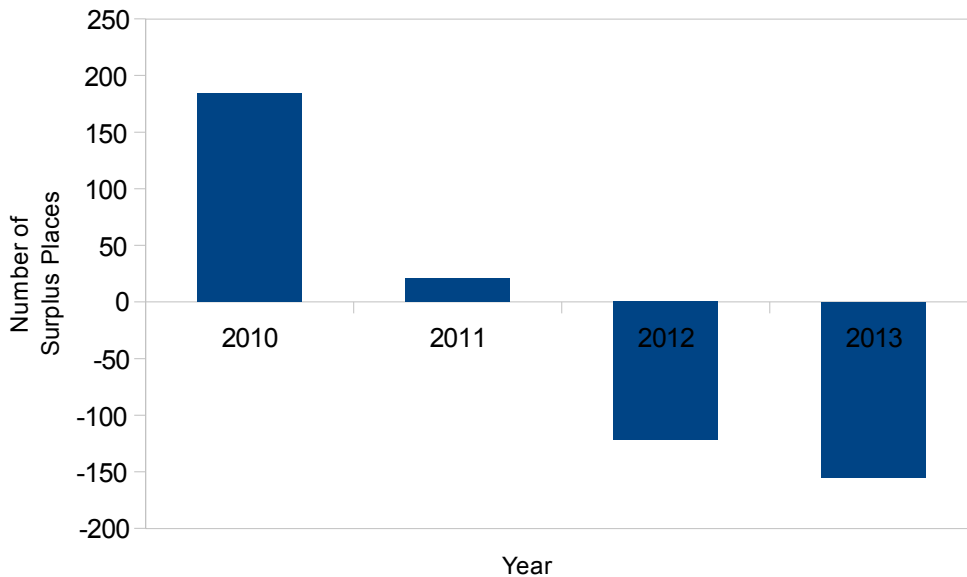
The IB Diploma, which will be offered from 2014 for post-16 students, is only available to Bournemouth and Poole students if they travel 20 miles, outside of the county to Brockenhurst College. Again, this provides a broad education for students, and a distinct focus will be on the acquisition of modern foreign languages and preparing students for higher education.

Reason 2: There is an unprecedented increase in the need for extra primary school places from 2012 onwards

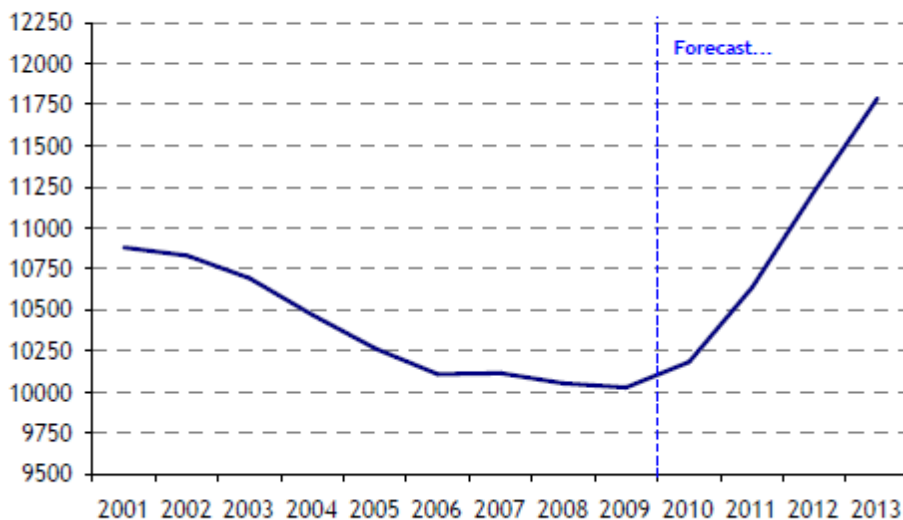
The number of pupils due to enter Reception classes in Bournemouth and Poole primary schools in 2012 will rise significantly. Bournemouth LEA need to find nearly 300 places for 2012 and 2013 (this being the figure after the extra forms of entry added to schools for the 2011 intake) and in Poole, 400 places need to be found between 2012 and 2014. Ongoing, this will affect schools all the way through, and will affect secondary schools in 2019 onwards.

Parkfield New School will provide one form of entry initially, increasing to 2 forms from 2013, thus relieving some pressure off the Local Authorities from the outset.

Surplus Places in Bournemouth Primary Schools
Forecast for Reception places 2010-2013



PUPILS IN BOURNEMOUTH PRIMARY SCHOOLS



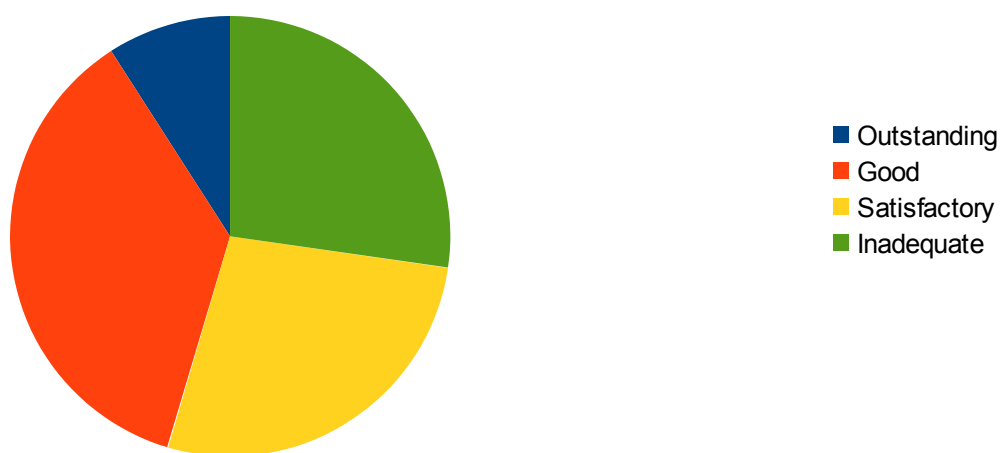
The preferred location for the school is also in an area that Bournemouth Council's Cabinet have identified as an area that will have a “substantial increase” in the need for places from 2012 onwards. The main schools that are earmarked to take on greater forms of entry in 2012 are also currently in special measures having received an 'Inadequate' rating in their recent Ofsted reports.

Reason 3: Low quality, poor performing secondary schools characterise the area.

There is a distinct lack of 'Outstanding' secondary education in both Bournemouth and Poole. Out of the 18 secondary schools in Bournemouth and Poole:

- Only 2 schools were rated 'Outstanding' in their latest Ofsted inspection.
- One of those rated 'Outstanding' was a selective grammar school.
- 7 schools are rated as 'Good'.
- 3 of those rated 'Good' are the remaining selective grammar schools.
- 3 schools were 'Satisfactory' and 3 were 'Inadequate'.
- The three remaining schools are new Academies and so have not received their Ofsted inspections.

OFSTED Results for Non-Selective Secondary Schools in Bournemouth and Poole



In terms of students in local non-selective secondary schools gaining 5 or more grades A*-C (or equivalent) including Maths and English GCSEs:

- Only two schools from Bournemouth and two from Poole recorded results in GCSEs where students achieved five or more grades A-C above the national average of 53.1%.
- Only 8.82% of students from the non-selective secondary schools achieved the English Baccalaureate.

By implementing the International Baccalaureate programmes, students will use different and proven approaches to learning, with a broad curriculum, an expected behaviour and quality as a learner through the IB Learner Profile, and will learn key concepts across the curriculum and not in isolation. This will solidify their learning and will lead to greater attainment in the secondary years.

3.3 Vision and Ethos

Our vision for Parkfield New School is to create an outstanding school where students are prepared for all aspects of life in an ever-increasingly global world, both academic and beyond. We will do this by being the only school that offers the Montessori primary curriculum and International Baccalaureate programmes in the area.

We will provide an environment of learning where students can remain for their whole school experience, becoming integral members of the school community while providing opportunities for other students to join at different points within the school. Our 6 term year will maximise the students' attention span and energy levels, by teaching in shorter blocks, while minimising the learning that is lost over a longer summer holiday.

We will operate for 51 weeks of the year to support the children and families throughout and provide additional interesting opportunities for the students' love of learning to be enhanced through the Children's University.

Students will benefit greatly from being able to remain at the school from Reception to Year 13. They will be able to be supported at all levels and have a continuity and stability in their education, which will in turn enhance their learning ability. The school will be a small school and all students will be known within it. The sharing of information between teachers and parents for longer means that as progression through the school takes place, their education will be continuous and dips in performance that tend to happen when graduating to secondary school will be minimised. Students will be expected to take an active part in all aspects of the school and will be given the opportunity to be involved in the planning and running of the school where possible.

We will achieve this by:

- ▶ Recognising that a school is not just about teaching, it is about learning.
- ▶ Having high expectations of commitment, performance and behaviour from students, staff and parents alike.
- ▶ Expecting that education is a three-way commitment between the teachers, students and parents, and we have a high expectation of proactive parental involvement with their child's education.
- ▶ Providing an excellent and outstanding education for all students, regardless of their background where knowledge is acquired through practical and real-life experiences as well as academic ones.
- ▶ We will make the best of every child who comes through our doors, and ensure that all children reach their full potential.
- ▶ We will strive to reflect the International Baccalaureate's Learner Profile throughout the whole school. Within this, we will expect all students, teachers and other staff, Governors and parents to be:

Inquirers To develop their natural curiosity, developing independence in learning

Knowledgeable To explore concepts and ideas that have local and global significance covering a broader range of topics

Thinkers	To exercise initiative and apply thinking skills critically and creatively to make reasoned, ethical decisions
Communicators	To express ideas and information confidently and effectively
Principled	To act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities
Open-minded	To understand and appreciate own cultures and personal histories and to accept and respect those of others
Caring	To show empathy, compassion and respect to others needs and feelings
Risk-takers	To approach and explore unfamiliar situations, ideas and roles with courage and forethought
Balanced	To understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others
Reflective	To give careful thought and consideration to their own learning experience, and to be able to assess their own strengths and weaknesses to support their learning and personal development. <i>[IB Learner Profile, www.ibo.org]</i>

- ▶ We will create a cohesive community of learning, characterised by our opportunities to mix with students from other year groups, peer mentoring scheme and interaction with adults.
- ▶ We will provide a highly supportive environment in which to work and to learn.
- ▶ We will provide all students with a sense of place, identity and voice, not only within the school but also within the local and global community to which they belong.
- ▶ We will teach an international curriculum for students living in an international world. This curriculum will be broad and balanced, and contain a wider range of opportunities for students of all ages to 'live and learn' – to gain real life experiences, enjoy their learning and be supported at each level individually as well as part of a group.
- ▶ We will ensure that every student has access to a wide range of extra-curricular activities, through our extended school programme, which will also provide opportunities for students outside of term time with a holiday and summer school programme throughout the school.
- ▶ We will provide regular workshops, courses and other programmes to support parents in supporting their child, and we will also run family courses and activities throughout the year where families can be together in learning new skills.

We will measure our success by:

- Having students within and leaving the school who are caring, respectful and love to learn.
- Adults making a genuine difference to the lives and education of children within their care.
- Students and Parkfield New School to be of value to and be valued by the community that it serves.

In addition, we expect all students to always aim high, and to:

- Take an active part in the extensive extra-curricular and extended programmes provided.
- Achieve a minimum of level 4 at the end of Key Stage 2, and a minimum of 5 GCSE grades A*-C by the end of Year 11, particularly in English, Mathematics, Science, a Humanity and a Modern Foreign Language.
- Achieve the International Baccalaureate Diploma, with a minimum of 30 points in Year 13.
- Pursue higher education courses upon leaving the school.

Our vision is to create a secure school family through the community and house systems which promote teamwork, understanding of other cultures and backgrounds, and an aspirational outlook on life. We aim for every student to take part in a foreign educational trip to broaden their knowledge of how other communities live, and to enable them to compare their own lifestyle and opportunities to learn.

Parents who understand and support their children's education is fundamental to the success of Parkfield New School as it encourages the students to embrace learning rather than see it as a duty, improves behaviour and attendance, and can also set the parents on a renewed learning path through our extended services.

Throughout their journey, our students will be equipped with skills and tools to enable them to interact with people on all levels through vertical grouping, research and critically analyse the world around them (following the ideals of the IB Learner Profile) and understand the requirements and responsibilities of the world around them (community service). We will prepare our students for life after school so they have the best chance of succeeding in the outside world.

We will be a relatively small school, with smaller class sizes than other schools. We believe that this will allow for the personal touch to be applied to the students' whole school experience, will raise attainment and create a comprehensive community atmosphere. We will be able to have staff that know all children in their phase at the least, who will form professional relationships with students and their families which will aid in ensuring that every child's needs are met, both in and out of the classroom. We believe that this is achievable with the numbers we have provided, particularly allowing for staff in

the secondary phase to either teach more than one subject or to teach across the whole school.

In the area, also, many parents are concerned about primary schools that are growing at an ever-increasingly fast rate to accommodate the additional Reception places that are needed. Having a school that is smaller is a great benefit for these parents, and will also remove some pressures off local schools to take in greater student numbers when they are already occupying temporary accommodation on site, or undertaking building works (and thereby losing outside space) to squeeze these children in.

Section 4: Educational Plan

4.1 Admissions

Our admissions policy will be in accordance with the School Admissions Code, the School Admission Appeals Code, and admissions law as it applies to maintained schools. We understand that the School Admissions Code is currently under consultation and we will amend our admissions arrangements accordingly where changes are made.

Parkfield New School will be the only state-funded school in the area to offer the curriculum we are proposing, namely the Montessori/International Primary Curriculum and International Baccalaureate Middle Years and Diploma programmes. In addition, our proposal to be open for 51 weeks of the year, with a 6-term school year and extended programme outside of term time, will also be unique to the area.

Therefore, in order to ensure that “all parents feel they have the same opportunities to apply for the schools they want for their child” (School Admissions Code), we are proposing to have a wide catchment area, encompassing the whole community, and offering all children living within the area the opportunity to attend the school, which will be the only one of its kind.

Parkfield New School would link into both Bournemouth and Poole Local Education Authorities' co-ordinated admissions process. This may not be possible in the first year of operation if the funding agreement is not signed in time. In this case, Parkfield New School will run its own admissions process.

Our application window would open on the 10th November 2011 with application forms being available on the school website and on request from the school. We would run in line with the LA for the closing dates and when the applicants would receive their decisions about their application.

Admissions criteria

Our admissions criteria will be very straight-forward and inclusive, complying with the School Admissions Code. We will welcome all students to the school, regardless of circumstance, ability, background, race, religion, class, sexual orientation and such like. Parkfield New School will be a school that respects, recognises and supports each individual student equally, and all are welcome.

Children who are looked after will always be given priority in the school admissions process. Pupils with a statement of Special Educational Needs (SEN) who name Parkfield New School as the one they wish to attend will also be given priority, and will be admitted even if this means we will exceed our published intake.

The Opening Year

In the 2012/13 academic year, we intend to open up the first four year groups in the primary phase, and the first two year groups (with a slightly lower PAN for the first two years) in the secondary phase.

Years 1 to 3

The decision to include Years 1 to 3 in our first year's intake is in direct response we have had from parents expressing that they would transfer their child to the school, in many cases because their child's individual needs are not being met fully by their existing school. We also have interest from parents of students in Years 4-6 for places in 2012/13. It may be feasible to open one class for these year groups in 2012 (as this class would be mixed age anyway). However, if we were to do this, students will need to have a more traditional classroom set-up, as Montessori can be less-effective if introduced this late. The teachers would concentrate on teaching the IPC, and integrate Montessori principles gradually.

Year 8

We are proposing opening up Year 8 as a form of entry in 2012/13 mainly due to the current three-tier system which operates in part of our inner and outer catchment areas. This will be the last year of this before a move to a two-tier system. In order to be accessible to these students, we feel that opening Year 8 for admissions in 2012 is a necessity.

Year 12

Due to the International Baccalaureate's requirements of new schools wishing to implement the Diploma Programme, principally that a new school must be open for a minimum of two years before applying for candidacy, we will not open Year 12 until 2014.

Yearly Published Admissions Numbers

Our proposed Published Admissions Numbers (PAN) for the first five years of operation are as follows:

Entry Point	2012/13	2013/14	2014/15	2015/16	2016/17
Reception	24	40	40	40	40
Year 7	30	30	40	40	16
Year 12			50	50	10

2012/13 only

In the first year of operation, there will be 4 other forms of entry in addition to the above:

Entry Point	2012/13 only
Year 1	24
Year 2	24
Year 3	24
Year 8	30

From 2013/14 onwards

We will increase our forms of entry into Reception in 2013 to help meet the demand for extra school places in this year and beyond. We will take 40 Reception students from this time onwards. Once the school has been open for two academic years, we will increase our form of entry in Year 7 to two forms of entry. This is to ensure that the school is ready for 2016/17 when students from the primary phase begin to progress to secondary.

From 2016/17 onwards

The PAN drops in the 2016/17 academic year in Years 7 and 12 due to the internal progression through year groups of students already within the school. The PAN may increase if the number of students progressing internally is not at the level expected. The maximum number of places in each year groups will be as follows:

Phase / Year Groups	Maximum Number of Pupils
Primary Phase (Reception – Year 6)	40
Secondary Phase (Year 7 – Year 11)	40
Sixth Form (Years 12 & 13)	50

Once the full cohort of 40 students in a primary year move up within the school, the Year 7 form of entry will be eliminated.

Catchment area

We will operate a wide catchment area for the school, due to the unique nature of the alternative Parkfield New School will offer in terms of its curriculum, to ensure that all students within the area will have the same opportunity to attend. Students from outside of the catchment area are also welcome to apply, although we are mindful that a long journey to school is not beneficial to students. The proposed catchment areas play a part in our oversubscription criteria only.

Our catchment area will be split into two – an inner and an outer catchment area.

Inner Catchment Area

The Inner Catchment Area (ICA) will consist of any residence where a prospective student normally resides that falls under Bournemouth Borough Council or the Borough of Poole.

Outer Catchment Area

The Outer Catchment Area (OCA) will consist of any residence where a prospective student normally resides which is within and up to 3 miles outside of the Inner Catchment Area.

A map detailing the catchment area boundaries can be viewed on the following page.

[REDACTED]

OversubscriptionCriteria

In the event of oversubscription, the following criteria will be applied in the order set out below:

1. "Looked after" children
2. Children who live within the Inner Catchment Area who will have a sibling attending the school at the time of admission.
3. Children living in the Inner Catchment Area
4. Children living in the Outer Catchment Area who will have a sibling attending the school at the time of admission.
5. Children living in the Outer Catchment Area.
6. All other children

Where at all possible, the school will try to accommodate twins, triplets or other multiple siblings, and if enrolled at the school they will be placed in separate classes where possible. For the sake of this policy siblings are defined as children with at least one natural or adoptive parent in common. Pupils will only count as siblings at the school if they are still attending the school when the child applying for a place is due to commence.

Where a child lives with the parents with shared responsibility each part of the week, the child's home address will be the one shown on the child benefit book.

In our first year of operation, we will admit students from Year 8 first, working downwards through the years, and so younger siblings will receive priority if their older sibling has gained a place in a later year.

A child who has a Statement of Special Educational Needs where the school is named on the statement, will have precedence for a school place.

Tie-Breaking

If the situation arises where there are more children who are equally eligible based on the above criteria than there are places, students will be allocated places based on a random allocation of places.

Appeals

In accordance with the school's Articles of Government, parents/guardians whose children are refused admission to the school have the right to appeal. The appeal, in writing, must be made within 14 days of receipt of the Governors' letter of refusal to admit. An independent panel will hear the appeal within the legislative guidelines, 6th July for secondary places and within 40 days of receipt of the appeal in primary place cases. The panel's decision will be binding for both parties (parents and Parkfield New School) and notification of this decision will be sent within 7 days by post. Parkfield New School will operate a waiting list for parents who are unsuccessful in securing a place at the school for their child.

4.2 Curriculum and Organisation of Learning

The Parkfield New School's curriculum can be broken down into five main stages (not to be confused with Key Stages):

	Stage	Year Groups	Curriculum
Primary Phase	1	Reception & Year 1	Montessori 3-6 curriculum
	2	Years 2 to 6	Montessori 6-12 curriculum, integrated with the International Primary Curriculum
Secondary Phase	3a	Years 7 to 8	International Baccalaureate Middle Years Programme
	3b	Years 9 to 11	International Baccalaureate Middle Years Programme, integrated with GCSE programmes
	4	Years 12 to 13	International Baccalaureate Diploma Programme

The Montessori curriculum is the main curriculum used in the primary phase (Reception to Year 6). In addition, from Year 2 onwards, students will have the opportunity to combine their learning with aspects of the International Primary Curriculum which will prepare them for the secondary phase. This will encourage international mindedness and help students to begin to think from a global perspective in all that they do, as well as to reinforce the interconnectedness and cross-curricular approach of Montessori.

From the secondary phase, students will follow the International Baccalaureate programmes, starting in Year 7 with the Middle Years Programme (MYP). The MYP framework and curriculum will be mapped on to GCSE syllabuses from Year 9, giving students an additional year before sitting GCSEs in Year 11 (or before if a student is ready). In Years 12 to 13 students will follow the Diploma Programme.

Parkfield New School is an all-through school, and as such we have broken down Section 4.2 into the following sections:

- 4.2.1 Primary Phase Curriculum, Curriculum Model and Organisation of Learning (School day)
- 4.2.2 Secondary Phase Curriculum, Curriculum Model and Organisation of Learning (School day)
- 4.2.3 Organisation of Learning – School terms and year
- 4.2.4 Organisation of Learning – Extended programme
- 4.2.5 Special Educational Needs plan
- 4.2.6 Gifted and Talented Students
- 4.2.7 Students from a Deprived Background
- 4.2.8 Students with English as an Additional Language

4.2.1 PRIMARY PHASE: Curriculum & Organisation of Learning

Curriculum

The curriculum that will be followed in the primary phase will be the Montessori curriculum. From Year 2 onwards, the International Primary Curriculum will be used as a part-framework for study.

Stage 1 – Reception & Year 1

The Montessori curriculum for this age group will be followed here. There are five main areas of the Montessori curriculum for this stage which create a balanced programme. The areas are:

- Practical Life
 - Sensorial
 - Language (English)
 - Mathematics
 - Cultural (including Science, Geography and History)
- Each of these areas are detailed extensively in Appendix 4.1.

In addition to this, a programme called 'Creativity, Action and Service' (CAS) will run in and out of class time to enhance learning. This is adopted from the International Baccalaureate's Diploma Programme and will be implemented throughout the school.

Each of the main Montessori areas is characterised by specifically-designed Montessori materials which are presented to the child by the teacher so that the child can learn new skills and develop their knowledge. Once shown how to use the material, the child is then able to practise using it as and when they wish, to consolidate their learning of the skills the material teaches.

At this stage, the majority of lessons are given on a one-to-one basis, enabling all students to be supported and progress at their own level, including those with SEN and those who excel in certain areas. There will be two members of teaching staff in the class who will teach individual children by presenting how to use a particular piece of Montessori equipment, and will then step back from the child, allowing them to continue practising for as long as they wish. While presentations are being carried out by a teacher, some of which may only last five or so minutes, the rest of the class select materials to work with either on their own or with a friend, to practise the skills they have learnt. This can be self-selected by the children or is directed by the other teacher, who keeps meticulous notes on what the child does, and what they are ready to progress on to next.

Stage 2 – Year 2 to Year 6

The Montessori 6-9 and 9-12 curriculum will be studied at this stage. With an increasing awareness of the society in which they live and are a member of, students' study is based around the Five Great Lessons - stories which help the student to realise where he or she fits into the story of the Universe, starting with the formation of the Universe, the appearance and development of plant and animal life, the coming of humans and their developments in language and mathematics which has formed the civilisations we have

today. These are taught each year, with all lessons being delivered together in the first term as an introduction, and then being studied in more depth by focussing on one lesson per term for the remainder of the year. These will guide the themes of study, although other topics may also be studied depending on the interests of the students.

- **The First Great Lesson** – the Coming of the Universe – teaches children matter and astronomy, meteorology, physical geography, geology, chemistry, physics, creation beliefs and evolution
 - **The Second Great Lesson** – the Coming of Life – teaches biology, animal and plant classification, history of the natural world, ancient life, habitats, ecology and conservation
 - **The Third Great Lesson** – the Coming of Man – history and timelines, ancient civilisations, discovery and invention (science, geography history), culture, art, music, religion, health sciences, human biology, anthropology
 - **The Fourth Great Lesson** – the Story of Writing – language, the origins of language, history of language, English - reading, writing, speaking skills, grammar, sentence analysis and structure, word study, foreign languages.
 - **The Fifth Great Lesson** – the Story of Maths – the origins of maths, ancient number systems, the operations of maths, fractions, algebra, bases, notation, famous mathematicians, geometry, data collection and interpretation and application of mathematical concepts, budgeting and finance.
 - **Creativity** – students will have increased access to materials and lessons on different creative topics. They will all be given the opportunity to learn a musical instrument, take part in drama and dance classes, and will be able to learn craft skills such as woodworking and fabric painting.
- Action** – each student will take part in 45 minutes activity per day, whether this be traditional P.E., gardening or attending clubs.
- Service** – each student will have the opportunity to take part in whole-school community projects, as well as be expected in Years 4 to 6 to undertake 40 hours across the stage of service within the community, such as organising a trip to an animal sanctuary with classmates and helping to care for the animals, taking part in wildlife surveys, cultivating plants, helping out at home, or taking part in community groups such as Brownies, Cubs, etc.

The curriculum is cyclical, meaning that students have the opportunity to study things more than once, later at a higher level than before, so their understanding of concepts is deepened. Each of the two stages covers 2-3 years, and so the students have this time to complete the curriculum, again working at their own level. Students are given the responsibility for their own learning, and have a weekly work plan which they devise in partnership with the teacher to base their work on for that week. Each class will have a main Montessori teacher and classroom assistant who will give both individual and small group lessons to students in the morning and afternoon work cycles.

The topics from the International Primary Curriculum will also be introduced to the students in Stage 2, to enable a broader study of the world through thematic study. This will be integrated into the afternoon work cycles by way of group lessons given by the teachers and at the end of each topic there is an exit activity in which the students will invite their parents and family along to help them to either complete or undertake together. Students will focus mainly on these topics during the afternoons, although they will be able to continue working on it during other work cycles should they wish to do so.

The International Primary Curriculum, in much the same way as Montessori, teaches concepts across the curriculum in an integrated way, so that students begin to see and learn about the links within topics, and learn that things do not exist in isolation, but work in an interrelated way.

By enabling the students to direct their own learning, around a set structure of a weekly work plan which is devised and reviewed by the teacher and student together, they can truly develop a love for learning, being encouraged to always discover more about topics, reporting on what they find and teaching what they know to others.

The curriculum for Stage 2 is shown in more depth in Appendix 4.2 and 4.3. It is broader than the National Curriculum and introduces some Key Stage 3/4 topics on a basic level. It will allow students at the end of the primary phase to sit the Key Stage 2 national tests.

The nature of the Montessori curriculum is that every child is given the time and freedom to learn at their own pace, progressing quicker if they are talented in areas, and having more time to master skills they may be struggling with, or wish to explore further. Each class will have two teachers who will be able to spend time on a one-to-one or small group basis with all students. This means that students with additional needs, such as SEN, those with English as an Additional Language, learners with social, emotional or behavioural needs, will be given specific attention which is relevant to them individually, in terms of learning as well as in pastoral matters. While the individual or group lessons are being taught, the other children will have a work plan of tasks he or she must complete over the course of the week, and works independently or with friends to accomplish this.

In addition, the curriculum is extremely flexible and so can be adapted to each child's needs. There are many Montessori materials which teach the same or a similar concept, and so if one method is not successful with a child, then another one may be employed. The nature of the curriculum also allows teachers and students to leave or revisit a topic where the student is having particular difficulty at a later date, so as not to leave a negative impression of trying to have learning enforced upon them.

Curriculum Model for the Primary Phase

The Montessori curriculum is designed so that students receive relatively short lessons on individual, but progressive topics in each subject area. Some of these will be scheduled by the teachers, and some will be ad hoc lessons based on a child's needs or interests, or those of the class. This will mean that, particularly in classes that make up Reception and Year 1, more focus on particular areas may be given at one time compared to another time.

Students work within a work cycle, so there are no set times for specific subject lessons, and students follow their own learning paths within these work cycles. This allows for students to spend as much time as they need learning new skills, so it is difficult to provide a model of time given over to learning each subject for Stage 1. Teachers will observe and keep detailed records as to what a student needs to learn next, which will become the child's individual learning plan. Part of the planning for the Stage 1 classes will be ensuring that the students receive a balanced delivery of teaching to ensure that over each term, all

areas are covered and observed for every child. This will be done by ensuring that, regardless of their level, each student receives lessons tailored to their needs in all of the five main areas every day (or as appropriate), and have access to a wide variety of group lessons which will involve teaching in one or more areas combined.

In Stage 2, students will be given a daily and weekly work plan which they will work towards. The work plan will detail how many pieces of work or lessons a student is expected to undertake across the curriculum as a minimum before undertaking their own learning projects. ICT will be integral in all subjects, and Religious Education will be integrated into other subjects, such as History, Geography and Peace Education. Foreign languages (French, Spanish, German) will also be introduced to the students following a similar way to how they are taught English. Each student will be expected to undertake the following over a week:

Years2&3

Subject	Lessons	Subject	Lessons
Language Arts (English)	3	History	2
Maths	3	Geography	2
Botany (Biology)	2	The Arts	2
Zoology (Biology)	2	Health Sciences	2
Science (Matter & Astronomy, Experiments)	3	Peace & Cosmic Education (PSHE)	1

International Primary Curriculum Unit	8 hours
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Years4to6

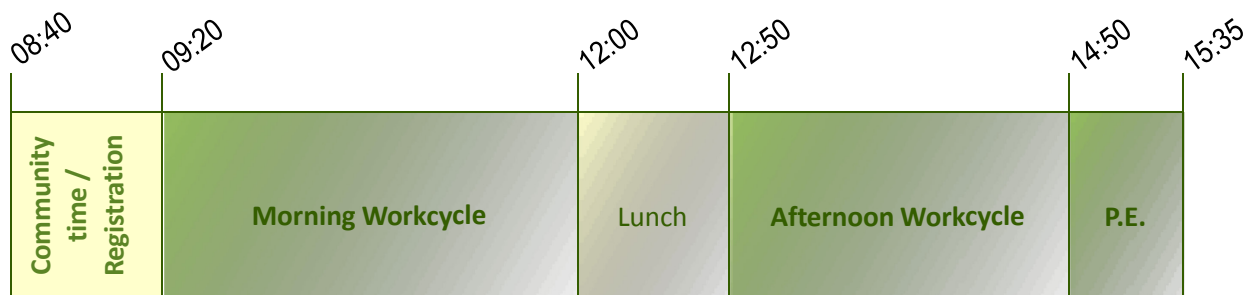
Subject	Lessons	Subject	Lessons
Language Arts (English)	4	World History	2
Maths	4	Geography	2
Botany (Biology)	2	The Arts	2
Zoology (Biology)	2	Health Sciences	3
Scientific Method & Technology	2	Astronomy & Ecology	2

International Primary Curriculum Unit	8 hours
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Two weeks of the year will be given over to a community or enterprise based activity week, one in the second term and one in the last term. It is proposed that an outside provider, such as Young Enterprise, will be brought in to introduce this week. See Appendix 4.4 for more information on Young Enterprise schemes for the primary phase.

The School Day

The primary phase day will look as follows:



The school day officially starts at 08:40. However, prior to this will be an optional Breakfast Club which will run from 8am.

Every morning, students will be individually greeted by their teacher and go straight into Community Time which will be a time when the whole community comes together, much like an assembly. This will become more student-led from Year 2 onwards. It will be a time to be registered, to share in successes and achievements, recognise the beliefs and talents of students and will normally include covering a brief subject to the whole group.

Each day will be characterised by two work cycles, one which is 2 hours 40 minutes in the morning, and an afternoon cycle which lasts for 2 hours. There are no set breaks during these cycles, so that students' work is not interrupted. However, healthy snacks and water will be available to the students during the work cycles, which they can help themselves to at the designated snack table. This allows them to take a break when they feel they need to and to rest when needed also.

During morning work cycles, students will be presented lessons by one of two class teachers, the amount of taught time being determined by each student's needs. When not receiving presentations, students will undertake self study, where they practise the skills they have learnt and undertake their own project work. In Stage 1 classes, most lessons are short, and are given on an individual basis. In Stage 2, lessons become longer and are mainly given in small groups of 4-5 students.

During afternoon work cycles in Stage 2, group lessons will be given to students covering the International Primary Curriculum topic, as well as allowing for self study when a student wishes to do this. In Stage 1, the afternoon work cycle will be as the morning one.

At the end of every day, students undertake 45 minutes of physical education which will include team games and individual sports.

The school day will end at 15:35, with an extended programme running until 6pm.

4.2.2 SECONDARY PHASE: Curriculum & Organisation of Learning

Curriculum

The secondary phase consists of a seven year curriculum based on the philosophy of the International Baccalaureate and incorporates the National Curriculum and GCSEs. At the core of the curriculum is community and internationalism and we will look to become a school with a specialism in modern foreign languages. The programmes that will be followed are:

Stage 3 Years 7 to 11
Stage 4 Years 12 to 13

IB Middle Years Programme
IB Diploma Programme

Stage 3 – Years 7 to 11

The International Baccalaureate's Middle Years Programme (MYP) consists of 8 main subject areas and 5 areas of interaction. This allows for a broad curriculum, and will give us the framework on which to build on the English Baccalaureate subjects as well as teaching the arts, technology and physical education. The next few sections cover and explain these aspects, with further information on the curriculum then being detailed.

Subject areas

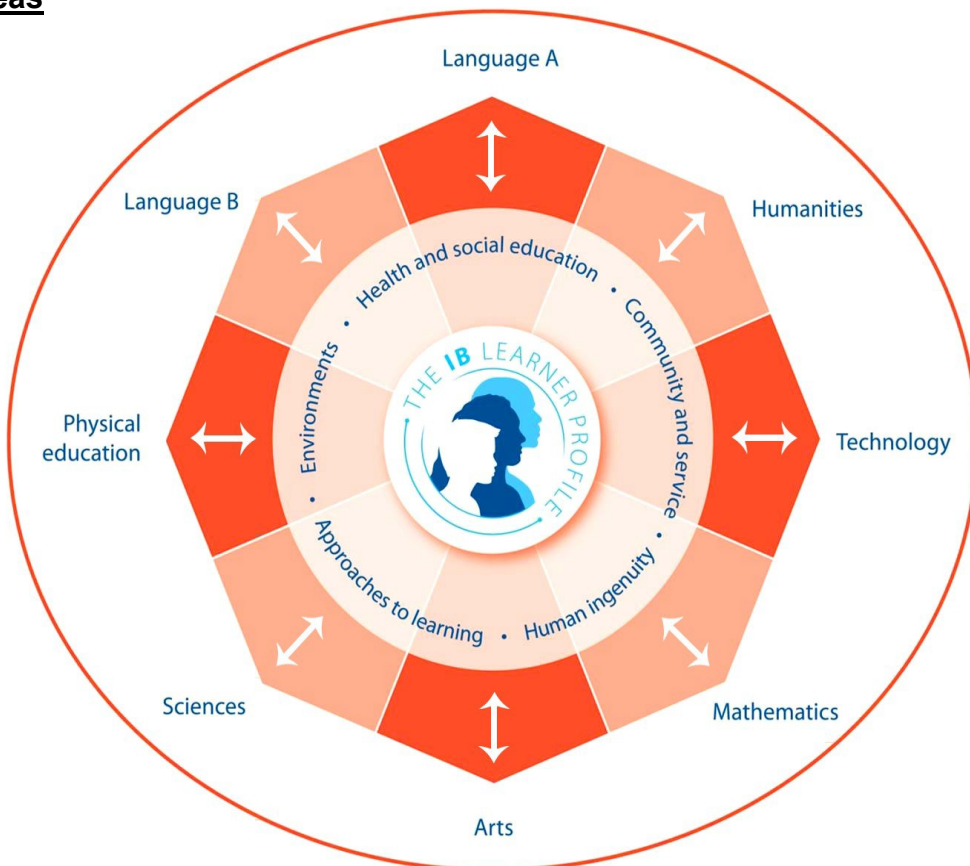


Figure 1: The MYP showing the subject areas, areas of interaction and the IB Learner Profile at the centre.

1. **Language A** – English and its function, listening, viewing, speaking, reading and writing skills are emphasized. Literature is studied from different periods and within different genres.
2. **Language B** – A foreign language is studied with the aim of students gaining competence in it, leading to bilingualism. We will initially offer Spanish, French, German and Mandarin as language options. Subject to demand, other languages may be offered.
3. **Humanities** – a combined course covering subjects such as geography, history, economics, politics, civics, sociology, religious studies, anthropology and psychology.
4. **Sciences** – an integrated course of biology, physics and chemistry along with earth and health sciences.
5. **Mathematics** – along with the history of mathematical thought, students are taught maths which covers five branches – number, algebra, geometry and trigonometry, statistics and probability and discrete mathematics.
6. **Arts** – visual and performing arts – students will have the opportunity to learn a musical instrument, learn about art, theatre and music from other countries and cultures and learn techniques to express their ideas creatively
7. **Physical education** – PSHE, intellectual and physical development. Students will learn about the nature of physical fitness and will have the opportunity to participate in a wide range of physical activities.
8. **Technology** – students will have the choice of technology subjects, and will gain a balanced course of systems, information and materials areas, using the design cycle to develop practical solutions to tasks and problems.

Areas of Interaction

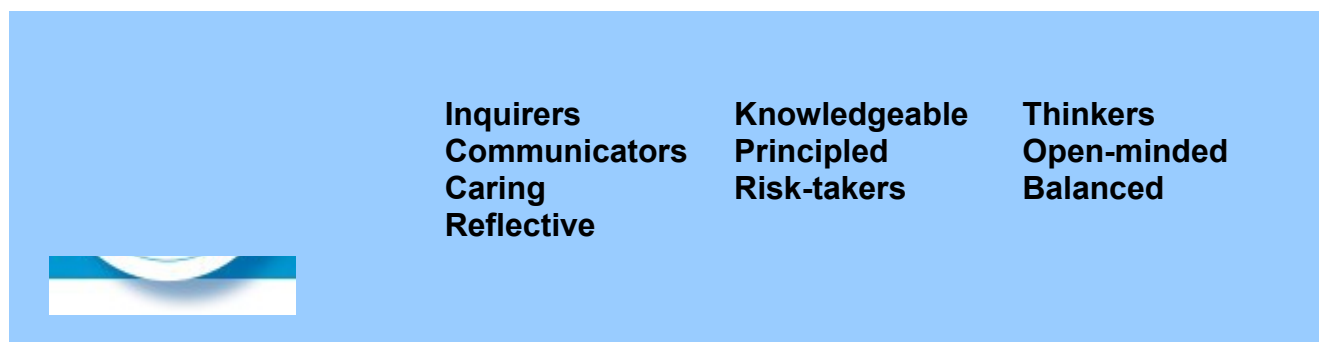
The 5 areas of interaction underpin the whole programme and will be used to develop an integrated curriculum with connections between subjects so that students learn to see knowledge as a whole. Students will be taught how to learn, encouraged in active citizenship and prepared for the Diploma Programme in Year 12.

Area of Interaction	Asks...	Details
Approaches to learning	How do I learn best? How do I know? How do I communicate my understanding?	Organisational skills, attitudes towards work Collaborative skills Communication Information literacy Reflection Problem solving and thinking skills Subject-specific and interdisciplinary conceptual understanding
Community and Service	How do we live in relation to others? How can I contribute to the community? How can I help others?	Students are required to take an active part in the school community and the community in which they live.

Human Ingenuity	Why and how do we create? What are the consequences?	How humans can initiate change, good or bad. Importance based on researching and reflecting on developments
Environments	Where do we live? What resources do we have or need? What are my responsibilities?	Understanding links between economic, political and social issues and how these affect the environment Developing positive and responsible attitudes towards the environment Gaining skills and commitment to contribute to their environment.
Health and Social education	How do I think and act? How am I changing? How can I look after myself and others?	Students develop a sense of responsibility for their own health and well-being as well as that of others: physically, psychologically, sociologically, economically and legally.

Learner Profile

At the centre of the IB is the Learner Profile, which encourages students to be:



This Learner Profile underpins the curriculum and also underpins the ethos and vision of the school.

The International Baccalaureate does not specify content for the MYP curriculum. However, the subjects required are all incorporated into the National Curriculum, and so Parkfield New School will use the National Curriculum as a basis for Key Stages 3 and 4. The IB requires a criterion-based assessment, with students being awarded grades on a scale of 1 to 7 in Year 11. This has many similarities with, and can be adapted to compliment, the National Curriculum and GCSEs, and therefore the two assessment systems will be implemented and run side by side.

Years 7 & 8

Under the MYP framework:

- Key Stage 3 will be accelerated and completed in two years.
- Students will sit National Curriculum tests and teacher assessments at the end of Year 8.
- All students will be able to learn two modern foreign languages.
- All students will undertake a week visit to a foreign country.
- Humanities will be taught as an integrated subject so that students will get a broad, interrelated knowledge of these subjects.

Years 9 to 11

From Year 9 onwards, students will begin GCSE courses across the MYP subject framework. This will involve some elements of personalisation and choice of which subjects are studied beyond the core framework, and some students will be able to sit GCSEs from Year 9 if they are ready to do so. In Year 11, all students will be required to sit (or have already sat) a GCSE in each of the MYP subject areas:

- English
- Mathematics
- Science (Dual Award, or individual subjects)
- Modern Foreign Language
- Humanities
- Arts
- Technology

A GCSE in Physical Education will also be available for students wishing to sit it.

As students will be required to follow the MYP framework leading to GCSEs, this will ensure the opportunity for all students to reach the English Baccalaureate standard set by the Department for Education.

The specific GCSE subjects that will be offered can be found in Appendix 4.7.

Personal Project


In addition, all students will undertake a Personal Project in Year 11, having been introduced to it in Year 10. The project can take many forms and will reflect a student's understanding of one of the areas of interaction. Reflection on learning is a key part of this, and the personal project will be assessed using the IB assessment scale. This is expected to take 50-60 hours to complete, and will be an extensive project that is chosen by the student.

There are many forms this project may take. Some examples are:

- An original work of art (visual, dramatic, performance)
- A written piece (literary, social, psychological) or guide
- A piece of literary fiction (creative writing)
- An original science project
- An invention or specially designed object or system
- The presentation of a developed business or management plan for an enterprise, business, special event or project.
- An extended piece of writing

Stage 4 – Years 12 to 13

Students at this level will undertake the International Baccalaureate's Diploma Programme, which requires students to take three subjects at higher level (240 hours of study) and three at standard level (150 hours of study). The curriculum is broad, and requires students to maintain the study of English, Maths, Science, Humanities and a modern language. There are also three core requirements that each student must also complete. At the core of the Diploma Programme is, again, the IB Learner Profile:



Inquirers
Communicators
Caring
Reflective

Knowledgeable
Principled
Risk-takers

Thinkers
Open-minded
Balanced

Subject Areas *(Students must pick one in each area, but can substitute a Group 6 subject with another from Groups 1-5)*

1. **English and English Literature**, including world literature, literary criticism, strong written and oral skills, an appreciation of the heritage and origins of the English language.
2. **Second Language** – we intend to offer students the opportunity to study a wide range of modern languages, and also Latin and Classical Greek, using experienced and well-qualified guest teachers in lesser taught languages. Students can study ab initio if they wish to a standard level.
3. **Individuals and Societies** – there are nine different subjects that could be offered under this area, some which will only operate if there is sufficient demand. These subjects are business and management, economics, geography, history, IT and a global society, philosophy, psychology, world religions, social and cultural anthropology.
4. **Experimental Sciences** – students can choose to study biology, chemistry, physics, design technology, environmental systems, sport, exercise and health science. Some of these will only operate if there is sufficient demand.

5. **Mathematics and Computer Science** – a course in maths is compulsory, and students can elect to do computer science instead of the Group 6 subject.
6. **TheArts** – students can choose from film, music, theatre, visual arts or dance.

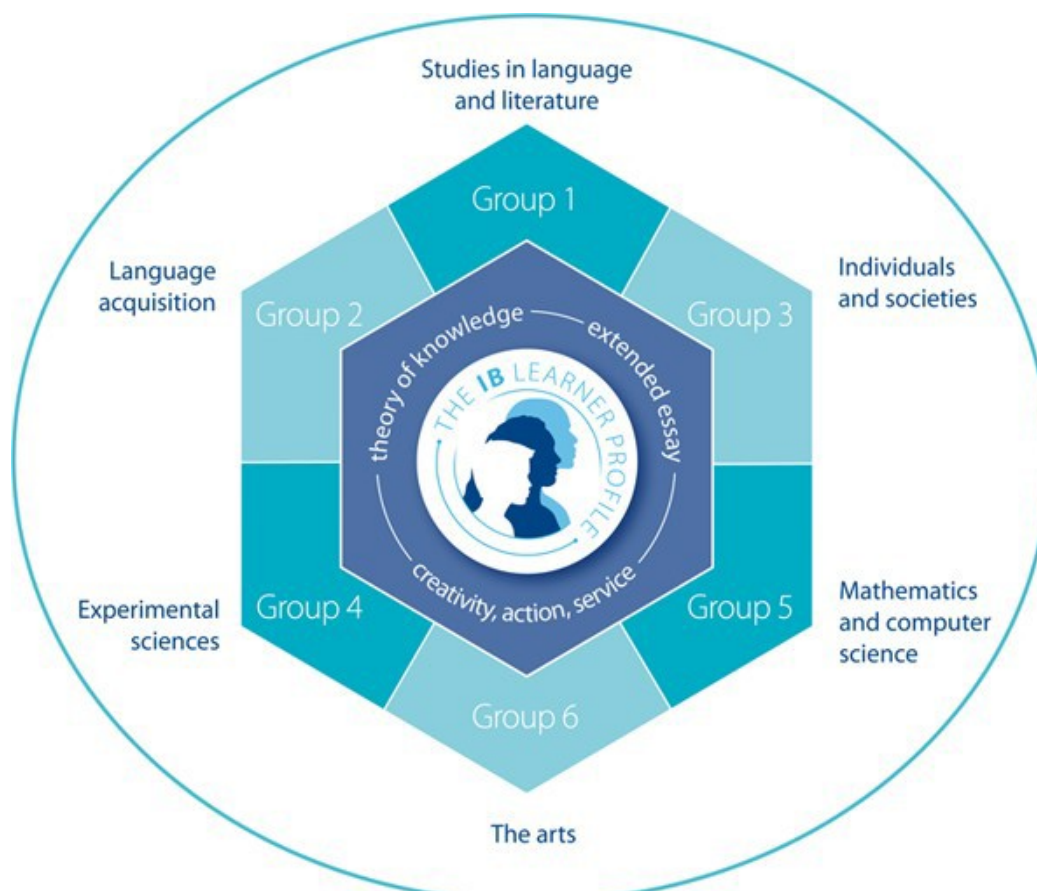


Figure 2: The DP showing the subject areas, core requirements, and the IB Learner Profile at the centre.

Core requirements

1. **Extended essay** – a 4000-word essay on a choice of ten topics completes the IB Diploma Programme. This represents about 40 hours of work, concluding in a viva voce interview with the supervisor.
2. **Theory of Knowledge (TOK)** – encourages critical thinking about knowledge and students learn, debate and report on different aspects of knowledge issues.
3. **Creativity, Action, Service (CAS)** – enhancing students personal and interpersonal development, creating greater community awareness and maintaining a healthy lifestyle. (50 hours of each)

Creativity – arts and other creative thinking experiences

Action – physical exertion

Service – unpaid, voluntary work in which the student learns something beneficial

At the end of Year 13, students will sit IB examinations which will lead to the IB Diploma qualification.

Curriculum Models for Stages 3 and 4

Years 7 to 11

The International Baccalaureate's Middle Years Programme has a requirement that each subject group must receive a minimum of 50 hours of curriculum time each year, totalling 400 hours across the year. The table below shows how this will be covered each cycle, which lasts one week.

Year	Subject	English	English tutorial	Language B1 (MFL)	Language B2 (MFL)	Maths	Maths tutorial	Science	Humanities	Technology	Arts	Physical Education	Individual Learning	TOTAL FOR CYCLE
7		3	0.5	2	1	3	0.5	3	6	2	2	2	5	30
8		3	0.5	2	2	3	0.5	3	5	2	2	2	5	30
9		3	0.5	2	2	3	0.5	3	5	2	2	2	5	30
10		3	0.5	2	2	3	0.5	3	5	2	2	2	5	30
11		3	0.5	2	2	3	0.5	3	5	2	2	2	5	30

In addition to each subject area, students will also receive time during the week to undertake individual learning, additional sports, community and project work, along with any additional tutorials that may be required in other subject areas. During this time, all students will also receive individual or small group maths and English tutorials.

In years 7 and 8, Humanities will be taught as an integrated subject, and from Year 9 onwards students will be able to choose which individual subjects they will want to study to GCSE level.

Each science will be taught for two school terms.

Physical Education classes will be taken place as a whole school on one afternoon a week at a local sports centre. Students will also be encouraged to undertake other sports during their individual learning time.

Students will be taken off-timetable for one week in the second term and one week in the last term to undertake an activity week, such as a Young Enterprise scheme or creativity week (see Appendix 4.5).

Years 12 & 13

The International Baccalaureate requires that 3 subjects are studied at Higher Level, pertaining to 240 hours of study, and 3 subjects are studied at Standard Level, pertaining to 150 hours of study, over the 2 year course. In addition, all students are required to study Theory of Knowledge for a minimum of 50 hours.

Year	Subject	Theory of Knowledge	Subject 1 (Higher Level)	Subject 2 (Higher Level)	Subject 3 (Higher Level)	Subject 4 (Standard Level)	Subject 5 (Standard Level)	Subject 6 (Standard Level)	Creativity, Action & Service / Extended Essay	TOTAL FOR CYCLE
12		2	4	4	4	2.5	2.5	2.5	4	25.5
13		1	3.5	3.5	3.5	2	2	2	4	21.5

Additional time will be given within the timetable to complete CAS in both years and the Extended Essay in Year 13.

For the first term, an additional hour of learning will be given each week to each of the Standard Level subjects.

This assumes a 36-week school year in Year 12, with 2 activity weeks. In Year 13, this assumes a 28-week school year prior to examinations.

The School Day

In the secondary phase, school days will be as follows:

- Mondays and Fridays will have 4 hours of lessons, with 2 hours of individual learning time.
- Tuesdays and Thursdays will have 5 hours of lessons, with 1 hour of individual learning time.
- Wednesdays will have 4 hours of lessons, followed by a sports afternoon consisting of 2 hours after lunch.

A typical week may look like this:

	08:25	08:40	09:40	10:40	11:00	12:00	13:00	13:50	14:20	16:20
Monday	Registration	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Community time	Extended projects / Additional Sports / Community work / individual or group tutorials / CAS	
Tuesday	Registration	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Community time	Period 5	Extended projects / Additional Sports / Community work / individual or group tutorials / CAS
Wednesday	Registration	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Community time	Sports Afternoon	
Thursday	Registration	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Community time	Period 5	Extended projects / Additional Sports / Community work / individual or group tutorials / CAS
Friday	Registration	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Community time	Extended projects / Additional Sports / Community work / individual or group tutorials / CAS	

The school day starts at 08:25 with a 15-minute registration before lessons begin at 08:40. Prior to the start of the school day, there will be an optional Breakfast Club which would start from 8am.

Each lesson will be one hour long and there will be a mid-morning break at 10:40 for 20 minutes after the first two lessons. After a further 2 lessons, there is a 50-minute lunch break followed by a Community meeting (including afternoon Registration) for half an hour. This will be where the whole House (Community) comes together, led by students, to make announcements, recognise and share successes and achievements, and to recognise the beliefs and talents of students.

Following the Community meeting, either individual learning, an additional one-hour lesson, or the sports afternoon will take place, before the school day ends at 16:20. There will be an extended learning programme until 6pm where required.

4.2.3 Organisation of Learning – Terms and School Year

We would look to adopt a 6-term school year, which would still begin in September and finish in July. When we have asked parents about this, 78% are in favour of the 6 term structure, and we will consult on this point in the formal consultation phase. In the main, term dates will remain fairly similar to the Local Authority term dates, only changing significantly from Term 3 onwards.

A typical school year will look as follows:

	Dates for 2012	Length
Term 1	3rd Sept - 19 th Oct	7 weeks
Holiday	22nd Oct- 2nd Nov	2 weeks
Term 2	5 th Nov - 21st Dec	7 weeks (activity week included)
Holiday	24 th Dec - 4 th Jan	2 weeks
Term 3	7 th Jan - 15 th Feb	6 weeks
Holiday	18 th Feb - 1 st March	2 weeks
Term 4	4 th March - 12 th April	6 weeks
Holiday	14 th April - 26 th April	2 weeks
Term 5	29 th April - 7 ^h June	6 weeks
Holiday	10 th Jun - 14 th Jun	1 week
Term 6	17 ^h Jun – 26 th July	6 weeks (activity week at start)
Holiday	29 th July – 2 nd Sept	5 weeks

During the regular holidays, we will operate an extensive extended learning programme (See Section 4.2.4).

4.2.4 Organisation of Learning – Extended Programme

Extended School Provision - Extending Horizons

To compliment the teaching and learning at Parkfield New School we wish to offer an extensive extended school provision. We believe that extending opportunities beyond the school day can significantly improve pupils school attendance and attainment. Lessons learned from the extended schools programme will help us to develop a sustainable offer to parents and children.

There are a number of initiatives which we believe will be of benefit to our pupils and their families and we will be consulting on these as part of our statutory consultation process. We want to ensure that we deliver a range of extended services that respond to identified need, that are fit for purpose, accessible and affordable. We will widen our offer to children and young people from other schools and will work collaboratively with these schools to ensure we add value to existing provision and not duplicate activity.

Our initial suggestions include the following:

Breakfast Club

The Breakfast Club will open every school day morning before registration. During the session pupils will be offered a healthy breakfast of cereal, fruit, toast and fruit juice. Pupils can join in simple craft activities, keep fit, do brain gym exercises, play games and read books plus any other relevant resources.

Booking for the Breakfast Club is essential to ensure we have the correct child to staff ratio. There will always be a minimum of two members of staff.

We anticipate the cost to be £3.20 per child for the Breakfast Club.

Once sessions are booked, if cancelled or the pupil does not attend then the fee will still be payable, unless cancelled with at least 48 hours notice.

After-school Club (for primary aged pupils)

The After-school Club will run from the end of school until 6.00pm during term time. Pupils will be offered a wide range activities to include both structured activities, an opportunity to do homework and free play. Some activities will be counted towards the Children's University.

Pupils will be offered a light healthy snack and drink.

Booking for the After-school Club will be essential to ensure correct child to staff ratio. There will always be a minimum of two members of staff.

We anticipate the cost to be £6.30 per full session for the After-school Club.

Once sessions are booked, if cancelled or the pupil does not attend then the fee will still be payable, unless cancelled with at least 48 hours notice.

After-school provision for secondary students

We would hold daily after-school clubs and activities to engage and extend the secondary students' learning experience. These will be offered in response to demand, and could include sports clubs, special interest clubs and a homework support club, and some will count towards the Children's University awards for under 14s. The Duke of Edinburgh scheme will also be run for students aged 14 upwards.

Holiday provision

Following the published third evaluation of the Children's University by the University of Cambridge in January 2011, we believe that the underpinning ethos is very similar to our own. We have identified that we wish to engender a sense of the love of learning in our pupils and the Children's University encourages children to become both aspirational and see learning as something more than just what they do during the school day.



With this in mind we would like to offer an innovative and exciting experience for our 7 -14 year olds outside of school hours. The Children's University is also aiming to extend the programme to include 5 and 6 year olds.

Anticipated costs are in the region of £16 per day per child.

Saturday Booster Classes

At Parkfield New School we are passionate about teaching and learning and believe that our pupils deserve the best opportunities we can offer in order to thrive and do their best. We will aim to offer Saturday booster classes in a range of subjects suitable for both gifted and talented pupils and those who need more targeted support including EAL/ESOL learning support needs. We will offer revision lessons for both core school work and exams.

Family Learning

We recognise that parents are the first educators of their children and that without parental support many children find learning an uphill struggle. Therefore we would like to develop partnerships with a range of providers including local authority family learning services to deliver a range of family learning opportunities through our Parents in Partnership programme. We feel that for some parents learning with their child may create new opportunities and may be the gateway to a return to learning. Examples of family learning are fun classes to help reinforce and learn modern languages, so that the whole family can learn together, or team building exercises and family camps.

4.2.5 Special Educational Needs Plan

At Parkfield New School we recognise the value and potential of our children and young people by nurturing them as individuals with their own needs and preferred learning styles. We welcome pupils identified as having Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD).

As an inclusive school we are committed to an integrated approach to learning and believe that we have a shared responsibility to ensure that each child is appreciated and nurtured. We demonstrate this through our attitudes and practice and by being a welcoming and empathetic school community and we recognise the important of establishing effective links between home and school and our wider community. We want all children to do well and we will ensure that a pupil with special educational needs has access to a range of specialist support services which meet their individual needs. This includes links to health and social care, educational support services and voluntary support groups.

Parkfield New School follows the national guidance on SEN as set out in The SEN code of Practice, Part 4 of the Disability Discrimination Act 1995 (DDA, as amended by the Special Educational Needs and Disability Act 2001). We also comply with the duties of the Disability Equality Duty.

Definition of Special Educational Needs (SEN)

We define pupils as having Special Educational Needs when there is a need for support above and beyond that normally provided in our classes. A child has a disability for the purposes of The Disability Discriminations Act 1995, if he/she has a physical or mental impairment which has a substantial and long- term adverse effect on his/her ability to carry out normal day to day life. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area. We believe that pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which we teach them.

Inclusion

Parkfield New School aims to provide inclusive learning experiences by providing effective teaching and learning opportunities for all our pupils. We will develop policies that reflect current government guidelines and legislation.

Children and young people with special educational needs often have a clear understanding of their own needs and what sort of help and support they need to make the most of their learning experience. We will actively encourage our pupils to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes through school.

Our SEN Policy Aims

The aim of this policy is to communicate with our parents, staff and stakeholders how we will make high quality provision for children with SEN/LDD and remove barriers to their achievement so that:

- pupils with special educational needs and disabilities are included in all the activities in school
- we foster and develop pupils social and emotional well-being so pupils can become confident with high self esteem
- we promote a sense of belonging for all and challenge prejudice
- we ensure parents are fully informed and involved in their child's learning

The School Governing Body will ensure that:

- the necessary provision is made for pupils with SEN in line with the SEN Code of Practice
- that a policy of inclusion is actively promoted within the school
- that teachers in the school are aware of the importance of identifying and providing for pupils with SEN
- they are involved in developing and monitoring the school's SEN policy
- all Governors, especially any SEN Governors, are up-to-date and knowledgeable about the school's SEN provision.

We will review the policy annually and report on our successes and plans for improvement in our school prospectus and Governors newsletter to parents.

The SENCO's primary responsibilities are:

- overseeing the implementation of the school's SEN policy
- liaison with class teachers/Headteacher/parents
- managing SEN team of support assistants
- liaison with TAs about children's progress and individual needs
- maintaining up-to-date, relevant records for all children with SEN contributing to staff inset
- liaison with stakeholders and specialist support services and voluntary support groups
- active involvement with teaching groups/individuals within school
- involvement in the setting and review of regular Individual Education Plans
- setting individual programmes of work, where appropriate and in discussion with the class teacher, for teaching assistants to use with identified SEN children
- providing support and advice to colleagues, and facilitating good liaison between class teachers and teaching assistants
- taking the lead in further assessment of SEN pupils and the planning of future support
- monitoring the progress of SEN children
- involvement in parental consultations
- setting up Annual Reviews of Statements
- analysing relevant data for SEN children and ensuring that provision is linked to effective progress

Admission and induction arrangements for children with SEN/LDD (including those with statements of SEN)

We welcome children with SEN/LDD at Parkfield New School and comply with the local authority Fair Access Protocol and SEN Code of Practice.

Our school induction arrangements for children with SEN/LDD include:

- The SENCO gathering information from the parents and outside agencies (including early years providers) involved with the child
- The SENCO making appropriate admission arrangements for the child. These may include visiting the child in their previous school, providing the child with visual information about our school, and arranging for the child to visit the school prior to starting.
- Home visits to all children starting in the Foundation Stage (Reception)
- Buddy systems

We are committed to working in partnership with parents to ensure a smooth transition into Parkfield New School.

How we will identify, assess and plan support for children with SEN/LDD

At Parkfield New School we cater for different needs through careful planning and through our individualised learning approach. Special needs may be identified through regular assessment methods used in classrooms. In addition, the nature of an all-through school means that children are supported throughout, with one common SENCO who can disseminate information and learning plans across the whole school.

In a Montessori classroom, detailed observations are made on each child on a regular basis as well as daily less formal observations. This method of assessment helps to identify, monitor and detail any particular needs that may present in children. In addition to this, teachers may identify potential SEN through their individual presentations with the child, such as difficulties in certain sensorial or language activities, difficulties in developing fine motor skills, or in their interaction with other students. All observations are written down and recorded, and may form the basis of a referral to the SENCO or outside agencies where appropriate. The Montessori curriculum acts as an effective, accessible method of teaching for many different types of special needs (See Appendix 4.6). The Montessori curriculum also supports students who are gifted and talented, allowing them to progress at their own pace in areas they are excelling, while remaining at their levels for other subjects.

The school values the diversity that children whose first language is not English can bring to the school. There are over 104 languages other than English spoken by children in Bournemouth schools. We will not assume that lack of progress in English means that a child has a special educational need. However, we are aware that for some children, slow progress may be a result of a special educational need.

Students who are regarded as SEN may also be classed as Gifted and Talented – see Section 4.2.6.

Identification and assessment of special educational needs

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done.

This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Parents will be informed of any concerns and strategies which may be used within the classroom will be outlined and discussed. Testing may be carried out by the SENCO to clarify the specific need. The pupil's progress will be carefully monitored and a review date set.

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need, in line with the current Code of Practice.

In accordance with the Code of Practice, four areas of need have been identified:

1. Communication and Interaction
2. Cognitive and Learning
3. Behavioural, Emotional and Social Development
4. Sensory and/or Physical

A pupil may experience difficulties in one or more of these areas and a course of action will need to be decided upon to ensure the child's needs are met. We will seek guidance and advice from our specialist support services and key stakeholders.

When pupils are identified as having Special Educational Needs, Parkfield New School will intervene through:

- School Action
- School Action Plus
- Statutory Assessment

Our teaching and support staff on SEN matters

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff will need regular training on aspects of special needs and inclusion in order to update policy and inform practice.

Partnership with parents

We understand the importance of working in close partnership with parents of children with SEN/LDD as with all our parents. We recognise that parents know their children best and their views and needs are taken into consideration in the support and nurture of their child at school. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents are also involved in making a positive contribution to the education of their children through:

- clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully.
- Good communication including telephone, email and face to face conversations, Annual Review meetings, and through home school books where these are appropriate. We will meet parents to discuss any questions and and/or concerns that they may have about their children's learning experience in our school.
- Parents of pupils with SEN and disabilities can approach school staff to discuss the progress of their children and to seek information and advice and are also given the space to express concerns and complaints about any issue around their children's provision formally and informally. The school will respond to these concerns by arranging meetings with the stakeholders and other specialist support services to clarify matters.

In addition, our Parents In Partnership programme will also offer additional help for parents in a variety of ways, with workshops such as 'Reading for Reluctant Readers', 'Boys in the classroom', and other involvement methods.

Responsibilities

Governing Body (see previous section)

- The Governing Body will ensure that the school's SEN policy is written in line with guidance and legislative requirements. They will also ensure this is reviewed at least on an annual basis.
- One of the Governors will be responsible for overseeing SEN in the school. [REDACTED], [REDACTED], has experience in this area and has expressed an interest in this role.
- The Governors will also ensure that staffing and funding arrangements are such that they will meet the needs of all SEN students at Parkfield New School.
- The Governors will also ensure that SEN provision is an integral part of the school's development plan.

Headteacher

- The Headteacher will plan to provide for the inclusion of children with SEN into the school.
- He or she will ensure that all staff involved in teaching a student with SEN are notified of any statements or other arrangements that may be in place to meet the needs of that student.
- The Headteacher will be the 'responsible person' for SEN and will ensure that their duties are carried out accordingly.

SENCO (see previous section)

- Will work closely with the Headteacher, Deputy and Assistant Headteachers (Co-ordinators) to develop the school's strategic approach to SEN.
- Will be responsible for the day-to-day implementation of the school's SEN policy by co-ordinating provision and advising and liaising with parents, teachers and other agencies where appropriate.
- Train all staff in SEN matters.
- Will be responsible for the whole school and so transitions and hand overs will be more effective.

Head of House/Community Leaders

- Will be responsible for ensuring that SEN students are integrated into the school community and are given equal opportunities in all activities.

Subject Teachers and Leaders

- Will be responsible for observations on students in the process of identifying and assessing SEN.
- All teachers will be involved in developing and maintaining the school's SEN policy.
- Will be able to provide support in the transition of students within the school, allowing this to take place over a good amount of time to ensure effective transfers of information.
- All teachers will have the opportunity to develop the curriculum to ensure that their method of teaching can be adapted to students with SEN.

We recognise that this is not an exhaustive list, and each member of staff will be given full details of their responsibilities to SEN in their job description.

Complaints Procedure

Parkfield Free School's complaints procedures will be set out in our school prospectus.

The class teacher will work closely with parents at all stages of a pupils education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

4.2.6 Gifted and Talented Students

At Parkfield New School, we want all our pupils to achieve and recognise that they each learn differently both in learning style and at different speeds. Our teaching and learning will help to create the right opportunities in which we can nurture our pupils so they are challenged and stretched in an environment which excites them on a daily basis.

Our chosen curriculum models for both the primary and secondary phases enable individualised, personalised learning opportunities for all students across the whole school, meeting the needs of students who are deemed to fall under the gifted and talented bracket and providing them with opportunities to approach their education independently and at a level which will ensure that they do not underachieve or become disengaged with learning. Parkfield New School will ensure that the inclusion and effective monitoring of all students is paramount, and the IB Learner Profile encourages all students to challenge themselves and learn things in more depth rather than just skimming the surface.

Staff will play an important role in recognising the indicators that point to a pupil with outstanding ability. We will develop a set of criteria in order to identify gifted and talented students across the whole school. Generally, gifted and talented students are defined as students who:

- Display a general academic learning ability which is significantly greater than that of their peers, exceeding expectations for their age group across a range of subjects and disciplines.
- Show an exceptional talent in a specific subject, for example mathematics, music or sport.
- Have dual or multiple exceptionalities (DME), so are gifted and talented and also being regarded as SEN students.

This list is not exhaustive and it will be the responsibility of all teachers, and parents in partnership, to seek to identify children who need to be supported at a different level because of being gifted and talented.

The National Association For Gifted Children (NAGC) has developed ten principles of good practice for schools. They are:

- Flexibility in meeting needs
- Valuing diversity, dealing with underachievement
- A partnership with pupils and parents
- The leadership of the Headteacher and Senior Team
- Regular observation and review with early and prompt intervention

- High teacher expectations
- Positive attitudes by teachers who are prepared to “Go the extra mile”
- Close primary/secondary liaison
- Good use of external resources
- The absence of labels, working to the child’s strengths.

Parkfield New School for Gifted and Talented Students

We believe that Parkfield New School will be an ideal setting for Gifted and Talented students.

In the primary phase:

- The curriculum is individualised, with each child being able to progress at their own pace, meaning that students who excel in a subject area, or overall, are able to be challenged academically.
- Lessons are given either on a one-to-one basis, or in small groups, and therefore the style and method of teaching will match the student's abilities.
- The vertical grouping of the class allows for younger students who may be at a higher level to work with older students of the same level within the same class, and also to mentor younger students.
- Teachers will observe students constantly, and will be able to identify and monitor gifted and talented students to ensure that they are not underachieving and continue to progress with their studies.
- Many elements of the Montessori primary curriculum will give students opportunities to excel in certain subjects and in some cases covering topics that are normally reserved for secondary education. If a student possesses a particular aptitude for a subject, they can also dedicate more personal work time to developing their skills in this area.

In the secondary phase:

- Students moving up from the primary phase have the benefit of the close primary/secondary liaison which will take place due to the nature of an all-through school. This means that sharing of information across phases will be very effective and can be communicated easily, and well in advance of progression into the next phase.
- Teachers will be supported in developing teaching practices that meet the needs of all students, and are differentiated in ways to meet individual needs.
- The individual learning time each student will receive in the afternoons will allow for small group or independent teaching at the level of students, thus giving gifted and talented students additional attention in areas they excel in. Along with the compulsory 30 minute English and Mathematics tutorials, which each student will receive on a weekly basis, there will also be other tutorials that will take place to support each student.

- Also during this time, students can pursue their own courses of study, and explore concepts and ideas further along their interests and abilities.
- The vertically-grouped house system will enable gifted and talented younger students to work alongside older students during the individual learning time, and older students will be able to mentor younger students.

Through extended services:

- Students will have access to many extra-curricular activities which may enhance their learning out of the classroom, enhance their social skills, engage in activities with other students that are fun and to provide balance in their learning.
- Saturday morning masterclasses will allow for accelerated learning for gifted and talented students.
- The Children's University programmes will allow for specialist learning in certain areas.
- Students will be able to go on trips to places of interest to broaden their knowledge and understanding.

Through our Parents in Partnership programme:

- Parents will be given support via workshops and meetings to be able to identify and support their gifted and talented child, or a child that is suspected to be gifted and talented.
- Families will be able to engage in their child's learning through family classes, such as language classes where the whole family can attend.
- Parents will be supported in ways to motivate and ensure achievement takes place.

Responsibilities

All members of staff are responsible for gifted and talented students. In particular:

Headteacher/DeputyHeadteacher

- To liaise with the IB/Montessori Co-ordinators to ensure that all students' needs are being met.
- To ensure that the Governing Body allows financially and academically for the school's gifted and talented programmes.

The Governing Body

- To ensure that Parkfield New School's policy on gifted and talented students is kept up to date and reviewed at least annually.
- To identify a member of the Governing Body to be responsible for the Gifted and Talented programme.
- To allow the Gifted and Talented programme to be adequately funded and supported.

IB/Montessori Co-ordinators

- To monitor and ensure that the curriculum as a whole delivers a successful programme for those students who are considered to be gifted and talented.
- To oversee the gifted and talented process.
- To empower all teachers to be able to adapt the curriculum to meet the needs of individual students.
- To liaise with Heads of House as Co-ordinators of gifted and talented students.

Subject Heads

- To ensure that academic plans are made to match the levels of all students, allowing extension and enrichment where required, and that these are used by teachers.
- To ensure that all teachers are provided with lists of children identified as gifted and talented.

Subject Teachers/Class Leaders

- To identify students who meet the gifted and talented criteria.
- To pass on the names of these students to their Head of House and the relevant Co-ordinator for their academic phase.
- To monitor the progress of all gifted and talented students.

Community Leaders/Heads of House

- Co-ordinate and correlate individual learning opportunities for gifted and talented students, in conjunction with Subject Heads and Co-ordinators.
- To encourage mentoring and learning opportunities across age groups of students within their House.
- To ensure effective transfer and transition of gifted and talented students between phases.

We would look to develop this further with the Principal Designate and other key teaching staff during the pre-opening phase of the school.

4.2.7 Students from a deprived background

Parkfield New School will be a school where all students are welcomed. In particular, for students from a deprived background, we will offer many opportunities that will be beneficial and will assist in raising attainment and achievement. Our preferred site is located in an area of high levels of free school meals, and so it is important that we consider deprivation among students as a priority.

In particular:

- Small class sizes will enable more teacher/student time so students are supported individually and in small groups for their learning.
- The IB Learner Profile encourages, enables and empowers all students with a sense of community, belonging and responsibility for learning, and so students from deprived backgrounds will have the same basis for learning as other students. By engaging the students in this way, and also within an exciting and fun learning environment, attainment will be increased.
- Our extended programme will be available to all, and those students who are eligible for free school meals will be able to access this at no cost. This will allow students the opportunity to get support in their homework, access to breakfast in the mornings, and also to participate in activities that are fun and engaging.
- All students from deprived backgrounds will be supported financially by the school to enable them to go on foreign trips etc. This has been integrated into our financial plans as we feel that all students should be able to go on these trips.
- Our Parents in Partnership programme will inform and support parents as well as engage them in their child's learning, which is proven to be a significant success factor for supporting students from deprived backgrounds and increasing attainment. Parents will be guided and invited to engage in learning through parent support workshops, family workshops, family camps, and within the curriculum, such as in the IPC topic exit activities in the primary phase where parents will be invited along to participate in the final stage of their child's learning of a particular topic.
- Saturday morning workshops will take place to assist students in their learning should they need the additional support.
- Community and Head of House leaders will be responsible for the pastoral care of students. In the primary phase, these teachers will remain for at least two years with the child, and in the secondary phase throughout Years 7 to 11, so a good relationship can be forged to support all students and, where appropriate, their families.
- In addition, we will aim to be accessible to all students from deprived backgrounds by ensuring that our uniform costs do not prohibit disadvantaged students from attending the school.
- We will run a daily minibuss service from areas further out in our inner catchment area that have high levels of deprivation to ensure that these students are able to get to the school.
- The school will be open for 51 weeks of the year, from 8am until 6pm, which will enable parents back into work, safe in the knowledge that their child is safe and cared for in a familiar environment.

4.2.8 Students with English as an Additional Language

In the Bournemouth Local Education Authority there are 104 languages other than English spoken by school-aged children. Our preferred site is in the area where there is the highest amount of students who have English as an Additional Language (EAL). Therefore, it is extremely important that we consider this in our school plans in all development and running stages.

One major benefit to EAL students is our international approach to the curriculum, which is recognised both in the UK and abroad, thus providing a transferable education to students who may, at some stage, return or move to another country. In addition to this, the acquisition of language, respect for and learning about other countries and cultures, and an international outlook will be inherent to the school's ethos and approach to learning. Diversity is celebrated and valued, and all students are encouraged to be open-minded, knowledgeable and principled (the IB Learner Profile). The curriculum will be broad and all subjects will be approached with the view that the student is learning across the curriculum, and so language acquisition will be at the core of all lessons, whether this is specific or underlying.

We recognise that it may take up to three years for students to become fully conversant with the English language, and we will provide an inclusive environment where education and high expectations of achievement are of great importance. Our approach to individualised learning, both in the primary phase through the Montessori approach, and the International Baccalaureate programmes and our individual learning time in the secondary phase, will benefit EAL students greatly, as they will be able to learn at their own pace, with one-to-one support from teachers. Saturday morning classes will also provide an additional learning environment for those students who may require extra assistance in certain curriculum areas.

Our Parents in Partnership programme will also give parents the opportunity to be immersed within the school. If it is needed, we will explore the option of holding English courses for parents who may need this support. We will work with partners to be able to deliver this free of charge to parents where possible.

We recognise the importance of bilingualism and the intellectual advantages it offers, and encourage it in all students throughout the school. Those students who have EAL are encouraged to continue to learn their first language, and where possible, language classes may be made available through the school's extended programme or within the curriculum.

We will work together with the Dorset Race Equality Council and other community groups to ensure that we are meeting the needs of the students within the school who have English as an Additional Language.

Responsibilities

Governing Body

- Is expected to recognise the value of bilingualism and lead the whole school's approach to be inclusive and an effective learning environment for all.

Headteacher/Community Engagement

- To be committed to delivering and maintaining an inclusive educational experience to all students.
- To recognise the importance and impact language acquisition has on academic development and to encourage it at all times.
- To liaise with community groups to ensure that inclusion is maintained at all times, and to support families within those communities.
- A commitment to supporting staff in raising attainment of EAL students.

Co-ordinators

- Will ensure that the provision for EAL students is co-ordinated and implemented across the curriculum.
- Will also ensure that the curriculum allows for opportunities to learn of other cultures, languages, countries and people.
- Will work with Subject leaders, teachers and the pastoral care team to ensure that students needs are being met through the curriculum and approach to teaching and learning.
- Will monitor students' performance and progress to ensure students are achieving their full potential.

Teachers and Class Leaders

- Celebrate and encourage learning among other staff and students about different cultures and countries, particularly those of children within the school.
- A commitment to the IB Learner Profile which encourages this celebration and integration.
- Encourage bilingualism and develop their skills for teaching EAL students.
- To provide appropriate programmes to assist students who have had an extended stay in their home country.

Head of Community/Head of House

- Develop partnerships with parents in conjunction with their subject teachers.
- Ensure that individual tuition is accessible for all EAL students and to encourage and support them in a pastoral role.

4.3 Organisation of Pupils

Organisation of pupils for academic purposes

Primary Phase

Classes within the primary phase will be vertically-grouped. This is one of the main characteristics of Montessori primary education. There will be three different groupings, or Communities, where students will be organised into classes of 24 students initially, dropping to 20 students in later years. The three different Communities will be:

- Reception & Year 1
- Year 2 & Year 3
- Years 4, 5 and 6

Community 1 **Reception & Year 1**

There will be a total of 48 students within this group to begin with, increasing to 80 after the additional form of entry in 2013. The students will be split randomly into two classes with equal numbers of students from each year group in each class to begin with, increasing to four classes.

2012 intake

	Reception	Year 1	Total
Class 1	12	12	24
Class 2	12	12	24
TOTAL	24	24	48

At full capacity

	Reception	Year 1	Total
Class 1	10	10	20
Class 2	10	10	20
Class 3	10	10	20
Class 4	10	10	20
TOTAL	40	40	80

Community 2 Years 2 & 3

There will be a total of 48 students within this group initially, increasing to 80 after five years. They will be split randomly into two classes with equal numbers of students from each year group in each class to begin with, increasing to four classes later.

2012 intake

	Year 2	Year 3	Total
Class 1	12	12	24
Class 2	12	12	24
TOTAL	24	24	48

At full capacity

	Year 2	Year 3	Total
Class 1	10	10	20
Class 2	10	10	20
Class 3	10	10	20
Class 4	10	10	20
TOTAL	40	40	80

Community 3 Years 4, 5 & 6

There will be a total of 72 students within this group as students move up from the initial intakes, growing to 120 later. The students will be split randomly into three classes with equal numbers of students from each year group in each class to begin with, increasing to six classes later.

Moving up from the 2012 intake

	Year 4	Year 5	Year 6	Total
Class 1	8	8	8	24
Class 2	8	8	8	24
Class 3	8	8	8	24
TOTAL	24	24	24	72

At full capacity

	Year 4	Year 5	Year 6	Total
Class 1	7	7	6	20
Class 2	7	7	6	20
Class 3	7	6	7	20
Class 4	7	6	7	20
Class 5	6	7	7	20
Class 6	6	7	7	20
TOTAL	40	40	40	120

Vertically-grouping classes in the Montessori primary phase will have many benefits. In particular, the Montessori method works at its best when there is a mixed-age community of learners, and fulfils our ethos of creating a community of learners.

Mixing age groups will allow students to progress at their own stage, with reduced competition for attainment as all students will be at different stages of learning. This aids the confidence and self-esteem of all students.

Each class within the primary phase will have two trained teachers, one of which may be a teacher with QTS who will adopt the Montessori method of delivering the curriculum and another who is Montessori trained. Lessons will be given individually or in small groups to all students by both teachers, who will ensure that all children's needs are met through close monitoring, observation and recording of student work and progress.

This class structure will remain the same as the school grows. In the first year, there will be no students in Community 3. In 2013, when the first students enter into Year 4, these will make up one class on their own for one year until the next year group enters into Year 4, when classes will be split as in Communities 1 and 2.

Maintaining smaller class sizes will be important to Parkfield New School, and is part of our aims for the school. We believe that keeping classes to a maximum of 24 children in each allows enough scope and time for teachers to ensure that all students receive the optimal individual and group lessons at their academic level. We aim to reduce this to 20 in each as the school grows to increase standards and drive up achievement in this vital foundation of education.

Secondary Phase

In Years 7 to 11 of the secondary phase, students will be organised into ten classes for academic studies, two for each year group. We will use a banding approach to grouping pupils generally within these classes, so that teaching approaches can be tailored to the students' needs to ensure that attainment is reached throughout the school. Students who are reaching or exceeding attainment levels will be able to be challenged and more motivated to learn in more challenging classes, whereas students who may be struggling can also be taught at their level which continues the Montessori ethos of learning into the secondary phase.

Initially, we will base the organisation of students on their results in Key Stage 2 tests. This organisation of students will be reviewed termly, based on academic performance although we would look to keep the amount of movement within classes to a minimum, with normally this change occurring in the following September. If appropriate, some students who are more advanced may be able to attend the next year group's lessons in a certain subject and remain in their class for other lessons.

	Year 7	Year 8	Year 9	Year 10	Year 11
Class 1	20				
Class 2	20				
Class 3		20			
Class 4		20			
Class 5			20		
Class 6			20		
Class 7				20	
Class 8				20	
Class 9					20
Class 10					20
TOTAL	40	40	40	40	40

In the first two years' intake, the number of students in Years 7 & 8 will be reduced to a total of 30 students. This will mean that for these cohorts, the class sizes will be 15 per class, with students being organised in the same way, based on students' Key Stage 2 results. In Years 12 and 13, students will be organised into classes of no more than 20 depending on their subject choices at Diploma Level. The population of these classes will change for every subject depending on which students have chosen to sit the particular subject.

Again, we will ensure that class sizes are kept small so that all students' needs can be met, and more class time can be devoted to each student, particularly as the International Baccalaureate is a challenging framework. This will be particularly beneficial for (but not isolated to) students who have additional learning needs or who may be deemed to not be learning at the expected level. Small class sizes will also help us to achieve our vision of students being recognised and taught as individuals, who in these smaller groups, will be noticed more by teaching and non-teaching staff.

Organising pupils for non-academic purposes

Students throughout the school will be organised vertically, across year groups.

In the primary phase of the school, as previously mentioned, this will take the form of four Communities which split the year groups as follows:

- Reception & Year 1
- Year 2 & Year 3
- Years 4, 5 and 6 – two communities

The relevant classes within these Communities will come together on a daily basis for Community time, a type of assembly, and will undertake activities such as community work, activity weeks and school visits together. In addition, there may be Community working within the curriculum when it comes to the International Primary Curriculum units of study, for example, where exit activities for units may be planned to be carried out together in groups making up the whole Community rather than just the class.

In Years 7 to 11 of the secondary phase, students will be grouped into Houses, with tutor groups within those Houses. Students will be organised with an even number in each House.

	Talbot	Brownsea	Canford	Redhill
Year 7	10	10	10	10
Year 8	10	10	10	10
Year 9	10	10	10	10
Year 10	10	10	10	10
Year 11	10	10	10	10

The House names are given here as an example. We have asked parents and students to come up with the actual names we will use when we open.

House groups will meet on a daily basis, during Community Time for assemblies and in individual learning times where older students will become leaders and mentors of younger students, and may lead individual and group tutorials and projects. Younger students will be able to learn from the example of older students, who will in turn consolidate their learning by teaching others, and also will be expected to behave excellently so as to be good role models for their younger colleagues.

House groups will also undertake activity weeks together, and may go on school trips together. On Wednesday afternoons and in sporting fixtures, Houses can also compete and play sports against each other.

Within Houses, there will be tutor groups which will also be vertically-grouped so that Years 7 and 8 are in one tutor group, and Years 9 to 11 are in another. This will give a total of 8 tutor groups throughout the House system. Pastoral care and the registration of students twice daily will remain the main responsibility of the tutor group leader.

Within Years 12 and 13, students will be placed in to 4 main tutor groups, consisting of 25 students in each. These will not be vertically-grouped, although there would be many opportunities for students to work with those in the other year.

4.4 Pupil Development and Achievement

Defining Success

Pupil development and achievement are central to Parkfield New School's ethos. Success in this will be defined in the following ways:

The School

The overall success of the school will be defined as:

- Achieving an 'Outstanding' Ofsted report on our first inspection post opening
- Being oversubscribed in all forms of entry on a yearly basis
- Achieving IB World Status within 3 years for the Middle Years Programme
- Successfully implementing the IB Diploma Programme in 2014
- Successfully undertaking a school-wide community project each year
- Have parents regularly involved in PIP (Parents in Partnership Programme)

The Primary Phase

In the primary phase, success will be defined as:

- All students are independent learners who love to learn
- All students reaching Level 4 in Key Stage 2 tests
- All students making good progress against the IB Learner Profile
- All students by Year 6 having completed at least 40 hours of service in the community.
- All students being able to speak a modern foreign language at an introductory level.

The Secondary Phase

In the secondary phase, success will be defined as:

Years 7 to 11:

- All students gaining a minimum of 5 GCSEs grade A*-C by the end of Year 11
- All students reaching the standard of the English Baccalaureate
- All students reaching a minimum of 32 points in the Middle Years Programme Assessment in Year 11
- All Year 11 students progressing and continuing their studies into Year 12
- Every student is conversant in one modern foreign language
- Every student has visited another country as part of a school trip
- Every student reflects the qualities in the IB Learner Profile
- Every student has taken part in an additional scheme such as Duke of Edinburgh, Young Enterprise's Company Programme, or community-based programme etc.

Years 12 to 13:

- All students to achieve a minimum of 30 points in the International Baccalaureate Diploma in Year 13
- All students successfully complete their Community, Action and Service requirement
- All students pursue higher education courses, or equivalent, on leaving the school.

Measuring Success

The success of the school will be monitored in several ways. One of the main tools for self-evaluation and evaluation of students will be the IB Learner Profile, which is central to our ethos and vision (see below).

Other tools for measuring success will be:

- Regular observations of students, individually and as a group
- Regular observations of teachers in lessons
- Registers in every lesson to track student attendance
- Regular evaluations of students against key targets, such as using a system being developed to track Montessori achievement against National Curriculum targets and using the IB Middle Years assessment criteria each year during Years 7 to 11 to track pupil progress.
- This will involve an extensive record-keeping system, some of which has already been compiled for the primary phase, and work is progressing on the system for the secondary phase.
- Records will also be kept of extra-curricular and non-academic achievements. In addition we will run a school-based reward system for partaking in these, linked with academic performance.
- A 'second opinion' on regular evaluations to ensure they accurately portray the students progress.
- Student self-evaluation methods as part of their reflection on learning and enjoyment of school
- Parent evaluation methods

We will develop a tracking system by which factors such as free school meals, Special Educational Needs and results by teacher/House can be analysed to identify any areas which may be under-performing or that need to be addressed.

Monitoring Teaching Performance

All members of teaching/curriculum staff will have some responsibilities with regard to monitoring teaching performance within their area of the school. A comprehensive framework for monitoring the performance of teachers is required in order to maintain high standards of education for all students. The information gathered from monitoring will be assessed by senior members of staff, who will be required to take actions where necessary.

- **Primary Phase Teachers** will carry out observational evaluations on their Class Assistants to ensure their performance is at an appropriate level.
- **All Teachers** will carry out self-evaluations on their lessons to reflect on their own performance and assess where improvements may be necessary.
- **The Montessori and IB Co-ordinators** will make routine visits and observations of classes and teaching performance to ensure all teachers are providing a quality level of teaching.

- **Students** will have the opportunity to evaluate their own learning, including commenting on the lessons given by their teachers. All student evaluations will be passed directly to the Montessori and IB Co-ordinators so that they have a good idea of the attitudes and opinions of the class.
- **Tutors and Heads of House** will be expected to discuss experiences of lessons with students in order to hear their opinions and note any concerns that they may have.
- **The Headteacher** will receive any concerns about teaching from the Montessori and IB Co-ordinators. They will carry out the necessary actions, which may be routine feedback, reinforced training, or informal discussions. Conversely, they will also respond to excellent standards of teaching, for example where many students independently comment on a particular teacher exceeding their expectations, with recognition in the form of appraisals, etc.

Using the IB Learner Profile as a tool for reevaluation

The International Baccalaureate's Learner Profile will be a central, common goal for the whole school, for students, parents and staff, teaching and non-teaching. It will also be one that will guide the Governing Body and others in making key decisions. It is a requirement of the International Baccalaureate Organisation, but is also a key feature inherent in Montessori teaching also.

Underlying the ethos of the school will be the concept of education of the whole person as a lifelong process, and the IB Learner Profile is designed with this in mind. It sets out the expectations of approaching learning both in and out of the classroom and will be used when writing, teaching and implementing the curriculum.

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

(taken from the IB Learner Profile Guide)

Pupil Development using the IB Learner Profile

The IB Learner Profile provides a tool by which teachers and students can engage in evaluating and reflecting on learning and student development. The Learner Profile underpins the whole ethos and curriculum of the school. Although in the primary phase students will not follow an IB programme, the Learner Profile can still be used as a development tool for all students as it complements the Montessori primary curriculum very well.

The Learner Profile will be used for assessing students by teachers, themselves and by peers, and will also form part of the basis of teacher/student/parent conferences and school reports.

School Development using the IB Learner Profile

The Learner Profile will also be used as a tool for whole-school self-evaluation, reflection and analysis:

“To what extent do our philosophy, our school structures and systems, our curriculum and units of work enable students, and the adults who implement the programmes, to develop into the learner described in the profile?”

This will feed into the curriculum, where at the end of every lesson, both in the primary phase and the secondary phase, teachers will be required to reflect on how the teaching went and record this in their planning documents. In this way, the curriculum can always be assessed and improved. It will also feed in to the school's assessment and reporting practices, daily life, management and leadership, as shown in the Learner Profile guide (excerpt shown below).

Classroom practices

- Is it possible to create more experiences and opportunities in the classroom that allow students to be genuine inquirers?
- How much attention do we pay to how students interact with other students in group-work activities? Could we give more time to helping them work effectively as part of a team?
- Could we create more opportunities to discuss the ethical issues that arise in the subject(s) we teach?
- How well do we model empathy, compassion and respect for others in our classrooms and around the school?

Assessment and reporting practices

- In formative assessment tasks, do we provide students with enough opportunities to take intellectual risks, and then support them in taking such risks?
- To what extent does the range of assessment strategies we use meet the diverse needs of students and encourage creative and critical thinking?
- Can we provide time for students to reflect on an assessment task and what they have learnt from it?
- What aspects of student development do we report on?

Daily life, management and leadership

- Do all our teachers see themselves as responsible for the nurturing of lifelong learners?
- What is the quality of interaction between students and teachers around the school?
- Does the structure of the school day and the schedule facilitate the development of the learner as a whole person?
- Are support structures in place to oversee the personal, social and emotional welfare of students, as well as their academic development?
- Are students empowered to take responsibility for their own learning?
- Are we investing appropriately in ongoing professional development for our teachers?

IB Learner Profile Guide

Accountability for Success

Ultimately, the Headteacher will be accountable to the Governing Body for the success of the school. Underneath the Headteacher, the school staffing system allows for different levels of responsibility for learning and pastoral care.

Every member of staff (as well as parents and students) will be given a copy of the School's ethos, vision, measurements of success and the IB Learner Profile, and as part of regular training, these will be revisited often to ensure that all staff are aligned to the aims of the school.

There will be distinct lines of reporting and responsibility within the staff structure of the school, particularly with key post holders such as:

Deputy Headteacher – when this post is recruited, the Deputy Headteacher will help the Headteacher to run the school, with the Montessori Co-ordinator and Assistant Heads reporting to them.

Montessori Co-ordinator – will sit on the Leadership team and is responsible for ensuring the effective implementation of the Montessori curriculum across the primary phase

Senior Teacher – each primary class will have a Senior Teacher who will be responsible for ensuring student progress and well-being during their time within that class (2-3 years)

The IB Co-ordinators – will sit on the Leadership team as Assistant Heads and are responsible for ensuring the effective implementation of the IB programmes and oversee all curriculum development and teacher training.

Head of Subject – responsible for ensuring that the curriculum for that subject (secondary phase) is aligned to the IB frameworks and ensures cross-curricular learning.

Head of House – responsible for the overall pastoral care and individual student development within their particular House in the secondary phase.

Tutors – teachers will act as tutors for their tutor groups within the House and will be the first port of call for students with difficulties in learning, attendance or behavioural areas.

In addition, students will also develop, through the methods of teaching that will be employed, self-discipline and will be expected to take responsibility for their own learning. Parents, also, will be expected to work as partners with teachers in ensuring their child attends school, carries out learning at home, and is encouraged in all academic and non-academic areas.

Where performance does not reach the required standards, both from students and for staff, there will be a team of support from within the staffing structure to address issues of concern.

4.5 Behaviour and Attendance

Promoting Good Behaviour

Parkfield New School will have high expectations of staff, parents and students. The school will publish the basic expectations it will have from staff and students in Learning, Behaviour and Uniform as well as the responsibilities every member of the Parkfield New School community of learners will have towards each other. This will take the form of the Parkfield Community Contract.

All of these expectations and standards will be published on the school website and in the prospectus. All students and parents, on enrolling, will receive a copy of these, as will prospective staff on applying for employment. They will also feature in the staff handbook.

The nature of the Montessori and International Baccalaureate curricula help students to become more aware of their actions, to be actively responsible citizens, to respect others and be caring individuals. Within these frameworks are strict codes of behaviour that are inherent, and learning how to behave, and approaches to learning and conduct are areas that are separately taught as well as integrated into curriculum areas. The curriculum that we will adopt encourages self-discipline, and the IB Learner Profile requires students to be principled and act with integrity at all times.

We believe also, that it is important that students feel empowered within the school, and are able to bring about change if they feel they need to do that. Daily community meetings will be run, in the main, by the students, even at the lower levels. Within these meetings students will celebrate each other and also discuss and debate any issues or changes they would like to meet. All students will also be able, and encouraged, to make proposals to teachers and the Headteacher on changes they would like to see, trips they would like to go on, and so on. They would be expected to present a comprehensive case for these changes, and plans for implementation. We believe this will greatly increase their feeling of belonging and contributing to their school community and will prepare them well for life in the wider community they live in.

To encourage students to be actively engaged in their learning both in and out of the classroom, we will run a school-based certificated programme where students gain points for a mixture of academic achievement, good behaviour, Community or House points, activity within the community and taking part in additional activities, either in the extended programme, Duke of Edinburgh, etc., or in clubs, societies and groups external to the school, such as karate, Scouts, etc. These points will be cumulative and gaining one award will count towards the next one:

Primary phase		Secondary phase	
Award	Year expected to reach	Award	Year expected to reach
Ruby	Year 1	Bronze	Year 7
Emerald	Year 3	Silver	Year 9
Diamond	Year 6	Gold	Year 11
		Platinum	Year 13

Basic Expectations

We will have three basic statements which detail for students, parents and staff, the expectations that we expect from students at all times.

These will be our Learning Expectations:

Learning Expectations

As a student at Parkfield New School I realise that I should always try my very best.

To be an outstanding Parkfield student I will:

- Always try my hardest in lessons and take part enthusiastically.
- Behave respectfully in lessons.
- Always arrive at the lesson properly equipped and with a determination to make every lesson count.
- Listen carefully to instructions and put my hand up if I want to speak.
- Be adventurous in my learning by developing new ideas, constructing counter arguments and finding new ways of completing the work.
- Be aware of how I learn best and apply this learning independently in the classroom and when I am completing my homework.
- Support other students in their learning through not distracting them from their studies and, when appropriate, challenging their ideas in a positive and respectful way.
- Set myself challenging targets for all of my subjects and work during each module to achieve them and set action plans if I have not achieved them.
- Take the advice that the teachers give me in lessons and when they have assessed my work.
- Complete homework to a high standard.
- Work independently.
- Develop strategies to broaden my knowledge.
- Develop a sense of responsibility for the world in which we live.
- Work hard to develop my skills under the IB Learner Profile.

The majority of these would apply throughout the school, with a slightly different version for the primary phase.

In terms of uniform, everything apart from the school jumper will be able to be sourced from supermarkets and other fair-priced outlets so that the cost of uniform does not exclude any students from attending. Everyone will be expected to wear their uniform with pride at all times, and to recognise that while they are in uniform (and also not in uniform) they are ambassadors for their school and themselves. We will also publish and provide each student with our Uniform Expectations:

Uniform Expectations

We have a strict uniform list which we expect students to adhere to at all times whenever the uniform is being worn. This includes:

- Shirts must be tucked in at all times.
- Ties must be long, to the waist, tied in a knot which covers the top button.
- Girls' skirts must be knee length, and remain at knee length at all times.
- Hair must be neat and tidy, with no extreme styles, edges or lines
- Shoes must be sensible and flat. They should be black in colour.
- School bags must be navy or black.
- Only school jumpers should be worn. No other jumpers, cardigans etc will be allowed.
- Girls may wear one set of gold or silver stud earrings. Rings, necklaces, bracelets and other jewellery must not be worn.
- Winter hats, scarves and gloves must be plain black.
- Make up is not permitted.

These will be our Behaviour Expectations:

Behaviour Expectations

Students should maintain high standards of behaviour at all times, in school, on the way to school and outside of school.

- Students are expected to attend all of their lessons and remain at school until the end of the school day.
- Students are expected to always be on time to all lessons.
- Students are expected to attend all trips, activity days and tutorials and be willing participants in all of these.
- Students must always walk in the school grounds and corridors.
- Swearing and violence towards anyone will not be tolerated.
- Students are expected to always act as a good example to fellow, particularly younger, students.
- When waiting to enter the classroom, students must wait quietly.
- Students are expected to always be courteous and respectful towards fellow students, parents and the staff of the school.
- Drugs, alcohol and other substances will not be tolerated at any time.

Deterring Bullying

The community focus of the school will help students to realise the differences among people. One aim of this is to encourage students to be aware of their impact on others, and to always act to improve the lives of others. We will have a zero tolerance policy with any behaviour, particularly bullying, that is contrary to our expectations.

The healthy social and emotional development of each child at Parkfield New School is one of our highest priorities alongside academic achievement. This can only be encouraged in an atmosphere where bullying is an extremely rare occurrence. Bullying can occur in many forms, but can broadly be described as any behaviour that causes one or more victims physical or emotional pain or other harmful consequences. We will do all we can to eliminate bullying behaviours from the school.

The first step to preventing bullying is to adequately educate students on what kinds of behaviour are acceptable, and what kinds are unacceptable. The Montessori/IPC curriculum focusses on the community of learners and provides opportunities for the primary phase students to work co-operatively in small groups and to study the concept of peace within different contexts. Students are taught to be responsible for their environment and the people they share it with, right from the start of the curriculum. When any undesirable behaviour is observed, it is discussed with the pupil in question and they are redirected to avoid re-occurrence. Topics that arise from students' behaviour are discussed openly in the group in an objective manner.

For the secondary phase, the IB Learner Profile centres on the student becoming, among other things, principled (acting with integrity), caring (showing compassion and empathy) and reflective (self-aware and pro-active). Similarly to the Primary Phase, the secondary students spend much of their learning time working co-operatively in small groups and reflecting on their personal achievements and their relationships with others.

An excellent school education does not only include academic achievement, but crucially involves developing personal confidence and social skills so that students can graduate with a knowledge of how they should act and how they should interact with others. If all students learnt these principles to the best of their ability, intentional bullying behaviour would be eliminated from the school. Vertically grouping classes helps to achieve this and to develop nurturing and caring attitudes towards other students, and this is the main reason we have decided to retain this structure in the secondary phase of the school.

Cyberbullying

Parkfield New School recognises that pupils will be spending time whilst at home on the computer and mobile phone and will have access to computers as part of their school curriculum.

We will encourage our pupils to be aware of the potential threat of cyberbullying and equip them with the tools and knowledge to protect themselves.

Parkfield New School believes that cyberbullying of any form is unacceptable.

Cyberbullying includes, but is not limited to, the following misuse of technology:

harassing, teasing, intimidating, threatening, or terrorising another pupil or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including social media such as Facebook) which has the effect of:

- Physically, emotionally or mentally harming a pupil
- Putting a pupil in reasonable fear of physical, emotional or mental harm
- Placing a pupil in reasonable fear of damage to or loss of personal property
- Creating an intimidating or hostile environment that substantially interferes with a pupils learning outcomes.

The Parkfield Community Contract

In addition to our published expectations, we will also give every student, staff member and parent a copy of 'The Parkfield Community Contract' (shown on the next page) which will be what all parties agree to in order to ensure that the best learning experience is had by all.

The Parkfield Community Contract

The Parkfield Community is the collective body of those involved in the school programme, which includes Trustees of Parkfield Education, staff members, students, parents, governors of the school and any others similarly involved.

The Parkfield Community Contract, which is signed by all members of the Parkfield Community, binds all involved parties together with shared values and outcomes that all efforts should be directed towards. The contract does not prescribe a list of rules and regulations that should be followed, but rather encourages further self-development and achievement of success by giving guidelines of principles that should be followed.

"As a member of the Parkfield Community, I will always carry out my duties responsibly and in accordance with the school rules. My duties are as follows:"



Students

To ensure the personal and educational well-being of myself and my fellow students at Parkfield New School.

To be an example of the highest standards of behaviour, attendance and appearance in myself, and encourage the same in others.

To always strive to meet targets that have been set by myself and others.

To be friendly to and co-operative with all other members of the Parkfield Community.

To always act in a way that upholds and positively contributes to the reputation of the school within the local community.

To make the most of every day at Parkfield New School.

To support and commit to the activities offered in extra-curricular programmes.

To communicate in a positive and constructive way with all members of the Parkfield Community.

To report any concerns to parents and teachers, so that action can be taken where necessary.

Staff

To ensure the personal and educational well-being of all students at Parkfield New School.

To ensure students' behaviour, attendance and appearance are the best they can be.

To support and encourage all students to meet the targets that have been set by themselves and by others.

To be open and approachable to all other members of the Parkfield Community.

To always maintain professional, to uphold and contribute positively to the reputation of the school within the local community.

To make every day at Parkfield New School a positive experience.

To actively engage with and support extra-curricular programmes.

To communicate in a positive and constructive way with all members of the Parkfield Community.

To report any concerns to the relevant authorities, and to hear the concerns of others, with the intention of making improvements where they are necessary.

Parents

To protect the personal and educational well-being of all students at Parkfield New School.

To proactively encourage my child's behaviour, attendance and appearance to be the best they can be.

To support and encourage my child to meet the targets that have been set by themselves and by others, and to be involved in the target-setting process.

To communicate and co-operate with all other members of the Parkfield Community.

To uphold and positively contribute to the reputation of the school within the local community.

To value each and every day my child attends Parkfield New School.

To encourage my child to pursue interests in extra-curricular programmes.

To communicate in a positive and constructive way with all members of the Parkfield Community.

To report any concerns to the relevant member of staff, with the intention of making improvements where they are necessary.

Addressing discipline issues

We will have high expectations of all students, staff and parents. The Governing Body of Parkfield New School also has a vital role to play and will be responsible for ensuring that the behaviour and discipline policies of the school are kept in line with legislation.

Where a student is displaying behaviour that is particularly challenging, the first port of call will be with the student's Head of House. The Head of House role is primarily a non-teaching role, with these staff mainly employed to ensure the health, well-being, attendance and behaviour of students within their House remain within the expected boundaries.

The Governing Body believes that in order to enable effective teaching and learning in an environment, our pupils must act with integrity. We will therefore promote good behaviour across all aspects of the school community.

Our ethos will underpin the way in which we shall create an inclusive learning community by:

- providing a safe and caring environment where everyone is treated with equal value and respect
- promoting desired behaviour and discipline so that we work in an environment that is free from bullying, harassment, violence or disruption
- developing positive relationships with parents and stakeholders so we have a shared approach and responsibility for our policies
- supporting pupils to become aware of their actions and how they impact on others

Roles and Responsibilities

It is the responsibility of the Governing Body in consultation with school staff, parents and pupils to further develop this policy and ensure that it is effective and meets current legislative requirements.

The Headteacher is responsible for the implementation of the policy and procedure.

All staff in the school whether paid or voluntary will be responsible for ensuring that the policy is applied with consistency and fairness. There is an expectation that staff will support one another in ensuring the policy is understood and implemented, so that teaching and learning is as effective as it can be.

Heads of House will oversee the pastoral care of students and will work with all to ensure that students behave appropriately, as well as tackling any attendance issues.

Parents will have an equal responsibility to ensure the policy is applied so that pupils desired behaviour continues both in and out of school.

Pupils will be actively engaged in their learning and therefore have a responsibility to comply with the basic expectations of learning, behaviour and uniform policy statements.

Procedures

The Headteacher and staff will determine the procedures which will be made clear to pupils and parents so that each understands the rationale and how behaviour can impact on attainment.

Rewards

Encouragement and nurture underpins how we promote desirable behaviour and rewards are integral to achieving this. We believe that reward and recognition is motivational for pupils. We will ensure we inform parents regularly on their child's desired behaviour. Staff will offer praise for good behaviour as soon as it is recognised and be consistent in their approach.

To encourage pupils to be actively engaged in their learning both in and out of the classroom, we will run a school-based certificated programme where students gain points for a mixture of academic achievement, good behaviour, Community or House points, activity within the community and taking part in additional activities, either in our extended schools programme, or in clubs, societies and groups external to the school. These points will be cumulative and gaining one award will count towards the next.

Sanctions

Sanctions are needed in order to respond to undesirable behaviour. We understand that children and young people often expect a confrontation when they are displaying undesirable behaviour. In order to minimise any escalation our staff will always use the minimum effective response, which means they will not shout or intimidate pupils in order to gain control.

Staff will do this by remaining calm and assertive, offering positive alternatives and tackling the behaviour not the pupil.

We believe that in addition to effective responses by staff, a range of sanctions are needed and that they will reflect the nature of the undesirable behaviour. Pupils will always be given the opportunity to reflect on their behaviour and encouraged to make an apology to staff or other pupils they may have offended or upset. There are a number of behaviours that will automatically be unacceptable at Parkfield New School:

- violent behaviour, bullying or physically hurting others
- cyberbullying
- deliberate offensive language including racist comments, verbal sexual abuse or homophobic comments
- vandalism of school or pupils property or that of visitors (including graffiti)
- continued disregard for staff instruction or direction
- continued disregard for the school behaviour or uniform expectations
- theft from the school, staff, pupils or visitors
- use of mobile phone in school
- drug or alcohol related incidents
- throwing of objects likely to cause harm to self, others or property

The following sanctions may operate

- Verbal warning from a teacher
- Second warning/possible change of seat
- Subject detention issued with referral to Head of House or the Montessori Co-Ordinator
- Temporarily removed to another class
- Issue of main school detention
- Principal and Parent informed – interview with Principal if deemed necessary

Detentions will be held on 2 evenings a week and parents will be notified in writing with 24hrs notice. Detention is likely to be 40 minutes long.

If a pupil does not appear for detention as requested further sanctions are then imposed. This is likely to involve a lunchtime detention which is supervised. A pupil attending a lunchtime detention will be allowed to eat lunch before returning to the afternoon classes.

Screening, Searching and Confiscation

Please note that guidance and legislation may change after current government consultation and therefore this policy will be amended to reflect any changes.

Banned items in Parkfield New School

We want our pupils to feel safe and secure and free from intimidation or fear whilst at school. We therefore have a list of items that are banned from the premises as follows:

- Knives, guns or weapons of any kind
- Drugs or alcohol
- Stolen items
- Following legislative changes this may also include tobacco and tobacco related products, pornography, fireworks and mobile phones or ipods etc

Where there is a suspicion that an offensive weapon, drugs, alcohol or stolen goods are being carried by a pupil staff will alert a named member of staff (there will be a male and female named member of staff) on the senior leadership team in line with Section 91 of the Education and Inspections Act 2006 and the Health and Safety at Work Act 1974, who will search preferably with a pupils consent and confiscate, retain or dispose of the item as a disciplinary measure where it is reasonable to do so. Parents and the police will automatically be involved.

Currently Parkfield New School has no intention to undertake either walk-through screening of pupils or hand held wand screening. However this will be subject to review annually following a risk assessment.

Use of Reasonable Force

Please note that guidance and legislation may change after current government consultation and therefore this policy will be amended to reflect any changes.

Staff at Parkfield New School will always act within the law to use reasonable force to prevent injury, damage or disorder; it will be used as both a method of control or restraint as necessary.

The use of force will never be used to punish, hurt or humiliate a pupil and will be only be considered if all other behaviour management options are ineffective.

Staff will never be expected to place themselves at unreasonable risk and in order to minimise risk will call for assistance.

Staff will maintain a calm, measured approach and maintain communication with the pupil at all times.

Parkfield New School will seek advice and training on the use of force to ensure that we deliver the most effective practice in order to safeguard our pupils and staff.

Exclusions

Students may be excluded from the school only in extreme circumstances, when all behaviour management strategies have been employed and there is still no sign of improvement from the student. This will only be implemented in cases where the safety and welfare of staff or other students at the school would be compromised otherwise. All actions taken by Parkfield New School's Leadership Team will always be in the best interests of the students and will always seek a constructive and positive resolution to all issues. Parents will be informed of all serious issues relating to student behaviour so that all parties can work together co-operatively for the best outcome.

If a student displays persistent unacceptable behaviour and fails to respond to the sanctions put into place, the Headteacher will communicate with their parents to inform them that a temporary exclusion is imminent if the behaviour does not change. If the unacceptable behaviour then continues, or in the event of a singular exceptionally serious incident, the student will be temporarily excluded with immediate effect and their parents will be contacted to collect their child from school. Temporary exclusions will in most cases be set for a maximum of one week, however, if the pattern of behaviour continues unchanged, a further temporary exclusion may be set, if not a permanent exclusion.

The student and parent will then be invited back to meet with the Headteacher to discuss the situation and how they should best proceed in order to return to school, and under what conditions. The Head of House will ideally be present in the meeting, as they will be assigned to work closely with the student in question to ensure they are receiving all the support they are in need of in order to continue with their education.

As a last resort, the Headteacher reserves their right to permanently exclude a student if the issues demonstrated are completely irresolvable. This decision will be overseen by the Governing Body to ensure the correct decision has been made.

Complaints

The Governors and staff at Parkfield New School will ensure that complaints made against the school are effectively investigated and satisfactorily concluded. If after an investigation by the Headteacher, parents where remain unhappy they have the right to approach the Chairman of Governors.

Encouraging Attendance

High standards of school attendance are vital to achieving an excellent educational experience. With this firmly in mind, Parkfield New School will do all within its power to ensure all students demonstrate high standards of attendance throughout their time at the school. The ethos of the school has been designed to provide students with a method of education where they do not feel pressured by constantly comparing themselves of others, nor required to always learn concepts in theory without applying their knowledge in the real world. The ethos and curriculum are aimed at providing an exciting and personalised education to suit all students, in which they will naturally desire to attend without fail.

In order to track the attendance of each student, registration will take place in Community Time in the morning and in the afternoon. For secondary phase students, registers will also be taken at the beginning of each lesson to ensure attendance remains strong throughout the day. Attendance will also be noted for students making use of the extended services and extra-curricular activities.

We believe that by extending opportunities at the school beyond the school day, we will encourage attendance standards to remain high. For students themselves to recognise the importance of excellent attendance, they should feel engaged in their learning, valued by their school, and a great sense of achievement for their accomplishments.

If a student's attendance falls below 95%, they and their parents will be informed and a reminder will be given of the importance of their standard of attendance. They will be set a goal of improving their score to above 95%.

In a case where a student's attendance falls below 90%, they will be deemed to have a 'pattern of non-attendance' and their Head of House will be informed, who will have a meeting with them to discuss this issue. They will be immediately set a priority target to raise this above 90%.

Any students who keep their attendance at 99-100% for the year will be recognised for their achievement within the school's certification system. Also any student who has significantly raised their attendance score after having it set as a priority target, will also be recognised for their personal achievement.

A full attendance policy will be given to parents prior to their child starting school and we will ask parents that they support our attendance philosophy by encouraging their children to attend school despite minor complaints or illnesses. They are also asked to communicate with the school in the event of attendance becoming an issue so that all parties can work together for the best outcomes. We will also require that any family holidays will be taken outside of term time, which we have encouraged by opting to adopt a 6 term year with the support of prospective parents.

4.6 Community Engagement

We recognise that fostering good community relations is an integral part of our school planning, development and improvement. We will work with our school community and wider stakeholders to share a common vision that fosters a sense of belonging and enables our pupils to achieve.

Our school ethos is based on the values of respect, diversity, equality and equity as outlined in the Equality Act 2010 and we will develop our school community to embrace these values recognising the complexities of our modern British society.

Through our innovative teaching and learning we will be supporting our pupils to understand their place and role in the school, the community and wider society. We will do this through a range of extended and enrichment services that engage our pupils in wider community engagement activity. We will view community engagement as an integrated policy for the school and work in the community. It will not be bolted on to other policies, and we would like to explore the option of having a member of staff solely responsible for community engagement when our budget allows.

Building Relationships

We would like our pupils to feel comfortable about who they are and what their place is in society so that they leave us with a clear route map for their next steps.

Research suggests that one of the most important indicators in a child's academic achievement is when their parents are involved in their learning. Therefore firstly, we will engage parents as soon as their child joins the school so that it becomes a shared responsibility. We acknowledge that some parents may come from communities that are less visible or harder to engage or where school is perceived as an unpleasant experience and we will work flexibly to ensure we can develop relationships with parents that last throughout their child's educational journey with us.

We will run a comprehensive Parents In Partnership programme, where parents can get involved in their child's learning, and also attend workshops which may be relevant to them in assisting and supporting their child. We recognise that this is a collaborative enterprise, and through our 'PIP' programme, we will engage families and also the wider community to drive up children's educational development. We would look to offer this as a one-stop-shop for parents to get advice on their child's learning. We would also offer these workshops to other schools or open up our workshops, where appropriate, to the wider parent population in the area. This is an important part of our proposed school structure as we believe that when families are meaningfully engaged in supporting their child's learning, children tend to do better in school, stay in school longer and attend post-secondary education.

Our approach to open for 51 weeks of the year, including our extensive extended programme, will also increase the opportunity for parents to return to work, safe in the knowledge that their child is being taken care of.

We will also learn from examples of schools that are at the heart of their communities, and we will engage with a range of local community groups, businesses and services.

We will also take a lead from our pupils for example if the school has a proportion of migrant workers children or families from hidden communities we will endeavour to engage with these groups within the community.

We expect that the nature of those we engage with in the community will change and evolve over time, reflecting both the community itself and the needs of our pupils.

We would like to develop links with other schools in the area as well as early years settings to ensure that we feed in to an integrated approach of providing support, education and focus for the children and young people in our community. One of the ways we intend to do this is to support other schools on the back of our intended language specialism. We intend to have our students develop a short presentation, workshop or play that can be performed in another language to primary schools, for example, as well as sharing our staff where required with other local schools.

A large part of our school programme is community based, with all students being required to undertake some sort of service within their community each year. The IB and Montessori frameworks encourage and facilitate this in their nature. The school will also undertake school-wide community projects throughout the year. This will also empower our students to be able to engage with the community, and become responsible citizens who can make a valuable contribution to it.

Types of relationship

In line with our ethos to develop a cohesive learning community we believe it is essential to build strong relationships with a variety of stakeholders. For example we recognise that many young people leave school ill-equipped to make their way in the world of work and therefore by developing links to the business community our pupils can develop key skills and qualities such as problem solving and communication so that they have the right attitude and skills for work. This may take the form of work related learning where business comes into the school as part of a specific curriculum area or where pupils visit businesses in the community. We want to offer a flexible approach to this so that it meets the needs of individual students. We believe this will help to build confidence and self esteem, foster excellent community cohesion and give pupils a taste of the 'real world' of work.

We would like to establish links with Bournemouth University, both in terms of placing students on work placement but also exploring opportunities for reciprocal arrangements. They have a volunteer programme for their sports students and look for placements to deliver a range of sport related activities in schools.

We recognise that communities change and evolve over time, businesses and community groups grow and develop and come and go. With this in mind we will be responsive to the needs of our pupils and reflect on effective practice of what works. As a new school we feel we can be innovative in who we develop relationships with, recognising that each relationship has our pupils' best interests at heart. Engaging with local businesses through the Young Enterprise scheme will also be a way in which we involve local people.

We will actively encourage our community stakeholders to become involved in the school, either by being on the board of Governors or by offering their knowledge and experience to our staff and pupils. We will foster new avenues for communication among educators, families, community members and community organisations, and we will operate an open policy for other schools interested in finding out more about the educational frameworks we will use.

In developing our community engagement policy, Parkfield New School will ensure a balanced and integrated approach so that we 'give back' to the community and are not seen as an organisation that is insular or exclusive, but one that is viewed as dynamic creative and community focussed.

We will maximise the use of our resources and relationships in achieving the best outcomes for our pupils, their families and the wider community.

How we will build community relationships

We acknowledge the significant impact that engaging with our stakeholders can have on both school development and improvement and pupil attainment. Therefore we will build relationships with our partners that are based on mutual respect underpinned by the desire to ensure all our pupils succeed.

In order to build relationships that are both effective and sustainable we will develop partnerships that have clarity of purpose, are inclusive and that bring added value to the school.

We will use a range of strategies to engage our partners ranging from seeking one-off views, to a series of meetings or by sharing information through newsletters and social media.

One of our first considerations will be the development of a stakeholder map that will be an effective tool in identifying what the relationships are like currently and how we want them to be in the future. We are mindful of The Big Society and Localism agenda and as such will advocate community engagement as a way of enhancing our offer to children, young people and their families.

We recognise that for Parkfield New School, community development and school development are interdependent, and our community engagement will enhance our strategies for school improvement.

The School Business Manager will be responsible for generating income for the school through facility hire, and we intend for the school to become a place that is viewed as a new community space as well as a school.

In addition, we intend to work towards being awarded the Investing in Community Engagement (ICE) quality mark so that we can audit, review, celebrate and demonstrate our commitment to our community.



Section 5: Evidence of Demand & Marketing

5.1 Demonstrating Parental Demand

Parents who have identified Parkfield New School as a choice for their child

We have been collating parental demand, as well as public and teacher support, since February 2011.

To date (28th May 2011), we have received 643 registrations of support for children to attend the school, of which 493 are of relevant ages for the 2012 and 2013 intakes. A full list of the postcodes and dates of birth for these children can be found in Appendix 5.4.

For the 2012/13 academic year we have the following demand:

Intake Year	Proposed Admissions Number	Number of children for whom parents have registered an interest	Percentage of places
Reception	24	106	442%
Year 1	24	80	333%
Year 2	24	49	204%
Year 3	24	46	192%
Year 7	30	48	160%
Year 8	30	38	127%

We will use the following months, and our formal consultation period, to specifically talk to schools and distribute information to all current Year 5 and 6 students to boost our secondary phase numbers, as well as our other methods to continue to gather demand across the proposed intake years.

For the 2013/14 academic year we have demand as follows:

Intake Year	Proposed Admissions Number	Number of children for whom parents have registered an interest	Percentage of places
Reception	40	66	165%
Year 7	30	30	100%

Years 4, 5 and 6

We have also received an unexpectedly high amount of parents asking us to also consider opening Years 4, 5 and 6 so they can transfer their child to the school, giving many different reasons for this. One significant point to make is that Year 4 is currently a transfer year for students in Poole, and so some parents who have not got their children into one of their top three choices of middle school have specifically requested an intake at this stage. In addition, some are siblings of students in the proposed intake years. Although our plans do not initially cover an admission to the school in these years, we have been made aware of the potential demand for a class to open. We would not look to open all three classes covering these ages in the first year, but feel that one class could be considered, with an equal mix of students from each year group (as would be found when the school is full anyway) as an additional scenario in our financial plans for this proposal. We would propose consulting further with the Department for Education on the feasibility and suitability of this should our proposal be accepted. The demand we have individually for these year groups is as follows:

Year Group	Number of children for whom parents have registered an interest	Number that we would take if an additional class were offered	Percentage of demand	Overall percentage demand for this class
Year 4	34	8	425%	392%
Year 5	30	8	375%	
Year 6	30	8	375%	

In addition:

- 79% of parents have said they would prefer a 6 term year structure.
- 78% of parents who have responded have said they would use our extended services.
- Of these:
 - 53% have indicated that they would use the breakfast club.
 - 79% have indicated that they would use the after-school club.
 - 85% have indicated that they would use the holiday provision.

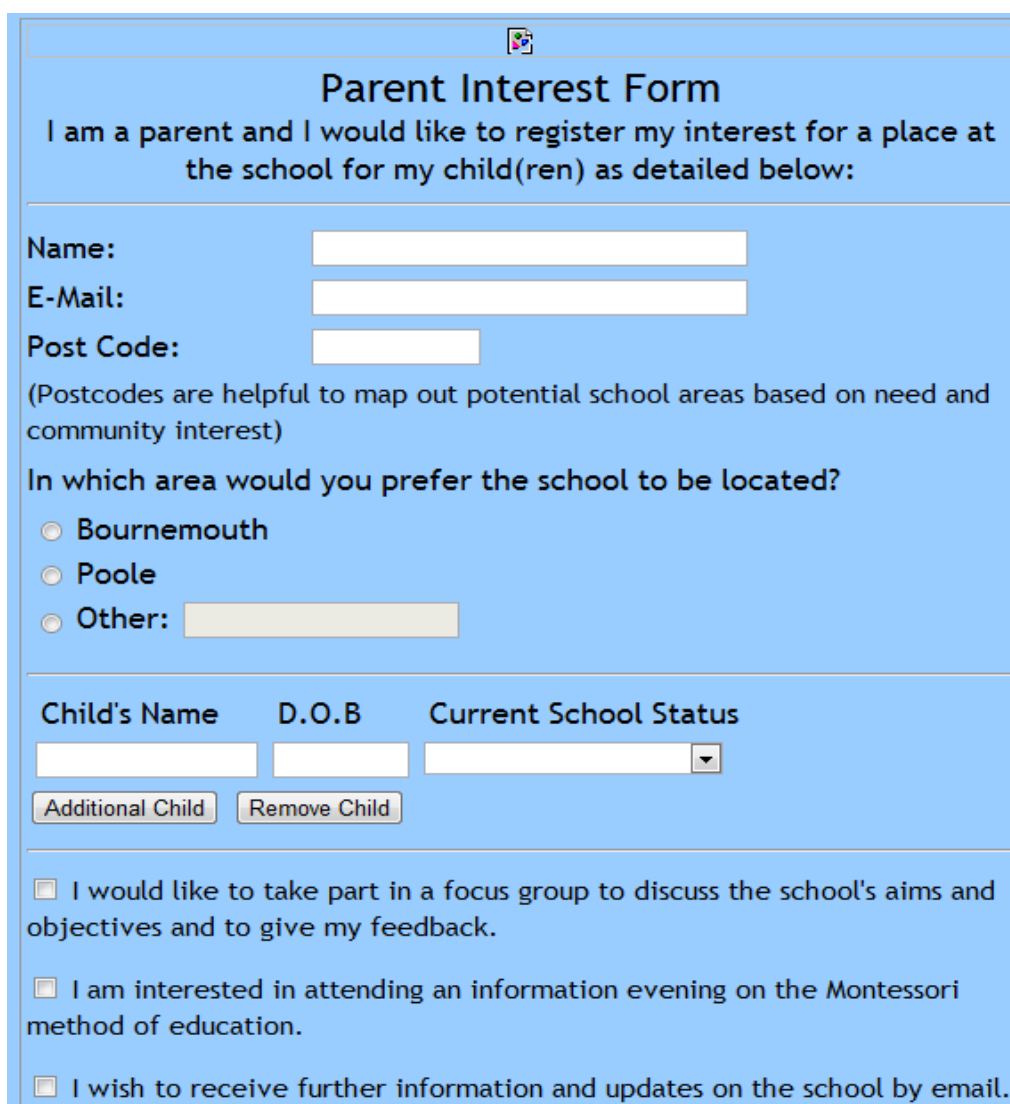
The majority of demand has been collated online, with parents completing an online form containing all the relevant information. A very small amount was collected by paper questionnaire.

Initial procedure

Initially, parents were asked to register their support, and clicked on a link that stated:

“I am a parent and I would like to register my interest for a place at the school for my child(ren) as detailed below:”

Parents were asked to give their name, email, postcode, a preference as to where they would like the school to be (Bournemouth or Poole), and then detailed each child giving their name, date of birth and current school status. We also allowed for extra comments to be made and asked them to confirm where they heard about the school.



The image shows a screenshot of a web form titled "Parent Interest Form". The form has a light blue background and contains the following elements:

- Title:** "Parent Interest Form" with a small icon above it.
- Introductory text:** "I am a parent and I would like to register my interest for a place at the school for my child(ren) as detailed below:"
- Input fields:** Three text boxes for "Name:", "E-Mail:", and "Post Code:". Below the "Post Code:" field is a note: "(Postcodes are helpful to map out potential school areas based on need and community interest)".
- Area selection:** A question "In which area would you prefer the school to be located?" followed by three radio button options: "Bournemouth", "Poole", and "Other:". The "Other:" option has a text input field next to it.
- Child details:** A table-like structure with three columns: "Child's Name", "D.O.B", and "Current School Status". Each column has a corresponding input field. Below this are two buttons: "Additional Child" and "Remove Child".
- Checkboxes:** Three checkboxes with associated text:
 - I would like to take part in a focus group to discuss the school's aims and objectives and to give my feedback.
 - I am interested in attending an information evening on the Montessori method of education.
 - I wish to receive further information and updates on the school by email.

New procedure

Upon reading the new guidance and after receiving advice from New Schools Network, we amended our form, on our new-format website, so that parents could be a little more specific and indicate Parkfield New School as a choice, or first choice, for their child. We also emailed all those who had previously registered an interest to complete new forms, and we have received a quarter of those back to date, with more coming in each day.

Under the new format of gathering evidence of demand, parents are required to complete a new form for each child they would like to register a definite interest for. We ask them to make a declaration of their interest, which is worded as follows:

“I am a parent and I would like my child(ren) to attend Parkfield New School, a state-funded, new 580-place all-through school (Reception – Year 13), serving the communities of Bournemouth and Poole.” *

A screen print of this form is given on the next page. Parents were asked to also provide an indication as to whether or not they would prefer a 6-term school year, and which extended services they would use if they were available.

We have also stated on our website that our preferred location is central Bournemouth, and we also give extensive details about the school, the steering group, our vision and ethos, curriculum models, admissions and proposed catchment area, our House and Community systems, details on our extended programmes as well as details about our campaign and other news. We have done this so as to provide as much information about the school as possible so that parents can make an informed choice.

(* Please note that this has changed from 468 to 580 recently as we have decided to add an additional intake in Reception to meet local demand for primary school places.)

PARENT INTEREST FORM

Please register your interest here.

We need to show the Department for Education that we have declarations of interest for at least 50% of the first two years' intake for our application to proceed.

We can also use the postcodes and information about any special requirements in order to show that we are catering for the whole community and to plan appropriate staffing and facilities. Information will be kept anonymous. No personal details of parents or children will be sent to the DfE or any other organisation.

This survey has no bearing on admission arrangements and cannot be used to reserve a place for a child or to prevent you from choosing another school at a later date.

Declaration of Interest:

"I am a parent and I would like my child(ren) to attend Parkfield New School, a state-funded, new 580-place all-through school (Reception - Year 13) serving the communities of Bournemouth & Poole."

Name:
E-Mail:
Post Code:

(Postcodes are helpful to map out potential school areas based on need and community interest)

Child's Name	D.O.B	Does this child have Special Needs?	Is this child eligible for Free School Meals?	Can choose between 'a choice and 'my first choice' for my child If Parkfield New School were to open, it would be...
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Parkfield New School is proposed to be located near central Bournemouth. The school's inner catchment area would be the whole of the Boroughs of Bournemouth and Poole, and the outer catchment area would be immediately outside that area. Please indicate one of the following:

- I live in Bournemouth.
- I live in Poole.
- I live outside of Bournemouth & Poole and would be willing to travel to the school.

We have also received 191 registrations of support from other parents, members of the public and teachers.

Appendix 5.3 also details the comments we have received from parents on their registration forms. We feel these are important in demonstrating their desire for the school.

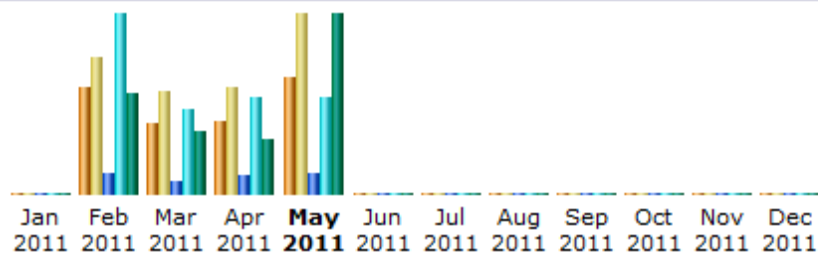
How we have engaged with parents and gathered demand to date

Since we launched our campaign in late February, we have employed many different methods of engaging with parents and gathering demand for the school, and we have spoken to many different people about it. Some of these methods are detailed below.



We have had nearly 3400 unique visitors to our website since February 2011:

Monthly history



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2011	0	0	0	0	0
Feb 2011	978	1,261	8,901	74,594	1.57 GB
Mar 2011	654	936	5,217	35,185	995.42 MB
Apr 2011	666	985	7,509	40,245	864.02 MB
May 2011	1,068	1,647	8,408	39,998	2.81 GB
Jun 2011	0	0	0	0	0
Jul 2011	0	0	0	0	0
Aug 2011	0	0	0	0	0
Sep 2011	0	0	0	0	0
Oct 2011	0	0	0	0	0
Nov 2011	0	0	0	0	0
Dec 2011	0	0	0	0	0
Total	3,366	4,829	30,035	190,022	6.20 GB

Other methods used

We have also undertaken an initial small focus group and a small meeting of parents and teachers, from where the Steering Group was formed.

Leaflets

We have posted leaflets in shop windows, workplaces and libraries and circulated these to local groups and associations. Some of these have been for the whole school, and others addressing either phase of the school.

Information stalls

We have had information stalls at:

Dolphin Shopping Centre, Poole
CommunityFest, Poole
Kinson Craft and Gift Fair
Tesco, Castle Lane Bournemouth

and planned ones at:

Bournemouth Family Funday
Winton Carnival

Newsletters

We have produced two newsletters which have been sent to all parents and other supporters/stakeholders.

Discussions with the Local Authority, Councillors and MPs

To date, we have had preliminary discussions with Bournemouth and Poole Local Education Authorities. In addition, we have also met or talked to:

Conor Burns MP Cllr
Nicola Greene Cllr
Beverley Dunlop Cllr
Chris Wakefield Cllr
[REDACTED]
Cllr Mark Anderson

Media coverage

██████████ has been acting as our Communications Officer. We have had the following coverage in local media:

- Bournemouth Evening Echo - 3 articles to date
- Bournemouth Advertiser – 2 articles to date
- Fire FM – mentioned in news bulletin
- InDorset – 1 article
- BBC Dorset – 1 article on the website



Email information sent

We have also contacted many groups and individuals via email:

- 200 business contacts in the area
- Community groups, including 'under-represented and seldom heard groups' such as Ethnic minority groups, faith-based groups and people with physical or sensory disabilities. We now have many contacts within these groups.
- Young people's sports and recreation groups
- Members of the public who have previously registered support
- Teachers who have previously registered support
- 40 nurseries in the area
- Bournemouth Sports Club emailed all of their 1500 members on our behalf
- Groups within the Bournemouth 2026 Local Strategic Partnership
- Groups within the Poole Partnership
- The Poole Children's Trust (Local Strategic Partnership for children's issues)

Word of Mouth

We have also asked all parents who have registered their interest to tell all of their friends, particularly through social media such as Facebook and Twitter. This has been very successful.

Overview of education in Bournemouth and Poole

Primary schools

There are 26 primary schools in Bournemouth and 29 schools (first, middle, combined) in Poole which currently operates a three-tier system (to be changed in 2012). As Parkfield New School's location will be in Bournemouth, these are shown in relation to our preferred site (shown in red) on the map below.

Map 5.1 Locations of Primary Schools in Bournemouth in relation to preferred site

The three closest primary schools to the preferred site (shown on the map by a green rectangle) have the highest percentages of children with English as an Additional Language:

St Michael's C of E Primary School – 38.5%
Bethany C of E Junior School – 34.3%
Malmesbury Park Primary School – 19.5%

It is believed that the location of these schools, which are nearest to the town's tourism and hotel trade which attracts high numbers of migrant workers to the area, is a major contributing factor to these figures. Parkfield New School, with its international focus, would be an important asset to these families, particularly in terms of the curriculum which is able to accommodate all students, and also those from other countries can study towards the IB qualifications which are internationally recognised. 104 languages other than English are spoken by children in Bournemouth schools.

Primary places in Bournemouth and Poole are also a particular concern for the Local Authorities.

Secondary Schools

There are 10 secondary schools in Bournemouth. Two of these are selective grammar schools, and two are academies. In Poole, there are 8 secondary schools, two of which are selective grammar schools and there is one new academy. The location of the Bournemouth schools are shown on the map below. As can be seen, there are no secondary schools in the area near our preferred site (shown in red below, see also Section 7).



Map 5.2 Location of Secondary Schools in Bournemouth

Schools offering our curriculum

- There are no schools in Bournemouth or Poole (or Dorset) that offer the Montessori method of teaching in the primary years. However, in Bournemouth there are 16 Montessori nurseries in the area, so the method of teaching is well-known. In these nurseries there are over 1000 children (See Appendix 3.1), and there is no provision to continue this into the primary years.
- The International Primary Curriculum is currently used by one primary school in Bournemouth and two primary schools in Poole.
- The International Baccalaureate Middle Years Programme is not offered anywhere within Bournemouth, Poole or Dorset. The nearest authorised schools are in Berkshire, Kent and Surrey.
- The International Baccalaureate Diploma Programme is not offered in Bournemouth or Poole. One school in Dorset (30 miles away) does offer the Diploma. Out of the county, Brockenhurst College (19 miles away) offers the Diploma.

Quality of provision

Ofsted results for primary schools in Bournemouth and Poole show that approximately two-thirds of schools are 'Outstanding' or 'Good', with around one third of schools being 'Satisfactory' or 'Inadequate'.

	Outstanding	Good	Satisfactory	Inadequate
Bournemouth	6	10	7	3
Poole	11	9	8	1

In terms of secondary schools (including the grammar schools), there are no 'Outstanding' schools in Bournemouth. Three schools across the towns are in special measures and are 'Inadequate', and three are 'Satisfactory'. The Academies are new and so do not have results.

	Outstanding	Good	Satisfactory	Inadequate	Academy
Bournemouth	0	4	3	1	2
Poole	2	3	0	2	1

In terms of local perceptions of secondary schools, a local Bournemouth councillor stated in the Bournemouth Echo:

“The sad truth is that there isn't a single co-ed, non denom school offering a half-decent education in the whole of Bournemouth.”

Councillor Beverley Dunlop, December 2010.

The public responded to this on the Echo website. Some of the comments are included in Appendix 5.1. Two comments in particular were:

“Bournemouth's Secondary School Education is appalling & out of date...So many failing schools in one small town.”

“Education in this town is an absolute joke. There are no options other than failing schools.”

Key performance indicators

Primary

Out of the 23 primary schools in Bournemouth entering students into Key Stage 2 tests, compared with national averages:

Bournemouth	National Average	Number of Schools out of 23 in total below National Average	Lowest percentage (highest for absence rates)
Achieving Level 4+ in English and Maths	73	11	56
KS2 Test Results: English	80	11	65
KS2 Test Results: Maths	79	11	65
KS2 TA: English	81	11	68
KS2 TA: Maths	81	10	68
KS2 TA: Science	85	7	65
% Making expected progress in English	84	12	49
% Making expected progress in Maths	83	15	65
Overall absence	5.4	11	8.9
Persistent absence	1.8	9	5.5

Nearly half the Bournemouth primary schools achieved lower than the national average in KS2 Maths and English test results, and less than half of the schools had students who made expected progress over the national levels. Absence levels were also very poor in almost half of schools.

In Poole, 16 schools entered students in to Key Stage 2 tests. Only half of schools achieved greater than the national average for students achieving Level 4 or above in both English and Maths:

Poole	National Average	Number of Schools out of 16 in total below National Average	Lowest percentage (highest for absence rates)
Achieving Level 4+ in English and Maths	73	8	55
KS2 Test Results: English	80	6	59
KS2 Test Results: Maths	79	6	67
KS2 TA: English	81	6	58
KS2 TA: Maths	81	5	59
KS2 TA: Science	85	7	61
% Making expected progress in English	84	11	62
% Making expected progress in Maths	83	8	65
Overall absence	5.4	8	7.1
Persistent absence	1.8	5	3.7

Secondary

Out of the 6 non-selective secondary schools in Bournemouth, none of them reached the national average in achieving the English Baccalaureate, with one school achieving 0%. All schools were also under the national average in Science and Modern Foreign Languages results. Absence rates were also higher in the majority of schools. Academies are not included as they are new.

Bournemouth	National Average	Number of Schools out of 6 in total below National Average	Lowest percentage (highest for absence rates)
Achieving the English Baccalaureate	15.1	6	0
5 or more GCSEs grades A*-C inc English and Maths	55.2	4	33
A*-C in English and Maths	55.4	4	34
Two grades A*-C in Science	61.6	6	30
A*-C in GCSE in MFL	28.6	6	3
Overall absence	6.9	4	8.4
Persistent absence	4.6	5	6.7

In Poole, out of the 5 non-selective secondary schools, more than half of the schools scored lower than the national average in all areas. Three schools achieved lower than average English Baccalaureate results, with the lowest being 2% in one school. Achievement in Science GCSE was lower than average in all schools. Academies are not included as they are new.

Poole	National Average	Number of Schools out of 5 in total below National Average	Lowest percentage (highest for absence rates)
Achieving the English Baccalaureate	15.1	3	2
5 or more GCSEs grades A*-C inc English and Maths	55.2	3	23
A*-C in English and Maths	55.4	3	23
Two grades A*-C in Science	61.6	5	32
A*-C in GCSE in MFL	28.6	3	7
Overall absence	6.9	3	8.9
Persistent absence	4.6	3	7.9

These results show that there is a lack of broad education and achievement against the English Baccalaureate standard. Modern foreign languages is also a subject area that does not have high achievement in the area in non-selective schools. Therefore, the international focus and requirements of the IB Middle Years Programme which will be offered by Parkfield New School will increase the provision in these areas in Bournemouth and Poole. The School will also be able to share best practice and skills with other schools to help them improve their pupil's attainment.

The Local Education Authorities

Both Bournemouth and Poole Local Education Authorities have been informed of our plans, and we have met with Cllr Nicola Greene who is the Cabinet member for Education. Head of Children's Services, Jane Portman (Bournemouth) and Anne Newton (Poole) have also spoken to us previously about the proposal.

Reaching out to deprived students

We will focus a significant amount of time in raising awareness of Parkfield New School in areas of deprivation within our inner catchment area. The location of our preferred premises falls into an area of high deprivation, and will be one of the areas where we will undertake door-to-door leaflet drops advertising the school, and also we will hold open meetings in these areas for parents to attend to find out more about how the school will meet the needs of their child. The following map identifies the areas of deprivation in Bournemouth and highlights where these leaflet drops will take place. The red dot is the location of our preferred premises.

5.2 Consultation

Parkfield New School understands that we are governed by the Academies Act 2010 Section 10, which requires us to consult on whether we should enter into a Funding Agreement with the Secretary of State for Education to open as a free school in September 2012.

The purposes of our consultation will be to:

- To inform the community of our intention to set up a free school
- To gather information which will assist us in ensuring that the school meets need and is fit for purpose
- To exchange information especially with stakeholders, including other schools
- To seek views on our primary question, "***Do you agree that we should enter into a Funding Agreement with the Secretary of State for Education to allow Parkfield New School to open as a free school in September 2012?***"

We will commence our formal consultation process as soon as possible after being accepted into the pre-opening stage. This consultation will last for 6 weeks to ensure we are able to consult with all stakeholders.

In order to make sure the consultation is effective with a clear focus we have developed a comprehensive plan so that those being consulted will have enough knowledge or information to respond adequately.

In preparing our consultation plan we have considered the demographic make-up of our catchment area to determine the most appropriate methods of consulting.

Consultation Plan

Who we will consult with - Who are our stakeholders?

We have both direct and indirect stakeholders. Direct stakeholders are those who are immediately and directly affected and will include:

- Parents
- Carers
- Children and young people.

Indirect stakeholders will include:

- Local Authorities of Bournemouth, Poole and Christchurch
- Children's Centre's and early years settings
- Primary and Secondary schools, including the Governors of the schools.
- Bournemouth and Poole College
- Bournemouth University and The Arts University College, Bournemouth
- Local Strategic Partnerships (Bournemouth 2026, Poole Partnership, Poole Children's Trust)
- Community, voluntary and faith groups

- Neighbouring business and residential properties adjacent to the approved school site

What information will we provide and how?

Our primary question is "***Do you agree that we should enter into a Funding Agreement with the Secretary of State for Education to allow Parkfield New School to open as a free school in September 2012?***"

However we have additional questions to support the development and implementation of the school to make sure that we are meeting need, effectively sharing our values and ethos and ensuring that we work collaboratively with others to deliver a school which compliments and adds value to existing provision.

Our additional questions will be:

- ***Do you agree with the Montessori, IPC and IB frameworks?***
- ***Do you agree with a 6 term policy rather than the standard three terms?***
- ***Would you be interested in extended learning opportunities and out of school activities such as, breakfast and after school clubs, holiday clubs, booster classes, adult and family learning?***
- ***Do you agree with the Parkfield New School's vision, ethos and values?***
- ***Do you agree that Parkfield New School should be an all-through school, from Reception to Year 13?***
- ***Do you agree with our catchment area and admissions policy as outlined?***

We want our consultation to be co-ordinated, targeted and accessible so that we engage as many people as possible. In order to maximise the opportunity to engage with people we we will use a range of consultation techniques.

These will include:

- Leaflets/newsletters distributed in a range of settings including libraries and community halls
- Open public meetings
- Focus groups
- Newspaper and radio articles
- On line survey
- Social media
- Consultation booklet seeking comments
- Email polling of interested parents
- Parents evenings
- One-to-one discussion
- Exhibitions at events

Our consultation booklet will be our main consultation document and will be distributed to stakeholders, including schools, community groups and other groups representing young people in the area. In order to assist respondents to answer our consultation questions, this booklet will contain detailed information about:

- the proposed curriculum for the school
- the admissions policy
- the proposed location of the school
- the proposed catchment area of the school
- information on free schools in general
- a rationale as to why the school is needed
- information on how the school will enhance education in the area
- the proposed structure of pupils and information on all-through schools
- information on the proposed extended services
- term dates for 2012/13 (comparing these to a 3-term structure locally)

It will also include a questionnaire to complete and return in response to our consultation questions. This questionnaire, along with an electronic copy of the consultation booklet will be made available on our website.

Our consultation documents will also be posted on to the local strategic partnerships, Bournemouth 2026 and Poole Partnership, website consultation pages.



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We have also liaised with Dorset Race Equality Council who have agreed to help us ensure we reach out to harder to reach groups.

As well as the consultation questions we will maximise the opportunity by sharing information about Parkfield New School, highlighting our ethos, values and educational plan.

How we will respond to feedback

We wish to develop a consistent approach to feedback so that we build trust and confidence with our stakeholders. The communications officer for the school, along with the Chair of Governors, will be responsible for providing feedback on the consultation in a timely manner.

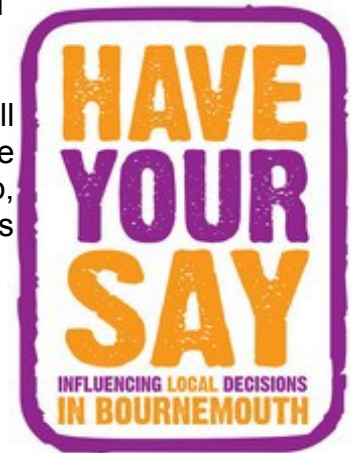
We recognise that in undertaking a large and formal consultation, feedback to individuals will be difficult. Therefore in all written or online surveys or questionnaires there will be written text to let individuals know where they can access the consultation findings.

In the case of closer relationships with Local Authorities, schools or other stakeholders it is likely that feedback will be given directly or in small groups to ensure an ongoing relationship.

We will use an independent third party to collate and analyse our findings, to ensure that transparency is maintained and we will post these on our website, and also utilise the local media to report our findings to the local community.

Feedback will also be posted to the Bournemouth 2026 and Poole Partnership websites.

The school's members, directors and other key individuals will meet prior to the feedback being publicised, and where there are specific elements that need to be acted upon, or responded to, this will be addressed and fed back to all stakeholders accordingly.



5.3 Marketing Strategy

Parkfield New School will be unique to the Bournemouth and Poole area in several ways:

- An internationally-focussed school
- The only school to offer the Montessori primary curriculum
- The only school to offer the International Baccalaureate programmes
- The only all-through school in the state sector
- A full extended programme for 51 weeks of the year

It will also be the first free school to open in the county.

We can use these unique selling points in our marketing efforts to promote the school. We also recognise that there is a great need to also raise awareness of the new curriculum models we will be introducing to the area, and there is also some misconception of free schools also among parents, teachers and other members of the community. Therefore, we feel that it is vitally important that some of our marketing efforts be based around this also.

We believe it is vitally important to have a realistic and robust marketing strategy in place to ensure that we achieve our goal of being oversubscribed in all open years from the first year that the school is open. In order to do this we have identified our key priorities for marketing Parkfield New School:

Awareness – we need to make sure that all parents in the area are aware that Parkfield New School is opening in Bournemouth.

Interest – we need to ensure that we grab the attention of those parents, and get them to look at our website or attend an information event initially.

Comprehension – we need to inform parents about the school, in a transparent, professional way so that they can learn quickly and effectively about Parkfield New School

Attitude – we need those parents to choose Parkfield New School as a choice, if not the first choice, for their child in 2012 (and ongoing).

Action – we need parents to accept a place at Parkfield New School for their child and have that child turn up and attend the school.

In a similar way, we will need our marketing to inform and engage our other stakeholders so that they will feel able to support Parkfield New School.

We also have to overcome any potential obstacles that might stand in our way, such as the intangibility of a new school, the misconception of free schools, and the potential lack of knowledge and understanding surrounding our proposed curriculum and school year.

In order, therefore, to raise awareness and to achieve our admissions numbers, we will undertake several marketing activities, each targeted specifically to a certain group, so that we can communicate the correct messages to the correct people, in the most effective, and cost-effective way.

How Parents Decide

Ben Rich Associates identified nine major factors that parents use to decide which school to send their child. In order, these are:

1. Ofsted reports and other evidence of results
2. The record/reputation/approach of the Headteacher
3. Where siblings go to school
4. The quality of facilities and the 'feel' of buildings
5. Location, travel arrangements and journey times
- 6. Peer commentary**
7. Impressions of other staff
- 8. The overall ethos of the school**
- 9. Details of the curriculum**

Being a new school will therefore mean that many of these are currently not in place, and the only ones that we have been able to use to date are highlighted in red which are in the bottom four factors on the list. Section 5.1 details the steps we have already taken to raise awareness of the school and we will continue our efforts after submitting this proposal to ensure that this is a constant effort across the community.

Main target audiences

Our target audiences can be basically broken down into several groups. The most significant of these is naturally the parents of children in the area, but there are also other groups who are important as influencers to parents that we need to ensure are informed about Parkfield New School.

Parents

We have found that there are many reasons why the parents who have already registered an interest in their child attending have chosen Parkfield New School. A main reason is the curriculum that we will offer, with many wanting a Montessori or internationally-focussed school for their child, but not being able to achieve this. Another reason is that they are concerned that schools are already full to capacity, some are failing and also that parents regularly miss out on their preferred choices for schools for their children. Parents also find our proposal to have smaller than usual class sizes attractive.

Parents as a target audience can generally be broken down in the following way:

- Parents of children who would be starting in the primary phase of the school.
- Parents of children who would be starting in the secondary phase of the school.
- Parents who wish to transfer their child to the school when it opens.

We believe that in each of these sub-groups, the motivations behind choosing Parkfield New School will be different.

1. Parents of children starting the primary phase

These parents are looking for an alternative to the National Curriculum/mainstream education for their child. They are attracted by our small class sizes and are also looking for their child to remain at the school for their whole school life. These could also be parents who have a child that has been to a Montessori nursery and they wish them to continue with this method of teaching.

Distance from the school may also be a 'deal-breaker' for some of these parents, with some indicating that if the school is too far away (for example if it were in Bournemouth and they lived in Poole) they would not be able to consider sending their child to it. However, Bournemouth has a high rate of children who do not attend their local school (68%), so this is unlikely to be a large issue. In terms of transport arrangements, we intend to run a minibuss service from areas of demand so that those to whom distance is an obstacle we can offer a solution for them. In addition, our preferred site is located near the main transport links from most areas, by bus, train and car.

Our 51-week school year may be attractive to those parents in this group specifically who are looking to return to work.

We have found that marketing techniques such as word of mouth and social reference groups, including online forums such as Netmums and Mumsnet work well with these groups. We also have to work hard with parents from disadvantaged areas to ensure that they feel comfortable that this is a school that will really benefit their child. We will engage extensively across the catchment area to ensure that these parents are informed and have equal access to the school.

2. Parents of children starting the secondary phase

This group of parents must be differentiated from those of children entering into Reception. The main reason for this is that they are choosing the school at which their child will sit exams and obtain qualifications, and so this decision will not be taken lightly. These parents may wish for a grammar school education for their child, but not be able to access it. They may also be frustrated that they cannot find an 'Outstanding' secondary school for their child, as there is a distinct lack of these in the Bournemouth and Poole areas, with only 2 schools out of 18 receiving this Ofsted result.

Marketing techniques for this group of parents such as Netmums and Mumsnet start to lose their effectiveness, although these students are still in primary school. Other methods such as peer commentary and school transfer events become more influential in the decision-making process, as are the exam results of the school as a whole.

These parents are also likely to be more aware of the need for their child to prepare for living in an international workplace, and so our international focus will be a big draw for them. There may be, however, some uncertainty over the International Baccalaureate as it has not been introduced in the area before.

They will be likely to choose Parkfield New School for its curriculum, however, and the broadness and depth of it, as well as the additional extras that will be offered, such as foreign trips and community engagement.

Distance from the school is less likely to be an obstacle as students tend to catch public transport or make their own way to school, and many have to travel some distance to get to their secondary school presently.

In addition to this, our 51-week school year may also be attractive to parents who wish to return to work now that their child is old enough to take themselves to school.

3. Parents who wish to transfer their child to the school from another school.

In our first year, we intend to open Years 1 to 3 for admissions, as well as Year 8. Although our main aim for opening in Year 8 is to coincide with the last year of the three-tier system in Poole, it is more than conceivable that some of our Year 8s will also transfer from other secondary schools in the area.

The main reasons that parents will want to move their child are either to do with the school they currently attend, or that the current style of teaching does not suit their child as an individual.

We need to be very careful that we respect the opinions of individual parents regarding their current school, and their choice to change schools to Parkfield New School, but also that we do not refer to other schools in a derogatory way or undermine the efforts that they are undertaking. Some of our other target groups, namely other schools in the area, may also feel that there is a threat to them of losing many students to Parkfield New School. We must be clear that our intakes are unlikely to have a significant effect on their pupil numbers, particularly as we will be a small school. Also, we need to maintain good working relationships with other schools, and so our marketing to these parents needs to inform them of the opening of the school and its curriculum, so they can make this choice for themselves.

Obstacles such as distance are less likely to be factors for these parents, as many have indicated that they would travel and make sacrifices to ensure that their child receives a good education. In fact, despite our marketing efforts to date specifying that only Reception to Year 3 will be opening in 2012, we still have a significant amount of interest from parents wanting to transfer their child into Years 4 to 6.

Other target audiences

Schools and nurseries

Schools will be competitors as well as target audiences. Both schools and nurseries will also act as feeders to Parkfield New School, in all phases. Nurseries will be feeders to the Reception/Year 1 intakes, primary schools will be feeders for Year 7 (and Year 8 in our first year), and secondary schools will be feeders into our Sixth Form when it opens in 2014. These establishments will be significant influencers in the decision-making process, and we will need to market the school to them in specific ways so that we will be able to distribute information to parents, and attend school transition events. In addition to this, we would like to work together with local education providers, and so building and maintaining relationships with them is vitally important.

Local Authorities

Although as a free school we will be free from Local Authority control, we believe that strong links and working relationships are important to be maintained with both Bournemouth and Poole Councils and Education Authorities, particularly as we will be feeding into the co-ordinated admissions process.

Community and Minority Groups

It is important for Parkfield New School to develop and maintain good community relationships. Community action and service is integral to our curriculum, and also to our extended programme. We would look to engage these groups in provision for the school, and also what the school can do for them. In addition, these groups will help us to reach out to groups that are less often heard in the area, and so they are important to consider in our marketing efforts. We have made some contacts already within this sector and will be developing our contact list over the coming months.

Other parents

We intend to open our extended programme up to other children from the area. Therefore, this will also need to be communicated to parents who have children at other schools to ensure that our programmes run to required levels.

Other stakeholders

We will also need to market the school effectively to other stakeholders. These could be:

- the wider community
- prospective employees
- business partners
- suppliers
- people who will be interested in hiring our facilities
- other areas of income generation

The Parkfield New School brand

Establishing a recognisable brand for Parkfield New School will also be important in our marketing plans. We have already begun to develop and create a brand identity and currently have a logo which has been used for our campaign. To accompany this, we have corporate colours and a style guide for all correspondence and marketing materials. This is our current logo which has been used on all correspondence, and has been used in one of two formats:



The decision to use a square, circle and triangle was made for a couple of reasons, the first being that these are shapes typically associated with Montessori schools. Also, we feel that they represent the different stages within the school well:



The square represents our primary phase – a solid foundation



The circle represents Years 7 to 11 – where students become well-rounded in all areas



The triangle represents Years 12 to 1 – where students are moving out into the world, workplace and further education

We would look to develop this logo further into a school emblem that can be used on uniforms, book bags, minibuses, signage, business stationery, marketing materials and so on so that it becomes instantly recognisable by the whole community.

Our ethos and vision will also play a large part in building the Parkfield brand, along with the belief in “a solid foundation for a well-rounded future”.

Communications Strategy

It is important to deliver clear, concise and consistent communications to raise awareness and inform our stakeholders of our school and our brand. Our communications strategy aims to deliver this effectively, and has to be carefully planned to ensure that we reach the admissions numbers we have proposed and to operate a sustainable, value-for-money school in the area.

Our message, put simply is that:

Parkfield New School will be an innovative new school, that is open to all, with an international speciality, that offers education to students for their whole school life and beyond. We will enable students to become citizens of the world and offer all students, regardless of their background, the opportunities of international study and travel, and to become balanced and prepared for university life and beyond. A solid foundation for a well-rounded future.

Tools we will use

There will be some tools that we use that will be standardised and used to inform and raise awareness among the community. There will also be some tools that will be specific to the target group they are aimed at where this is preferable or more relevant. We will also continue to utilise the tools that we have already in place.

Communications Officer

██████████ is currently our Communications Officer. She has many links and contacts with the local media and she oversees the communications of Parkfield New School. Moving forward, ██████████ will continue in this role and continue to build relationships with stakeholders. Once the school has been opened, this post will become part of the role of the marketing/business manager.

Website

Pre-opening, our website www.parkfieldnewschool.org.uk will be a main source of information for anyone looking to find out more about the school, get updates on our progress and to find out how they can support the development of the school. We have a webmaster who has designed and is maintaining the website, which has also been our tool for parents to register their preference for Parkfield New School, for teachers and members of the public to register their support and for people to ask us questions. The information is regularly updated, and the site also links to our social marketing sites – our Twitter and Facebook accounts and our campaign blog. The website has been recently redesigned to be aligned to our brand colours and to be in line with other school websites in terms of format and information.

██████████

People can currently visit the website and find out more about our Steering Group, and our Chair of Governors will become the 'face' of the school until a Principal Designate has been appointed.

The website will also be used as a tool during our formal consultation phase.

Visitors to the website can also download the current and previous newsletters, watch videos that provide real-life examples of the curriculum in practice, and download further information on the curriculum.

The website is a highly cost-effective method of communication. We have unlimited bandwidth for £40 per annum with our current provider. In addition, we are able to add sub-domains for use by parents, students, and other stakeholders both pre- and post-opening of the school.

Web pages that are not linked to from the main website, but lead back to it, are also used to target messages or questionnaires to specific stakeholders.

Post-opening, the website will be used by the school, with information on the prospectus, admissions process, school news and student micro-sites in line with other schools.

Website monitoring

We have a comprehensive statistics programme that monitors traffic to our site, which pages are most looked at and also gives us an indication of where visitors have connected to the website from. This has been particularly beneficial in planning web-based strategies and monitoring the effectiveness of these.

Social networking and interactive marketing

We recognise that interactive marketing and social networking are becoming powerful marketing tools and we intend to utilise these as much and as effectively as possible. Our Communications Officer updates these with timely messages to inform stakeholders and to drive traffic to our website. In addition, we encourage within all sites we use, that those following or liking our website share a link to our website with all of their friends also, thus creating a word-of-mouth effect online. This has been very successful.

Currently, we have a Facebook, Twitter and Blogspot page which we intend to maintain post-opening. These can reach a high number of people, at no cost, in a short amount of time, in a highly effective way that is becoming extremely popular.

Other online methods

We currently have a profile on the Bournemouth 2026 website and we have utilised the public noticeboards on Netmums, Mumsnet and Gumtree, all of which are free of charge. We intend to continue to use these to discuss and introduce aspects of the school and to raise awareness of it.

Contact management system

Currently, we have a contact database of approximately 550 local parents, 59 teachers and 46 members of the public, all of whom have shown their support for the school. We also have contacts at local businesses and nurseries on a mailing list for updates. We utilise and update this list regularly to email news, including our latest newsletters, and to maintain momentum among these particular groups, particularly to keep parents interested and aware that plans for the school they have expressed an interest in are progressing, which will prepare them for the admissions process. This will be maintained in-house by our webmaster, [REDACTED].

Newsletters

We began publishing a 2-page monthly newsletter online in April which is available on our website. We also email this to all people on our contact management system, community groups, councillors and MPs. We intend to widen this to now include schools and nurseries from May onwards. This is sent out as a .pdf file which many people forward on to their

friends and acquaintances. We have also printed off 250 copies which have been dropped off in doctors waiting rooms and local offices.

We will continue to use this method of delivering information to all stakeholders, as it will maintain demand and interest in the school project. If this is not printed off, there are no costs involved in putting the newsletters together and sending them out. Again, therefore this is a preferred method of communication.

Media and Public Relations

Our Communications Officer sends regular press releases to the local newspapers and radio/TV stations. We have contacts within these establishments who are informed about the school and our proposal, and they have expressed a desire to update their readers/listeners often about the project. We are currently exploring the possibility of a regular slot on a local radio station to reach out to more of the community, and also to answer questions on air.

Post-opening we will ensure that regular press releases are distributed to our press contact list. This will include news about the school, and also about student achievement and activities, so that our profile is constantly maintained in the media, and that we can inform all parents in the area.

In addition to the tools currently in place, we intend to implement the following:

Videos

We have within the links that our team has, a professional cameraman who has agreed to compile one or more promotional videos about the school and the development of the project. The main reasons behind choosing this are that it helps to add credibility, and it is

a good method of demonstrating opinions and progress in a powerful way. It also helps to add tangibility to the school. These will be posted on our website, shown at events and will be distributed to local media in DVD format. DVDs may also be an option as a takeaway item from events.

Information events

We intend to hold information evenings on the school in general, and additional ones on the different stages within the curriculum, over the coming months. Some of these will form part of our formal consultation process. General information evenings will be available to parents and the general public, ending in a question and answer session. Curriculum events will be aimed at parents of children in the relevant year groups. Additional events will be held for teachers to attend.

Information events will be used both pre-opening, in place of an Open Day if premises are not available, and also ongoing within the school so that parents can find out more about the curriculum and other aspects of the school.

One-to-one meetings

We intend to approach all local primary and secondary school leaders to meet with us on a one-to-one basis to discuss the school and to initially request that primary schools distribute leaflets to Year 5s, and to inform them of potential partnership working possibilities, and opportunities to share best practice. Representatives from the Steering Group will undertake this over the coming months.

Leaflets

We intend to print leaflets which can be distributed in different ways, in different places and to different people. We will print general A5 leaflets which we will use to drop in to shops, and door to door, particularly in deprived areas. In addition, we will also print A5 leaflets aimed at parents who will have a child entering Reception/Year 1 which will be distributed to local nurseries to hand out. A tri-fold leaflet will also be produced to go out to all Year 5 students in local schools.

In addition to this, we will produce leaflets in 2012 to go to all local schools to distribute to parents detailing our extended programmes.

Prospectus

We will produce two prospectuses for 2012 – one for the primary phase and one for the secondary phase. We recognise that a prospectus has to be relevant to those reading it, and while we will mention the other phase of the school, we will mainly focus on the relevant phase for the parent's child. These will be printed and posted out to all interested parents on request. In addition, in order to reduce costs and paper usage, we will make the prospectuses available on our website as .pdf files and we will also email copies of these out to everyone on our contact management system. Prospectuses will also be available at school transfer events and will be sent out to all parents requesting them.

Open Days

We will hold Open Days in the Autumn and Spring Terms to allow parents to view the school, meet teachers, ask questions and to experience some of the learning that goes on within the classrooms.

School transfer events

We will aim to attend local school and nursery transfer events so that we can speak to parents regarding the school and answer any questions they may have about the school. We will also aim to do presentations at these events where possible.

Advertising

Although we intend to maximise low cost or free marketing, we recognise that some paid advertising will be essential to raise awareness of the school, particularly in the admissions process. These will be used to advertise open days and admissions.

The costs (excl. VAT) for local newspaper advertising are:

Paper	Advert				Advertorial
	15x3	1/4 page	1/2 page	Full page	10x9
Bournemouth Echo	£549	£780	£1756	£3513	£815
Advertiser (Free paper)	£555	£790	£1778	£3556	

These are general costs, and there are discounts available for more than one advert. In addition, they can also provide online banners, buttons etc for £300pm for 3 months.

Most schools opt for the 1/4 page adverts and we would look to run a series of these leading up to each round of admissions.

Education events

In Bournemouth and Poole, family information events are run regularly. We will ensure that we have a presence at these events, as many parents investigate potential schools in this manner. In addition to this, the Bournemouth Echo intends to run an education exhibition every September as a one-stop shop for parents. This will be free to exhibit at in return for a commitment to supporting the pre-event promotion advert which is estimated to cost around £300.

Targeted e-mailings

We will also produce two-page .pdf documents that can be emailed to groups of people, and printed off where and when required. An example of this is our recent community engagement document which was sent out to all local community, sports and leisure groups informing them of the school and inviting them to get involved with our plans. These can be done easily in-house, free of charge apart from any ad hoc printing costs.

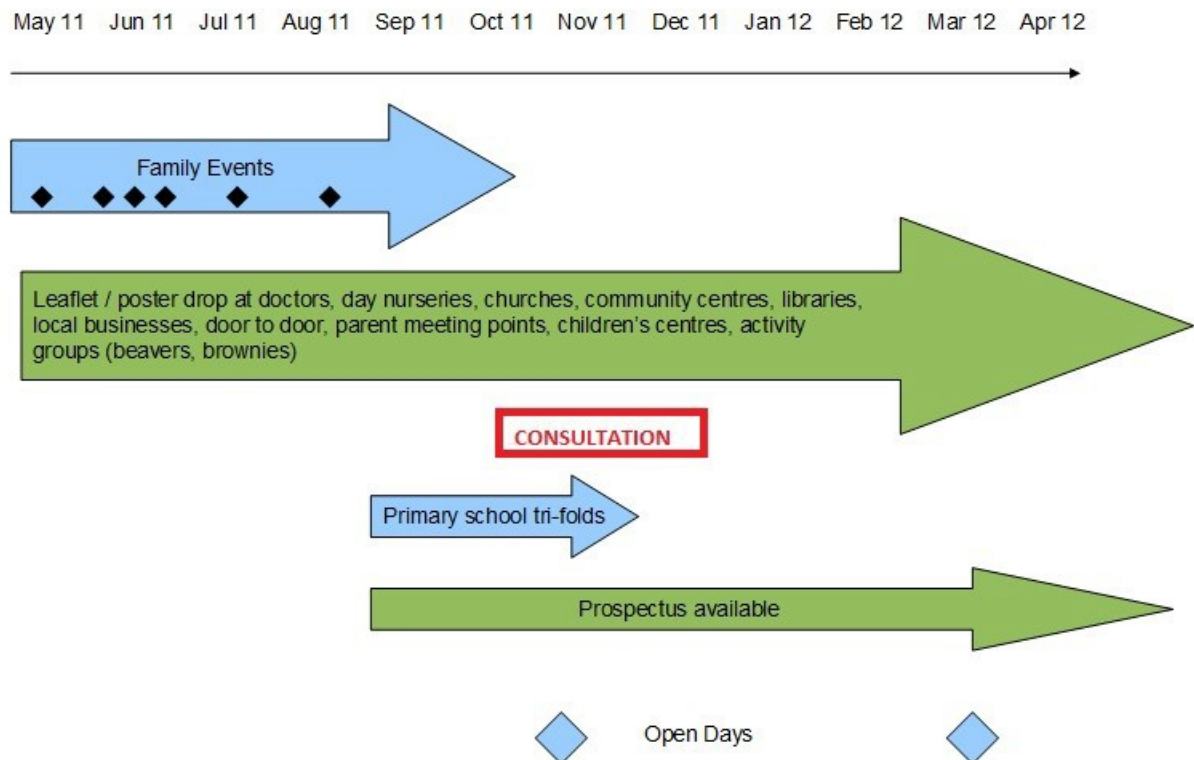


Cost implications

As far as possible we will try to ensure that our marketing costs are kept to a reasonable level. We will focus a lot of our efforts on free and low-cost marketing tools, and we will publish our publications as .pdf files on our website, and distribute these via emails.

Selected timeframe

Our suggested timeframe for the main marketing events leading up to the opening of the school are shown below:



Section 6: Organisational Capacity & Capability

6.1 Capacity and capability of the company

As part of our long-term team, we have identified the following individuals and organisations who contribute to the overall capacity and capability of Parkfield Education Ltd in delivering and opening Parkfield New School in September 2012.

Parkfield Education Ltd

Parkfield Education Ltd has been set up by parents who are also local professionals looking to drive up standards in education in the area. In addition to its members, [REDACTED], [REDACTED] and [REDACTED], and directors, [REDACTED] and [REDACTED], the company has several key professionals in education and related sectors who are advising the process of setting up Parkfield New School. It is the aim of Parkfield Education Ltd to increase the amount of school provision in the Bournemouth and Poole areas and to bring alternative curriculum models into the local education system, beginning with this free school application. The group is also considering applying for 2013 opening of other free schools to help meet the substantial increase in demand for primary school places and secondary education.

Educational expertise

[REDACTED] – [REDACTED] / [REDACTED]

[REDACTED]. He is currently a [REDACTED] and is very enthusiastic about a new school offering the IB. [REDACTED] will be our educational trustee and work on the project as his timetable allows.

In addition to [REDACTED] experience and expertise, the following professionals are part of our long-term team:

██████████ – Qualified teacher/Head of Year

██████████

██████████ – Secondary School Teacher

██████████

██████████ – Primary School Teacher

██████████

██████████ – Qualified Montessori Primary Teacher

██████████

██████████ – Qualified Montessori Primary Teacher

██████████

██████████ – Educational Policies

██████████

We have also received additional support and input from the following individuals and organisations, who are all willing to contribute to the continued development of the school:

██████████ – ██████████

██████████

██████████ – ██████████

██████████

Montessori Schools Association

The MSA, have agreed to work with Parkfield New School as consultants. This is still under discussion at present. They are committed to extending the reach of Montessori education in the UK and are the accrediting body for Montessori schools across the country. A representative will have a position on the Governing Body.

Discovery New School

Discussions have taken place with ██████████ from Discovery New School. We have agreed to share best practice on an ad hoc basis and Andrew is currently developing an assessment framework for the Montessori primary phase which we would look to utilise in our school.

Financial expertise

██████████ – Proposed Chair of Governors

██████████

██████████ – Accountant

██████████

██████████ – Book-keeper

██████████

Other relevant expertise

██████████ – Project Manager

██████████

██████████ – Chartered Surveyor

██████████

██████████ – Solicitor

██████████

██████████ – Marketing

██████████

Current skills gaps

We have identified the following skills gaps in our team and propose the following actions to fill them:

Human Resources – this function will be undertaken mainly by the Business Manager, and outsourced where needed. ██████████ will advise on employment contracts.

Information Technology – we will employ an IT specialist in the school.

We will also look to work with consultants where required by the Department for Education.

6.2 Hiring the Principal Designate

First and foremost we need to ensure that our Principal Designate is aligned to our educational vision and ethos, as they will be the person who is mainly responsible for achieving the targets we have set.

The Principal Designate will oversee the whole school when established, and will have a Deputy Headteacher assisting in the overall school leadership, two Assistant Headteachers who will be the IB Co-ordinators and a Montessori Co-ordinator who oversees the primary phase reporting to him or her. The Principal Designate will be closely involved with teaching and the students' experience. Therefore, a teacher with some degree of experience in secondary school leadership is a necessity, and experience with academies, the International Baccalaureate, or professional headship qualifications are a definite advantage.

We expect the Principal Designate's responsibilities to extend to:

- The management of the school
- The development of the staff
- Being a role model to the students
- Being a figurehead to the community

The educational vision for Parkfield New School is aligned with the five core beliefs of the Future Leaders Charitable Trust, an organisation which, like Parkfield New School, aims to tackle educational disadvantage:



EVERY CHILD - All children can achieve even in the most complex environments
NO EXCUSES - Adults (teachers and other school staff, parents and carers) are responsible for ensuring all children reach their potential
HIGH EXPECTATIONS - Providing a high quality education is vital for a fair society that affords every child the full range of opportunities in life
LEAD LEARNING - Great schools are led by great leaders who have a focus on learning and attract, develop and coach great staff to reach every child
NO ISLANDS - A large number of excellent school leaders can lead to a sustainable improvement across the education system. This is crucial to enable all children to succeed.

As such, we have been in contact with Future Leaders to discuss the possibility of recruiting a Future Leader to be the Principal Designate of Parkfield New School. We believe their competency-based recruitment techniques and mission-driven programme produce the type of school leaders that we would like to have at Parkfield New School. In addition to working with Future Leaders to identify a leader for our school, we would be keen to take advantage of any training, coaching and support opportunities that Future Leaders offers to Principals Designate to prepare them for opening new schools.

We will use the Future Leaders core competencies as benchmarks for any potential Principal Designates.

- Analytical thinking
- Conceptual thinking
- Curiosity and eagerness to learn
- Self-awareness
- Resilience and emotional maturity
- Integrity
- Personal drive
- Initiative
- Impact and influence
- Inspiring others
- Holding to account
- Relating to others
- Developing others
- Collaboration
- Political astuteness

Expanding on these principles, the following guidelines will be used when considering any potential Principal Designate. They must:

- Bring the same core values to the project as we have set out, a concern for every child and an ambition to help them all achieve their potential. It would be a great advantage to have worked with similar values in previous projects and be able to show evidence of success in those roles.
- Show interest in all details of the proposal, challenge areas, suggest improvements and provide examples from experience in order to develop ideas.
- Be able to understand the best methods and actions to take in order to achieve set targets.
- Assess their own expertise, understanding their strengths and weaknesses, with a plan for personal development. Set themselves high standards and expectations. Also to expect what is required from other members of staff, students and parents to ensure the school is as successful as it can be. Hold themselves and others to account for what is expected of them, and actively help others to improve performance and develop themselves.
- Show commitment to understanding diverse interest groups within the wider community, and how the school relates to and is able to serve them. Should keep up-to-date with all developments within the community that relate to the school.
- Handle criticism and answer difficult questions with confidence. Uphold the school ethos and vision against potential opposition. Raise support and enthusiasm for the project from others.
- Relate to others on multiple levels, be an excellent professional role model, but also connect with staff, students and parents as a colleague and a friend.

We have already received many messages from professionals supporting our proposal who have said that simply having the freedom of working in a free school would be a great opportunity for them. Other foreseeable benefits of working at Parkfield New School in particular would be the opportunity to implement new and exciting educational programmes in the area, driving change and raising standards; supporting other local schools and getting the community closely involved; and being able to make a significant difference to the lives of individual students by leading a school of our size.

With these benefits in mind, we will use our expanding database of supporters to spread the word to local teachers, as well as our connections to local schools and academies, to find out if any strong candidates present themselves in order to save money on potentially lengthy recruitment procedures. We already have a number of professionals with leadership experience who may consider becoming the Principal Designate depending on personal circumstances and we will be looking closely at those as they continue to identify themselves. If we do not receive a good response from our current contacts, we would expand this to paid advertising in local media and TES.

The Principal Designate will be the face of the school in the pre-opening stage. It will be important for parents to know as much about them as possible, as this will strongly influence their perception of the school and its potential success. They would be required to speak at public meetings or marketing events, with all the support of the steering group. We would enter into a one year contract with them in the first year, as we feel it is important to see how that first year has progressed before being able to appoint them for the long term.

After selecting a Principal Designate, we would seek to work with Future Leaders to develop them further, to ensure they are in the strongest position to lead the school from its first year.

Given that our Principal Designate may not be currently working as a principal, our preferred candidate will need to give notice at their current school in the October half term in order to join us in January 2012. We would not enter pre-opening until late September, we will need to have identified a preferred candidate before then so that we can offer the role as soon as we enter the pre-opening stage.

The following steps will be taken to carry this out:

	Jun-11	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12
Future Partners shortlists candidates								
Recruit HR Specialist onto Governing Body								
Member Governors, HR Governor and Chair of Governors interview candidates at FP								
Preferred candidate identified								
Parkfield New School moves to pre-opening stage								
Principal Designate Position Offered								
Principal Designate takes up position at Parkfield New School								

We have identified HR specialism as lacking in our Executive Committee opening the school, and therefore, we will look to appoint an HR specialist one of the co-opted Governors. We have already had a number of people register their interest in becoming a Governor, and we will also use our links through other advisors to the Steering Group, and articles in the local press, to find such a person. Together with the Governing Body and the Chair of Governors, the HR specialist will assist in recruiting the Principal Designate. This will be co-ordinated with the Future Leaders process should they be able to provide a suitable candidate for this role.

As soon as the Principal Designate joins the school, his or her main role will be working with the Montessori and IB Co-ordinators, the Business Manager and Finance Manager to refine policies and procedures in order to open the school in 2012. They will also be spearheading a campaign to raise awareness of the school and become the 'Face of Parkfield New School' converting registrations of interest into applications for places in 2012.

In conjunction with the Senior Management Team, the Principal Designate will ensure that the school is opened in line with the school vision and ethos, and that funding is used appropriately to ensure the best value for the DfE and also for the students who start their journey with us in 2012.

6.3 Governance

Pre-Opening, the Governing Body will...

- Form the Executive Committee that will oversee the establishment of the school.
- Appoint the Principal Designate
- Create policies and practices that it will follow after the school is open (formation of committees, induction of new Governors, etc)

Post-Opening, the Governing body will...

- Evaluate performance and determine key policies
- Meet regularly during the first year (at least termly), to ensure the educational plan is being implemented as designed. They would discuss whether the school was catering for 100% of its students, and if not, what needs to change to ensure this, supporting the Principal in their duties.
- Oversee the school budget and ensure that funds are being used for the benefit of the students.
- Ensure the community engagement plan is being adhered to fully and appropriately.
- Be a visible presence to the school, and would be known to the staff and – to a degree – also to the students.
- Provide support and encouragement, and recognise and celebrate achievement.

We will need a wide range of individuals to make up the school's Governing Body. Some will require experience in leadership positions, with confidence in making important decisions about the running of the school. Others will require other backgrounds and skill-sets including:

- Community connections
- Financial competence
- Educational expertise
- Child development
- Marketing and communications
- SEN
- Buildings / Premises

While we want to make sure these categories are fully satisfied, we need to also be mindful of including people from a variety of personal backgrounds and experiences. We therefore would invite committed members of the public to constitute part of the Governing Body regardless of leadership experience. Obviously previous experience of being a Governor or member of a committee would also be advantageous. Those with connections with different educational organisations or community groups would be greatly desired.

First and foremost, every member needs to be greatly familiar with our educational vision and plan and should support it and understand it, as they will be responsible for overseeing the implementation of it. We would seek to find people with competencies similar to the Principal Designate recruitment procedure, although they may not need to be inspirational leaders, they would be expected to be very self-aware, resilient, committed and able to see the big picture in all matters.

Number of Governors, roles and responsibilities

Our Governing Body will be made up as follows:

- 3 Member Governors
- 2 Director Governors (Financial, Educational)
- Chair of Governors
- Principal Designate
- 3 Staff Governors (Primary & Secondary & Non-teaching)
- 2 Parent Governors (Primary & Secondary)
- 1 representative from the Montessori School's Association
- 1 representative from the Local Authority
- 2 Community (Co-opted) Governors

Structure

The overall structure of the Governing Body will look like this:



The Governing Body will be divided into committees, which will allow members with specialities to focus on their areas in order to make quick decisions, this will then have to be passed by the whole Governing Body to ensure a majority of support. The proposed structure is summarised below, but will be finalised by the Governing Body before opening and may be adjusted as required:

- The Educational Committee will deal in particular with curriculum issues, exclusion matters and any other issues relating to the educational provision of the school. This will include the Principal Designate, staff Governors, parent Governors and any others with educational experience and expertise.
- The Financial Committee will deal with the school's budget, premises and any other financial matters. This will include the Principal Designate, Trustees and any others with financial or business experience and expertise.

When making key decisions on the school's strategic direction, the whole Governing Body will meet to discuss the issues.

Recruitment of Governors

We have already identified a number of individuals who would like to become members of the Governing Body, including some with interest in being the Chair of Governors. We will continue to advertise locally and aim our marketing plan at identifying additional people who would be suitable and committed to the school. We would look first at ensuring a good proportion of Governors with a background in education or finance, while still maintaining the wider community is fairly represented.

We have already advertised in a local newspaper for potential Governors, and we ask on our website for volunteers to come forward to be Governors. From this alone we have had a good response from suitable candidates. In addition to this, we will also put posters and leaflets in suitable areas, and look at The School Governors' One-Stop Shop, local volunteer centres and businesses/ educational establishments to gain additional support.

All staff and parent Governors will be elected shortly after the school opens.

6.4 Financial Oversight

The [REDACTED]

6.5 Leadership & Staffing

It is vital for the effective implementation of the school's vision and ethos that all staff are aligned to our aims and values, and are able to apply themselves to a new, refreshing approach to education that they may not have experienced previously.

6.5.1 Approach to Staffing

We expect all staff, regardless of which section of the school they work in, to contribute to achieving the school's vision which is to create an outstanding school where students are prepared for all aspects of life in an ever-increasingly global world, both academic and beyond.

As a small school, where students can stay for their whole academic career, all staff will become part of the Parkfield community, and their contribution to it is to be regarded as highly valuable to all. We will expect from all staff a commitment to the qualities of the IB Learner Profile, regardless of which role they undertake, primary or secondary, teaching or non-teaching. In order to achieve the overall goals of the school, in academic and non-academic achievement of all students, we expect all staff members to be inspirational, innovative and able to engage and communicate with students on different levels. We will need staff to recognise that they all contribute to the learning experience of the students, and that they should always act with professionalism and as positive role models for the students to emulate.

Particular qualities we will look for in all staff are:

- a deep and broad knowledge of their area and in general.
- a willingness to keep up to date with developments as they happen.
- a desire to empower students both in and out of the classroom.
- the ability to be flexible, with a 'can do' attitude.
- the ability to develop a collaborative, co-operative environment, both in and out of the classroom.
- an understanding and to promote at all times, the IB philosophy and school vision.
- to contribute to the community as a whole and not to work in isolation of others.
- to be able to be independent and creative.
- to have the ability to look beyond the boundaries of the curriculum and extend it or adapt it to engage all students.
- to help students to learn, rather than to just teach them using practical, real life experiences as much as possible.
- to view their role in a student's learning experience as valuable, whatever they can offer.
- to understand what it means to be internationally-minded.
- to be committed at all times to living the IB Learner Profile, which underlies all of the other qualities above.
- to believe in the collaborative structures of the IB, IPC and Montessori programmes and to work consistently with other staff members to explore new ways of co-operation and collaboration.

As a new school, we need staff to be innovative and to look beyond their primary role to ensure that the school consistently and continually develops and delivers an effective, comprehensive and broad learning experience to all students. We will encourage promoting staff from within, and all staff will be given opportunities to develop their own ideas into reality, and will also be able to encourage the students to do the same.

The first years

In the first years of the school, staff will be expected to take on extra responsibilities to meet the needs of a growing school and to keep within the school's budget. There are several roles which are combined in the first years so as to ensure that the students benefit most from excellent teachers.

We have made the decision that, in the first two years of the school, when pupil numbers are relatively low, the Headteacher will not have a Deputy Headteacher. However, what will be in place is a Montessori Co-ordinator who will oversee the primary phase in a supervisory role, and an IB Co-ordinator who will act as an Assistant Head to lead the school through the IB candidacy and application stages. As the IB Diploma is introduced from 2014 onwards, and students begin to start sitting examinations, an additional Assistant Head, with a responsibility as the IB Diploma Co-ordinator, and a Deputy Headteacher post will be introduced. We anticipate that Heads of Subject would look to progress to these posts when they are introduced, thus keeping with our policy of promoting from within our current staff.

The role of the Montessori Co-ordinator is part academic and also part of the support and administration of the school. This role will include marketing and raising awareness of Montessori, and ensuring that the IPC is integrated without compromising the Montessori method of teaching. It will also include areas of recruitment and training of staff, and community engagement. The Montessori Co-ordinator will, particularly in the first few years of operation, work closely with the Business Manager on admissions and marketing to recruit each year's intake.

The Business Manager will assume the responsibility for a bursarial role in the first years of the school, until such time that a Finance Manager is appointed. In addition to this, the Business Manager will be involved in developing fundraising and income generation avenues for the school.

Heads of Subject will, in the first years, need to develop the curriculum framework for their particular subject, ensuring that they will meet the requirements of the IB programmes. In the first two years that the school is open, several Heads of Subject will be the sole teacher also for that subject area, which may include being able to teach more than one subject area. The number of lessons to be taught in each cycle does not justify employing an extra teacher, particularly in the first year with only 4 classes to teach in the secondary phase. Due to the nature of collaborative working, these teachers will be able to support each other as a team of teachers, rather than individual faculties.

All teachers will have a maximum of 18 teaching hours in timetabled lessons, and will be required to work on a two-week rota to cover the afternoon activities in coordination with the Heads of House. The rota will require that in one week a teacher will be required to support students in the individual learning period for two afternoons, and the next week for

two individual learning afternoons and the sports afternoon. Heads of Subject will, as more staff are brought in to teach, have a maximum of 14 teaching hours to enable them to continue to develop their subject in terms of curriculum and schemes of work.

Heads of House will be responsible for and co-ordinate the individual learning afternoons, to ensure that students are actively engaged during these sessions. They will also have the responsibility of ensuring behaviour and attendance expectations are met. All Heads of House are employed on a part-time basis initially, and we would look to increase this to full time as the student population grows. In the first year, one Head of House will be employed on a full-time basis, and will co-ordinate this role with the role of a SENCO. An additional SENCO will be employed onto the staff from year 2.

As the school grows, additional subject teachers will be recruited into the secondary phase. As well as recruiting additional teachers to cover core subjects such as English, Maths, and Science, we will also recruit part or full time teachers in more diverse subjects so that all students receive a broad and in depth education. Humanities, the Arts and Modern Foreign Languages will mainly come under this category to ensure that all students learn across the subject area as well as in individual subjects.

In the primary phase, an additional class leader and class assistant teacher will be added as each new class is opened.

International Specialism

In terms of languages on offer, we will initially offer a small range of languages, but we would look to increase this as the school grows, with teachers working across the whole school. We would also enable the students to decide the languages they wish to pursue as an additional foreign language, so if a feasible amount of students wish to study, for example, Mandarin, we would look to employ (or share with another school) a teacher to teach it. This would both stay in keeping with our individualised learning outlook, empowering the students, and adding to our specialism as an internationally-minded school.

6.5.2 Roles and qualities of staff

Senior Management Team

Job Title: Headteacher
Qualifications:
Experience: Previous senior management in a secondary school.
Salary: [REDACTED]
Reports to: Governing Body
Responsibilities:

The Headteacher needs to be an inspirational leader with an innovative approach to education. They will be able to work at all levels, and will oversee the running of the whole school, in particular, the secondary phase, see above.

Job Title: Deputy Headteacher
Qualifications: QTS
Experience: Preferred experience in a senior teaching position.
Salary: [REDACTED]
Reports to: Headteacher
Responsibilities:

The Deputy Headteacher would oversee the secondary phase of the school, being a motivated and supportive companion to the Headteacher. They will carry out duties in overseeing the educational experience of all students and ensuring efforts are made to maintain high standards of teaching and learning. They will be responsible for communication with teachers and subject-leaders, as well as students and their parents, and external agencies, arranging inter-school working and school exchanges. They will co-ordinate out of school learning activities and all examinations. The Deputy Head will also monitor the overall performance relating to attendance, behaviour and uniform policies and take action where necessary to make improvements. They will be in charge of safeguarding for the secondary phase students.

The individual would need to demonstrate close alignment between the educational beliefs and values of the school and those of the programme, and be able to encourage the same in other members of staff. In addition to this, they will also work to promote international-mindedness on the part of the adults and students in the school community.

Job Title: IB Co-ordinator (MYP/DP)
Qualifications: QTS
Experience: Preferred experience in a senior teaching position.
Salary: [REDACTED]
Reports to: Headteacher / Deputy Headteacher
Responsibilities:

The school's IB Co-ordinator for the Middle Years Programme will oversee curriculum activities such as the personal project. The IB Co-ordinator for the Diploma Programme will oversee the extended essay, theory of knowledge, and creativity action service requirements in Year 12 and 13. They will report directly to the Headteacher (Deputy Headteacher from 2014 onwards).

The IB Co-ordinators will develop and administer the budget for the IB, will take the school through the candidacy and authorisation process, and will ensure that appropriate administrative structures and systems, staffing and resources are in place to deliver the programme. The individuals will reflect and implement the IB Learner Profile at all times, preferably with experience implementing the IB.

They will be responsible for co-ordinating collaborative working across subject areas, and would co-ordinate monitoring of pupil progress, both in GCSE/MYP and Diploma programmes. They will handle communication with students, parents and outside agencies with regards to the IB Programme. They will work with the Deputy Headteacher in ensuring examinations are carried out effectively. They will also be responsible for in-house training for the IB, and also overseeing timetabling, mentoring, and the pastoral house system within the secondary phase in conjunction with the Headteacher.

In the first two years, the IB Co-ordinator will take on duties as an Assistant Head, assisting the Headteacher in responsibilities as required.

Job Title: Montessori Co-ordinator
Qualifications: AMI or NAMC Montessori Primary Qualification
Experience: Business background desirable, experience within a Montessori school is an advantage.

Salary: [REDACTED]

Reports to: Headteacher / Deputy Headteacher

Responsibilities:

The Montessori Co-ordinator will oversee the whole of the primary phase. This will include co-ordinating the Montessori and IPC curricula across the classes, staff selection and ongoing training, raising awareness and marketing the primary phase to prospective parents, nurseries and the general community.

They will oversee the implementation of the Montessori Method and other teaching to ensure all staff are in alignment with the school's ethos and vision, and ensure ongoing staff training is in place to maintain the approach. They will report directly to the Headteacher (2012-2013), and the Deputy Headteacher (2014 onwards) with regards to monitoring staff and student performance.

Working with local nurseries and other organisations, the Montessori Co-ordinator will ensure the school maintains an outstanding reputation within the community and is fully supported. They will also liaise with other primary schools to work in partnership and organise transfer events. All school-wide projects, school trips, and safeguarding for the primary phase will be their responsibility. They will need to liaise with SENCO on children presenting special needs and how the primary phase can meet those needs.

They will also be required to carry out administration duties with regards to the primary phase, and work in conjunction with the Deputy Headteacher and IB Co-ordinators in effective transition for all students from primary to secondary phase. The Extended Services Programme will also be their responsibility, ensuring activities are planned and staff are given assignments as required.

The individual needs to have an international outlook, be friendly and welcoming and a good communicator on all levels.

Job Title: Head of House / SENCO
Qualifications: QTS
Experience: SENCO experience
Salary: [REDACTED]
Reports to: Headteacher / Leadership Team
Responsibilities:

The Head of House is responsible for the pastoral care, citizenship PSHE, and individualised learning for all students within one of the four school houses. They will help set targets and personal plans for students to aim towards and will organise house events to bring the vertical groups together in competition and team-building activities.

They will manage the planning, implementation and monitoring of programmes for students with special educational needs, in conjunction with the SENCO.

They will be required to inspire, motivate and encourage students to pursue interests in extra-curricular activities, ensure catch-up sessions are set when needed and support students in their personal learning plans, liaising with subject teachers where necessary. In monitoring performance, the Head of House will also oversee behaviour, attendance and inclusion of students within their house and work with the Leadership Team in addressing any concerns and recognising achievement.

These responsibilities are part-time and this particular role will include a position in the leadership team, as the SENCO, for the other part of the 1.0 position in the first year, and will continue to feed into the full-time SENCO that will be in position from 2013 onwards. See below for the SENCO role.

Job Title: SENCO
Qualifications: QTS
Experience: SENCO experience
Salary: [REDACTED]
Reports to: Leadership Team
Responsibilities:

The key role of the SENCO is to ensure that the special educational needs of students are effectively met and supported continually. The SENCO takes responsibility of the day-to-day operation of provision made by the school for students with SEN, and provides professional guidance in order to secure a high standard of teaching and the effective use of resources to bring about improved standards of achievement.

They will work with pupils, subject leaders, teachers and Heads of House to ensure realistic expectations of behaviour and achievements for students with SEN. They will also lead annual review meetings for statemented students, support the Headteacher in meeting relevant statutory responsibilities, and ensure effective transition between primary and secondary phases of the school for children with SEN.

The SENCO will also be required to communicate with parents of students with SEN to ensure continuation of support between school and home.

Other senior roles

Job Title: Head of House
Qualifications: May be QTS although non-teaching role
Experience: Leadership or management skills
Salary: [REDACTED]
Reports to: Headteacher / Leadership Team
Responsibilities:

The Head of House is responsible for the pastoral care, citizenship PSHE, and individualised learning for all students within one of the four school houses. They will help set targets and personal plans for students to aim towards and will organise house events to bring the vertical groups together in competition and team-building activities.

They will manage the planning, implementation and monitoring of programmes for students with special educational needs, in conjunction with the SENCO.

They will be required to inspire, motivate and encourage students to pursue interests in extra-curricular activities, ensure catch-up sessions are set when needed and support students in their personal learning plans, liaising with subject teachers where necessary. In monitoring performance, the Head of House will also oversee behaviour, attendance and inclusion of students within their house and work with the Leadership Team in addressing any concerns and recognising achievement.

Job Title: Head of Subject
Qualifications: QTS
Experience: In a similar role
Salary: [REDACTED]
Reports to: IB Co-ordinator
Responsibilities:

The Head of Subject has specific responsibility for the management and implementation of a subject area within the IB frameworks. They need to be internationally-focussed, a specialist in their field and will be involved in writing the curriculum in line with the MYP framework including cross-curricular opportunities, working with other subject-leaders and the IB Co-ordinator in order to deliver an excellent learning experience for all students of all abilities. The candidate for each of these posts will need to demonstrate that they have improved GCSE grades and are also able to deliver their subject to A-level standard.

They may be responsible for more than one curriculum area and will oversee the teaching of their subjects by other teachers. They will also be involved in ensuring that the GCSE syllabus is implemented into the MYP framework.

There will be 5 Heads of Subject in the first year, these will be Head of English (and MFL in first year), Head of Maths, Head of Science, Head of Humanities, Head of Technology and Arts. In the second year, a Head of MFL will be added.

In the first years, when teaching hours are less than full time, the English, Maths and Science Head of Subjects will be the sole teacher for their subjects. Their responsibilities will go up to a maximum of 16 hours of teaching time, to allow for additional curriculum responsibilities.

Primary Phase teaching staff

Job Title: Class Leader / Teacher
Qualifications: Montessori Qualified / QTS (NQTs considered)
Experience: In a similar role
Salary: ██████████, 14 positions
Reports to: Montessori Co-ordinator

Responsibilities:

These teachers will be responsible for one mixed-age class within the primary phase and will be required to teach the Montessori curriculum in all classes, and from Year 2, the International Primary Curriculum by the Montessori method. Those working in a Reception – Year 1 class will need to have a recognised level 3 qualification, such as a Montessori Diploma and two years post-qualification experience in order to meet the requirements of the EYFS.

Teachers will be responsible for working in conjunction with the class assistant in teaching their class of students and delegate duties to the assistant as required. This includes record-keeping, observation and teacher assessments, working individually and in small groups with the students and ensuring that their weekly work plans and the curriculum are kept up to date. Class leaders within each Community will work together to deliver the Community time, school trips, Community based learning and daily physical education.

Job Title: Class Assistant
Qualifications: Montessori Certificate or Diploma, or relevant experience
Experience: Teaching Assistant, or other experience with relevant age group
Salary: ██████████, 14 positions
Reports to: Class Leader / Teacher

Responsibilities:

This will be a teaching position, with teaching responsibilities within the class, working alongside the Class Leader / Teacher to teach individual and small groups of children, delivering the Montessori and International Primary Curriculum. Class Assistants will also, on a rota system, provide cover for the breakfast club and after-school club.

Secondaryphaseteaching

Job Title: Subject Teacher
Qualifications: QTS (NQTs considered)
Salary: ██████████, 19 Positions
Reports to: Head of Subject

Responsibilities:

The Subject Teachers are required to plan, prepare and deliver lessons to meet the needs of all students in the secondary phase. In delivering the MYP/GCSE and IB Diploma programmes, teachers will be recruited to ensure there is adequate provision of teaching covering the following areas: English, Maths, Science, Humanities (History, Geography, Religious Studies, Psychology, Sociology, Economics), Technology (Design Technology, ICT, Food Technology, Textiles), Art, Music, Dance and Drama, MFL (Spanish, French,

German), plus other subjects, dependent on sufficient student demand.

Subject Teachers will record pupil development and celebrate achievement in conjunction with Heads of House, and will work closely with the SENCO to ensure the needs of all children with SEN are well supported.

During the first two years, before GCSE courses have started, many subject areas will include either a combined curriculum, such as Humanities, or a rotation of subjects as teaching hours are low. We anticipate that as the school is being established, many of these positions will be part-time, however, we would look to increase contracts to full time as and when the budget and demands on the curriculum allow. Some subjects will be available if there is sufficient demand from students such as other modern foreign languages, economics, sociology, etc.

While individual subject teachers may only be 0.5 FTE, some teachers who can teach more than one subject, may be able to combine two teaching roles to make 1.0 FTE.

Non-teaching roles

Job Title: Business Manager
Qualifications: Would be required to acquire a school business management qualification
Experience: HR, accounting or project management qualification desirable
Salary: [REDACTED]
Reports to: Headteacher
Responsibilities:

The Business Manager is responsible for the overall management of the school business and assets. Initially this will be part-time for the first three years. This post forms part of the senior leadership team and the individual will be responsible for the strategic leadership and management of school administration, marketing, community relations and engagement, extended services, fund-raising and income generation. They will also be responsible for health and safety and all admin support staff. The Business Manager would work in co-operation with the Finance Manager.

The Business Manager will work in conjunction with the Montessori Co-ordinator in ensuring the school is marketed adequately within the community.

Job Title: Finance Manager
Qualifications: Accounting qualification
Experience: Previous experience as Bursar
Salary: [REDACTED]
Reports to: Headteacher
Responsibilities:

The Financial Manager/Bursar be responsible for all of the school's accounting and reporting. He or she will also report to the Governing Body on financial matters and will also sit on the financial committee.

Job Title: Site Manager
Qualifications: N/A
Experience: Similar position
Salary: [REDACTED]
Reports to: Headteacher
Responsibilities:

The Site Manager will be responsible for overseeing all aspects of site management. They will need to manage the site's maintenance, repairs, cleaning and supporting security, including for external users of the premises. They will ensure proper records are maintained and will liaise with other staff in ensuring proper use of equipment including ICT. Deliveries and contractors will need to be co-ordinated through the Site Manager, as well as health and safety audits and fire safety and prevention precautions.

Job Title: Administrator / Exams/Data Admin /Finance Administrator
Experience: Similar position
Salary: [REDACTED]
Reports to: Business Manager
Responsibilities:

The administrators will organise and manage the administration, support systems and activities to facilitate the effective running of the school. They will work on admissions, data management, minute taking, providing administrative support across the school, dealing with enquiries, etc. They will also co-ordinate examinations and organise materials and the running of examinations. They will also undertake timetabling duties with the Headteacher or Deputy Head.

Job Title: LRC Co-ordinator
Qualifications: Professional qualification in librarianship or equivalent
Experience: In a similar role
Salary: [REDACTED], 2 positions
Reports to: Headteacher / Deputy Headteacher
Responsibilities:

The LRC Co-ordinator will run the school's libraries and ensure effective use of educational resources. They will maintain the school's resources, advocate literacy and support students in their independent research. They will be required to promote the library to all students so that it is used beyond the school day. They can involve students in the choice and selection of books and other resources in making students feel involved and influential in the school.

In managing the library, they will undertake audits, manage the library budget, and will delegate to the LRC Assistant where necessary. They will ensure the library caters for the needs of students in the secondary phase, while the LRC Assistant will meet the needs of the primary phase students.

Once the school is more established, two separate LRC Co-ordinator and Assistant teams will oversee a phase each.

Job Title: LRC Assistant
Experience: In a similar role
Salary: [REDACTED], 2 positions
Reports to: LRC Co-ordinator
Responsibilities:

The LRC Assistant will assist the LRC Co-ordinator in their duties. They will carry out audits of resources, maintain the conditions of the library and ensure all administration duties are carried out. They will oversee the provision of materials for students in the primary phase.

Job Title: Community Engagement Officer
Experience: A similar role
Salary: [REDACTED] (2014 onwards)
Reports to: Business Manager
Responsibilities:

The Community Engagement Officer will be responsible for reaching out to the community to get them involved in the activities and programmes of the school. Raising awareness will be a large part of their work, liaising with nurseries and other schools and promoting inter-school activities. They will make contacts with local groups and companies, organising volunteer days, school trips, charity awareness days, etc. This will help to broaden the students' educational experience and help include different areas of the community in the running of the school.

The Community Engagement Officer will also contribute to the Parents in Partnership programme, organising parent education workshops and getting parents involved in their children's education.

Job Title: IT Support
Experience: A similar role
Salary: [REDACTED]
Reports to: Business Manager
Responsibilities:

Responsibilities will include overseeing the whole school's network of computers and IT equipment, ensuring equipment functions to a satisfactory standard and any maintenance issues are dealt with efficiently. They will also undertake audits on IT Refreshing.

Job Title: Lab Technician
Experience: In a similar role
Salary: [REDACTED]
Reports to: Head of Science
Responsibilities:

The Lab Technician works in the Science department and reports to the Head of Science, providing technical support to enable the lab to function properly, while adhering to health and safety procedure guidelines.

Job Title: Extended Services Manager

Qualifications: NVQ3 minimum

Experience: In a similar role

Salary: [REDACTED]

Reports to: Montessori Co-ordinator

Responsibilities:

The Extended Services Manager will be responsible for the co-ordination and day-to-day running of the extended services of the school (breakfast club, after-school club and holiday club) and the Parents in Partnership workshops. Ensuring the programme's services and events adequately meet local needs and are inclusive.

They will collect information relating to the Extended Services provision and evaluate with regards to targets set by the leadership of the school.

Job Title: Midday Supervisors

Experience: In a similar role

Salary: [REDACTED]

Reports to: Montessori Co-ordinator / Extended Services Manager

Responsibilities:

The Midday Supervisors will look after the welfare of students during lunchtimes including supervising the canteen and outside areas. They will ensure high standards of behaviour and attendance are maintained during this period.

6.5.3 Staff structure & accountability

The staff structure for Parkfield New School is given on the next couple of pages. These demonstrate the staff structure in the first two years of operation, and then from the 2014/15 academic year and onwards.

The staff structure clearly defines lines of responsibility and accountability, with the overall accountability lying with the Principal Designate or Headteacher. In the first two years of the school, the Assistant Heads – the IB Co-ordinator and Montessori Co-ordinator – report directly to the Headteacher who will have an integral role in developing both phases of the school in this early stage. An extra level of accountability is added in 2014 when a Deputy Head will assist the Headteacher in all matters relating to the running of the school, and will overlook the whole curriculum. The Assistant Heads, including an additional IB Co-ordinator, will all report to the Deputy Head in the first instance.

The Montessori Co-ordinator is responsible for developing the primary curriculum and all aspects relating to the primary phase of the school. Class leaders and teachers report to the Montessori Co-ordinator and will each be responsible for overseeing the class assistants within their community. The Montessori Co-ordinator will also take on the extra responsibility of overseeing the extended services for the school.

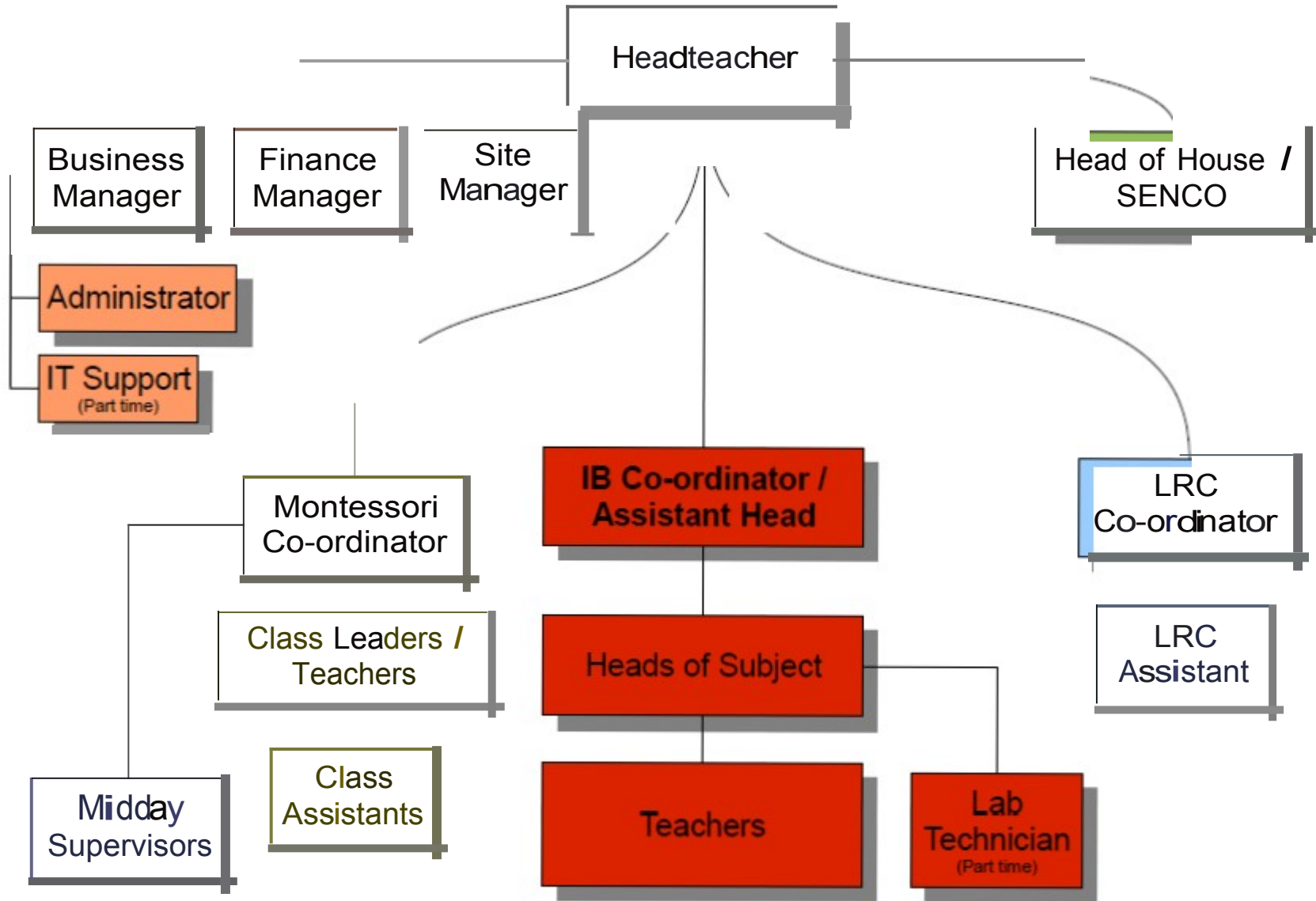
The IB Co-ordinators oversee the Heads of Subject, and co-ordinate the IB framework across the curriculum with these Heads. Ultimately, it is the IB Co-ordinator that is responsible for the effective implementation of the International Baccalaureate programmes and to ensure that all subjects cover the necessary criteria and that the curriculum meets the requirements to achieve authorisation. Individual subject teachers within the secondary phase report to their Head of Subject.

Pastoral care of students is paramount. For this reason, the Heads of House report to the Headteacher, with a Senior Head of House (SENCO in the first year) acting as their immediate line manager.

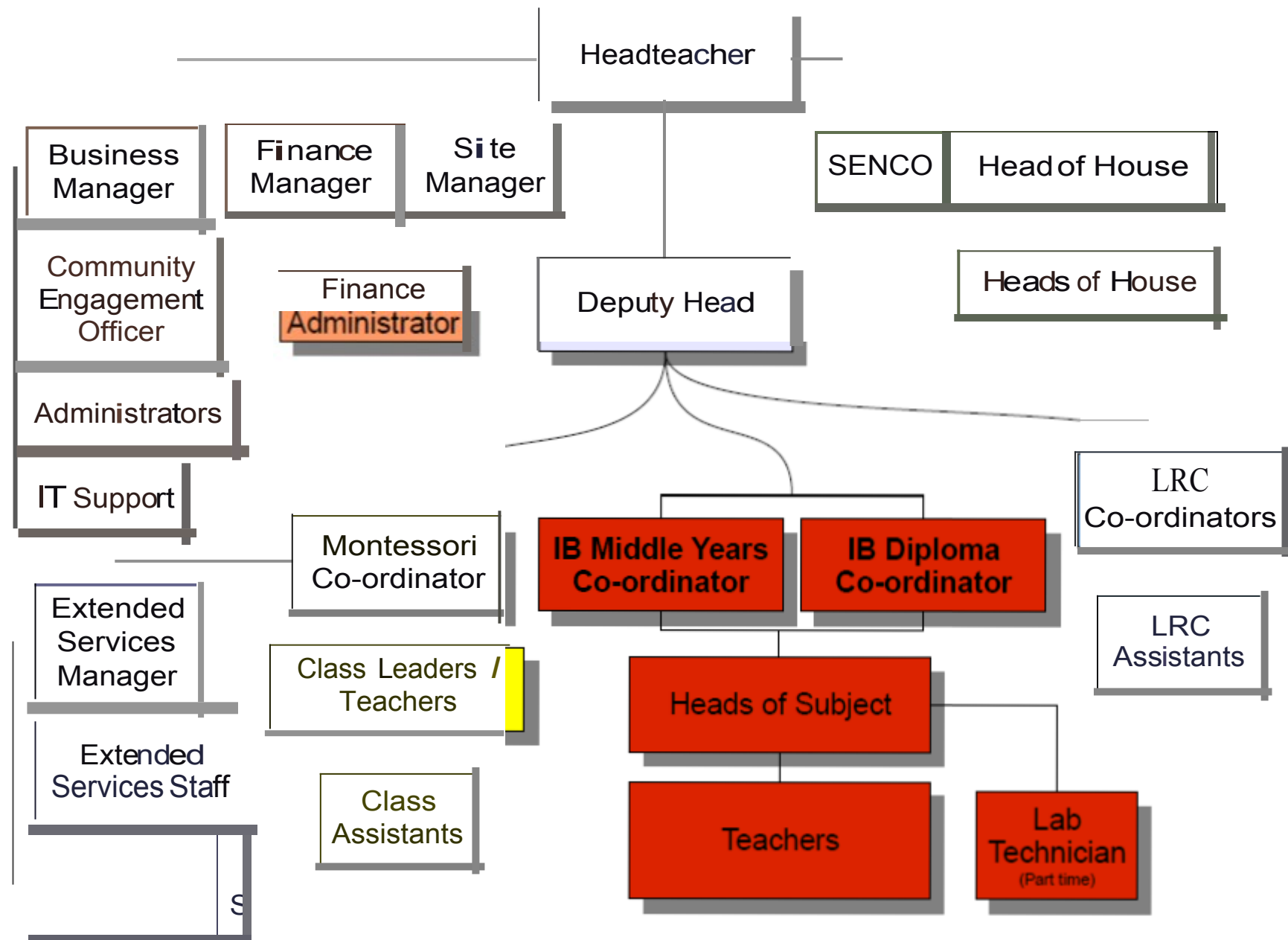
The LRC Co-ordinator also reports directly to the Headteacher in the opening years and then subsequently to the Deputy Head once they are in post. This is an important part of the staffing structure, which recognises the position of the LRC in the school. It is integral to the students and the staff, especially where students are undertaking their individual learning.

The Business and Finance Manager functions report to the Headteacher in all that they do. This is important so that the Headteacher is central to all the business decisions that are made with regards to the school, and the accountability for this is not diluted by an extra line of reporting.

Staffing Structure 2012/13 and 2013/14



Staffing Structure 2014/5 onwards



6.5.4 Recruitment of staff

Recruitment will take place throughout the year, depending on the turnover of staff. Recruitment for the start of the academic school year will take place in the spring term, with offers of employment being made by mid-May.

Positions for all posts will be advertised locally and in the TES to ensure that the right teachers are attracted to apply. Positions will also be advertised on the Parkfield New School website.

Initially, candidates will be required to submit their curriculum vitae along with completing a standardised job application form, one for teaching staff and one for non-teaching staff. All staff will be required to submit a statement as to their suitability for the role.

Teaching staff

The teachers who pass this stage will be invited to an assessment centre initially, where they will be given tasks within a group environment to test their alignment to the vision and ethos of the school, and to see how adaptable and willing to work in ways which are possibly different to those they have worked in previously. The IB Learner Profile and the Future Leader competencies to an extent, will influence the qualities that will be looked for in staff. Staff will need to demonstrate the qualities given in Section 6.5.1 in order to be able to fit in to the vision and ethos of the school. They will also be asked to reflect on the different tasks to ensure that they will be able to carry this out in line with the IB and Montessori requirements.

During the assessment day, candidates will be asked to teach a lesson to each other.

This will be replaced by delivering a lesson to students at the next stage of the process once the school is open. Being able to reflect on the lesson will be an important part of the selection process, as it will form a vital part of the future role.

Each candidate will then be interviewed by the Headteacher and Assistant Head, with the Deputy Head being present in some cases. Competency-based interview questions will be asked to again ensure alignment and to assess the candidates' suitability for the role.

This procedure will also be in place for the recruitment of the Head of House and LRC Co-ordinator.

Non-teaching staff

Non-teaching staff will be selected for interview based on their suitability for the role as determined by their curriculum vitae and application form. The candidates will be shortlisted and will be invited to interview, which will be conducted by the Business Manager and Headteacher. The interview will take the form of competency-based questions, along with tests to ensure alignment and understanding of the IB Learner Profile, vision and ethos of the school.

All staff, and Governors, will be required to undergo a full CRB check and other checks, to ensure that they are suitable to work around and with children. Two references will also be taken up before employment commences for staff. Training on safeguarding will be given to all staff and the Governing Body of the school.

Section 7: Premises

7.1 Introduction

Parkfield New School plan to open in September 2012 with 156 students. By 2019 , we plan to be at capacity of 580 students.

Parkfield New School believe that with a growth pattern averaging 82 additional students per year, a temporary site would not be viable.

Partnership for Schools guidelines for a 580-space all-through school including Post-16 are shown below:

			Size (m ²) per pupil	Total (m ²)
Primary			4.2	1,526
Secondary			6.3	2,310
Sixth Form			7.0	1,050
Total				4,886

Parkfield New School have therefore sought to identify premises for 580 students at 4,886m² or 52,593ft² gross internal floor area.

7.2 Site Search

We planned to identify premises using the following methods:

Using the Local Authority D1 availability list published on the New Schools Network

No viable sites were identified on the New Schools Network list of available D1 properties for Bournemouth or Poole local authorities.

Using Estates Gazette Interactive EGi online

Parkfield New School undertook an online search using the Estates Gazette Interactive EGi with search criteria of Bournemouth and Poole between 30,000ft² and 80,000ft² 'Net Lettable Area' (NLA). It was assumed that these NLA's would provide suitable 'Gross Internal Floor Areas' (GIFA). The following sites were identified:

Address	Date first listed	Property type	NLA (Sq ft)	Asking Rent (£)	Asking price
██████████, Bournemouth,	16/07/2008	Office	46,397	811,948	N/A
██████████, Bournemouth	16/07/2008	Office	46,379	811,632	N/A
██████████, Bournemouth,	24/11/2004	Office	38,500	481,500	N/A
██████████, Bournemouth,	11/03/2011		35,034	350,340	N/A

Of the above ██████████ and ██████████ are as yet unbuilt office lead mixed use developments, which are unlikely to proceed in the short term. ██████████ remains empty and is restricted to one parking space and no other outside space.

██████████ is a purpose built office building which has remained empty for in excess of 5 years. It is located in the central business district of Bournemouth and is easily accessible by public transport. ██████████ is being marketed for lease at 38,500ft² NLA (now understood to be 54,637m² GIFA). ██████████ was considered suitable for shortlisting and further investigation.

██████████ is considered in Section 7.3.

Contacting local commercial property agents

Parkfield New School registered with ██████████ and reviewed the websites and listings for numerous other property agents. No accommodation at the necessary size was identified over and above that found on EGi.

Using the Homes and Communities owned land list

A search of the Homes and Communities land and property asset list as at January 2011 showed no land or property within the boroughs of Bournemouth or Poole.

Direct enquiries

We are aware of a number of opportunities which have not appeared in any of our other search methods. These were:

- Former Homefield School Site, [REDACTED], Christchurch
- [REDACTED], [REDACTED], Bournemouth
- [REDACTED], [REDACTED], Poole
- [REDACTED], [REDACTED], Bournemouth
- [REDACTED], [REDACTED], Bournemouth

The former Homefield School site, is out of the preferred catchment area for Parkfield New School. The site has recently been acquired by [REDACTED] who are submitting redevelopment plans for a care home.

[REDACTED] is a purpose built office building which has remained empty for in excess of 5 years. It is located in the central business district of Bournemouth and is easily accessible by public transport. [REDACTED] is 53,820ft² of net lettable area; however [REDACTED] is not being marketed for sale or lease. [REDACTED] was considered suitable for shortlisting and further investigation. See Section 7.3.

[REDACTED] is a recently vacated purpose built office building located in the central business district of Bournemouth. It is not being marketed for sale or lease, and we believe it is not of sufficient floor area for Parkfield New School.

[REDACTED] is a purpose built office building located in the central business district of Bournemouth; it has remained empty in excess of 3 years. It is not being marketed for sale or lease, and we believe it is not of sufficient floor area for Parkfield New School.

[REDACTED] site is the location of a recently closed local authority day care centre, the site is considered valuable residential development land and is not currently being marketed for sale. The Borough of Poole advise that in the event of the site being disposed of they would advertise it via the OJEU process to obtain and demonstrate best value.

7.3 Shortlisted premises

We have shortlisted two premises - [REDACTED] and [REDACTED]. Pertinent information relating to these properties is provided below.

Finance House

Premises: [REDACTED]

Address: [REDACTED]
Bournemouth
[REDACTED]

■ Current Use: Vacant

Freeholder: [REDACTED]
Co No: 4273113
[REDACTED]
Bournemouth
[REDACTED]

Description: Purpose-built office building constructed circa 1977, 63 external parking spaces and off street entrance.

GIFA: The building is being marketed at 38,500ft² which is assumed to be the net lettable area. Drawings obtained indicate a gross floor area of 54,637ft².

Tenure: The building is being marketed to let at a rental of £481,500 per annum. However we are aware that the Freeholder is keen to sell their interest at a sum circa £4.5m.

A copy of the title deeds and Land Registry Plan are contained in Appendix 7.1.

Bracken House

Premises: [REDACTED]

Address: [REDACTED]
Bournemouth
[REDACTED]

■ Current Use: Vacant

Freeholder: [REDACTED]
Co No: 3561185
[REDACTED]

Description: Purpose-built office building constructed in the mid 1960s, 56 external parking spaces with access both from [REDACTED] and [REDACTED].

GIFA: Net lettable areas of 53,820ft².

Tenure: [REDACTED] have been appointed as [REDACTED] for [REDACTED] and are not marketing the premises. The most recent marketing information for the premises shows a rental of £10/ft² equating to £538,200pa.

A copy of the title deeds and Land Registry Plan are contained in Appendix 7.2.

7.4 Evaluation of premises

We established the following evaluation criteria in order to identify, benefits and risks of each shortlisted premises:

1. Freeholder owner & Tenure
2. Planning Use Class
3. Internal floor area and adaptability
4. External open space
5. Sports Facilities
6. Transport and Access
7. Location relating to Catchment Area

██████████
██████████

Freeholder and Tenure

██████████ is a purpose-built office building which has been vacant for in excess of 5 years. The building is being marketed for lease by agents acting for the freeholder. The freeholders who have expressed a willingness to consider sale or lease to Parkfield New School subject to terms.

Planning Use Class

We believe ██████████ to be planning use class A2. An adjacent property recently constructed (██████████) was granted planning permission on the basis of an A2 use class, however mid construction an application was approved to change this use class to D1; the building is now occupied by Bournemouth University. Whilst the ██████████ building did not obtain a 'post

construction' change of use, we believe it gives a good indication that change of use for Finance House could be obtained citing the precedent set at the Executive Business Centre.

Internal floor area and adaptability

██████████, is 54,637ft² gross internal floor area and provides sufficient floor area for a fully subscribed Parkfield New School.

██████████ has recently (within the last 5 years) been re-clad externally and with new windows to all elevations. We believe that only cosmetic rebranding would be necessary externally.

The building is primarily rectangular with good natural daylight from the Southerly and Northerly aspects. Natural ventilation is provided through vents in the cladding reveals above the windows. These vents appear to link into a perimeter heating and ventilation system. Whilst this is thought to be fully serviceable a full assessment would be required to determine if it would provide sufficient ventilation and heating for a school.

The structure appears to be a framed construction with internal columns falling within a largely open plan floor plate on each floor. Any existing dividing walls are demountable and the floor to ceiling heights are generous compared to modern standards.

The building has dedicated plant rooms at basement and roof level and the building is served by two stair cores; the main core contains recently refurbished WCs and two passenger lifts. It would be hoped that the both the lifts and the WCs could be retained and re-used.

The building is fitted out as an office building with small power and data to the perimeter and within floor trunking. There is a lay in grid suspended ceiling and flush lighting which it would be anticipated would be replaced following the sub-division of the floor plates into the appropriate teaching space.

██████████ also benefits from a recently refitted commercial staff canteen with commercial catering facilities. We believe minor modification and expansion would provide suitable facilities for Parkfield New School to provide hot school meals through a 'simplicity' method or through pre prepared meals re heated on site.

The ground floor benefits from a floor to ceiling height which would lend itself as an assembly hall and/or sports hall. The latter could be enhanced by the removal of a section of floor from the floor above creating sufficient height for a badminton or basketball court.

Internally we would anticipate a minor refurbishment comprising strip out, new ceilings, new internal walls, new small power, data and lighting. Additional works subject to survey would comprise alterations to accommodate extended ceiling height at ground floor level for a sports hall.

External Open Space

██████████ has approximately 21,500ft² of external space currently utilised as parking for 63 vehicles. Parkfield New School propose to remove the majority of these parking spaces, replacing them with a Multi-use games area, external social breakout area and external teaching space. A small number of spaces would be retained for the school principal and other as yet undefined visitors.

The site also appears to house both a substation and a back-up generator, and an unknown use external building.

SportsFacilities

Alteration of the internal space of ██████████ would be required to provide any internal sports provision beyond an equipment based gym room. A MUGA pitch externally provides sufficient outdoor sports space for years R-6.

For Year 7 onwards Parkfield New School have agreed in principal to utilise the existing sports facilities at Chapel Gate, located 8 miles north of ██████████. These purpose- built facilities include football and rugby pitches, two gold standard cricket pitches, astro- turf, squash courts, table tennis, and archery grounds, function rooms and modern changing facilities. It is proposed to transport year 7 onwards by chartered bus to Chapel Gate which would be a journey time of 12 minutes.

Transport and Access

██████████ is located in the central business district of Bournemouth 250 metres from the Bournemouth Travel Interchange; this transport hub is the central point of the local public transport network where local trains, buses and coaches converge. Parkfield New School promote green travel and ██████████'s proximity to the travel interchange is a key element of this plan.

For Parkfield New School staff parking we propose either utilisation of public car parks via a permit system or long term leasing of parking spaces within walking distance of Parkfield New School. Visitors to Parkfield New School would be encouraged to use public transport or public car parks close by.

For drop-off and pick-up we propose two solutions, the first of which would be to obtain local authority consent for a dedicated drop-off zone in ██████████ and a new pedestrian crossing on ██████████ linking the drop-off zone to the school. We propose this drop-off zone to be manned at drop-off and collection times by teachers and the pedestrian crossing to be supported if necessary by a School Crossings person. Our proposed vehicular route for the drop-off zone facilitates left turns only and exits away from the local routes onto a ring road.

██████████

Our second solution is to obtain agreement and consent with the land owners of the adjacent plot to utilise their vehicular entrance from ██████████ and bring vehicles into Finance House from the rear. Visitors to Finance House would then exit onto ██████████.

██████████

Location relating to Catchment Area

The preferred catchment areas for Parkfield New School have been identified as an inner catchment area of the Boroughs of Bournemouth and Poole and an outer catchment area of areas within 3 miles of the inner catchment area. ██████████ is well positioned in

relation to the preferred catchment areas and is likely to draw a significant intake from one of the two areas of Bournemouth defined as deprived by Bournemouth Borough Council. Parkfield New School believe this will increase choice in this area, raise standards and support the financial viability of Parkfield New School via a higher proportion of income relating to students receiving free school meals. See Appendix 7.3 which shows the proximity of Finance House to the aforementioned area.

██████████

██████████

Freeholder and Tenure

██████████ is a purpose-built office building which has been vacant for in excess of 5 years. The building is not currently being marketed for lease as the Freeholder is in receivership. We have contacted the LPA Receivers who have advised that they will consider any full proposal.

Planning Use Class

We believe ██████████ to be planning use class A2. Many adjacent buildings are classified as D1 and occupied by Bournemouth University; this we believe would support any change of use application required for ██████████.

Internal floor area and adaptability

██████████ is 53,820ft² net lettable area and provides sufficient floor area for a fully subscribed Parkfield New School with potential to expand should additional classes be added. Whilst we have not been granted access to ██████████ we believe it to be subdivided open plan office space in need of refurbishment. We believe a reconfiguration and refurbishment of the space would be economical and not involve any significant structural alterations.

External Open Space

██████████ has approximately 30,000ft² of external space currently utilised as access routes and parking for 56 vehicles. Parkfield New School proposed to remove the majority of these parking spaces, replacing them with a Multi-use games area, external social breakout area and external teaching space. We may also be able to utilise the single-storey roof space at either side of the building.

Sports Facilities

Alteration of the internal space of ██████████ would be required to provide any internal sports provision beyond an equipment based gym room. A MUGA pitch externally provides sufficient outdoor sports space for years R-6.

For Year 7 onwards Parkfield New School have agreed in principal to utilise the existing sports facilities at Chapel Gate, located 8 miles north of Finance House. These purpose-built facilities include football and rugby pitches, two gold standard cricket pitches, astro-turf, squash courts, table tennis, and archery grounds, function rooms and modern changing facilities. It is proposed to transport Year 7 onwards by chartered bus to Chapel Gate which would be a journey time of 12 minutes.

Transport and Access

██████████ is located in the central business district of Bournemouth 250 metres from the Bournemouth Travel Interchange; this transport hub is the central point of the local public transport network where local trains, buses and coaches converge. Parkfield New School promote green travel and ██████████'s proximity to the travel interchange is a key element of this plan.

For Parkfield New School staff parking we propose either utilisation of public car parks via a permit system or long term leasing of parking spaces within walking distance of Parkfield New School. Visitors to Parkfield New School would be encouraged to use public transport or public car parks close by.

For drop-off and pick-up we propose utilising the rear vehicular entrance of ██████████ from ██████████, dropping off within the site and exiting onto ██████████.

██████████

Location relating to Catchment Area

The preferred catchment areas for Parkfield New School have been identified as an inner catchment area of the Boroughs of Bournemouth and Poole and an outer catchment area of areas within 3 miles of the inner catchment area. ██████████ is well positioned in relation to the preferred catchment areas and is likely to draw a significant intake from one of the two areas of Bournemouth defined as deprived by Bournemouth Borough Council. Parkfield New School believe this will increase choice in this area, raise standards and support the financial viability of Parkfield New School via a higher proportion of income relating to students receiving free school meals. See Appendix 7.3 which shows the proximity of ██████████ to the aforementioned area.

7.5 Preferred premises

Our preferred premises is [REDACTED] for the following reasons:-

- ✓ Its location is central to our preferred catchment areas and will likely take a significant intake from neighbouring deprived areas with a high free school meals provision.
- ✓ It is supported by excellent public transport links being 300 yards from the Bournemouth travel interchange.
- ✓ Its tenure is for sale or for rent and the freeholder is willing to consider sale or lease as a school site.
- ✓ It is of sufficient size to accommodate a full school, and would not provide an excess of underutilised space.
- ✓ It has sufficient external space for the primary phase sports and all break time activities.
- ✓ It is within an acceptable travel distance to our proposed sports activities site.
- ✓ The building requires only minor refurbishment and space reorganisation.
- ✓ Obtaining change of use to D1 would appear to be possible due to surrounding land uses.

7.6 Value for money & sources of income

We are well aware of the need to achieve value for money in the free school process and Parkfield New School believe that Finance House offers value for money. We can demonstrate our anticipated capital costs as follows:



Section 8: Financial Viability

8.1 Parkfield New School budget

The financial spreadsheets for Parkfield New School have been completed and are attached to this proposal.

- The Parkfield New School budget, assuming a full cohort and average free school meal numbers
- Additional scenarios are also included (see Section 8.2)

8.2 Additional assumptions and scenarios

Assumptions-Income






Financial Spreadsheet



Financial Spreadsheet – 90% of cohort



**Financial Spreadsheet
- less Free School Meals**



**Financial Spreadsheet – Additional scenario
adding 1 class of Years 4-6 in 2012**



Section9: Suitability & Declarations