

# Free Schools in 2013

## Application form

### Mainstream and 16-19 Free Schools

## Completing your application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Data Protection**

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

## Application checklist

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

## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: Haberdashers' Aske's Federation [REDACTED] London [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input checked="" type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school    <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td style="vertical-align: top;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td style="vertical-align: top;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		
Details of company limited by guarantee			
11.	Company name: Haberdashers' Aske's Federation Trust		
12.	Company address: [REDACTED], London,		

	[REDACTED]	
13.	Company registration number: 2535091	
14.	Does the company run any existing schools, including any Free Schools?	X Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Haberdashers' Aske's Hatcham College Haberdashers' Aske's Knights Academy Haberdashers' Aske's Crayford Academy	

### Company members

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

16.	Please confirm the total number of company members: 4
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED] [REDACTED]
	2. Name: [REDACTED] [REDACTED]
	3. Name: [REDACTED] [REDACTED]
	4. Name: [REDACTED] [REDACTED]

### Company directors

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

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

	██████████ – governor
	2. Name: ██████████ – governor
	3. Name: ██████████ – governor
	4. Name: ██████████ – governor
	5. Name: ██████████ – Chairman
	6. Name: ██████████ – governor
	7. Name: ██████████ – governor
	8. Name: ██████████ – governor
	9. Name: ██████████ – governor
	10. Name: ██████████ – governor
	11. Name: ██████████ – governor
	12. Name: ██████████ – governor
	13. Name: ██████████ – governor
	14. Name: ██████████ – governor
	15. Name: ██████████ – governor
	16. Name: ██████████ – governor
19.	Please provide the name of the proposed chair of the governing body, if known: ██████████
<b>Related organisations</b>	
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.
	X Yes <input type="checkbox"/> No

21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;             <ol style="list-style-type: none"> <li>1. The Worshipful Company of Haberdashers</li> <li>2. The Temple Grove Trust</li> </ol> </li> <li>• their Companies House and/or Charity Commission number, if appropriate;             <ol style="list-style-type: none"> <li>1. N/A (Livery Company)</li> <li>2. Registered charity number 307016</li> </ol> </li> <li>• the role that it is envisaged they will play in relation to the Free School             <ol style="list-style-type: none"> <li>1. Sponsor</li> <li>2. Sponsor</li> </ol> </li> </ul>
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>N/A</p>
<b>Existing providers</b>	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p>
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>N/A</p>



29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>N/A</p>
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>We are an existing Academy Trust known as the Haberdashers' Aske's Federation Trust. Our company registration number is 2535091 as in the response in box 13.</p>

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



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

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

**Signed:**

██████████

**Position:** ██████████

**Print name:** ██████████ ██████████

**Date:** 21.02.12

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

## Section B: Outline of the school

1.	Proposed school name:	Hatcham Temple Grove Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	1 September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

## Section C: Education vision

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

set out clearly why you are seeking to establish your Free School. Please explain the key features of your school, including the proposed age range, curriculum, location and approach to teaching and learning;

The Aske's Vision is one where all our children in the Federation are inspired to reach their full potential, regardless of ability or background, where aspirations and achievements are constantly raised through the highest quality academic, personal and vocational teaching and guidance, and where our young people and staff within our family of schools benefit from each other's strengths.

Haberdashers' Aske's Hatcham College has been in existence in New Cross for 120 years. It has provided outstanding education to the boys and girls of New Cross, Telegraph Hill and Brockley for all of that time. In 2005 Hatcham College initiated a Federation by joining with the then Malory school (a failing and very poorly performing school in Lewisham), creating Haberdashers' Aske's Knights Academy and the Haberdashers' Aske's Federation at the same time. Since then the Federation has grown to encompass a further three primary schools and another secondary school. The Federation took in the primary schools because as a result of the formation of the Federation it became increasingly clear that the Haberdashers' Aske's brand of education was enormously desirable for parents in the community and we believed it was our duty to ensure that as many children as possible would have the opportunity to experience our particular approach to ensuring they have the best possible start in life.

Our view has subsequently been justified by the significantly oversubscribed status of all both primary and secondary phases in all of our schools. In particular Hatcham Temple Grove reception intake has gone from being significantly undersubscribed in the year when we took it on (38 first preferences for 60 places), but in the subsequent years being oversubscribed with:

- 85 first preferences for 2009;
- 87 in 2010; and,
- 94 in 2011.

During our consultation with the local community for this application we held two open meetings each of which was attended by around 100 people and we have commitments from parents that result in our proposed intake of 60 being over-subscribed with first preferences in each of the first two years.

In 2008 Monson Primary School in New Cross was a failing school. It became the first primary school to join the Federation, and it did so by becoming part of Haberdashers' Aske's Hatcham College all-through school. The primary phase of the all-through school that was Monson became known as Hatcham

Temple Grove (HTG) after the co-sponsors of the Federation, the Temple Grove Trust.

Monson was a poorly performing school, but as a result of the energy, passion and expertise that we have been able to provide from the Haberdasher's Aske's Federation attainment has dramatically risen from below the government's floor target to above the national average with 76% of our year 6s achieving at least level 4 in both English and mathematics in 2011, and the school being judged as OUTSTANDING by Ofsted in July 2011.

Central to our mission is our belief that we must provide an education for the children of our community. It has become clear over recent years that there simply are not enough school places in our community to satisfy the demand resulting from a growing population. The numbers are set out clearly in section E and appendices E1 and E2. In short in our immediate area, for the foreseeable future, there is going to be a dramatic shortage of school places amounting to

- 3½ reception classes in 2013
- 3½ reception classes again in 2014
- 6 reception classes in 2015
- A further 6 reception classes in 2016.

And this is in the context of a shortage of places in the borough overall of around 20 reception classes for each of the next 4 years. So the children cannot go elsewhere in the borough. Further, it is clear from our research and consultation that there is a specific demand for our brand of education. So far we have had the parents of

- 87 children who need a reception place in 2013 state that they would put our school as first preference (against our plans to provide 60 places); and
- 60 children in 2014.

And so in response to the local demand it is our intention to establish a primary free school to open in September 2013.

The primary school, to be known as HTG Free School will have two forms of entry building from reception to year 6. It will begin in September 2013 with a reception year of 60 boys and girls and expand by 60 children per year, eventually reaching its 420 capacity in 2019.

The curriculum will be based on the International Primary Curriculum and will be taught in two languages. The emphases on phonics, reading and numeracy will underpin the curriculum. HTG Free School will share curriculum resources with Hatcham College.

HTG Free School will be co-located on the existing Haberdashers' Aske's Hatcham College estate. The reception will occupy an existing building and share dining, ICT, science, sport/PE and assembly facilities with the College. New classrooms will be commissioned year on year to meet the expanding pupil numbers.

Teaching and learning will employ the immersive two-way language model, by teaching through both German and English. The children will learn to be proficient in a second language.

#### Identify what will make the school distinctive in its vision and ethos and how this has informed

HTG Free School will be part of the Haberdashers' Aske's Federation and will draw upon and share the Federation's values. Our vision and values are set out clearly at the beginning of this section. As a Federation of Haberdashers' schools we have a long history of excellent provision. We are able to set new initiatives in the context of that long history and to adapt, adopt or reject them as a result of our deep rooted values and understanding of what is important for our community. As the current incumbents of these Haberdashers' schools we are respectful of what has made them great and understand our responsibilities for holding those values in trust for future generations thus ensuring that we have a future as long as our past. It is this sense of purpose in providing an excellent education that our community see in us and it is this which ensures our enduring success.

Our ethos is based upon traditional values, mutual respect and opportunity. This can be seen in many ways through our motto 'serve and obey', our uniform, a positive attitude to learning, excellent teaching, effective target setting and monitoring of achievement.

The expectation is that all the year 6 primary children will be able to continue with their secondary education in Hatcham College. Our commitment to these children and our investment in their education is therefore long term. The aim is to create a 'Hatcham' advantage that will eradicate the year 6 to year 7 transitional pupil progress dip and direct their learning from nursery to university.

Our vision and ethos are reflected within the education plan:

- Through our focus upon the central importance of ensuring that all children reach the standards required in literacy and mathematics to progress successfully into their secondary education, specifically that:
  - all children should attain level 4 in both subjects; and,
  - at least half of them should achieve level 5.
- Through our innovative immersive approach to the teaching of modern foreign languages.
- Through our absolute insistence upon the highest standards of behaviour and attendance, emphasised by our school uniform policy and the various ways in which we transmit our traditional values.
- Through our high quality support for pupils with special educational needs and disabilities that focuses upon ensuring progress and sets high academic targets for all children receiving support and expects these targets to be met.

- All achieved through excellent teaching from expert teachers .

Set out your aspirations for the achievement of individual pupils, and the school as a whole, and why these targets are appropriate;

Every HTG Free School child will be prepared for the next stage, leading eventually to university; be culturally aware; be active citizens and innovators; and be goal oriented. Each child on leaving HTG Free School will be age proficient in both English and German; be able to demonstrate healthy and responsible behaviour in a linguistically and culturally diverse society; and be able to utilise creative and new technologies skills to produce solutions to practical and theoretical problems.

The school will set challenging targets for each key stage from Early Years Foundation Stage to key stage 2. The expectations are that the outcomes for each phase will exceed national targets/bench marks with the majority of children achieving the next higher level. This would mean that 100% achieve combined KS2 L4+ in English and maths with at least 60% achieving combined L5 in English and maths at the end of year 6.

Research shows that the outcomes from bilingual schooling are at least good with children reaching similar literacy levels in two languages as attained at the same stage in monolingual settings. Our bilingual programme offers real gains without significant extra resource inputs. We expect all children to have achieved L5 in German by the end of year 6.

Explain how the particular ethos of the school will be reflected in its curriculum

Our ethos underpins our approach to the bilingual model by providing the setting to allow our children to explore in another language the importance and an understanding of our core values. This is achieved through four key principles : -

1. High expectations set for both pupils and staff will allow our children to realise their potential
2. Exemplary conduct characterised by mutual respect for oneself and each other will foster an orderly and safe environment in which all feel empowered to excel
3. Excellent teaching combined with high quality professional learning and intelligent use of data will ensure that each child experiences effective and targeted learning
4. Service to the community will develop socially responsible, civically engaged and educated citizens

To promote positive attitudes to learning and to ensure highly qualified practitioners, we believe that immersive language learning provides the challenge and the context to realise our vision and reflect our ethos. Language connects people. It carries values, culture, and history. HTG Free School will use the bilingual programme to give our children the ability to acquire the cultural confidence and sensitivity to develop as mature citizens as well as providing an excellent academic start.

To give all children an equal linguistic grounding at the start of their formal education, the reception year will focus on total language immersion based on structured play and interaction in English and German. During Key Stages 1 and 2, children will be set in English and German literacy classes in order to provide sufficient time and challenge to different learner groups within the class community as well as across years. Our language team, both teachers and LSAs, will provide additional tuition to children that need further support in either language.



## Section D: Education plan – part 1

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

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

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reception</b>		60	60	60	60	60	60	60
<b>Year 1</b>			60	60	60	60	60	60
<b>Year 2</b>				60	60	60	60	60
<b>Year 3</b>					60	60	60	60
<b>Year 4</b>						60	60	60
<b>Year 5</b>							60	60
<b>Year 6</b>								60
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>		60	120	180	240	300	360	420

We anticipate that each year we will be over-subscribed and that this will lead to each year group being full. We intend to open the school in 2013 with two reception classes of 30 children we will take on an additional 60 children into reception each year thus leading to a full school of 420 children by 2019.

Our market research shows a great demand for places at our free school and our experience of our community suggests that this school will be significantly over-subscribed in common with our others.

## Section D: Education plan – part 2

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

### **D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.**

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

#### **CURRICULUM**

Our experience in teaching children from the local area and various research documents means we construct our curriculum around the following four principles:

- 1. Literacy and numeracy** - HTG Free School will cater for a wide range of children from different cultures. Within the community there is a wide socio-economic mix, ranging from some fairly advantaged children to those suffering from multiple disadvantages. At the heart of our curriculum is a clear understanding that many of the children we will be working with will need to make significant progress in literacy and numeracy throughout each key stage from early years to the end of key stage 2. And so an absolute focus on establishing these fundamentals with every child, ensuring that every one of them is fully equipped to make a successful start to their secondary school years is our central aim.
- 2. Character education** - The socio-economic background of our pupils means that it is vital that all are exposed to a mixture of opportunities and learn skills that equip them for future labour markets. Recent research (Almlund, Duckworth, Heckman, and Kautz, 2011) has focused on inequality, human development and lifecycle skill formation. There has been shown to be a strong causal link between early childhood disadvantage and economic progress in later life.
- 3. International education** - To cater for the needs of what we anticipate will be our very ethnically mixed school population we intend to follow the International Primary Curriculum, more details of which can be found in appendix D1. This curriculum blends strong subject teaching in meaningful themes in a creative and imaginative way. This allows children to take a full and active role in their learning. The themes have a distinctly international flavour that allows our children to draw on their own family heritages and cultures creating a rich blend of learning. Families are actively encouraged to support their children's learning through working in school with their child's class to share their own experiences and through home learning tasks. Educational visits are often closely linked to these themes and play an integral part to

extending children's experiences and learning opportunities.

4. **Immersion MFL** - The HTG Free School curriculum will draw upon our existing highly successful practice in our existing primary phase provision, Hatcham Temple Grove (HTG) where there is an existing program for immersion in German language, in which key stage 1 pupils work for half the day in German. This immersion in languages provides an understanding of language structure that supports future studies in languages and helps EAL pupils to understand their parent's native language. The results of many recent studies suggest that bilingualism can positively affect both intellectual and linguistic progress. These studies have reported that bilingual children exhibit a greater sensitivity to linguistic meanings and may be more flexible in their thinking than are monolingual children (Cummins and Swain, 1986; Diaz, 1986; Hakuta and Diaz, 1985; Ricciardelli, 1989).

There are six main areas where we will focus the various aspects of our broad and diverse curriculum. We are fully aware of the statutory obligations with regard to assessment at all stages and our curriculum model reflects this:

The basic curriculum model would look like this:

Year	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Class	x	y	x	y	x	y	x	y	x	y	x	y
Pupils	30	30	30	30	30	30	30	30	30	30	30	30
Numeracy	13	13	13	13	13	13	13	13	16	16	16	16
Numeracy (German immersion)	5	5	5	5	5	5	5	5	7	7	7	7
Literacy	13	13	13	13	13	13	13	13	16	16	16	16
Literacy (German immersion)	5	5	5	5	5	5	5	5	7	7	7	7
Science	2	2	2	2	2	2	2	2	2	2	2	2
PE	5	5	5	5	5	5	5	5	4	4	4	4
IPC	11	11	11	11	11	11	11	11	2	2	2	2
ICT	2	2	2	2	2	2	2	2	2	2	2	2
DT	2	2	2	2	2	2	2	2	2	2	2	2
Music	2	2	2	2	2	2	2	2	2	2	2	2

NB the curriculum model is based upon 60 periods of 25 minutes each making a total of 25 hours of contact time per week

### THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the reception year. It is based on the recognition that children learn best through play and active learning.

The EYFS has four themes. These are:

1. A unique child
2. Positive relationships
3. Enabling environments
4. Learning and development

Within the theme of learning and development there are six areas. All areas are connected to one another and are equally important.

The six learning areas are;

- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Personal, social and emotional development
- Physical development
- Creative development
- Knowledge and understanding of the world

Our curriculum will ensure that children experience a full range of learning opportunities including child initiated, teacher directed and group learning. Learning takes place both indoors and outdoors.

Reading and writing are to be taught through the use of synthetic phonics and supported by a structured reading scheme (Oxford Reading Tree).

Children will be assessed throughout their time in the Foundation Stage through observations, conversations and photographs. Parents, staff and the children themselves will all contribute to the assessment process. In the nursery class the developmental phases will be used for assessment purposes and the foundation stage profile in reception.

## **KEY STAGE 1 (KS1) – YEARS 1 AND 2**

The transition from reception to year 1 will be dealt with sensitively, especially in the first term where year 1 children learn through play that continues to use the principles of the EYFS to develop the child's learning and social development. Year 1 teachers will use the foundation stage profile to build an accurate picture of children's learning and progress and then move on to the National curriculum assessment levels. All learning and teaching in KS1 is to be based on the International Primary Curriculum with children exploring subject knowledge through an overarching topic. English and maths are taught daily and children have a weekly guided reading session with their teacher.

Reading, writing, speaking and listening will be taught through the use of synthetic phonics and supported by a structured reading scheme (Oxford Reading Tree). We will teach structured and creative Literacy lessons based on the first steps scheme.

**Numeracy** will be covered in topics such as the following year 1 theme based around the structure/topics in the IPC: to compare weights and using

standard and non-standard units ; to read the time to the hour and half hour on analogue clocks; to describe the features of 3D shapes; to add multiples of ten together, counting on and back to 100 in tens.

The children in Key Stage 1 will follow the National Curriculum subjects and PSHCE. We also intend to use our innovative approach to teaching children fluency in a modern foreign language (German) by using immersion teaching for half of each day from year 1. This approach is already successfully established in one of our existing primary schools (Hatcham Temple Grove).

Children who are gifted and talented and those with additional educational needs will be identified and interventions will be made to help address their needs. Children needing further encouragement and support may also work in small groups with our supported learning assistants.

## **KEY STAGE 2 (KS2) - YEARS 3 – 6**

Mathematics and English are to be taught daily; our experience has shown us that programs of learning have to be adapted to support the needs of the various groups within the pupil intake. In English, six key texts are to be taught throughout each year to ensure coverage of the full range of genre and skills. We will teach structured and creative literacy lessons based on the First Steps Scheme. We have successful experience of programs that have been aimed, for example, at improving the story writing skills of black boys. In numeracy six key topics are taught daily for example year 6 would be structured as follows: a focus upon number operations, measures, ratio and proportion and probability for the winter term and rotation and translation, shape and angle, fractions, decimals and percentages as well as problem solving for the Easter term. Along with numeracy and literacy programs there will be 50 minutes per week of science and 100 minutes of PE.

The science curriculum will be topic based (in line with the National Curriculum) a in a typical year 6 topic children would learn about **How Things Dissolve** and **Reversible and Irreversible Changes**. The first unit consolidates and extends children's understanding of what happens when a variety of solids dissolve. The will be: making and testing predictions, planning a fair test, repeating observations and measurements and evaluating these, representing data in line graphs and interpreting what these show. The second unit brings together and consolidates work that children have done before on reversible changes *e.g. melting, freezing, evaporating, dissolving, condensing*, and introduces burning as a change that cannot be reversed and, like other irreversible changes, produces new materials.

HTG Free school will meet all its statutory obligations with regards to assessments at key stage 2.

For both science and PE we will include expertise from the secondary

phase at Hatcham College.

All children will continue to be taught the National Curriculum subjects as well as PSHCE. The immersion in the German language will continue here, to help the pupils with the structure of all languages in future. We will also continue to offer support for pupils learning to play a musical instrument as well as develop the choir and other musical groups/events in both curriculum and extracurricular times. ICT will continue to form part of the timetable and we will make use of the expertise and material that exists across the Federation.

Children who are gifted and talented are to be identified and interventions will be put in place to help address their needs. Children needing further encouragement and support may also work in small groups with our supported learning assistants.

### **SPECIALIST SUBJECTS - MUSIC, ICT AND MFL**

HTG Free School will be a specialist music, MFL and ICT school. A key part of this specialism is the access to specialist teaching and equipment in each of these subjects. As we have already outlined the pupils will have an immersion program in German that will weave all subjects into a thorough understanding of language structure. Drawing upon our existing very successful experience at Hatcham College (3-18) we know the power of high quality music education to provide an essential additional dimension to the lives of the children that attend our schools. All music lessons are to be taught by highly accomplished musicians and all children will receive free instrumental tuition during Year 3 & 4. Children and parents will be expected to take an active part in music learning including practicing their skills regularly at home. The music specialism will also be reflected in a vibrant enrichment program of recitals, concerts and other public performances. In our current world the role of ICT has become integral and we believe that the resources available from Hatcham College will allow our pupils to progress faster. We live in an age where "Coding is the new Latin" as such our pupils will be exposed to computer science at a much earlier stage.

### **ENRICHMENT ACTIVITIES**

We will offer a wide range of enrichment activities for children to enjoy throughout the year groups. Our experience tells us that pupils need to have many opportunities to live as effective members of the local community. We have experience of providing some excellent opportunities for pupils to take on responsibility and contribute to the school and the community, as members of the college council, or as prefects or mentors for younger year groups. The school will effectively promote healthy lifestyles and provide an effective programme to enhance overall well being, including mental health, through the curriculum.

With the excellent support of our sponsors, The Worshipful Company of

Haberdashers and the Temple Grove Trust, each term every class will take part in an educational visit to a place of interest linked to the curriculum theme. Visitors from industry or with special interests will also visit the classes regularly to support and extend the children's learning. After school there will be a wide range of clubs and groups that the children can join such as sports, choir, dance and science. Specific extension groups are also offered to support children in raising their attainment. One of the great strengths of the linkage of HTG Free School to the Haberdashers Federation is the perspective we can bring from 3 – 18. We expect to be educating children who join us as infants to be with us until they leave school at 18 seeking a place in university. As part of this long-term vision we are able to create the ambition in our very young children to go to the most selective universities where so often the children from communities like ours do not even begin to imagine they could go. We have an existing relationship with "The Brilliant Club" who place PhD students in schools to work with them to help them form these ambitions and in due course be successful in gaining admission to these universities.

We recognise that many of our pupils come from disadvantaged backgrounds' and they may face situations where obtaining a healthy breakfast is difficult. A breakfast club will operate before school offering food and play to start the day; children can join on a termly basis. All of our students will have the opportunity to make an effective start to their learning day.

## **HOME LEARNING**

Parents and children in KS1 & 2 will be expected to carry out a range of activities and tasks at home to extend and enrich the learning introduced within the school day. All children will be expected to read at home on a daily basis. All children will be given the opportunity to learn a musical instrument and will be expected to practice every day. The availability of ICT expertise from Hatcham College means that our students will have home access to a VLE with many resources for learning. The immersion in a foreign language will also be used to encourage parents to support their children with vocabulary and grammar.

Appendix D2 – Outline of curriculum over view for Nursery and Reception First term.

## **Bibliography**

### **D2: Provide a coherent and feasible school timetable and calendar.**

*Set out expectations around the length of the school day, term and year. This should include the number and length of lessons each day and your plans for extended hours, and should make a clear distinction between compulsory and optional activities.*

**HTG FREE SCHOOL  
SCHOOL DAY**

Timings	Focus
Breakfast Club	
8:45-9:00	Registration
09:00 – 12:00	Teaching
12:00 – 13:00	Lunch/Enrichment
13:00 – 15:15	Teaching
15:15 – 17:00	Enrichment (optional)

Breaks will be allocated by class teachers during the morning as appropriate.

Assemblies will be held throughout the week with varying themes such as whole school, class led, music and celebration. Children will be expected to spend additional/optional time participating in the wide range of enrichment clubs and activities during the lunch hour and before and after school. They will also attend educational visits that may increase the length of the school day. A possible timetable for EA's is outlined below.

**Sample Enrichment Activities from September to December**

Clubs will run for 10 Weeks. We will make use of the support networks that already exist in Hatcham all-through College with groups such as Lewisham Community Sports, Millwall Community Scheme, Shotakan (Karate school), the Royal Ballet, the LSSO and Lucy Griffith's Dance Academy.



Activity	Year Group	Numbers	Providers	Staff Member Responsible
<b>Monday</b>				
Theatre Performance	1-2	16	HTG	
<b>Tuesday</b>				
Hall Games	2	18	Lewisham Community Sports	
<b>Wednesday</b>				
Tennis	EYFS, 1, 2, 3 & 4	16	HTG	
Rounders	3	18	Lewisham Community Sports	
<b>Thursday</b>				
Science Club	3 & 4	16	HTG	
Ceramics in German	1 & 2	16	HTG	
<b>Friday</b>				
Cricket	4	18	Lewisham Community Sports	
Ballet	EYFS-4	18	Academy of Dance	

The school year will be broken into 6 terms (approximately 5-7 weeks long) running from the end of August to July.

**AUTUMN TERM** - August to October example 29.8.13-11.10.13

**CHRISTMAS TERM** - November to December example 21.10.13-13.12.13

**WINTER TERM** - January to February example 06.01.14-14.02.14

**EASTER TERM** - February to April example 24.02.14-04.4.14

**SPRING TERM** - April to May example 21.4.14-30.5.14

**SUMMER TERM** - June to July example 09.6.14-11.7.14

*Explain how pupils will be organised, for example through year groups, tutor groups or other class structures and how this links with and supports the*

*education vision.*

## **PASTORAL CARE**

All children are placed within a class group. The class teacher and supported learning assistants work in partnership with parents to ensure all children grow and develop into well-rounded people. We have experience of offering 'an outstanding pastoral system with the clear aim of embedding inclusive practice in all elements of school life' – Inclusion Quality Mark, June 2010

We will ensure that the pastoral team supports the individual pupils by making sure that all subjects are tracked and giving any underachieving pupils additional support.

<b>Year Group</b>	<b>Teacher</b>	<b>Class Name and no. on roll</b>	<b>Teacher</b>	<b>Class Name</b>
Nursery		40		
Reception		RHX 30		RHY 30
Year 1		1HX 30		1HY 30
Year 2		2HX 30		2HY 30
Year 3		3HX 30		3HY 30
Year 4		4HX 30		4HY 30
Year 5		5HX 30		5HY 30
Year 6		6HX 30		6HY 30

### **The house system**

Every child will belong to one of the four houses. These will be named after British people famous for promoting excellence: Green (Malorie Blackman), Red (Lord Alan Sugar), Blue (Jamie Oliver) and Yellow (Marcus Du Sautoy).

Our experience in all our schools is that this vertical grouping will be a real strength of the school. Houses provide continuity throughout a child's school life at Hatcham College as well as the opportunity to get to know and to identify with children of all age groups throughout the 3 – 11 school. Siblings will always be placed in the same Houses, to promote a family support for the House. In particular it gives older students the chance to

relate to younger students and to learn skills of leadership.

Our experience at Hatcham all-through College has shown a real value in team spirit and service to the community be that the college, local or international. The college has an outstanding record highlighted in the July 2011 all-through Ofsted inspection and is highly oversubscribed. House competitions and challenges nurture an enjoyment of team spirit and understanding of the importance of good manners in everyday life. We will provide a number of House activities such as the spelling B, 5 a-side football, netball, skipping, drama festival etc that will all be used to accrue House Points for the annual House Cup. At all stages pupils will be encouraged to strive to achieve and celebrate each other's successes. The assembly program is an important vehicle to establish the school ethos. All members of the Houses will be encouraged to participate in a varied programme of activities.

**D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.**

*Demonstrate an awareness of the varying needs of individual pupils and have an effective strategy for meeting them, including supporting those who need it and stretching the most able (gifted and talented pupils).*

The quotation below from our IQM report of 2010 demonstrates the very high quality of our work with children with special educational needs or disabilities and more broadly with the wide range of vulnerable learners for whom we provide. This exceptional practice results from our coordinated approach to SEND across our entire Federation that draws upon a wide range of professionals that bring both breadth and depth to our provision. It would be this Federation SEND group that HTG Free School would be able to draw upon as well, and it would be this exceptional practice that would be replicated for the benefit of the children of HTG Free School.

“Educational Inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school. This is what the all through 3-18 Hatcham College does in such an outstanding way. Inclusion at Haberdashers' Aske's Hatcham College means that the four areas of Protection, Presence, Participation and Progress – are a reality. Haberdashers' Aske's Hatcham College takes this role very seriously. The quality of Inclusion arrangements at Haberdashers' Aske's Hatcham College are outstanding. The institution is determined that they identify and overcome barriers to learning for all pupils from the ages of 3 to 19. The effectiveness with which the school promotes equal opportunity and tackles discrimination is a significant feature of the way the school is led and managed. The school places the promotion of equality of opportunity at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. Consequently, the outcomes for pupils and their experiences are very

positive and any unevenness between different groups is minimal or reducing rapidly. Monitoring and evaluation are sophisticated and highly influential in maintaining and improving the school's effectiveness." – IQM 2010

In class support for as many children, in as many lessons, as possible, will be achieved through differentiated teaching and a team of learning support assistants. We will have access to the SEND team at the College to support any need for differentiated/individualised paths for learning. All children have individual needs and we will support and encourage them to fulfil their potential at HTG Free School by helping them, and the teaching staff, to meet those needs and by removing any barriers to achievement as we do already in our existing six primary and secondary schools.

Our cross-Federation inclusion team will work closely with individual children to provide tailored support and guidance. Our existing expertise in SEND provision will help to ensure that our approach will have regard to the SEND code of practice and that children and parents requiring assessment will be supported through the statutory processes. This will include learning mentors, learning support assistants who provide subject support, higher level teaching assistants and staff trained in the whole range of intervention strategies.

Children with statements of additional educational needs will receive the resources and provision specified in their statements. The experience within our existing SEND departments will be a vital resource. The cross Federation team has the knowledge and skills necessary to know where the best support can be accessed from both internal and external sources. "The care, guidance and support available to children and young people are a real strength of the college." – Ofsted July 2011

We see parents as partners and work closely with them. Parents will be encouraged to contact the Inclusion Manager with any concerns.

We have close links with the local authority, which is actively supporting this free school application. We will work, through existing links, with the Borough Speech and Language team, occupational health, CAMHS and BEST along with ASD outreach partner. Our links with Hatcham all-through College will also mean that we will have regular access to the services of a consultant educational psychologist.

## **GIFTED AND TALENTED PROVISION**

We recognise that students may be gifted and/or talented in one or more areas. Identification of these pupils will be completed by teacher nomination and examination results as well as parental, self and peer nominations. For activities there will be a policy of inclusion rather than exclusion so as many students as possible should take part, rather than solely the gifted and talented. The School's Gifted and Talented policy is concerned with fostering particular abilities for gifted and talented students, both

1. Within the classroom: Where we will use the accelerated reading scheme and the Gifted and Talented mathematics programme supported by the College maths AST. We also will have a science club which will also be supported by the specialist science teachers and the science AST.
2. With extra-curricular activities and by using external agencies where appropriate: Where we will access the educational facilities at the National Science Museum and the Natural History Museum. We also have excellent contacts through the Director of Music with the LSSO. We also have experience working with local artists and industrialists, has led to developing young entrepreneur programs like “raising a pound”.

*Show how you will use ICT, other agencies and partners' resources to support the learning and achievement of pupils of varying abilities and needs.*

ICT is central to modern life and a key curriculum aim for any school should be to ensure that all its children leave school with a highly developed facility in using modern technology, not only computers, but also tablet technology, smart phones and the power of the whole range of increasingly powerful web based file sharing, research and social media technologies. We are particularly struck by the importance of giving children the opportunity to become adept at computer science and in particular in developing an ability to write code. In our existing primary schools we already develop an understanding of code through simple programmes such as Logo, and more recently we have started developing the use of Kodu, which is a relatively new Microsoft application that allows children to begin to develop their own games.

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.

ICT can cater for the variety of learning styles that a class of children may possess.

We will use ICT to:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

All pupils from Year 1 to Year 6 will have timetabled ICT skills based lesson. Free ICT slots in the suite can be booked on a week-by-week basis for use in other curricular subjects.

Foundation Stage will have computers which are accessible to the children at all times during the school day. Children in the Foundation Stage will be encouraged to learn experientially.

Key Stage 1 ICT will be taught as an integral part of a theme linked with other curriculum areas.

Technician support will be available to assist with the preparation of materials to assist teaching. We will ensure that additional/replacement ICT equipment answers to supporting the needs of all users.

*Describe the strategies you will use to overcome barriers to learning and achievement, such as children with English as their second or additional language.*

Our experience of curriculum planning means that the HTG Free School curriculum will be both personalised and individualised – all the children matter.

“The Principal, SMT and middle management of the existing schools have a clear focus of raising standards based on inclusive practice. They recognise the importance of early intervention and identification where problems of disaffection and /or exclusion exist and individual needs are identified quickly through the SENCO team and the management of inclusion issues through the inclusion management meetings. The SENCO support for all teaching staff is excellent.” – IQM 2010.

All pupils with fluency levels of 4 or less will be entered on to the AEN profile. Support is allocated in order to enable each student to achieve his or her full potential. An EAL language profile will be conducted each September with the incoming year group and assessments are made of those students. Midstream entry pupils are to be assessed at point of admission.

The School will ensure that it:

- Provides a warm welcome to the new EAL student and his/her family.
- Provides a friendly, relaxed environment for break time drop-in and a lunchtime club where EAL and other students can meet to socialise and get support with class work and homework and have access to specialist language reference books and dictionaries.
- Ensures the EAL student recognises the value of continuing to use and develop competency in his/her own language, while studying the National Curriculum through English; and to support its use and development by providing bilingual reading books, bilingual words for

school, and encouraging the development of bilingualism in the classroom. Students should be encouraged to produce work in their own language, supported by a bilingual assistant or other students and put on display.

- Encourages adults to volunteer to come into the school and support pupils students reading, listening and speaking skills in heritage languages.
- Encourages EAL students to attend Community Language Schools to study for GCSE's AS and A Levels in heritage languages.
- Liaises with outside agencies connected with EAL pupils: The Refugee Network, The Refugee Council, The Travellers' Service, Connexions, Sex and Health Education providers, The Metropolitan Police (Child Protection Team and School Liaison Officer), Local Authority: Education Policy, Race and Hate Crime, Anti-social Behaviour, Housing, Social Services, Asylum Seekers Team, Mental Health Team.
- Supports parents/carers of EAL students at all school events.
- Develops ways of communicating with parents/carers of EAL students to encourage the optimum relationship between home and school to support students appropriately.
- The needs of EAL students will be discussed at appropriate meetings.

*Set out your approach to supporting disabled pupils and pupils with special educational needs, who may or may not have a statement of special needs.*

We will ensure that all pupils can participate in the school curriculum through:

- Fast and effective identification of additional need – provision mapping by class teachers, supported by the SENCO and the Inclusion team, right from the start, so that every child's needs can be fully identified.
- An audit of curriculum and resources for identified and anticipatory needs, carried out by the Inclusion team.
- Liaising and working closely with the pupil and their parents/carers – share their expertise about living with disability to inform our provision.
- Continuing to give pupils a voice so that they can tell us what they need and what works well for them. This will happen through school meetings, peer mentoring and access to the Inclusion team including Learning Mentors.
- Increasing and promoting opportunities for independent learning, using a creative, cross-curricular approach which strives to meet the needs of every learner. We believe that this whole school development will enable us to be more responsive to pupil diversity, whatever their learning styles.
- Where appropriate to the learner's needs, we will allow additional time for the completion of tasks, and we will provide alternative ways for pupils to access, experience and understand when pupils cannot engage in particular activities (for example in P.E.).
- Regularly monitoring our provision, to ensure that members of our learning community, with disabilities, are not singled out inappropriately, nor have their need for differentiated approaches, tasks or resources

ignored.

- Regular auditing of information and resources held in school for SEND.
- Ensuring all school visits are accessible to all pupils.
- Ensuring that the teacher's planning includes differentiation, which will enable all pupils to contribute and to achieve.
- The Assessment co-ordinators annual monitoring and reporting to the governing body of the progress of pupils will include a breakdown of the attainment and progress of pupils with Special Educational Needs/Disabilities.

We will also offer the additional support required for children from disadvantaged backgrounds and have experience in supplying sensitive financial support for parents in these disadvantaged situations. A breakfast club will operate to give parents support when they try to access work programmes or 'hold down' jobs with unsociable hours/early starts. Our current experience tells us to expect percentages of 35% free school meals and 22% children with EAL needs.

**D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.**

*Outline the targets that are proposed, why these are suitable to measure the delivery of your education vision, and what your strategy will be to achieve these.*

We do have very high expectations of every child and young person within our Federation. At HTG Free School this will be no different. Although very aware of national age related expectations, we do not think these expectations are sufficiently demanding for our children and the aspirations and ambitions we wish to develop in them. We will therefore be aiming for the following levels compared against national expectations.

	<b>Reception</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 7</b>	<b>Yr 7</b>	<b>Yr 8</b>
<b>National/Reported</b>	FSP 6	1a	2+	2a	3b	3a	4+	5c	5a
<b>HTG Free School</b>	FSP 6+	2c	2a	3c	3a	4c	4a	5b	6c

We will be assessing children against the age related outcomes set out in the National Curriculum for reading, writing and mathematics; these outcomes are measured as National Curriculum levels. Age related expectations are that at seven years of age children should have attained at least level 2 and at 11 they should have achieved at least level 4. Clearly these levels are wide as the expectation is that children make 2 levels of progress in the four years between age seven and 11. It is standard practice therefore to divide these levels into three sub-levels, thus attainment at age seven might be 2c, 2b or 2a, with 2a being the highest. In order to make the expected 2 levels of progress we would normally expect children to progress by 2 sub-levels per year which, if achieved would result in progress of nearly 3 full levels over the four years of key stage 2, thus representing good progress and challenging individual targets.



The percentage of children achieving level 2+ in year 2 and level 4+ in year 6 will clearly depend upon the ability of the children that join us. We would however, aim for 100% at each of the bench marks (with exceptions clearly identified and appropriate support given).

Based on the extensive knowledge we have of pupils from this area, we would expect to achieve the following targets, relating to the levels above

<b>EYFS</b>	Level 6 +	100%
	Average Points	90%
<b>KS1</b>	Level 2 + in English	100%
	Level 2 in maths	100%
	Level 2 in English and maths	100%
<b>KS2</b>	Level 4 + in English and maths	100%
	Level 5+ in English and maths	50%
	Level 5+ German	50%
	Level 5+ FSM in English and maths	50%

These targets would reflect a level of achievement based on the progress for the other high achieving schools in the Federation and in similar circumstances to those that exist at the current HTG. They would be achieved by using the curriculum outlined here, combined with high quality teaching, early intervention and effective monitoring and evaluating systems.

*Describe the proposed success measures for individual pupils and the whole school and how these will be monitored, reviewed and reported.*

As stated earlier, our very high expectations means that we will assess children against the age related outcomes set out in the National Curriculum for reading, writing and mathematics; these outcomes are measured as National Curriculum levels. We would expect our pupils to achieve 100% 2 sub-levels of progress per year (with exceptions being unusual and clearly identified with appropriate support given).

As well as straightforward academic targets based around English, mathematics and German, we would also expect all children to be able to play a musical instrument both solo and as part of a group, and to have achieved grade 2 proficiency. This is a compulsory part of our curriculum and will be taught by peripatetic music staff employed by the Federation. There will be no charge for this music tuition.

Our proposed success measures for individual pupils are based on the targets outlined above compared with prior achievement of the pupils. We would also expect the pupils to have a minimum of 95% attendance and 100% participation in extracurricular activities.

Our proposed success measures for the whole school are based on the academic targets outlined above. We would also expect a minimum of 95% attendance in all year groups. There will be a reduction in the number of incidents resulting in fixed term/permanent exclusions compared with HTG. Finally we would expect to be able to achieve the IQM as an external measure of our inclusion policy.

We will monitor, review and report by using a robust cycle of improvement that is outlined in Appendix D3 – the raising attainment plan. We have a very well-established approach to auditing skills and providing focussed professional development according to precise needs assessments carried out as part of the performance management cycle within the Federation. We have the highest expectations of all our staff and for teachers this manifests itself in our clear expectation that all teachers in the Federation must be consistently good. We have a robust approach to monitoring teacher quality and an absolute expectation that results are achieved. Where there are concerns then teachers enter a programme of close coaching and development where, in general, the necessary improvements are made. However where the necessary improvement are not made according to the required schedule then formal capability procedures are initiated. It is our clear view that children only get one chance at an education and we have to make sure that they have the best possible experience.

*Set out plans to develop pupil assessment and tracking systems.*

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This will be done in partnership with the children. Assessment will be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress.

Formal assessments will be made from a combination of methods:-

*Formative* - to help children to progress.

*Diagnostic* - to identify specific strengths and weaknesses.

*Summative* - to summarise children's abilities, attainment and progress.

*Evaluative* - to help the planning for future need.

A variety of strategies will be used to assess our pupils:

- Through SATS, other testing and on-going teacher assessments.
- Assessing Pupil Performance Grids in English and mathematics.
- Reading, checking and marking children's work.
- Observations of children at work and at play.
- Talking with children on an informal and more formal basis and seeking their opinion and contribution.
- Discussing work with children and asking them to explain it to others and contribute to its assessment.

- Through open-ended diagnostic questioning.
- Observing practical performances in PE and Music.
- Entry profiling.
- Work scrutiny and more intensive gathering and sampling of pupils' work, with a particular focus.
- Formal interviews with pupils to gauge the impact of teaching on learning.

#### Who assesses?

- The children by sharing the learning objective at the start of the lesson and assessing their own achievement of it in the plenary session. The pupils will also assess whether they have met their targets and help their peers assess their targets.
- The adults in the school community; the class teacher, the Headteacher, teaching assistants, parent/carer helpers, students, educational psychologists, outside agencies, the school nurse.
- Parents and Carers; through their response to schoolwork and homework set, and at consultation meetings.

#### Who will be responsible for monitoring assessment?

- The assessment coordinator and the Senior Leadership Team, supported by the Literacy, Numeracy, Science and ICT coordinators will be responsible for monitoring planning, targeting and assessment across the school.

#### What formal evidence will we gather?

##### Foundation Stage

- The Foundation Stage team will complete FSP grids termly, which will be shared and discussed with the head teacher.
- All children will be assessed on entry to the foundation unit within 8 weeks.
- The foundation staff will make targeted recorded observations of groups and individual children at work and play.
- Sampling of childrens' mark making and numeracy will be carried out by the foundation team on a regular basis.
- Towards the end of the Reception Year, the Foundation Stage teacher will meet with parents at parents' evening to share progression through the Foundation Stage Profile.

##### Key Stage 1 and 2

Formal assessment and teacher assessments will be carried out throughout the school year.

##### Tracking

As part of our assessment system, we will have a tracking sheet for each pupil in English, mathematics and science. The tracking system will be updated by the class teachers each term and then monitored by the

assessment coordinator as part of the pupil progress meeting where the class teacher meets with the line manager and SLT member. The meeting will be held in a formal way to track the progress of the individual pupils, the class and the cohort as a whole. This ensures that the class teacher is fully aware of the levels of attainment of each pupil in the class. This knowledge can then be used to inform decisions about suitable interventions and track the effectiveness of interventions that are already taking place. The assessment coordinator will use this information to ascertain year group strengths and weaknesses.

#### Marking Policy

Our Marking Policy has been developed to ensure consistency of approach within each key stage and across key stages. Staff at HTG Free School will stress the positive, whilst using marking to set targets with the children to encourage self-assessment and improvement. All work will be marked as soon after completion, and wherever possible with the child, so that errors can be explained and further targets set and agreed between pupil and teacher.

#### Reporting to Parents and Carers

Termly written reports detailing children's progress and achievement will be provided for parents/carers. These reports will be discussed with the class teacher. Parents and carers will be invited to make comments on a return slip; these will be seen by the Headteacher as well as by each pupil's class teacher to provide an aspect of whole school quality assurance.

The approach set out above already exists as an established and successful system already developed in the other six schools in the Federation. We see no difficulty in rapidly introducing this system with the support of the significant capacity of the Federation that lies behind this free school development.

#### **See appendix D1 Raising Attainment Plan**

#### **D5: Describe your admissions policy, confirming commitment to fair and transparent admissions procedures**

##### **HTG FREE SCHOOL**

##### **PROPOSED ADMISSION POLICY**

##### **GENERAL**

The HTG Free School agrees to act in accordance with the School Admissions and Appeals codes as they apply at any given time to maintained schools and with equalities law and the law on admissions as they apply to maintained schools.

The HTG Free School will consult the relevant organisations that may be affected by the admissions policy every 7 years or sooner if any changes are made as per the School Admission code.

## **PROCEDURE FOR ADMITTING PUPILS TO THE HTG FREE SCHOOL**

HTG Free SchoolHTG Free School

### **1. 5-11 Provision**

For the year 2013/2014 and, subject to any changes approved or required by the Secretary of State, for subsequent years, the HTG Free School will agree an admission number of 60 pupils (2FE). The HTG Free School will accordingly admit 60 pupils (age rising 5) into reception each year if sufficient applications are received.

For the year 2013/14 the HTG Free School will start with only a reception year group of 60 pupils. The school will continue to grow each year until it reaches the full capacity in 2019.

### **Process of application**

HTG Free School

2. Applications for places in the reception year at HTG Free School will be made in accordance with the local authority's co-ordinated admission arrangements and will be made on the common application form provided and administered by the relevant LA. The HTG Free School will also ask parents to complete a supplementary information form, where sufficient information for the consideration of the application by the HTG Free School is not available from the information supplied in the common application form. The HTG Free School will use, the common co-ordinated admissions scheme timetable agreed by Lewisham Admissions Forum.

### **3. Procedures where the HTG Free School is oversubscribed**

Where the number of applications for admission is greater than the published admission number, and after the admission of pupils with statements of additional educational needs where the primary school has consented to be named in the statement. Priority for admission will be given to those children who meet the criteria set out below, in priority order:-

- a) A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is looked after by a local authority or being provided with accommodation by a local authority in their exercised of their social services functions, in accordance with section 22 of the Children Act 1989 at the date of the relevant application for admission is made.

- b) Pupils for whom it is essential to be admitted to the primary school because of special circumstances to do with significant medical or social needs. The application will need to be supported by a letter from a hospital consultant, social worker or similar professional. "The information should demonstrate why the primary school is the only school able to meet the child's specific needs".
- c) Pupils who, on the date of admission, will have an older sibling (i.e. a natural brother or sister, or a half brother or sister, or a legally adopted brother or sister or half-brother or sister, or step brother or sister who will be living with them at the same address at the date of their entry to the HTG Free School. Proof of the sibling relationship will be required if a place is offered.
- a) The remaining places will be offered to pupils with the nearest distance measurement on the basis of proximity. Home to HTG Free School distance will be measured as the direct line distance between the pupil's home address to their nearest node (as at the LA late application date). Where a pupil lives for a part of each week at different addresses, the "home" address will be the one taken from the common application form which must be the parent who is in receipt of child benefit or child tax credit (proof of residency will be required).
4. The HTG Free School will operate a dual nodal address point system. The 1<sup>st</sup> node is the Haberdashers' Aske's Hatcham College (HAHC) main building entrance on [REDACTED]. The 2<sup>nd</sup> node is the HAHC main building entrance on [REDACTED]. ***The applicant's address will be measured to their nearest node.***
5. The HTG Free School is required to comply with Infant Class Size requirements which mean that it can teach no more than 30 infants per school teacher. Our admission number therefore reflects this position. However, if one child of a multiple birth can be accommodated within the published admission number, the HTG Free School will accommodate the other child/children as an exception to the Infant Class Size requirement as per the School Admissions code.
6. If false or misleading information is used to gain entry to the HTG Free School, the offer of a place will be withdrawn.
7. **Tie Break**
- a) **Sibling**  
If there are more siblings than there are places available, the places will be offered to the siblings living nearest to the primary school (clause 3).

**b) Distance**

In the event of a tie break under the distance criterion for the 3 – 18 Academy random allocation will used.

**Operation of reception entry waiting lists**

8. The HTG Free School will operate a waiting list where in any year the HTG Free School receives more applications for places than there are places available. A waiting list will operate from the day after national offer day until the 30 September of the new academic year. This will be maintained by the HTG Free School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.
9. Primary applicant's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in clause 3 shall apply
10. Primary applicants who wish to remain on the waiting list at the start of the new academic year will need to confirm in writing, in order to remain on the nursery or reception waiting list; this will be open for the whole academic year. If more applications are received than there are places available, the oversubscription criteria clause 3 shall apply.
11. **Arrangements for admitting pupils to other year groups by replacing any pupils who have left the HTG Free School.** From the academic year 2014/15 the HTG Free School will operate a waiting list for applications submitted for years other than the normal year of entry. The HTG Free School will consider all such applications and if the year group applied for has a place available, admit the child unless one of the permitted reliefs applies. If more applications are received than there are places available, the oversubscription criteria (clause 3,
12. The HTG Free School will participate in Lewisham LA's In Year Fair Access Protocol and children may be prioritised over those children on the waiting list for admission under this protocol.
13. In year applications will be made directly to the HTG Free School at any time during the academic year.
14. **Appeals** Where an application to the HTG Free School is declined, parents are entitled to appeal to an independent appeal panel.

## **Out of Co-ordination Process**

If an agreement to open the HTG Free School has not been reached in time to join LA co-ordination, the Registrar for the Federation who has had many years of experience and will manage the process.

### **Draft timeline for admissions to the HTG Free School in September 2013**

**January 2013:** Arrange a press release; advertise the admission process and information days and evenings in the local press. Banners to be placed on both school sites.

**January 2013:** Deliver copies of the HTG Free School prospectus to local libraries, nurseries, mother and toddler groups etc. with a 1 mile radius of each school site.

**February 2013:** Arrange information days and evenings for prospective parents to come and find out more about the Primary school.

**29 March 2013:** Closing date for reception entry applications for September 2013.

**12 April 2013:** Consider all applications against the published admissions criteria.

**22 April 2013:** Write to parents to confirm whether their child has/has not been offered a place. Parents will be given the right to appeal to an independent appeal panel if their application is unsuccessful.

A waiting list will be held until the 30 September 2013, parents will be able to ask for their child's name to be placed on this list following an unsuccessful application.

**6 May 2013:** Deadline for written acceptance of places by parents.

**21 May 2013:** Closing date for appeals, completed appeal forms will need to be received by the Clerk to the appeals panel. Appeals received after this date will be considered only if there are exceptional circumstances.

**W/c 10 June 2013:** Parents will be invited to present their appeal in person to an independent appeals panel.

**June/July 2013:** Parents of children who have been offered a place will be sent an induction pack which will include invitations to a stay and place session, parent's information meeting and a home visit.

**30 September 2013:** The waiting list is closed, parents who would like their child's name to remain on the list for the academic year 2013/14 will need to confirm in writing to the Federation Registrar.



## **How will the criteria help achieve the educational vision**

The vision for the primary school is where all students are inspired to reach their full potential, regardless of their ability or background. Aspirations and achievement are constantly raised through the highest quality academic, personal and vocational teaching and guidance, and the student and staff benefit from the strengths of other Haberdashers' school.

The PAN has been chosen due to the size of the site and to help Lewisham LA with the much needed primary places in the area as published in the Children and Young Peoples' Section Committee report in Appendix E1.

In 2007 the index of multiple deprivations ranked Lewisham as 39<sup>th</sup> out of 354 local areas in England compared to a rank of 57 in 2004. There are pockets of deprivation spread throughout the borough, but this is concentrated in the north of the borough in the Evelyn, New Cross and Telegraph Hill wards and also parts of the Brockley ward. The primary school will be situated within these wards.

The admission criteria for the primary school have been chosen to ensure code compliance and equal opportunity to all within the catchment area. By measuring each application to the dual nodal points and using the nearest distance ensures that applicants living close to either site are not disadvantaged from attending their local school.

The communities of the Evelyn, New Cross, Telegraph Hill and Brockley wards includes lone parents, people with low levels of literacy and numeracy and English as an addition language, of which there are over 200 languages are spoken in the Lewisham borough. By giving equal opportunity to the disadvantages areas will ensure that the primary school is able to meet the vision of all students being inspired to reach their full potential regardless of ability or background.

## **D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.**

*Set out detailed strategies for promoting good behaviour and attendance*

The following advice will be given to the parents and pupils as part of a handbook and will form the core of our behaviour management plan.

### **ATTENDANCE**

Attendance is essential for success at school. Our ethos provides clear expectations of the highest standards and a no-excuses culture that we are intending to develop at HTG Free School as already exists in the rest of our Federation. Therefore we do expect children to have consistently high attendance rates, we do expect them to attend school even if they are feeling a little under the weather and we do not expect them to be removed

from school for holidays.

We have great experience of and access to a robust tried and tested attendance monitoring practice. We would aim to draw on the experience of Hatcham College all-through school to support and advise on the practice that has many years of success with pupils from our local area.

- All children should aim for a consistently high attendance rate. The target is 100% attendance over the year.
- The School must be informed of any unavoidable absence by means of a phone-call or e-mail before 9:00 a.m. on the day of absence, followed by a letter to the Class teacher when your child returns.
- Medical or dental appointments should not be made during school hours, unless this is absolutely unavoidable. An appointment card or note should be presented to the class teacher beforehand if this is the case.
- Any child who feels ill during School hours they must tell the Class teacher. The School will inform the parents if necessary.

Non-attendance is followed up each day, in the first instance, by the class tutor. At 10 AM the attendance officer will phone the parents of any pupil marked absent. Attendance that falls below 93% will result in a letter being sent home to find out the reasons. Attendance below 85% (without good reason) will result in the student welfare officer's involvement.

#### LEAVE OF ABSENCE

Holidays are not allowed during term-time, as this is disruptive to both the child and to the class as a whole. Leave of absence for any party, entertainment, long weekend away or similar function will not be allowed. Permission must be sought from the Head Teacher and will only be authorised in very exceptional circumstances. Letters regarding leave must be addressed to The Head Teacher well in advance of the requested absence.

Attendance at Haberdashers' Askes' Hatcham All through school has been judged outstanding in our last two inspections (20011 and 2008), and we would expect to achieve at least the same standards at HTG Free School.

#### **Behaviour**

We have great experience of and access to a robust tried and tested behaviour for learning policy/practice. We would aim to draw on the experience of Hatcham College all-through school to deliver behaviour management practice that has many years of success with pupils from our local area. All of our staff will receive regular CPD opportunities on behaviour management for learning. As part of tutor time and assembly we would guide the pupils towards patterns of appropriate behaviour. The ethos of the school will be developed alongside the current one at our partner College where the motto of the Worshipful Company of Haberdashers "Serve and Obey" determines our ethos. We will already have an established expectation of academic success that will drive forward

the pupils and staff.

The schools philosophy is to encourage a high level of motivation and self-discipline in the students. This will be achieved through the pastoral care systems within the tutor groups, house groups and PSHCE delivery throughout the school. Also important is the realisation of the consequences of different behaviour both in terms of the effect on the individual and on the group.

We wish to ensure that everyone contributes towards making HTG Free School a pleasant place in which to teach and learn.

### **CODE OF CONDUCT EXPECTED FROM STUDENTS**

1. Students are expected to behave in a considerate and courteous manner at all times, as members of the Federation, and of the local community. They are expected to show respect to all members of staff, visitors to the School and to each other.
2. The School has an Equal Opportunities Policy and expects the highest standards in language and behaviour, and mutual respect between all members of the community. **Verbal abuse of any kind**, including bad language or shouting is unacceptable in the School.
3. **Bullying in any form is unacceptable at the School.** Bullying is the intent to hurt or dominate another person (by physical or verbal intimidation, and also by exclusion or threatening gestures). Allegations of bullying will always be taken seriously.
4. All students are expected to have respect for property and for the School environment. This includes care for furniture and books, and respect for display work and notices. Food is only to be consumed in the Dining Room or other designated areas, and litter must be disposed of properly in the bins provided.
5. Chewing gum is not allowed anywhere in the School.
6. Good social behaviour is encouraged by the students moving round the buildings quietly in an orderly fashion, and being thoughtful towards others by holding open doors, and standing aside to let people pass when waiting to enter a room.
7. Punctuality & Regular attendance is expected from all students.
8. Correct uniform is to be worn at all times, including the journey to and from school, as we believe that the way students look affects their behaviour and their relationship with the local community.

The day to day enforcement of these rules will take the following form.

**SANCTIONS** - These may be given by members of staff for reasons such as not completing homework, forgetting the right books or equipment, poor behaviour or otherwise contravening the School Code of Conduct.

**DETENTIONS** -There are a number of detentions which students should be aware of:

<b>Late Detention</b>	If a student is late twice in one week, they will be given a late detention. This takes place once a week and is supervised by Heads of Year.
<b>15 minute Detention</b>	This may be given to a class or individual student on the same day and does not require 24 hours' notice to parents.
<b>Tutor Detention</b>	A student who does not meet the expectations of their subject teachers in a number of lessons, or who seriously contravenes the School Code of Conduct may be placed in Tutor Detention, which lasts for one hour from 3.15 – 4.15pm.
<b>Head of School Detention</b>	This is given for serious breaches of discipline and lasts for 1½ hours. It is set, and supervised, by Heads of School and is one of the most serious sanctions applied before exclusion.

**Report** - A student may be placed on report if there are continuing problems with behaviour, or if organisation, punctuality etc., needs to be monitored. There are various report cards within the School, being recorded on the school's information management system, SIMS:

- Tutor report
- Head of Key Stage report
- Head of School report
- PSP (Pastoral Support Programme)

**Exclusion** - If a student continues to show disregard for the School Code of Conduct then it may be necessary to consider exclusion from lessons:

<b>Internal Exclusion</b>	This may take effect if a student is disruptive in lessons and makes it difficult for other students to learn. Work is undertaken in School, supervised by a senior member of staff.
<b>Fixed Term Exclusion</b>	This occurs when a student has to be removed from the School. This is a serious sanction and following exclusion parents are asked to come in to School with the student to discuss further strategies.
<b>Permanent Exclusion</b>	This occurs in exceptional circumstances at the discretion of the Principal.

*Describe how you will promote pupil wellbeing, including through pastoral care and strategies for tackling bullying.*

Using our connections with Hatcham College we would have a rolling program of CPD. Many links have been formed with the local authority and other providers of specialist support help such as Autistic Spectrum Communication Disorder ASCD from Kaleidoscope. We would use these connections to ensure that we were up to date with new ideas and on-going support in areas such as restorative practice.

To promote pupil wellbeing we will:-

- ❖ Promote respect to others in terms of valuing other people's points of view and their property, being courteous and polite, working together and learning to share and co-operate.
- ❖ Lead by example. All staff show how to behave, appropriately by their relationships, with the children and the other adults in school.
- ❖ Develop a strong school ethos of valuing all individuals and embracing diversity.
- ❖ Raise the self-esteem of the children through constant positive reinforcement.
- ❖ Create an efficient structure of supervision, especially when children are not in a classroom teaching situation.
- ❖ Create ways for pupils to develop the caring and co-operative aspects of their natures.
- ❖ Reinforce the importance of adhering to our behaviour code at all times.
- ❖ Discuss, within the curriculum, hypothetical cases of bullying and what the victim and other children should do. The bully needs attention as well as the victim. Children also need to understand why someone may choose to bully.
- ❖ Foster peer group disapproval. If there is a negative reaction from the other children, then their behaviour is not rewarded by laughs or encouragement.

All the above strategies in school require support from all the adults involved in the school, no matter what their role is in the community. A consistent approach to bullying is paramount in effective management and control.

#### **ACTION PLAN: WHEN BULLYING HAS BEEN IDENTIFIED**

1. Incident will be reported and recorded in the anti-bullying log.

2. Both parties (bully and bullied) to discuss the incident with teacher/Head teacher or senior midday supervisor (lunchtime).
3. Report incident to both sets of parents.
4. Punishments – follow the behaviour policy.
5. Emphasis will be to promote good aspects of behaviour.
6. Find out why the bully is bullying and help them to develop emotionally in a way that they no longer feel the need to bully.
7. Support the bullied and ensure they know that it is not their fault.

Children need to know that the school's ethos will allow them to report bullying and that a fair hearing will be given in all cases.

When bullying is identified, action must be taken; otherwise an indication of support is given to the bullying. All staff need to be aware of children throughout school, either as bully or victim, and transfer information professionally. We will develop a whole school understanding of the impact of bullying by the following practices

- ❖ Through the curriculum, emphasise positive, supportive constructive, friendly behaviour. Drama, poetry and PSHCE are powerful vehicles of empathy, role-play and **"how does it feel?"** scenarios. All other areas of the curriculum present ways of encouraging teamwork and positive peer group development.
- ❖ Assembly time used to support/promote positive work listed above.
- ❖ Withdraw privileges to show immediate opposition to bullying behaviour. Loss of morning playtime, loss of part of dinner break are all ways of saying we do not accept bullying behaviour.
- ❖ Reward/acknowledge positive behaviour in class, in assembly and in the playground.
- ❖ Raise the profile of the school's opposition to bullying by involving the Head and parents in severe cases where the problem is unresolved.
- ❖ Involve other agencies to support the school (Educational Psychologists, Behaviour Support and Social Services).
- ❖ Involve school governors if firmer action is required.
- ❖ Reward good behaviour through praise, gems, and above all, through total recognition of the maturing child and his/her independence shown by rejecting all bullying and its anti-social

nature.

- ❖ Develop Home/School information through the School Prospectus and newsletters, highlighting parents' responsibilities regarding the behaviour of their children.
- ❖ Ensure that parents, staff, children and governors are aware of this policy.

Our parents will be informed about our behaviour for learning policy via the school hand book. This will inform parents and pupils of our aims and expectations. See Appendix D4 – Behaviour for learning policy (which will form a section in the School Handbook).

**D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.**

*Demonstrate a good understanding of the community your pupil intake will come from and show how the education plan reflects that while retaining high expectations for pupil achievement.*

As we already operate a both a primary school and a secondary school in the community we believe we have a very good understanding of our local community. Few of our current pupil population travel much more than 500m to school and we expect this to be the same for HTG Free School. Our school would admit children on the basis of proximity to the school. Its intake would reflect the culturally diverse nature of South East London. We would involve the local community through support from Hatcham all-through College and their existing connections through the Head of Work Related Learning, Enterprise, Careers Education & Community Services:

1. Links with local schools - especially those with different student
2. Extended school provision open to other schools and community
3. Celebrating community diversity
4. Working with faith groups, disability groups, charities
5. Links with businesses and employers for work related learning
6. Working with community – fundraising and environmental projects
7. Newsletters

Our curriculum offer would retain high expectations by:

Achieving the high academic expectations outlined in this document, which are based on our huge experience in working with pupils from this area of South East London. We believe in our second language immersion programme and along with the following points, we will ensure success for our pupils. Other arrangements and activities outside the normal curriculum would include:

- Specialism events and projects, such as Christmas concerts and other drama productions.
- CPD with partner schools we have developed links in PE with other local primary schools and offer support in this subject. An ongoing program of CDP within the Federation would be a source of training for the staff.

Working with community and business leaders to enhance the curriculum and promote aspirations through support from Hatcham all-through College and their existing connections through the Head of Work Related Learning, Enterprise, Careers Education & Community Services:

- Working with faith leaders to promote cohesion in school we would 'tap into' the thriving programme of community work with faith leaders such as Father Owen through Hatcham's PSHCE coordinator.
- Helping the pupils to develop the social skills for participating in society. HTG and Hatcham senior phase have an active parents/friends association who work with the students in society and we would be able to build a similar association by using the existing experience and knowledge.

We have a vast experience of working with parents and pupils within the local area. The curriculum and practices we will follow will be based on the broad and extensive knowledge and understanding that already exists.

*Describe any plans you have for working with other schools, educational establishments or the wider community; and set out how you will promote good community relations.*

Our school would develop partnerships with schools, educational institutions and community clubs and groups. These would include:

Haberdasher's Askes' Hatcham College and the Haberdasher's Askes' Federation. This would be a significant partnership for HTG Free School. The existing experience within the Federation and particularly Hatcham College will be invaluable. We will work closely and draw on the knowledge and material that exists here. Hatcham College's outstanding award – Ofsted July 2011 will be used not least to ensure interest from the local population and protect the future role of HTG Free School (Hatcham has consistently been oversubscribed hugely over-subscribed for many years).

The Federation is a senior partner in the new and rapidly growing school support network (already over 100 schools and growing), Challenge Partners. By joining this network HTG Free school will have ready access to a wide range of predominantly outstanding primary and secondary schools across the country. This is a very active support network that provides annual peer reviews of all the schools within the network as well as access to high quality teacher training programmes – the Improving Teacher Programme (ITP) and the Outstanding Teacher Programme (OTP). The Federation has 12 staff who are trained reviewers and four who are trained facilitators for ITP and OTP



The Schools Network (formerly the SSAT) has provided a national network of support for the Federation for over 5 years and currently a member of the primary national steering group works at Hatcham College. We will draw on this support and continue to contribute to a national understanding of the primary curriculum. We would also work alongside the following groups to ensure local support and offer opportunities for our pupils to contribute to their local community.

Local interest – we would be able to link with Hatcham all-through College in a number of ways such as working with the PSHCE coordinator, the sixth form community volunteer's programme and the Head of Work Related Learning, Enterprise, Careers Education & Community Services. This would allow us to link with other outside agencies to provide a vigorous and varied community scheme. We would therefore be able to use the existing links with the local history and arts societies, volunteer groups, public sector (health and police), religious or faith groups, disability groups and the elderly.

### **Bibliography**

Almlund, Duckworth, Heckman, and Kautz, 2011

PERSONALITY PSYCHOLOGY AND ECONOMICS

Mathilde Almlund, Angela Lee Duckworth, James J. Heckman, Tim D. Kautz

Working Paper 16822 <http://www.nber.org/papers/w16822>

Cummins and Swain, 1986;

Bilingualism in education: Aspects of theory, research, and practice

Cummins Jim, and Merrill Swain.

London: Longman. 235 pages. 0582553806.

Hakuta and Diaz, 1985;

Bilingual Cognitive Development: Addressing Three Gaps in Current Research

Rafael M. Diaz

Blackwell Publishing

Ricciardelli, 1989

Bilingualism and cognitive development in relation to threshold theory

Lina A. Ricciardelli

Journal of Psycholinguistic research volume 21 number 4 1992

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

Please complete the table, using the information below to assist you.

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	88		145%	60	60		100%
<b>Year 1</b>					60	88		145%
<b>Year 2</b>								
<b>Totals</b>	60	88		145%	120	148		120%

The data in the table above has been collected using the questionnaire reproduced on the next page. The returns are summarised by location on the map that follows that.

**Questionnaire distributed to all dwellings within a one mile radius of each site**



Hatcham Temple Grove Free School

*A new school for 4 – 11 year olds in the Telegraph Hill area*

To gain permission and funding to open this new school from the Department for Education we need to show there is a demand from parents in the area. Lewisham definitely needs more school places for reception children because of the big increase in 2 and 3 year olds in the borough. But we need to be more specific and so **if you would put Hatcham Temple Grove Free School as your first preference** for your child starting reception in either September 2013 or September 2014 then **please fill in the information below and return this form in the reply paid envelope provided.**

Will you select HTG Free School as your first preference for your children Yes No (please delete as appropriate)	
Name	
Address	
Post code	
Number of children with a date of birth between:	
01/09/2008 and 31/08/2009	
01/09/2009 and 31/08/2010	

**Keeping in touch with the New HTG Free School**

Would you like us to keep you informed of developments regarding HTG Free School? Yes No (please delete as appropriate)	
If you have selected Yes above please provide your:	
e-mail address:	
Best contact telephone number:	

Please return this form in the reply paid envelope or to:

The Registrar's Office  
 Haberdashers' Aske's  
 Federation  
 Hatcham College  
 [Redacted]  
 New Cross  
 London [Redacted]

**MAP OF THE QUESTIONNAIRE DISTRIBUTION AREA AND RESPONSES FROM PARENTS**

- BLUE CIRCLES SHOW THE ONE MILE FROM EACH SITE DISTRIBUTION AREA
- RED DOTS SHOW THE AREAS WHERE PARENTS HAVE CONFIRMED THAT THEY WOULD CHOOSE HTG FREE SCHOOL AS THEIR FIRST PREFERENCE FOR ADMISSION IN 2013 OR 2014. [REDACTED]

Table shows the postcodes of the parents who have confirmed that the HTG Free school would be their 1<sup>st</sup> preference for either 2013 or 2014.

<b>Post Code</b>	<b>Number</b>
SE14 [REDACTED]	60
SE14 [REDACTED]	12
SE15 [REDACTED]	1
SE15 [REDACTED]	12
SE15 [REDACTED]	13
SE16 [REDACTED]	1
SE23 [REDACTED]	1
SE4 [REDACTED]	9
SE4 [REDACTED]	35
SE5 [REDACTED]	2
SE6 [REDACTED]	2
<b>Grand Total</b>	<b>148</b>

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

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

There is currently and for the foreseeable future a very great need for primary school places in Lewisham Borough. The detail of this is set out in appendices E1 and E2, and is summarised in the two tables immediately below.

	Recep- tion Places	Recep- tion	Y1	Y2	Y3	Y4	Y5	Y6
<b>2011/12</b>	3122	3663	3568	3301	3074	2939	2767	2634
<b>2012/13</b>	3272	3914	3668	3575	3291	3056	2927	2765
<b>2013/14</b>	3272	3783	3936	3691	3581	3288	3060	2943
<b>2014/15</b>	3272	4026	3816	3970	3708	3587	3302	3087
<b>2015/16</b>	3272	4029	4062	3854	3989	3717	3602	3331

*Demand across the whole of Lewisham Borough compared to available places from 2011 to 2015.*

The blue shaded boxes show year groups where Lewisham Borough Council forecasts that demand for school places will exceed supply. In the coming years the forecasts show a **shortfall of reception places of 511 in 2013, 784 in 2014 and 787 in 2015.**

The table below shows how global figure is distributed within the immediate locality of the proposed free school

Reception	Excess Demand	Additional Classes Required
2012/13	105	3.5
2013/14	104	3.5
2014/15	178	6
2015/16	183	6

*Demand for reception places in the Telegraph Hill, Brockley and Lewisham wards of Lewisham Borough (i.e. the proposed location of HTG Free school) 2012 to 2015.*

A flyer was designed (appendix E3) to inform the local community of the proposal. Hatcham College is on a split site (██████████ ██████████ and ██████████ ██████████); there is approximately a 1/4 mile distance between the sites. 10,000 leaflets were distributed to households within a one mile radius of each site, see map in section E2. The flyer included a questionnaire (reproduced in section E2) and a prepaid envelope. The local community is a multicultural area with areas of deprivation.

The ethnic mix and deprivation indices for the wards that make up the large proportion of our existing schools are listed in the table below:

	<b>% Pupils in ward</b>	<b>% Adult higher education</b>	<b>% High social class households</b>	<b>% Minority ethnic children</b>	<b>% Over-crowded households</b>
<b>New Cross</b>	22.1	28.5	18.4	74.2	42.2
<b>Telegraph Hill</b>	21.0	34.5	23.3	63.2	29.7
<b>Brockley</b>	4.9	37.9	24.3	64.1	32.2
<b>Nunhead</b>	3.2	27.2	17.1	64.2	40.2
<b>Ladywell</b>	2.9	37.6	28.7	55.0	23.0
<b>Evelyn</b>	2.5	25.5	16.1	73.2	44.9
<b>Crofton Park</b>	2.3	32.2	25.6	52.8	19.4
<b>Peckham Rye</b>	2.3	38.5	26.5	47.7	26.8
<b>Forest Hill</b>	2.2	35.2	27.1	50.3	26.8
<b>Catford South</b>	2.1	26.7	25.3	54.7	14.9
<b>England</b>		19.2	20.1	23.5	14.6

**Coverage: 100%**

The Federation held consultation meetings for parents in the local community. The flyer and questionnaire were also put on the Federation website site for parents to view and complete. Approximately 150 parents attended the meetings from the local community.

The questionnaire asked parents of 2 and 3 year olds if they would put HTG Free school as their first preference, when they were applying for reception intake in 2013 or 2014. The outcomes of this exercise are listed in appendix E4 and show the address post codes of the parents who replied and confirmed that they would make the primary school their first preference; the map in section E part 1 shows the location of respondents in relation to the school.

The Federation has received 170 expressions of interest forms of which 88 parents have confirmed that they would place HTG Free as their 1<sup>st</sup> preference for 2013 and 60 for 2014, the balance were from parents whose children would be seeking places in 2015 or 2016 or were too old.

In order to ensure equal opportunity to all residents within the local community, the distance criterion that will be used in the primary school admissions policy (section D of this form) will include a dual node. By measuring each applicant's address to their nearest site will ensure that applicants living close to either site are not disadvantaged for attending their local school. The HTG Free school will be situated in the north of the borough that includes areas of deprivation (Evelyn, New Cross, Telegraph Hill and Brockley wards).

When marketing the primary school for 2013 entry we will advertise in the local free papers thus ensuring that they are delivered to all areas within a one mile radius of each school site. We will deliver copies of the prospectus to local libraries, nurseries, playgroups, mother and toddler groups and any other groups within the community. Parents will be invited to information days

and evening to find out more about the school and how to apply. For parents who are non-English speakers, a translation of the prospectus or a translator will be available. Banners will be placed on each school site thus ensuring all local residents are made aware of the HTG Free School.

Children attending the HTG Free school will be expected to wear the Haberdashers' uniform, which will include a white polo shirt, grey trousers/pinafore dress and a navy blue crested sweatshirt. For PE green jogging bottoms, a green crested sweatshirt and a coloured polo shirt will be required. In order to ensure that the uniform is affordable only the crested sweatshirts will have to be purchased from the Haberdashers' Aske's uniform supplier. For parents who are on income support or a low income we will provide a uniform grant.

The primary school as part of the Hatcham College estate will be available to hire. At present church groups, drama clubs and sports clubs use the estate, for outside educational classes such as maths master classes and homework clubs and as a venue for weddings, parties and meetings.

Parent workshops have been offered to parents of children who attend the Federation primary phases for a number of years. The workshops enable staff to give advice to parents on how they can support their child at home in literacy and numeracy.

These workshops will be offered to parents of children who attend the HTG Free School as well as a breakfast club and enrichment activities.



## Section F: Capacity and capability

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

### **F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

- **show that you have identified the resources, people and skills that you will need to set up and operate a school;**

The resources, experience and personnel within the Haberdashers' Federation will be the principal avenue for the practical needs of setting up and operating the HTG Free School. Haberdashers' Aske's Hatcham College has a proven track record of primary education within its all through context, having taken Monson primary school from Ofsted notice to improve in 2008 to an outstanding Ofsted in 2011.

The leadership team within the present all-through academy consists of staff with expertise of outstanding management and teaching of primary education. The present leadership of the primary provision within the all through Haberdashers' Aske's Hatcham College has the capacity and skill to develop the curriculum model for the free school based upon the experience of successfully implementing teaching and learning strategies across the primary age range.

The College has the experience and skills to develop and implement strategies for raising achievement in such key areas as numeracy and literacy.

- Performance in the Early Years Foundation Stage profile exceeds national norms by a significant margin both for the attainment measure and the gap measure.
- Key stage 1 performance is also above national average.
- At key stage 2 performance in 2011 when analysed through RAISEonline shows levels of achievement for all groups within the cohort that significantly above that achieved in other schools with cohorts of similar prior attainment in the rest of England. The performance in national tests at key stage 2 in 2011 of 76% of children in year 6 achieving level 4 in both English and mathematics showed a marked improvement compared to 58% for the same measure in 2006 before becoming part of the Haberdashers' Aske's Federation.

The College has successfully taught and adapted the International Primary Curriculum. The MFL department has robust schemes of work and expertise in delivering immersion teaching in German. These schemes of work have been written in collaboration with Goldsmiths' College and Hatcham College has established close links with Goldsmith's College's programme for training primary school teachers able to teach to the model being followed in our

primary programme. This will ensure not only the viability of the curriculum but also provide a secure route for recruitment of bilingual teachers with relevant immersion and primary training.

**• confirm time commitments to the project from relevant individuals;**

Key members of staff within the Haberdashers' Aske's Federation have formed the steering group which will establish HTG Free School. Each member of senior staff has a defined element of their role focussed upon the establishment of the Free School, with a specified number of days in the period leading up to the establishment of the new school to carry out this role, as illustrated below:

<b>Name</b>	<b>Position</b>	<b>Area of expertise</b>	<b>Commitment</b>
██████████	██████████	Overall strategy, structural development and oversight	10 days
██████████	██████████	Overall strategy, leadership and management	10 days
██████████	██████████	Financial	10 days
██████████	██████████	Teaching and Learning	20 days
██████████	██████████	Teaching and learning development	30 days
██████████	Federation Registrar	Admissions	20 days
██████████	██████████	Languages immersion teaching	10 days
██████████	Federation ICT manager	ICT infrastructure	10 days
██████████	Federation Facilities manager	Facilities infrastructure	10 days
██████████	Human Resources Manager	Human resources	10 days

**• set out clear and detailed plans for identifying and securing any necessary educational expertise currently missing from your group.**

The only missing element from the steering group will be the Head teacher and deputy. Recruitment of the Head teacher designate and deputy will follow as identified in F5 and the teaching staff either through external advertising or from within the Federation staff. Future teachers of immersion German will be recruited through the established links with Goldsmiths College's teacher training for primary languages programme. Time and personnel will be allocated specifically from the workload within the admissions team.

**F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.**

- **show that you have identified the resources, people and skills that you will need to set up arrangements for and undertake the financial management of a school;**

The finance infrastructure already within the Haberdashers' Aske's Federation will be able to meet, with only minor adjustment, all of the requirements of HTG Free School, especially as the school will be within the grounds of Haberdashers' Aske's Hatcham College and initially within already existing buildings. As such all the necessary personnel and facilities are in place.

The existing Federation Accounts and Human Resources department has the capacity and skills to administer both staffing structures and financial planning for HTG Free School. Both areas have the proven track record of successfully managing the growth of the Federation over the period of 2005-2011. This growth has encompassed the successful conversion to academy status of four schools and the establishment of a new secondary school. The steering group from within Haberdashers' Aske's Federation has many years of experience in managing and understanding the needs of school finances and working within the constraints of school budgets to ensure successful student outcomes with the best use of available finances.

- **confirm time commitments to the project from relevant individuals;**

Name	Position	Area of Expertise	Commitment
██████████	██████████	Financial planning and school budgets	10 days
██████████	Federation accounts Manager	Managing school budgets	10 days

	Human Resources	Staffing structure	10 days	
--	-----------------	--------------------	---------	--

- **set out clear and detailed plans for identifying and securing any necessary financial expertise, including an understanding of school budgets, currently missing from your group.**

The overall finance team is headed up by our Chief Finance Officer, a qualified chartered accountant with 10 years experience of the overall management of our existing Federation budget of nearly £30m. The CFO leads a finance team of an accounts manager who takes overall responsibility for the day-to-day management of the Trusts accounts. He is assisted by finance officers with responsibility for each of the Academies within the Federation who deal with invoices and payments as well as a payroll administrator. At the outset the financial management of HTG Free school will be achieved through increase in hours of existing finance officer resource. In due course the team may need to be augmented by an additional member of staff. In the first instance purchasing decisions will be made and authorised by the headteacher who will deal directly with his/her designated finance officer as well as relating directly to the CFO as and when required.

**F3: Show how you will access other relevant expertise to manage the opening and operation of your school.**

- **provide details of your group, including the members of the company, and their particular areas of experience and expertise;**

The steering group include members with a proven successful record of experience in educational leadership in both primary and all age education within the environment of CTC's, academies and the independent sector as well as within national structures for school improvement. This experience has covered establishing new schools and recognising key structures and planning for leading to successful development of student success.

**Project start up and management:**

- [REDACTED] [REDACTED] (CEO) has [REDACTED].
- [REDACTED] [REDACTED] (CFO) and [REDACTED] [REDACTED] (Principal [REDACTED] [REDACTED]) have [REDACTED].
- All members of the steering group were involved in managing the move of HTG to the present site in response to a devastating fire at Hunsdon Road site ensuring that no days of teaching were lost.

**School governance:** The Governors of the Free School will be the present governors of the Haberdashers' Aske's Federation and have long experience of governance. The Worshipful Company of Haberdashers maintains high levels of training for its governors. Ofsted found the governance of the

Federation to be outstanding in both the inspection of Hatcham College in July 2011 and of Knights Academy in March 2011.

The nominated governors of both the Worshipful Company of Haberdashers and have a well-established commitment and training for school governance with a strong history stretching back over 300 years in this area of London. The details of the governors can be found in section F5. The governors cover a range of areas of expertise required for the primary school. Amongst these areas of expertise are:

- School Leadership: [REDACTED] former headmaster of [REDACTED] and [REDACTED] current headmaster of [REDACTED]  
Teaching: [REDACTED] and [REDACTED]
- Wider educational awareness: experience of Higher Education [REDACTED] of the University of Cambridge
- Community engagement: leaders within the local community [REDACTED] local parish priest, [REDACTED]
- Financial responsibility: [REDACTED], [REDACTED]
- All of the governors have the clear skill set and experience to oversee the establishment of a new school.

**Marketing:** The Federation leadership has substantial successful experience of marketing our educational services as can be judged by the consistently over-subscribed status of all of our schools despite the fact that, with the exception of Hatcham College which has always been heavily over-subscribed, all the predecessor schools to our three primary and one secondary school were badly under-subscribed prior to becoming part of the Federation.

[REDACTED] [REDACTED] the Federation registrar and the admissions team has produced promotional materials for all existing schools within the Federation, and has experience of working with the Leadership team in co-ordinating consultation processes for each stage of development the Federation has previously embarked upon.

**Buildings and site:** [REDACTED] [REDACTED] the [REDACTED] Facilities Manager has experience of managing the building projects that have taken place over the last 7 years which have involved the building three completely new schools (at project costs of £25m for Knights Academy, £5m for Crayford Temple Gove (primary phase of Crayford Academy), and £29m for Crayford Academy secondary phase), the construction of a new sixth form centre and the decant of the primary phase of Hatcham College after a fire in 2010. The building for the first year already exists within the Hatcham estate. The management of building of new accommodation and the liaison with architects and other associated professionals is well within the experience of the Federation central services;

**Information and Communications Technology (ICT):** The Federation has skilled ICT provision under the direction of [REDACTED] [REDACTED]. The

initial ICT infrastructure is already in place and the Federation has undertaken the updating and establishment of ICT facilities in all its schools.

**Human Resources (HR):** [REDACTED] [REDACTED] leads a team within the Federation Human Resources department that can manage the recruitment process we will be undertaking over the coming years. The team already has similar experience as we are currently in the process of progressively opening Crayford Academy secondary phases with the need to recruit each year a large cohort of teachers to work with the new year groups that are enrolled in the school.

The team is highly experienced and skilled in the whole range and complexity of employment law and has very good working relations with the area trade union representatives that cover this part of London.

The HR team have managed many complex issues over the years including capability procedures, severe misconduct, redundancies, TUPE, grievance, restructuring and so forth.

**Clerk to Governors:** the present clerk to the [REDACTED] governors, [REDACTED] will fulfil this role for the Free School.

**F4: Show how your staffing structure will deliver the planned curriculum.**

- set out plans showing an appropriate and phased build-up of staff (where the school is increasing in size over time) in line with planned pupil numbers and financial resources
- reflect both the arrangements for the first term and year, and for the longer term as the school builds to full capacity, with clear delineation of roles and responsibilities;

**Our Vision:**

The Haberdashers' Aske's Federation vision is one where all our children in the Federation are inspired to reach their full potential, regardless of ability or background. It is also expected that aspirations and achievements are constantly raised through the highest quality academic, personal and vocational teaching and guidance, and where the children and staff within our family of schools benefit from each other's strengths. The staff at HTG Free School must share this vision and recognise that their responsibility is ensure all students reach the highest possible levels of academic, personal and social attainment to ensure that at every stage they are fully prepared to succeed in the next stage of their life, whether this is in moving from primary school to secondary school, from secondary school to university, or from university to work.

It is important that the free school first appointment must be a Head teacher designate for January 2013 who can oversee the establishment of the school for the coming September. The Head will have a clear understanding of the Haberdashers' Aske's Federation values and be able to share and promote the vision for the school within the wider context of Hatcham College to

which HTG Free School will be a direct partner. While the schemes of work will be those already followed within HTG, the resourcing and planning of the curriculum as well as preparing for the start of teaching requires the appointment of an experienced deputy Head teacher with the ability to co-ordinate Special educational needs for April 2013 to have worked with the Head to be ready to open in September. The admin support for the free school at this point will be provided from a moderate expansion of the Haberdashers' Aske's Federation administration team on the Pepys site. Both staff will undergo a period of induction into the Federation.

### **Staffing requirement for our Curriculum:**

#### **THE EARLY YEARS FOUNDATION STAGE CURRICULUM**

The teachers for EYFS will ensure that children experience a full range of learning opportunities including child initiated, teacher directed and group learning. Learning takes place both indoors and outdoors as highlighted in section D. They will teach reading and writing through the use of synthetic phonics and supported by a structured reading scheme (Oxford Reading Tree). They will assess children throughout their time in the Foundation Stage through observations, conversations and photographs. Parents, staff and the children themselves will all contribute to the assessment process. In the nursery class the developmental phases will be used for assessment purposes and the foundation stage profile in reception. In 2013/14 the Free school will only have two reception classes. The middle leadership of the EYFS will be led by one of the teachers as a phase group leader. This will require:

- Two reception teachers and two Learning Support Assistants to be appointed for September 2013.

#### **KEY STAGE 1 CURRICULUM**

Teachers for Year 1 and 2 must be familiar with and able to teach in KS1 following the International Primary Curriculum with children exploring subject knowledge through an overarching topic. They will be expected to teach English and maths daily and ensure children have a weekly guided reading session. Reading, writing, speaking and listening will be taught through the use of synthetic phonics and supported by a structured reading scheme (Oxford Reading Tree). They will teach structured and creative Literacy lessons based on the first steps scheme.

The children in Key Stage 1 will follow the National Curriculum subjects, PSHCE we also intend to use our innovative approach to teaching children fluency in a modern foreign language (German) by using immersion teaching for half of each day from year 1. The middle leadership of KS1 will be led by one of the teachers as a phase group leader.

Learning Support Assistants will support the teachers and will work with

children who are gifted and talented. They will also support the work of the teacher with students who have additional educational needs will by leading interventions to address their needs. They will also work with children needing further encouragement and support through small group work.

This will require:

- Two teachers and one Learning Support Assistant to be appointed for September 2014
- Two teachers and one Learning Support Assistant to be appointed for September 2015

## **KEY STAGE 2 (KS2) - YEARS 3 – 6**

The Leadership team will be expanded in 2015 with the addition of an assistant Head teacher with a specific remit on curriculum development and teaching.

Teachers for KS2 will teach mathematics and English daily with programmes of learning adapted to support the needs of the various groups within the pupil intake. In English, six key texts will be taught throughout each year to ensure coverage of the full range of genre and skills. They will teach structured and creative literacy lessons based on the First Steps Scheme. All children will continue to be taught the National Curriculum subjects as well as PSHCE. The immersion in the German language will continue here, to help the pupils with the structure of all languages in future. Along with numeracy and literacy programs there will be two hours per week of science and PE. The middle leadership of the teaching staff within the key stage will be led by two of the teachers as a phase group leader for years 3/4 and years 5/6.

Our Learning Support Assistants will work with the teachers to ensure that children who are gifted and talented are identified and interventions put in place to help address their needs. They will also work with small groups of children needing further encouragement and support.

Staff will also be employed on a part time basis from Hatcham College to teach instrumental music and ICT as there is considerable expertise in the secondary phase at Hatcham College.

This will require:

- Two teachers and one Learning Support Assistant to be appointed for September 2016
- Two teachers and one Learning Support Assistant to be appointed for September 2017
- Two teachers and one Learning Support Assistant to be appointed for September 2018
- Two teachers and one Learning Support Assistant to be appointed for September 2019



Teaching staff will be expected to teach 90% of the student timetable. The remaining 10% will be used for planning, preparation and assessment (PPA). The senior team will provide the PPA cover. Learning Support Assistants will expect to be working with the students as directed by need throughout the school week with 5% preparation time.

### **Special Educational Needs**

The quality of Inclusion arrangements at Haberdashers' Aske's Hatcham College as judged by the Inclusion Quality Mark report (2011) are outstanding and will be replicated in HTG Free School. The school will be determined to identify and overcome barriers to learning for all pupils. In class support for as many children, in as many lessons, as possible, will be achieved through differentiated teaching and a team of learning support assistants. All children have individual needs and we will support and encourage them to fulfil their potential at HTG Free School by helping them, and the teaching staff, to meet those needs and by removing any barriers to achievement as we do already in our existing three primary and three secondary schools.

The Deputy Head teacher's responsibility will be to work with the Federation Inclusion team to provide tailored support and guidance. This may include support from Federation learning mentors, supported learning assistants who provide subject support, higher level teaching assistants and staff trained in the whole range of intervention strategies.

Children with statements of additional educational needs will receive the resources and provision specified in their statements. The experience within our existing SEN departments will be a vital resource. We see parents as partners and work closely with them. Parents will be encouraged to contact the Inclusion Manager with any concerns. We have close links with the local authority who are actively supporting this free school application and as part of this have regular access to the services of a consultant educational psychologist

### **Administrative/Support Staffing**

HTG Free School will require a growing support staff to cover the administrative, financial and facilities requirement of the school.

It will require:

- One receptionist / general admin support appointed September 2013
- One facilities manager September 2014
- One member of finance team to work in Federation team 2015
- Second receptionist /general admin support September 2017
- Second facilities team September 2018
- Third general admin support September 2019

### ***Roles and qualities of different staff***

All staff will be expected to work very closely, especially in the opening years,

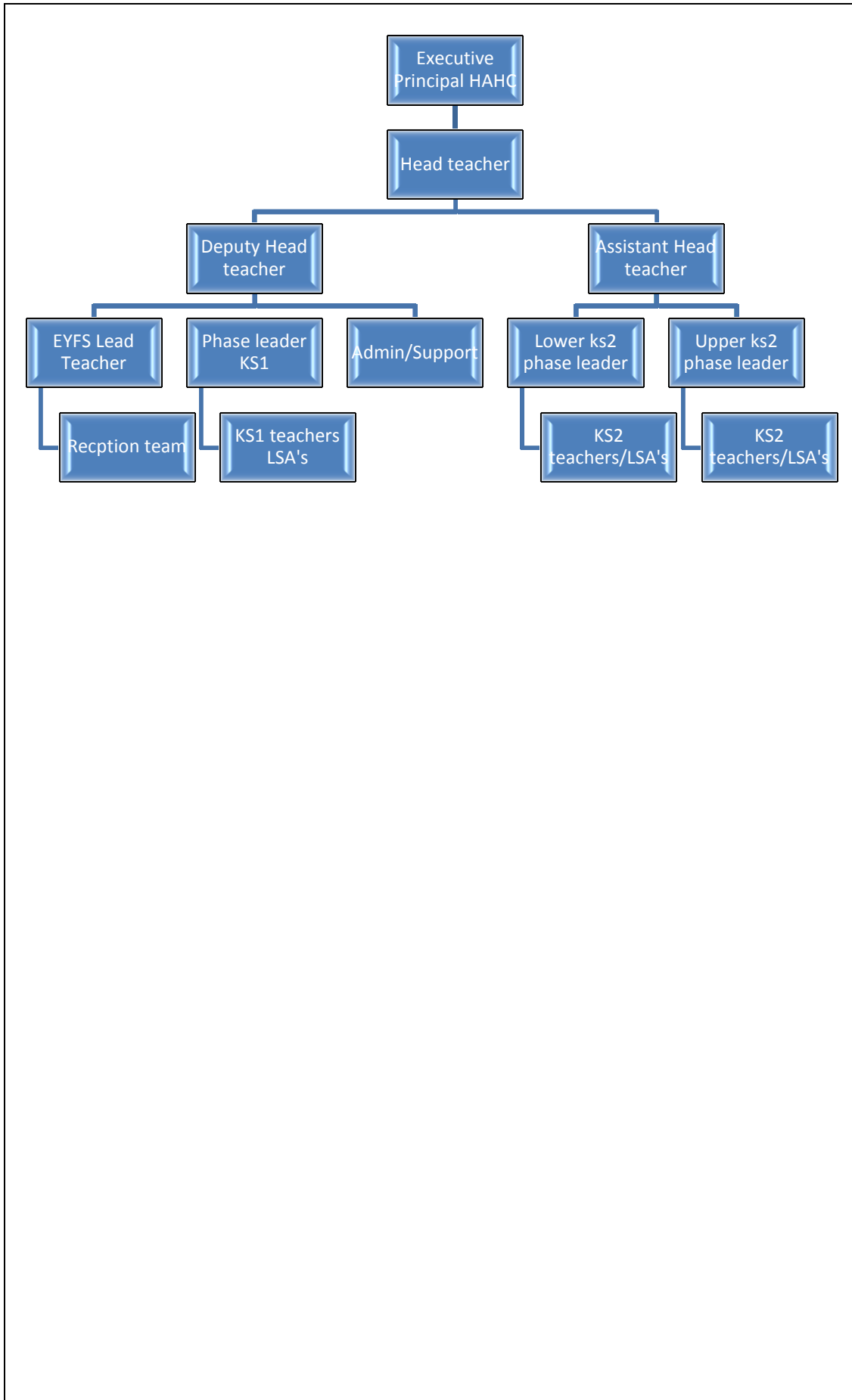
to ensure that HTG Free School establishes itself as a successful and popular school which continues to uphold the Haberdashers reputation in the local area. The staff will be a mixture of experienced and newly qualified teachers who will be supported by the wider resources of the Haberdashers' Aske's Federation. We will aim to recruit high quality experienced staff not only through advertising through the TES but also through internal recruitment from within the Federation. High quality newly qualified teachers especially for the immersion teaching will be sought through the close relations Hatcham College has with Goldsmiths' College. We will expect staff to be flexible and recognise the importance of working as a team to cover the requirements of a small but growing community. As such, staff may teach more in the first few years or cover a number of responsibilities that will be shared out around a bigger team when numbers rise.

The eventual staffing structure will be as follows:

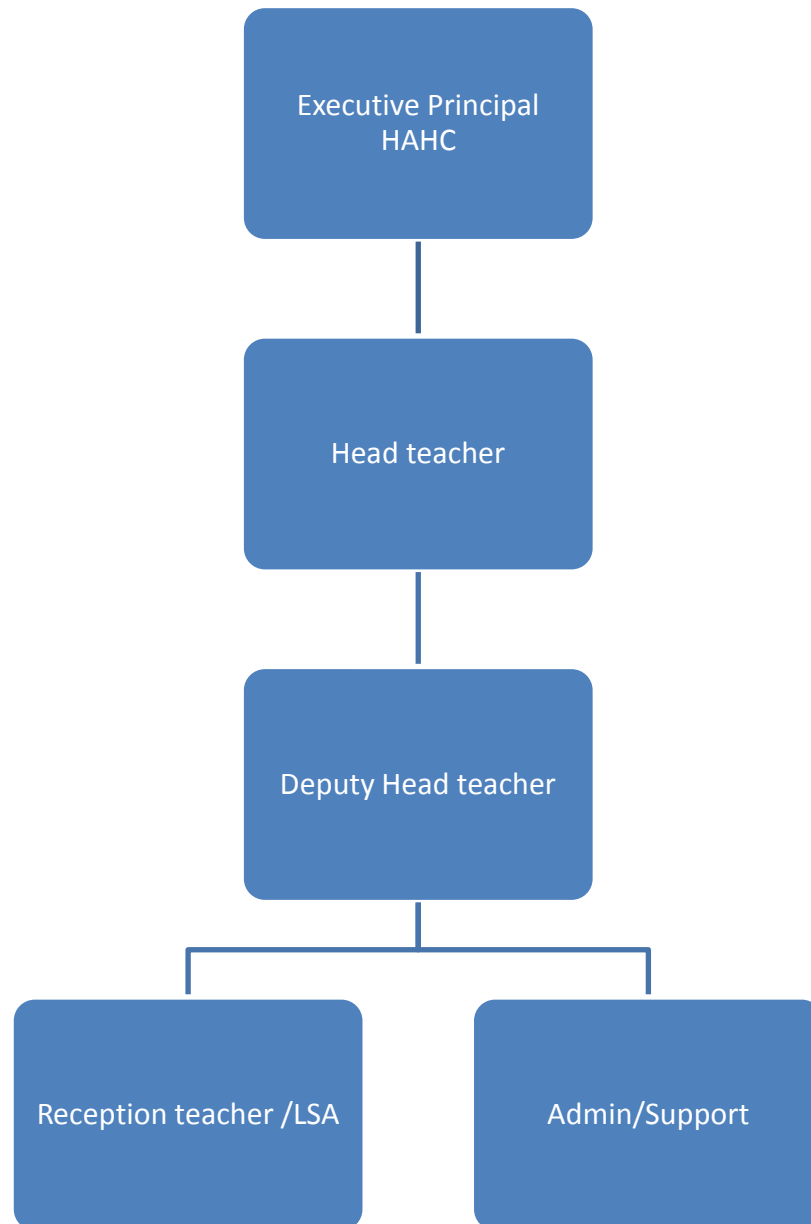
<b>Group</b>	<b>Description</b>	<b>No of teachers</b>	<b>No of Support</b>
<b>Senior Leadership Team:</b>	Head teacher: Has overall responsibility for the school, its staff, its pupils and the education they receive.	1	
	Deputy Head teacher (Inclusion /SENCO): to oversee the pastoral system within the school and tracking of student progress	1	
	Assistant Head teacher (Curriculum and Immersion teaching): to oversee the development both of the International Curriculum and the continuing development of immersion teaching	1	
<b>Upper Key Stage 2 team</b>	Phase Leader: lead and manage the final years of key stage 2 and prepare for transition and a class teaching commitment.	1	
	Year 6 and 5 teachers	3	
	Learning Support Assistants for year 6 and 5		2
<b>Lower Key Stage 2 Team</b>	Phase Leader: Lead and manage the beginning of key stage 2 and a class teaching commitment	1	
	Year 4 and 3 teachers	3	
	Learning Support Assistant for year 4 and 3		2
<b>Key Stage 1 Team</b>	Phase Leader: Lead and manage Key Stage 1 and a class teaching commitment	1	
	Year 2 and 1 teachers	3	

	Learning Support Assistant for year 2 and 1		2
<b>Early Years Foundation Stage Team</b>	Lead Teacher: Responsible for children in the foundation stage, leading the foundation team of teacher and teaching assistants.	1	
	Reception -	1	
	Learning Support Assistants: 2 (reception)		2
<b>Admin and Facilities Team</b>	School Administrative Officer/ Assistants: 3		3
	Facilities: 2		2
	Financial administration:1		1
<b>Additional Staff</b>	Lunch time supervisors: to cover legal ratio requirement plus After School Club: 2		0.5
<b>Total</b>		17	14.5

Organisation Structure of HTG Free School in 2019



## Staffing Structure Hatcham Temple Grove Free School Year 1



All other support will be provided as managed services from Haberdashers' Aske's Federation core services.

In the pre-opening phase the steering group and the Federation core services will provide all of the key expertise and practical support to establish the school.

**F5: Provide realistic plans for recruiting a high quality principal designate other staff and governors in accordance with your proposed staffing structure and education plans.**

***Recruiting a high quality Head teacher designate***

**• set out plans for recruiting your school's head teacher designate and the role you envisage him/her playing in the implementation phase**

We will be looking for a Head teacher designate who can meet the job and

person specification set out in annex F1.

### **Recruitment Process**

The Head teacher will be recruited through the human resources department of the Haberdashers' Aske's Federation. The department has experience of recruiting and co-ordinating around 100 appointments a year as well as maintaining and updating the payroll across the Federation.

The Head teacher designate will be advertised externally in the Times Education Supplement and internally through the Federation in September 2012 for a January 2013 start.

During our shortlisting stage we will look at the projects an applicant has been involved in. Have they evidence of the impact they have had in raising attainment in inner-city, ethnically diverse settings? Have they shown initiative and taken leading roles? Can they demonstrate strong commitment? Have they moved around a lot or taken frequent time off for personal development activities? These questions will also be explored thoroughly at interview stage. The interview will also be designed to reveal whether a candidate has a real interest in school improvement and what action they may have taken in their current role to make it a reality. Our successful candidate will show that they possess this motivation, along with the drive to help develop our school in line with our educational vision. An additional part of our recruitment process should be visiting candidates in their schools. It is essential to see a prospective Head teacher in their usual working environment, including the way their conduct their work and how they interact with others. The interview process will include a data and in-tray activity to test the skills of the prospective candidate.

A key element of the interview process will be to ascertain the ability of the candidate to manage growth lead innovation and direct an organic staffing structure to grow with the school. It will also be made clear that the head will be accountable for maths and English targets, which underpin all other school subjects and remain important factors to pupil progress.

The Executive Principal and CEO will interview the candidate along with representatives of the governing body.

### ***Role of the Head teacher Designate in pre-opening***

It will be essential that our Head teacher Designate is engaged as soon as possible. The Head teacher will be a key part of the steering group. The Head teacher will oversee the recruitment of staff and students in the 9 months before the first reception class arrives. This requires the Head teacher to be fully engaged in raising the profile and commitment to the school amongst future parents, pupils and stakeholders. The Head teacher Designate must play a considerable role in outreach and marketing, as s/he will be the visible figurehead of the school. The Head teacher's key tasks before opening will be:

- Staff recruitment.
- Overseeing the purchase and deployment of resources to establish the classrooms.
- Working with the Federation Registrar to promote and organise the admissions for the first year.
- Tailoring policies of the Federation to meet the needs of the Free School.
- Establishing the curriculum model best suited to the Free School in line with Hatcham College expectations.
- Overseeing the plans for the development of the school buildings.

### ***Recruiting other staff***

- **set out your plans for recruiting high quality members of staff**

### **Recruitment timelines:**

The Deputy Head's post will be advertised in January 2013 for April 2013  
 The reception teachers and learning support assistants will be advertised in April 2013 for September 2013

The school will again use the services of the Federation Human Resources department to advertise both externally and across the Federation.

- The job and person spec for
  - the Deputy Head role is in appendix F2;
  - for class teacher is in appendix F3;
  - for learning support assistant is in F4.
- The salary scales for leadership, teacher and support staff is in appendix F5, these salary scales are consistent across the Haberdashers' Aske's Federation and closely mirror national pay scales for inner London with a small "Aske's" premium; and,
- the contract of employment is in appendix F6

### ***Recruiting Governors***

- **tell us about any individuals you have already identified as prospective governors and their relevant skills and expertise; and**
- **describe how you will identify and appoint committed governors with the breadth of skills needed to oversee successfully both the implementation of a school and its operation once open.**

The governors of HTG Free School will be the present governors of the Haberdashers Federation.

The Worshipful Company of Haberdashers' employ a rigorous governor training programme for their members and have a very active approach to their involvement in their schools.

The present governing body has a rich level of experience. They combine an

understanding of differing areas of civic life as well as expertise in educational and financial governance. This team was judged twice by Ofsted in 2011 for two of the schools within the Federation and was found to be outstanding as illustrated by the following extracts from the inspection reports.

“The governing body is exceptionally able and, as the Federation governing body, highly strategic. Financial management is strong and governors fulfil their statutory requirements effectively.” Ofsted HAHC July 2011

“Governance is outstanding. An inclusive and ambitious vision is strongly promoted across the Federation by the chief executive and the governing body. They are rigorous as well as supportive in monitoring the academy's effectiveness. They determine the overall strategies and budget, and are meticulous in meeting their statutory responsibilities.” Ofsted HAKA March 2011

A further parent governor will be elected from amongst the parents of the first cohort of students who are offered and accept a place at the school in September 2013 and they will join the Federation governing body.

The Federation governing body is as follows:

	██████████ has ██████████.
	██████████ is ██████████.
	██████████ was ██████████.
	<i>The Worshipful Company of Haberdashers' appointed ██████████ as governor in 2008.</i>
Chairman	██████████ is ██████████.
	██████████ is ██████████.
	██████████ has ██████████.
	██████████ is ██████████.
	██████████ is ██████████.
	██████████ is ██████████.
The Master	<i>The Master is an annual appointment from the Worshipful Company of Haberdashers'. The Present Master (██████████, ██████████) has ██████████.</i>



	[REDACTED] is an elected parent governor since 2005.	
	[REDACTED] has [REDACTED] School.	
	[REDACTED] is [REDACTED]	
	The worshipful company of Haberdashers' appointed [REDACTED] as [REDACTED].	
	[REDACTED] is [REDACTED].	

**F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.**

**The structure, lines of accountability and methods of escalation between the company members, the school's governing body (the company directors) and the principal**

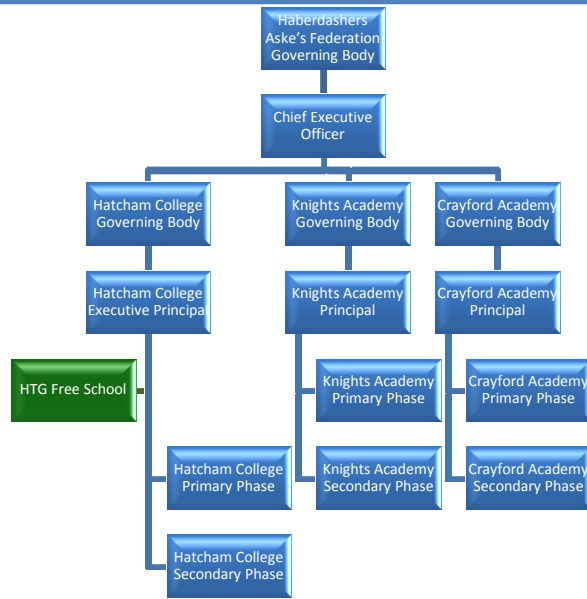
The new Haberdashers' Free School will fit into the existing governance arrangements for the Haberdashers' Aske's Federation Trust (see structure diagram below). The Trust governance arrangements were assessed as outstanding the Ofsted examination of Haberdashers' Aske's Hatcham College of 2011. The Free School will be part of the Trust but with a separate funding agreement and will fall under the governing body of Hatcham College. The governing body of Hatcham College is a committee of the Haberdashers' Aske's Federation Trust. All of the **members** of the Hatcham governing body are **directors/governors/trustees** of the Federation Trust.

Matters arising in the Hatcham governing body are reported to the main Trust board via the minutes of meetings. In this way any items of particular concern are subject to scrutiny and review by the full board of the Federation, which will include governors from the other schools in the Federation. In this way matters of concern arising in the Free School are the subject of direct and independent scrutiny and review. The Head of the Free School will report to the Hatcham College Principal and escalation of matters arising will be through the Federation Chief Executive to the governing body.

The members of the Federation Trust are also directors/governors/trustees and have direct knowledge of matters arising across the Federation.

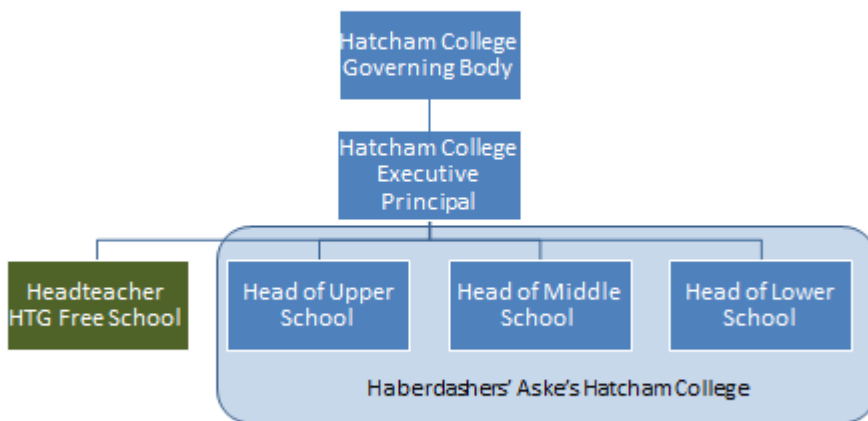
The structure diagram for these governance arrangements is shown below.

### Governance Structure for the Hatcham Temple Grove Free School



The management arrangements for the HTG Free School mirror those of the governance and are given more clarity at the Hatcham College level in the structure diagram below.

### Management Arrangements for HTG Free School



**Define and set out the respective roles and responsibilities of the company members, the governing body and the principal designate**  
 The Headteacher of HTG Free School will report to the Hatcham College Executive Principal. The Head teacher will be responsible for all operational

matters relating to the Free School. The Executive Principal will be responsible for the strategic direction of the school within the Haberdashers' Aske's Federation. The Executive Principal reports to the Federation Chief Executive. The Chief Executive reports to the governing body.

**Arrangements that seek to ensure that any potential conflicts of interest are avoided and that deliver independent challenge to those with executive functions**

The Head teacher of HTG Free School will benefit from the considerable knowledge and expertise that already exists in the Federation in delivering excellent results in the Primary phase. In addition the Head of HTG Free School will be subject to professional monitoring and review in the delivery of outstanding outcomes for students. The HTG Free School Head teacher will be able to seek advice and support from other senior colleagues; not least the Head of Lower School at Hatcham College already working with primary children aged 3 – 9 in the existing primary phase of Hatcham College.

The Executive Principal reports to the Federation Chief Executive and any matters of concern will be rapidly identified and solutions sought as part of the overall Federation monitoring and review procedures. The Federation Chief Executive provides for independent challenge to both the Hatcham Executive Principal and to the HTG Free School Head teacher.

The governors provide a very rigorous and robust level of challenge through the full board and the various committees. In particular the head of HTG Free School will be held to account by the Hatcham governors committee who will provide challenge specifically upon the quality of teaching, academic standards and behaviour and attendance. In addition the headteacher will attend the Federation's Academic Committee where there is a consistent focus upon academic standards across the Federation and where practice can be identified and shared in a way that is visible to governors.

Governors are required to enter any interests on the register of governor's interests and are required to declare such interests as they have whenever they conflict with items on the agenda. Should governors believe the conflict of interest is severe then the governor concerned may be required to leave the room whilst the issue where the conflict arises is discussed, if the conflict should challenge the status of the governor then they may be required to stand down as a governor.

## Section G: Initial costs and financial viability

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

**Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year**

██████████

## Section H: Premises

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

The School will be accommodated on the Haberdashers' Aske's Hatcham College [REDACTED] and [REDACTED] sites. These sites are currently in operation as a decanted site for the existing Hatcham Temple Grove (HTG) primary phase following the catastrophic fire at its site on [REDACTED]. HTG will relocate back to the [REDACTED] site following the reinstatement of the fire-damaged building that is due to complete in September 2013.

The [REDACTED] and [REDACTED] sites are already in the ownership by lease of the Haberdasher's Aske's Federation Trust and no acquisition costs are associated with these.

The new school will be able to access existing facilities and spaces on the sites (including catering and hall areas) and in this way the proposal represents **excellent value for money**. The capital costs associated with the proposal relate to the creation and development of teaching and staff spaces with central service spaces already in existence.

### **Reasons for site selection:**

The site is currently in use as a Primary School who will be vacating when they relocate back to their existing site.

### **The address and postcode of the proposed site;**

[REDACTED]  
London

[REDACTED] and

[REDACTED]  
London

### **The current use of the proposed site;**

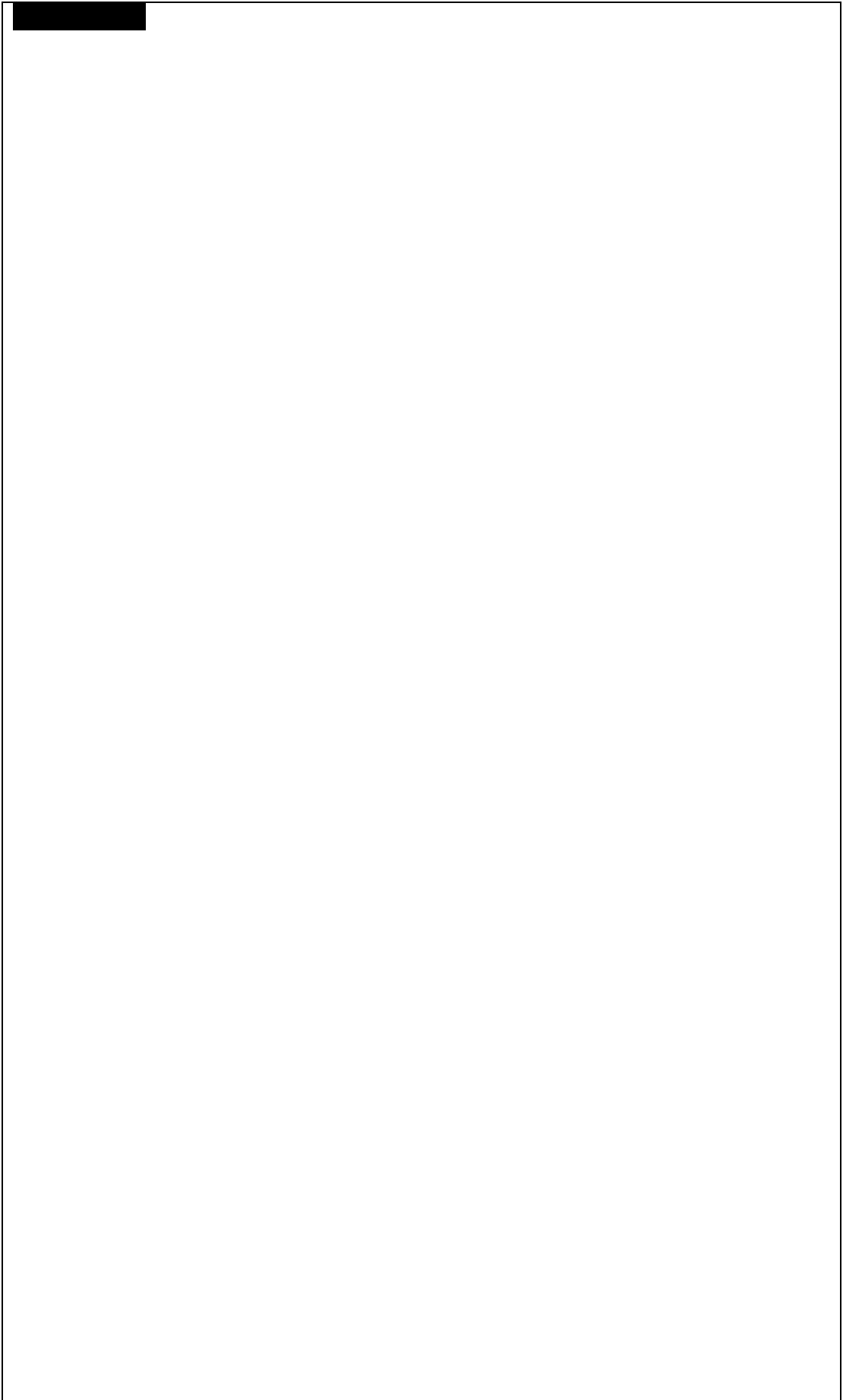
The site is currently in use as a Primary School

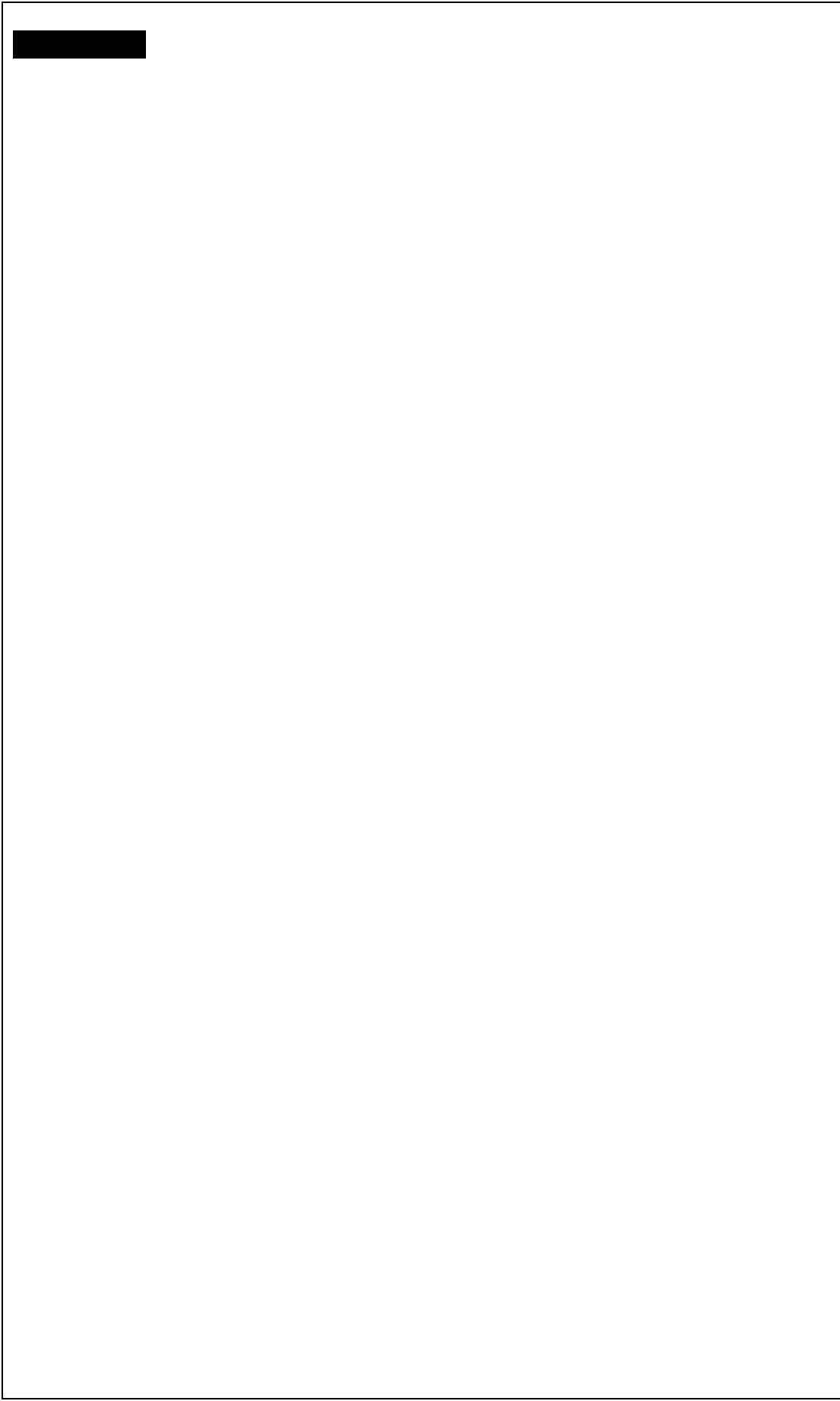
### **The current freeholder of the proposed site;**

The Worshipful Company of Haberdashers

### **A brief description of the site including size (in square metres) along with the pupil numbers you are proposing;**

The site forms part of the existing Haberdashers' Aske's Hatcham College sites of 2Ha. The school will be two form entry total 420 pupils. The two areas are shown in the site diagrams below.





**The availability of the site and the nature of the tenure;**

The site is currently occupied under lease by the Haberdashers' Aske's Federation Trust on a lease due to expire in October 7<sup>th</sup> 2090.

**Suitability for your HTG Free School and how it will support delivery of the education vision.**

The site has provided an excellent environment for the existing primary age children utilising the facilities and there is no reason to suggest this will not continue to be the case for HTG Free School.

**Capital investment**

No funds are required for site acquisition as the site is already in the leasehold ownership of the Haberdashers' Aske's Federation Trust. However there will be capital investment required to build the school premises. As once the temporarily housed HTG primary phase returns to its [REDACTED] home the temporary buildings they currently occupy will be removed. The value of capital funds required is yet to be determined. However, because of the location of the school on existing school premises there will be substantial savings in the provision of, for example, kitchen and dining facilities as these already exist on the sites and will be utilised. The core capital costs will be provision of Primary classroom spaces and associated toilet and storage spaces. There will be a need for a minimum of 14 classroom spaces; group spaces, administration and staff work areas and SEN areas in accordance with building bulletin guidance. The provision of a large hall and sports spaces will be assessed in line with the existing provision on the sites and their utilisation for the secondary phases of the Federation.

A draft feasibility study in in appendix H1



## Appendices

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

### Appendix D1

		<u>Autumn</u>	<u>Christmas</u>	<u>Winter</u>	<u>Easter</u>	<u>Spring</u>	<u>Summer</u>
Year 1	<b>IPC Topic A</b>	Places People Go/Holidays		Toys		Our World	
	<b>IPC Topic B</b>	Circus		Getting Around		Stories People Tell	
	<b>Literacy Unit</b>	Recounts  Stories from Different Cultures	Instructions  Poetry: Pattern and Rhyme	Information  Stories about Fascinating Worlds	Recounts  Poetry on a Theme	Instructions  Traditional Fairytales	Information  Poetry: Using the Senses
	<b>Science Unit</b>	Sorting and Using Materials	Lights and Darks	Pushes and Pulls	Sound and Hearing	Ourselves	Growing Plants
Year 2	<b>IPC Topic A</b>	Places People Go/Holidays		Toys		Our World	
	<b>IPC Topic B</b>	Circus		Getting Around		Stories People Tell	
	<b>Literacy Unit</b>	Recounts  Different Stories by the same author	Instructions  Poetry: Patterns on the Page	Information  Traditional Stories and Settings	Persuasive  Poetry: Really Looking	Explanation  Extending stories by Significant Authors	Persuasive  Poetry: Silly Stuff
	<b>Science Unit</b>	Variations	Grouping and Changing Materials	Forces and Movement	Using Electricity	Health and Growth	Plants and Animals in the local environment

Year 3	<b>IPC Topic A</b>	The Active Planet		Archaeology		Do You Live Here?	
	<b>IPC Topic B</b>	Rainforests		Dinosaurs		Food, Farming and Survival	
	<b>Literacy Unit</b>	Recounts  Stories with Familiar Settings	Instructions  Performance Poetry	Information  Dialogue and Playscripts	Persuasive  Shape Poems	Explanation  Adventure and mystery Stories	Recounts  Myths and Legends
	<b>Science Unit</b>	Characteristics of Materials	Rocks and Soils	Magnets and Springs	Light and Shadows	Teeth and Eating	Helping Plants Grow

Year 4	<b>IPC Topic A</b>	The Active Planet		Archaeology		Do You Live Here?	
	<b>IPC Topic B</b>	Rainforests		Dinosaurs		Food, Farming and Survival	
	<b>Literacy Unit</b>	Recounts  Stories from Other Countries	Instructions  Plays	Information  Stories with Dilemmas and Issues	Persuasive  Poetry: Creating Images	Explanation  Stories with Historical Settings	Explanation  Poetry: Exploring Form
	<b>Science Unit</b>	Keeping Warm	Solids, Liquids and Separation	Friction	Circuits and Conductors	Moving and Growing	Habitats
Year 5	<b>IPC Topic A</b>	Making the News		Go With The Flow		Growing Up	
	<b>IPC Topic B</b>	Our Place In Space		Building A Village		Growing Up	
	<b>Literacy Unit</b>	Recounts  Myths and Legends	Instructions  Poetic Style	Information  Older Literature: Shakespeare	Persuasive  Classical Narrative: The Highwayman	Explanation  Significant Authors: There's A Boy in the Girl's Bathroom	Discussion  Film Narrative
	<b>Science Unit</b>	Earth, Sun and Moon	Changing Sounds	Gases Around Us	Changing State	Keeping Healthy	Life Cycles

Year 6	<b>IPC Topic A</b>	Making the News		Go With The Flow		Growing Up	
	<b>IPC Topic B</b>	Our Place In Space		Building A Village		Growing Up	
	<b>Literacy Unit</b>	Recounts  Issues and Dilemmas in Stories	Discussion  Biographies: Music  Xmas: Instructions	Information Persuasive Discussion Explanation Recounts Narrative		SATS	Shakespeare
	<b>Science Unit</b>	Forces in Action	How we see things	More About Dissolving	Reversible and Irreversible Changes	Interdependence and Adaptation	Micro-Organisms

## **Appendix D2**

### **HTG FREE SCHOOL CURRICULUM OVERVIEW RECEPTION AND NURSERY CLASSES**

#### **TERM: AUTUMN AND CHRISTMAS**

#### **ALL ABOUT ME AND CHANGES**

##### **Communication Language and Literacy:**

In literacy we will continue our daily phonics sessions. In Reception the children will learn letter sounds and in both Reception and Nursery we will be improving listening skills. All children will practise writing in the classrooms and in the outside play area writing letters to friends, making books, labelling drawings and models and using chalk and large brushes on the ground outside. We will read books about our topic, such as the Owl Babies, What can a baby do? and information books about senses, seasons and our bodies. The children will create their own stories and practise retelling narratives in sequence. We will learn new topic related rhymes each week such as Tommy Thumb and Heads shoulders Knees and Toes.

##### **Problem Solving, Reasoning and Numeracy:**

The children will improve their numeracy skills in all areas as they count and sort toys, make dough cakes and count the candles and calculate how many fruits we need for everyone at fruit time. The children will make folded paper shapes - changing squares into triangles for example. We will learn number rhymes, using our fingers to count. Reception children will write numerals and learn how to do addition. The children will count, sort and calculate as they play with the toys inside and out – in the sand, water and in the play house and baby clinic. We will play board games and learn how to 'count on' – an excellent opportunity to practise turn taking with friends. The children will compare their different heights and learn counting rhymes using their fingers. They will make patterned Christmas decorations and crowns learning about size and shape.

##### **Knowledge and Understanding of the World:**

The children will explore the changes they have been through since they were babies – making books about themselves. They will collage person pictures and label the parts of the body. We will make hand prints in our art work, exploring ways of using paint and glue. We will learn about our different senses. The children will observe and discuss the changes in the world around them e.g the seasons. They will talk about their lives, looking at past and present. The children will use the computers – The Reception class will visit the computer suite.

##### **Creative Development:**

The children will continue to practise drawing and painting skills throughout the day. They will experiment with mixing colours and will make hand and leaf prints. The children will create stories in the role play areas, then house and

the baby clinic. They will make models of their families and themselves. The children will explore changes in sounds.

**Physical Development:**

The children will continue to develop their gross motor control in the outside space through climbing and wheeled equipment. They will work on fine motor control every day using scissors, manipulating dough and clay and threading beads etc. - all essential for the development of effective pencil grip and control. We will investigate different ways of moving in their P.E. sessions.

**Personal, Social and Emotional Development:**

The children will work together cooperatively with one another and adults learning to take turns in games and conversations. They will learn the rules and routines and how to behave when working in groups, considering others and making a positive contribution to the life of the Early Years Unit. Please remind your child of the school rules.

Our rules: 1. Be kind to one another 2. Share and take care of the toys. 3. Listen to adults.

**Reminders to Parents:**

Books: If children are given a book or take a book home from school, please ensure that you read the book with the child and a comment is written in their reading journal each week.

Homework schedule: Home learning is given out every Friday (Reception only). Please ensure it is completed and returned by Monday.

### Appendix D3

September	Focus for week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pupil Progress meetings PPM (all years)			RAP		
Week 2			Meet the teacher meeting Y1 – Y6			
Week 3	Performance Review					
Week 4	Lesson Observation Week - Maths	CPD				
Week 5	APP /PA all years	PPM feedback to SLT				
Week 6		Primary SM				RAP Data on Sims
HOLIDAY						
Week 7	Periodic assessments			RAP		
Week 8	Pupil progress meetings PPM (all years)				Periodic assessments to be completed	
Week 9			Parent's evening Y1 – Y6 PS	Parent's evening Y1 – Y6 PS		
Week 10	Literacy observations.	PPM feedback to SLT				

	Learning walks (environment supporting learning)					
Week 11	Pupil conferencing (talking with children)	CPD				
Week 12	Pupil Progress meetings (EYFS to year 6)					
Week 13				KS1 & EYFS Christmas performance	KS1 & EYFS Christmas performance	
CHRISTMAS HOLIDAY						
Week 14						
Week 15	Pupil Progress meetings PPM (EYFS to year 6)					
Week 16						
Week 17	PA/APP week					
Week 18					Data on Sims	
HOLIDAY						
Week 19	Pupil progress meetings (all years) Periodic					

	assessment (Years 2 and 6)					
Week 20	Periodic assessment (Years 2 and 6)		Parent's evening Nursery to Y6	Parent's evening Nursery to Y6. Year 8 Parents evening		
Week 21		PPM feedback to SLT				
Week 22	Pupil progress meetings					
Week 23	Learning walks (behaviour for learning) Based on lesson observation standards, all teachers to be informed prior to this.					
EASTER HOLIDAY						
Week 24	PA (year 2 and 6)					
Week 25						
Week 26	Lesson Observation Week					
Week 27	PA years (all years)					
Week 28						
Week 29	SAT's Assessment week					



Week 30	Pupil conferencing (talking with children)/ tutor time target setting					
HOLIDAY						
Week 31	PA years 7 and 8		Data on Sims			
Week 32	Pupil progress meetings (all)					
Week 33	Completion of reports					
Week 34	PA years 2 and 6 Performance Review (years 2 and 6)					
Week 35						

## Appendix D4

### **Behaviour for learning policy**

#### **Aims**

1. To promote the concept that the best learning opportunities occur in a positive and structured environment.
2. To promote consistently high expectations of positive behaviour and attitudes throughout the School.
3. To affirm that maintaining good behaviour within our schools is the shared responsibility of every member of the community.
4. To raise students' self-esteem by the use of positive interaction.
5. To develop self-discipline amongst students and a sense of responsibility to others within the School community.
6. To establish clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood across the School
7. To ensure that everyone has the right to be treated fairly and every child to be treated equally
8. To encourage and enable all staff to resolve behavioural problems should they occur
9. To create a caring, stimulating and secure environment in which everyone can operate safely.
10. To ensure the policy is fully understood and implemented consistently throughout the School, and is effectively monitored and evaluated.

#### **Objectives**

1. There is a clear understanding that everyone in the school has the right to be able to fulfil their potential and everyone has the responsibility to allow them to do so.
2. To create a learning environment that is characterised by respect, responsibility and co-operation with a focus on high standards.

#### **Promoting Positive Behaviour**

There are many ways of trying to promote good behaviour. Two underlying principles are:

- Consistency amongst staff in implementing school policies and when dealing with individual students.
- Mutual respect through good relationships between students and staff.

Ways of encouraging positive behaviour include:

- Understanding that students are individuals.
- Ensuring the curriculum is appropriate for each individual student.
- Using a variety of teaching styles and above all that all teaching is of high quality.
- Recognising achievement – regular use of praise.

We recognise that the sensitive use of reprimands and sanctions is an effective means of cutting short inappropriate behaviours and educating students towards more positive attitudes.

### **We promote positive behaviour explicitly through:**

- Class teacher pastoral support.
- Academic tutoring and mentoring.
- Assemblies.
- Rewards and sanctions system.
- The Primary phase Golden Rules

### **THE GOLDEN RULES**

We all work together to help each other learn

Take an active part in all our learning

Treat other people as you would like to be treated.

Be respectful to our school and its environment.

- Setting expectations and rules with students – for classrooms, around school and in the community.
- Involvement of parents.
- Discussion with students – individuals and groups.
- Leading by example.
- Challenging anti-social behaviour consistently.
- Promoting expectations and rules – displayed in classrooms, and the Federation Handbooks

### **We ensure positive behaviour by strategies including:**

- Providing an appropriate and stimulating curriculum.
- High quality of teaching and learning.
- Helping students to modify inappropriate behaviour through pastoral support and social inclusion.
- Following agreed procedures - being consistent.
- Target setting and use of, for example, Individual Education Plans, Pastoral Support Programmes.
- Taking collective responsibility for behaviour around the school.
- Induction of new staff and supply staff.
- Teaching appropriate behaviour to students and supporting colleagues.

### **Rewards**

As a School we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels.

At HTG Free School we reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, e.g.

- Staff praise verbally and in books and learning samples
- Gold and Silver awards
- Individual certificates
- House points
- HTG Free School stickers
- Written communication – letters to students and/or parents
- House cups

- Recognition of outstanding achievements
- Visits and trips
- Article in the Head teacher's Newsletter

We also recognise that one of the easiest and most effective ways of rewarding a student is the use of praise.

### **Consequences and Sanctions**

There is an expectation that students will face consequences wherever their behaviour does not meet the required high standards. Any sanction should be appropriate and it is expected that behaviour will improve as a consequence. When imposing sanctions we need to keep the above in mind. It is also important that we remember to:

- Examine the behaviour and not criticise the student
- Use private rather than public reprimands wherever possible
- Be consistent when dealing with students and when implementing the Behaviour for Learning Policy.

It is also important that once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

### **SOME POINTS FOR PARENTS**

These are some of the ways in which students can be supported:

- Set aside some time each week to sign their reading journals, and talk about what is going on at school
- Attend Parents' Evening and talk to your child's class teacher about their progress
- Join the HTG Free School PTA to meet other parents and help us fund raise
- Check that their uniform is correct and smart
- Volunteer as a parent representative on the parent council for your child's class
- Please make sure that **all their possessions are named** including watches, and that they do not bring anything valuable into school
- Mobile phones are only permitted in Years 5 & 6 and must be handed into the School Office for safe keeping during the day. Large sums of money, e.g. for journeys, should be given to the School office immediately
- Encourage your child to develop an awareness of current issues by reading a newspaper or watching 'Newsround'.
- Make sure they have a quiet place to complete any home learning tasks and ensure that they get into the habit of doing these regularly before watching television or going out
- Children should be sure to get a good night's sleep – at the very least 8 hours each night.
- Please check your child's homework regularly and discuss any issues with them and their class teacher.
- Your child should attend school every day and always be on time. Attendance falling below 95% is unacceptable.
- Sometimes it will be necessary to correct children's behaviour, whilst at school. Our expectation is that you will support in this.

If there are any factors which that may affect your child's performance or well-being, please do not feel shy or embarrassed, but let your child's class teacher know. Most importantly, remember to play with your child and show an interest in their daily lives, encourage your child to participate in clubs, and take them to places of interest to support their learning.

## **APPENDIX E1: CHILDREN AND YOUNG PEOPLE' SELECT COMMITTEE REPORT 8<sup>TH</sup> SEPTEMBER 2011**

### **1. Executive Summary**

- 1.1 This report evaluates the current levels of supply of and demand for primary school places and the action is being taken to ensure adequate provision of primary school places in the Borough. It includes current information on Government policy and funding proposals which will inform the development of Council strategy.

### **2. Purpose**

- 2.1 To keep members of the Children & Young People Select Committee updated with recent developments

### **3. Recommendations**

- 3.1 Members are invited to note the contents of the report and comment on the issues.

### **4. Background**

- 4.1 Births in Lewisham increased by 34% between 2000/01 and 2009/10 with a corresponding increase in the demand for places in Primary schools. Demand has exceeded supply since 2009/10 and is forecast to continue at this higher level until at least the end of this decade.
- 4.2 It is clear that the borough will need to increase the supply of places to meet demand. Demand is forecast to fluctuate across the borough, and a mixture of permanent expansions supplemented by temporary classes will be developed to ensure that demand is met locally as far as possible.
- 4.3 To date the Borough has coped successfully with the very significant challenge of providing places for the increasing numbers of children entering Primary education in the borough despite the severe limitations of its capital budgets. For the 2010/11 academic year 74% of families who applied on time were offered a place at their first preference school. For 2011/12 the figure is 75%.
- 4.4 Uncertainty about funding streams meant that initial responses could only be through the temporary enlargement of schools.
- 4.5 The borough re-directed funds from other schemes, including major maintenance and SEN Resource Bases in order to create a fund of £4.35m for additional classes in 2010/11

- 4.6 In December 2011 the Borough was informed of a Basic Need allocation for 2011-12 of £12.6m and £3.6m for capital maintenance. It has also been given an indication of similar allocations for the following two years, but these and any conditions attached have not yet been confirmed.
- 4.7 Approximately £6m of this years Basic Need allocation will be required to fund a further programme of temporary enlargements to meet demand in 2011-12. This will provide 564 additional places across 22 schools.
- 4.8 The balance of the funding will support the first stages of the programme, agreed by Mayor & Cabinet, to increase the supply of permanent places.
- 4.9 The Government has recently announced further funding to increase the supply of permanent school places. £500 million capital funding will be available this financial year for local authorities where rising pupil numbers have put severe pressure on school capacity. Details of how allocations will be made will be provided over the summer and finalised in the autumn. In addition a new privately financed school building programme has been announced. This will focus on school buildings in the greatest need of repair and will also consider whether additional places can be provided as part of the building replacement programme. Funding for this initiative will be allocated on the basis of bids. A paper will be taken to Mayor & Cabinet October 5<sup>th</sup> setting out a package of bids for approval.

## **5. Policy Context**

- 5.1 The Local Authority has a statutory duty to ensure the provision of sufficient places for pupils of statutory age and, within financial constraints, accommodation that is both suitable and in good condition.
- 5.2 The implementation of a successful primary places strategy will contribute to the delivery of the corporate priority *Young people's achievement and involvement: raising educational attainment and improving facilities for young people through partnership working* and, at the same time, contributing to the corporate priority of *ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community*.
- 5.3 Where possible, the local authority will endeavour to meet local demand by the expansion of popular and high-performing schools. This may be through the physical enlargement of buildings or through expanding their influence by partnership with other sites.

## **6. The basis of Projections**

- 6.1 Pupil number projections for Primary schools are developed using a range of data sources including:
- Office of National Statistics post-coded birth data (this is purchased annually, 2009 data has just become available and is reflected in the projections)
  - GLA overall population projections *these in turn include*
  - Housing data to reflect the mix of planned development across the borough
  - Pupil Census data to capture 1) the “conversion rate” of births to applications and 2) the “cohort survival rate” from year to year.
- 6.2 The major variables are the rate of movement of people in and out the borough, the final mix of housing in new developments (social housing is more likely to produce higher numbers of children) and assumptions about the fertility rate of the number of women of child-bearing age (there are indications that family size has increased over recent years). These are monitored by the GLA demography team and projections adjusted annually to reflect changing trends.
- 6.3 Current analysis also suggests that the “conversion rate” of births to applications has increased slightly from 69% to 75% over the last 3 years.
- 6.4 Figures are prepared for each locality. Three projections are provided for Reception: low, weighted average and high ratios. The accuracy is reviewed each year and the methodology refined as required. The rapidly changing nature of Lewisham’s population mean that the High projection has proved closest to actual demand for places. In order to guarantee that the borough is in a position to offer a place to every child whose family requests one, this figure is used for pupil place planning.

## **7. Primary Capacity Borough wide**

- 7.1 The January 2011 Pupil Level Annual School Census (PLASC) showed that occupancy at Key Stage 1 across the borough was 97% at Key Stage 1 and 88% at Key Stage 2.
- 7.2 To meet additional demand in 2011, the Borough will provide 564 additional places across 22 schools. The most recent information (18/08) is that there are 72 vacancies largely in the north if the borough. This will give a total of 3686 places. This will meet the current “High” projection for 2011 and should ensure that a place is available for new in-year applications.
- 7.3 The following enlargements have been agreed, either by Mayor and Cabinet or by Governing Bodies in respect of increases of 0.5FE:



Dalmain	0.5
Gordonbrock	0.5
Sandhurst Inf & Jun	0.5
Brockley	1
Kender	1
Kilmorie	<u>1.5</u>
	5 FE

These increases are reflected in the Reception places in the tables below from 2012/13.

7.4 Mayor & Cabinet have agreed to consultations to:

- Enlarge Kelvin Grove by 1FE
- Open 2FE by lowering the age of entry at Trinity Lewisham CE

7.5 **Whole Borough Projections \***

	Reception Places	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>2011/12</b>	3122	3663	3568	3301	3074	2939	2767	2634
<b>2012/13</b>	3272	3914	3668	3575	3291	3056	2927	2765
<b>2013/14</b>	3272	3783	3936	3691	3581	3288	3060	2943
<b>2014/15</b>	3272	4026	3816	3970	3708	3587	3302	3087
<b>2015/16</b>	3272	4029	4062	3854	3989	3717	3602	3331

\*shading denotes demand in excess of supply of permanent places

7.6 **Additional Requirement**

	Additional Requirement
<b>2011/12</b>	541 (18)
<b>2012/13</b>	642 (21.5)
<b>2013/14</b>	511 (17)
<b>2014/15</b>	754 (25)
<b>2015/16</b>	757 (25)

7.7 The options to meet this need include:

- Recommissioning existing buildings:
- Enlarging existing schools where the sites are suitable
- Negotiation with developers for the provision of new schools

Opportunities which have been identified so far are discussed in the following sections looking at each Primary Place Planning Locality.

7.8 The borough is divided in 6 Primary Place Planning Localities, this is based on an analysis of pupil post-codes and groups together the schools serving each locality. They also take into account the impact of

natural boundaries such as major roads and railway lines. The following paragraphs describe the situation in each locality including the number of schools and Forms of Entry, occupancy at each Key Stage in 2011, and future projections of places needed.

## 8 Primary Place Planning Locality 1 – Forest Hill & Sydenham

### 8.1 Current provision

School	Forms of Entry	Parental preference *	“Bulge” class opened	2011 KS1 Occupancy* *1	2011 KS2 Occupancy* *2
Adamsrill	2	75%	2009, 2010, 2011	97%	88%
Christ Church	1	113%	2010	97%	80%
Dalmain	1.5	136%	2009, 2010, 2011	99%	94%
Eliot Bank	2	172%	-	100%	95%
Fairlawn	2	147%	2010	100%	97%
Haseltine	2	37%	-	82%	43%
Holy Trinity CE	1	47%	-	94%	75%
Horniman	1	87%	2011	100%	95%
Kelvin Grove	2	73%	2010, 2011	96%	90%
Kilmorie	1.5	93%	2009, 2010, 2011	96%	103%
Our Lady & St Phillip Neri	1.5	118%	-	98%	89%
Perrymount	1	110%	2010	98%	94%
Rathfern	2	30%	2011	96%	73%
St Bartholomew's CE	1.5	91%	-	98%	90%
St Michael's CE	1	103%	-	99%	96%
St William of York	1	207%	2011	100%	98%
Stillness	3	163%	-	100%	n/a

<sup>1</sup> \*as defined by 2011 on-time applications first preferences as a % of the published Planned Admission Limit

<sup>2</sup> \*\* includes allowance for “Bulge” places

Infants					
Stillness Juniors		n/a	-	n/a	88%
<b>Overall</b>	<b>27 (808 places )</b>			<b>97%</b>	<b>87%</b>

## 8.2 Occupancy

Most schools in the PPPL are full with the only vacancies being in the upper years of KS2. Some schools which were less popular at KS2 are now full or even oversubscribed at KS1. Haseltine is the weakest school in this respect with a lower level of occupancy at KS1 and significant vacancies at KS2. The school is now working in close association with Fairlawn with the intention of improving standards. A new housing development will open shortly immediately opposite the school.

## 8.3 Projections of future need

### Births

Births September 1 <sup>st</sup> 2000 to August 31 <sup>st</sup> 2001	912
Births September 1 <sup>st</sup> 2008 to August 31 <sup>st</sup> 2009	1,228
Births September 1 <sup>st</sup> 2009 to August 31 <sup>st</sup> 2010	1,297
Increase 2000/01 to 2009/10	42%
Increase 2008/09 to 2009/10	6%

### Projected Demand for Reception

Reception	Projection	Additional Requirement
2012/13	943	135 (4.5FE)
2013/14	932	124 (4 FE)
2014/15	984	176 (6FE)
2015/16	987	179 (6FE)

## 8.4 Options to meet demand

- Mayor & Cabinet have agreed that **Kilmorie Primary School** should be enlarged from 1.5FE to 3FE for admissions from 2012. This will be achieved by commissioning the Lewisham Leadership Development College as school accommodation.
- The Governing Body of **Dalmain Primary school** has agreed to enlarge from 1.5 to 2FE. This will be included in the annual consultation on admission numbers. It will require one additional classroom.
- Consultation will start in September on a proposal to enlarge **Kelvin Grove** from 2FE to 3FE, and also on a separate proposal to establish a 16 place SEN Resource Base. This could be achieved by

commissioning the Kirkdale Centre to provide the additional class-bases and the Resource base.

These options would provide an additional 3 Forms of Entry, leaving a shortfall of 1 to 3FE. Applications, uptake and birth data will need to be carefully monitored in view of the further significant increase under the High projection. In common with many schools in the borough, sites in this area are small, often on re-claimed land or with a difficult topography. This complicates site development.

## 9 Primary Place Planning Locality 2 – Lee Green

### 9.1 Current provision

School	Forms of Entry	Parental preference*	“Bulge” class opened	2011 KS1 Occupancy**	2011 KS2 Occupancy**
All Saints CE	1	113%	-	97%	93%
Brindishe Lee	1	297%	2010	98%	99%
John Ball	2	140%	2009, 2011	99%	97%
Lee Manor	2	90%	2010	96%	81%
St Margaret’s Lee CE	1	113%	-	98%	91%
St Matthew Academy	2	47%	-	94%	78%
St Winifred’s Catholic Inf	1.5	102%	-	101%	n/a
St Winifred’s Catholic Junior	n/a	n/a	-	n/a	98%
<b>Overall</b>	<b>10.5 FE (315 places)</b>	<b>n/a</b>	<b>n/a</b>	<b>97%</b>	<b>90%</b>

### 9.2 Occupancy

Most schools in the PPPL are full with few vacancies. The overall figure at KS2 is depressed by the lower KS2 occupancy in Lee Manor and St Matthew Academy.

### 9.3 Projections of future need

## Births

Births September 1 <sup>st</sup> 2000 to August 31 <sup>st</sup> 2001	317
Births September 1 <sup>st</sup> 2008 to August 31 <sup>st</sup> 2009	399
Births September 1 <sup>st</sup> 2009 to August 31 <sup>st</sup> 2010	440
Increase 2000/01 to 2009/10	39%
Increase 2008/09 to 2009/10	10%

## Projected Demand for Reception Places

Reception	Projection	Additional Requirement
2012/13	301	-14
2013/14	286	-29
2014/15	323	8
2015/16	323	8

### 9.4 Options to meet demand

This area includes some high-performing and popular schools which attract a high level of applications. Between 2009 and 2011 four “bulge” classes have been opened to meet demand.

- After an informal consultation in February 2011, Mayor & Cabinet agreed that, subject to agreement on admission arrangements, **Trinity Lewisham CE** Secondary school should be enlarged to create an all-through school, admitting 60 pupils to Reception in 2012. Accommodation would be provided on the [REDACTED] [REDACTED] site.

The most recent Projections imply that there will be sufficient provision to meet locally generated demand within the area. This will need to be carefully monitored, but may therefore mean that the additional provision to be created through opening the [REDACTED] [REDACTED] site will provide capacity to meet demand generated by the increased population in central Lewisham (PPPL3)

## 10 Primary Place Planning Locality 3 – Brockley, Lewisham & Telegraph Hill

### 10.1 Current provision

School	Form s of Entry	Parental preference *	“Bulge ” class opened	2011 KS1 Occupancy* *	2011 KS2 Occupancy* *
Ashmead	1	120%	2010	98%	98%
Brockley	1	70%	2008	87%	81%
Brindishe Green	3	64%	-	97%	63%
Edmund Waller	2	97%	2010	98%	100%

Gordonbrook	2.5	85%	2011	98%	84%
Holbeach	2	123%	2008, 2009	97%	94%
John Stainer	1	160%	2009	97%	87%
Lucas Vale	2	45%	2011	85%	53%
Myatt Garden	2	133%	2011	98%	91%
Prendergast Vale	1	120%	-	99%	64%

St Mary Magdalen RC	1	120%	-	101%	98%
St Mary's Lewisham CE	1	167%	-	100%	65%
St Saviour's RC	1	110%	-	97%	94%
St Stephen's CE	1	137%	-	101%	98%
Turnham	2	76%	2011	98%	91%
<b>Overall</b>	<b>23.5 (705 Places)</b>	<b>-</b>	<b>-</b>	<b>98%</b>	<b>79%</b>

\* as defined by 2011 on-time applications first preferences as a % of the Planned Admission Limit

\*\* includes allowance for "Bulge" places

## 10.2 Occupancy

Occupancy at KS1 is just above the borough level of 97%. Some schools are oversubscribed at KS1. Despite low occupancy at KS2, KS1 occupancy at Lucas Vale has increased although it is still below the level for both the borough and the PPPL. Brockley is undergoing a rebuild and so may benefit from lower occupancy rates. The school has entered partnership with a nearby popular and high-performing school with the intent that when the new building is completed, local parents will be confident to send their children to the school.

## 10.3 Future projections of need

### Births

Births September 1 <sup>st</sup> 2000 to August 31 <sup>st</sup> 2001	877
Births September 1 <sup>st</sup> 2008 to August 31 <sup>st</sup> 2009	1083
Births September 1 <sup>st</sup> 2009 to August 31 <sup>st</sup> 2010	1181
Increase 2000/01 to 2009/10	34%
Increase 2008/09 to 2009/10	9%

## Demand for Reception

Reception	High Projection	Additional Requirement
2012/13	810	105 (3.5FE)
2013/14	809	104 (3.5FE)
2014/15	883	178 (6 FE)
2015/16	888	183 (6 FE)

### 10.4 Options to meet demand

- **Brockley** and **Gordonbrock** will open in new accommodation in 2012, providing an additional 1.5FE

## 11 Primary Place Planning Locality 4 – Catford, Bellingham and Grove Park

### 11.1 Current provision

School	Forms of Entry	Parental preference*	“Bulge” class opened	2011 KS1 Occupancy**	2011 KS2 Occupancy**
Athelney	2	73%	2010, 2011	92%	75%
Baring	1	150%	2010	99%	98%
Coopers Lane	2	123%	2011	96%	98%
Elfrida	2	85%	-	97%	88%
Forster Park	2	77%	2009, 2010	95%	86%
Holy Cross	1	177%	-	100%	100%
Rushey Green	2	138%	2010, 2011	100%	98%
Sandhurst Inf & Jun	2.5	135%	2009, 2010, 2011	99%	99%
St Augustine’s RC	1	187%	-	99%	97%
Torridon Infant & Junior	3	104%	2010	98%	99%
<b>Overall</b>	<b>18.5</b>			<b>97%</b>	<b>94%</b>

\* as defined by 2011 on-time applications first preferences as a % of the Planned Admission Limit

\*\* includes allowance for “Bulge” places

### 11.2 Occupancy

This area has a higher level of occupancy at KS2 than the borough average

although there is some variation between schools. Schools in the north of this area tend to be fuller than schools further south.

### 11.3 Projections of future need

#### Births

Births September 1 <sup>st</sup> 2000 to August 31 <sup>st</sup> 2001	651
Births September 1 <sup>st</sup> 2008 to August 31 <sup>st</sup> 2009	796
Births September 1 <sup>st</sup> 2009 to August 31 <sup>st</sup> 2010	863
Increase 2000/01 to 2009/10	32%
Increase 2008/09 to 2009/10	8%

#### Demand for Reception

Reception	High Projection	Additional Requirement
2012/13	767	212 (7FE)
2013/14	712	157 (5.5 FE)
2014/15	771	216 (7.5FE)
2015/16	772	217 (7.5FE)

### 11.4 Options to meet demand

- The Governing Bodies at **Sandhurst Infant School** and **Sandhurst Junior School** have agreed that the schools should expand from 2.5 FE to 3 FE. Additional accommodation will be required at the Junior School. Proposals have been developed in conjunction with the schools.

Whilst other schools such as Athelney or Forster Park have substantial sites, they do not serve the areas generating the greatest demand. Other schools, such as Baring are on extremely small sites.

## 12 Primary Place Planning Locality 5 – Deptford and New Cross

### 12.1 Current provision

School	Forms of Entry	Parental preference *	“Bulge” class opened	2011 KS1 Occupancy*	2011 KS2 Occupancy*
Childeric	2	100%	-	97%	82%
Deptford Park	3	54%	2009 2010	86%	76%
Grinling Gibbons	1	187%	2011	100%	97%
Haberdasher s’ Aske’s Hatcham Coll.	2	257%	-	99%	73%
Kender	1	90%	2010	97%	98%



			2011		
Sir Francis Drake	1	150%	-	98%	97%
St James Hatcham CE	1	70%	-	94%	78%
St Joseph's RC	1	117%	2011	83%	55%
Tidemill	2	112%	-	98%	91%
<b>Overall</b>	<b>14</b>	<b>-</b>		<b>96%</b>	<b>80%</b>

## 12.2 Occupancy

The figures in this area may be slightly distorted by the comparatively low uptake of places added to Deptford Park in January 2011 (just before PLASC) and in 2009. Occupancy at St Josephs has improved at KS1 following the decision by the Governing Body to reduce to 1FE.

## 12.3 Future projections of need

### Births

Births September 1 <sup>st</sup> 2000 to August 31 <sup>st</sup> 2001	616
Births September 1 <sup>st</sup> 2008 to August 31 <sup>st</sup> 2009	744
Births September 1 <sup>st</sup> 2009 to August 31 <sup>st</sup> 2010	758
Increase 2000/01 to 2009/10	23%
Increase 2008/09 to 2009/10	2%

### Demand for Reception

Reception	High Projection	Additional Requirement
2012/13	538	118 (4FE)
2013/14	527	107 (3.5FE)
2014/15	542	122 (4FE)
2015/16	539	119 (4FE)

## 12.4 Options to meet demand

- Mayor & Cabinet have agreed that **Kender** should expand from 1FE to 2FE

The projections above cover the period up to 2015/16. The proposals for Convoys Wharf are likely to increase demand towards the end of the decade. The developers have been asked to provide a school of at least 2FE to serve the new provision.



## 13 Primary Place Planning Locality 6 – Downham

### 13.1 Current provision

School	Forms of Entry	Parental preference*	“Bulge” class opened	2011 KS1 Occupancy**	2011 KS2 Occupancy**
Downderry	2	65%	-	96%	92%
Good Shepherd	1	153%	2011	100%	98%
Launcelot	2	60%	2010	92%	70%
Marvels Lane	2	67%	-	86%	73%
Temple Grove Knights	1.5	68%	-	96%	88%
Rangefield	2	67%	2011	93%	76%
St John the Baptist CE	1	123%	-	101%	99%
<b>Overall</b>	<b>11.5</b>	<b>-</b>		<b>95%</b>	<b>92%</b>

\* as defined by 2011 on-time applications first preferences as a % of the Planned Admission Limit

\*\* includes allowance for “Bulge” places

### 13.2 Occupancy

Good Shepherd and St John the Baptist are oversubscribed and both demonstrate high levels of occupancy. Other schools in the area have clearly been able to fill places and retain the children for whom they may not have been first preference.

### 13.4 Future projections of need

#### Births

Births September 1 <sup>st</sup> 2000 to August 31 <sup>st</sup> 2001	347
Births September 1 <sup>st</sup> 2008 to August 31 <sup>st</sup> 2009	474
Births September 1 <sup>st</sup> 2009 to August 31 <sup>st</sup> 2010	476
Increase 2000/01 to 2009/10	37%
Increase 2008/09 to 2009/10	0.5%

#### Demand for Reception

Reception	High Projection	Additional Requirement
2012/13	464	119 (4FE)
2013/14	418	73 (2.5 FE)
2014/15	420	75 (2.5 FE)
2015/16	420	75 (2.5 FE)

### **Options to meet demand**

This area has traditionally been undersubscribed with many families choosing an out-borough school. With increasing rolls across the borough these options may no longer be available

## **14 Conclusion**

- 14.1 As stated at Paragraph 7.6 the borough will need capacity beyond the additional 5 FE already decided.
- 14.2 Working closely with Planners, officers will identify and investigate options to meet demand. Factors which will need to be taken into account include planning considerations and value for money as well as location.
- 14.3 Lewisham has succeeded in ensuring that there are sufficient school places for all children. Government announcements about additional funding are welcome although there will be no certainty about allocations to the borough until towards the end of the year, meaning that few commitments can be made although a great deal of contingency planning and preparation must take place

## **15 Legal Implications**

- 15.1 Through Section 14 of the Education Act 1996 Local Authorities are under a statutory duty to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They must also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.

## **16.2 Financial Implications**

### **Capital**

- 16.1 The cost of the programme of works to provide for the demand for reception places in September 2011 has been estimated to be £6m and this will provide 564 additional reception places or 19 forms of entry.
- 16.2 The balance of the £12.6 Basic need resources (£6.6m) is committed towards the permanent place expansion for September 2012 when it is anticipated that 642 places (21.5 forms of entry) above the current level will be required
- 16.3 Proposals agreed to date will add 150 places (5 forms of entry) as permanent places. 1.5 FE has been funded through the Primary Capital programme. 3.5 FE will be funded from the balance of the

2011/12 Basic Need funding (£6.6m) as will the cost of adding to Key Stage 2 accommodation as pupils move from Infant to Junior schools.

- 16.4 The remaining 16.5 forms of entry will be provided through further “bulge” classes.
- 16.5 Some 2012 “bulge” classes will be part of a larger programme to establish further permanent places in 2013.
- 16.7 The delivery of additional temporary places has been achieved largely through the use of volumetric methods where classroom units are constructed off site and the brought to site for connection to services. The Council has entered into a framework agreement for the procurement of these units which has greatly aided the delivery of the programme to time and within budget. Other LAs that have applied to participate in the framework have appreciated the framework and its value.
- 16.8 The build costs equate to approximately £1,500 per m<sup>2</sup>. Traditional build approaches would have produced costs per m<sup>2</sup> of £2,800. On this basis, the estimated capital expenditure required in 2012/13 is £14.9 million.
- 16.9 The government has not finalised basic need allocations for these years and is consulting on its response to the James Report and the arrangements for future management of schools capital in local authority areas. This will determine the extent of local control over the primary places programme and its delivery. In addition the government has invited bids for its Priority Schools Building programme which will be the subject of a report to Mayor and Cabinet in October 2011. A further national resource of £500m is to be allocated in the autumn according to the demand for reception places as set out in the places capacity return for 2011

### **Revenue**

- 16.8 The revenue costs for each additional place are met from the dedicated Schools Grant. However the operation of the formula means that classes that open after the January census date do not attract funding until the next census. As a result a significant sum needs to be set aside each year to support the in-year costs of opening new places. In 2010/211 the sum was £654k and in 2011/12 £990k

## **17 Crime and Disorder Implications**

- 17.1 There are no crime and disorder implications.

## **18 Equalities Implications**

18.1 This report supports the delivery of the Council's Equalities programme by ensuring that all children whose parents/carers require a place in a Lewisham school will be able to access one.

## **19 Environmental Implications**

19.1 The impact on school environments of the solutions to providing additional primary places are dictated by finance, but every effort is made to make a positive impact.

## **20 Risk assessment**

20.1 There are financial risks if insufficient funding is allocated to support the programme there are also significant reputational risks to the Council if it does not have adequate plans to meet its statutory requirement to ensure sufficient school places.

If there are any queries on this report, please contact [REDACTED], Head of Education Development on extension [REDACTED].

**APPENDIX E2: REPORT SHOWS RECEPTION PUPIL NUMBERS AND RECEPTION CLASS NEED IN THE LOCAL AREA**

## The Need for a New Primary School



- One of the greatest needs for primary places of any London Borough
- Population bulge has already started

	Recep- tion Places	Recep- tion	Y1	Y2	Y3	Y4	Y5	Y6
2011/12	3122	3663	3568	3301	3074	2939	2767	2634
2012/13	3272	3914	3668	3575	3291	3056	2927	2765
2013/14	3272	3783	3936	3691	3581	3288	3060	2943
2014/15	3272	4026	3816	3970	3708	3587	3302	3087
2015/16	3272	4029	4062	3854	3989	3717	3602	3331

\* Shading shows demand in excess of supply of permanent places

## Local need



- The demand for additional classes in Brockley, Lewisham and telegraph Hill areas over the coming years is:

Reception	Excess Demand	Additional Classes Required
2012/13	105	3.5
2013/14	104	3.5
2014/15	178	6
2015/16	183	6

## APPENDIX E3: FLYER PUBLICISE OUR FREE SCHOOL PROPOSAL



## APPENDIX E4: TABLE OF RESPONSES FROM THE QUESTIONNAIRE SHOWING THE NUMBERS OF PARENTS AND THEIR POST CODES WISHING TO CHOOSE HTG FREE SCHOOL AS THEIR FIRST PREFERENCE FOR ADMISSION IN 2013 OR 2014

A total 145 replies were received from parents who confirmed they would put HTG Free School as their first preference for September 2013 or 2014.

Entry in Sept 2013 D.O.B. between 01/09/2008 and 31/08/2009	Entry in Sept 2014 D.O.B. between 01/09/2009 and 31/08/2010	Post Code
1		SE14 [REDACTED]
1	1	SE14 [REDACTED]
1		SE14 [REDACTED]
	1	SE14 [REDACTED]
2	1	SE14 [REDACTED]
1	1	SE14 [REDACTED]
1	2	SE14 [REDACTED]
	1	SE14 [REDACTED]
	1	SE14 [REDACTED]
	1	SE14 [REDACTED]
1		SE14 [REDACTED]
	1	SE14 [REDACTED]
1	1	SE14 [REDACTED]
	1	SE14 [REDACTED]
	1	SE14 [REDACTED]
1		SE14 [REDACTED]
4		SE14 [REDACTED]
1		SE14 [REDACTED]
1		SE14 [REDACTED]
	2	SE14 [REDACTED]
1		SE14 [REDACTED]
1		SE14 [REDACTED]
1	1	SE14 [REDACTED]
1		SE14 [REDACTED]
	1	SE14 [REDACTED]
1		SE14 [REDACTED]
1	2	SE14 [REDACTED]



	1	SE14	
	1	SE14	
1		SE14	
1		SE14	
1		SE14	
1		SE14	
1		SE14	
1	1	SE14	
1		SE14	
1		SE14	
1		SE14	
	2	SE14	
	1	SE14	
	1	SE14	
1		SE14	
	1	SE14	
	1	SE14	
	1	SE14	
	1	SE14	
	1	SE14	
1	1	SE14	
1		SE14	
1		SE14	
2		SE14	
	1	SE14	
1		SE14	
1		SE14	
1		SE15	
1		SE15	
1		SE15	
1		SE15	
1		SE15	
1	1	SE15	
1		SE15	
	1	SE15	
1		SE15	
1		SE15	
1		SE15	
1		SE15	
1	1	SE15	
1	1	SE15	
	1	SE15	
2		SE15	

1		SE15	████████
	1	SE15	████████
2		SE15	████████
1		SE16	████████
1		SE23	████████
	1	SE4	████████
	1	SE4	████████
1		SE4	████████
	1	SE4	████████
1		SE4	████████
1		SE4	████████
	1	SE4	████████
2		SE4	████████
1		SE4	████████
2	2	SE4	████████
	1	SE4	████████
1		SE4	████████
1		SE4	████████
1		SE4	████████
1		SE4	████████
	1	SE4	████████
1		SE4	████████
	1	SE4	████████
	1	SE4	████████
2		SE4	████████
1		SE4	████████
	1	SE4	████████
	1	SE4	████████
1		SE4	████████
1		SE4	████████
	1	SE4	████████
	1	SE4	████████
	2	SE4	████████
1	1	SE4	████████
3		SE4	████████
1		SE4	████████
	1	SE4	████████
1		SE4	████████
	1	SE4	████████
1		SE4	████████
1		SE4	████████
1	1	SE5	████████
1	1	SE6	████████
<b>88</b>	<b>60</b>	<b>Grand Total</b>	<b>148</b>

## **APPENDIX F1: JOB AND PERSON SPECIFICATION FOR THE HEADTEACHER**

**Job Title:** Head teacher designate of HTG Free School

**Reporting to:** Executive Principal HAHC

### **Responsibilities:**

- To establish high academic standards and be committed to continuous improvement. To provide personalised learning for each student. To prepare thoroughly for successful inspection outcomes.
- To have a limited teaching timetable.
- To have responsibility for the day-to-day leadership and management of the HTG Free School.
- To be committed to establishing a shared identity and ethos across the Federation.
- To work in partnership with other Federation Executive and Hatcham Leadership Team colleagues and to work within the context of the Federation. To meet with the Principal of Haberdashers' Aske's Hatcham College weekly.
- To act as HTG Free School lead primary practitioner in developing practices that promote and support the development of an all through school ethos.
- To develop a Leadership Team and meet regularly. To attend Hatcham Leadership Team (HLT) meetings and Federation Executive Team meetings as required.
- To prepare and annually review a Primary Development Plan that relates to the Hatcham and Federation Development Plans.
- In consultation with the CEO and the Principal of Haberdashers' Aske's Hatcham College and the Chief Financial Officer (CFO) to appoint all staff for the school and be responsible for their training and motivation, and wellbeing.
- To liaise with the Federation CFO to ensure those parts of the allocated budget are used efficiently.
- To ensure all staff line managed within the primary phase are properly appraised and all have targets by securing an effective management system that develops all staff.
- To appraise the Primary phase Leadership Team personally, and ensure they develop professionally. To monitor their work regularly and set them targets.
- To develop, manage and monitor the provision of continuing professional development opportunities for staff line managed within HTG Free School, that raise standards and attainment

- To be responsible for admissions and exclusions at HTG Free School in consultation with the CEO, Principal of Haberdashers' Aske's Hatcham College and the Federation Registrar.
- To be appraised annually by the Principal of Haberdashers' Aske's Hatcham College and agree targets.
- To promote the spiritual, intellectual, moral, cultural, physical and social development of students.
- To be responsible for the implementation of the Federation's Health and Safety policy. To ensure all staff and children are able to work in a secure environment and that the premises are adequately secured at all times.
- To take a lead role in the development of the learning environment to promote excellent learning and teaching.
- To promote positive behaviour of all students and the maintenance of good order at all times when students are under the jurisdiction of HTG Free School.
- To be responsible for the design, content and implementation of the curriculum and to ensure it is continually reviewed and enhanced as is appropriate for the Federation's Primary phase.
- To take a lead role in developing curriculum links and structures that support a clear continuity for pupils' learning of both skills and knowledge from 3-18.
- To be responsible for accurate assessment of children's learning.
- To lead by example in HTG Free School to secure a shared commitment to the vision and forward direction of the school.
- To provide for the social and pastoral developments of the children to complement their academic work.
- To ensure that trainees, NQTs and new teachers to HTG Free School are offered appropriate support, mentoring and training including statutory training and support.
- To take responsibility for own professional development, in discussion with the Principal.
- To represent the HTG Free School at external seminars, conferences and other meetings as reasonable, as directed by the Principal.
- To work with the Principal and Temple Grove trustees to allocate welfare funds to students.
- To liaise as required with Governors
- To keep all staff informed of the school's achievements, activities and plans for the future.
- To liaise regularly with parents to create a cooperative and effective relationship with parents that promotes learning and supports teaching.
- To manage and promote the creation of a parent association
- To produce a regular newsletter for HTG Free School.
- To develop local community links to give a strong sense of belonging to the local community.
- To develop, promote and support joint activities within the School and Federation (staff, students and resources).
- To prepare, disseminate and review policies assisting the School to pursue its objectives.
- To ensure equal opportunities in all areas of School life.

- To actively participate in Federation events
- To enable the School to plan or fully participate in the context of the Haberdashers' Federation and the extended Haberdashers' Family of Schools.
- To assess Upper Pay Spine applications.

### PERSON SPECIFICATION - PRIMARY HEAD TEACHER

Category	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate level qualification</li> <li>• NPQH award or accepted on the programme if first headship</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of leading one or more subject areas</li> <li>• Substantial, successful teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as assistant Head teacher</li> <li>• Teaching experience in Foundation Stage, KS1 and KS2</li> <li>• Curriculum leadership in one or more core subjects</li> <li>• Experience of teaching in more than one school</li> <li>• Experience teaching mixed age classes</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other schools/organisations /agencies</li> <li>• Experience of leading/coordinating professional development opportunities</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Understanding of the characteristics of an effective learning environment and the key</li> </ul>	

	elements of successful behaviour management	
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of appraisal and supporting the continuing professional development of colleagues</li> <li>• Understanding of effective budget planning and resource deployment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with governors to enable them to fulfil whole-school responsibilities</li> <li>• Successful involvement in staff recruitment, appointment/induction</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences — e.g. staff, pupils, community</li> <li>• Experience of whole-school self- evaluation and improvement strategies</li> <li>• Ability to provide clear information and advice to staff and governors</li> <li>• Secure understanding of strategies for performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of presenting reports to governors</li> <li>• Leading sessions to inform parents</li> </ul> <p>Experience of offering challenge and support to</p> <ul style="list-style-type: none"> <li>• improve performance</li> </ul>
<b>Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Commitment to their own spiritual formation and that of pupils</li> <li>• High expectations of pupils' learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> </ul>	

<b>Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"><li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li><li>• Empathy with children</li><li>• Good communication skills</li><li>• Good interpersonal skills</li><li>• Stamina and resilience</li><li>• Confidence</li></ul>	
--	--	--

## **APPENDIX F2: JOB AND PERSON SPECIFICATION FOR THE DEPUTY HEADTEACHER**

**Job Title:** Deputy Head teacher HTG Free School

**Reporting to:** Head teacher

### **Key Responsibilities:**

#### **Federation and All-through Vision and Ethos**

- Promote the vision and direction of the Federation and the all-through academy, setting out very high expectations for all and striving for outstanding outcomes for all pupils.
- Inspire, motivate and influence staff and pupils by personal example, taking a lead role in developing and maintaining the highest standards of teaching and learning.
- Foster and sustain a culture of excellent learning and teaching, in conjunction with Subject Leaders

1.

#### **Quality of Teaching and Staff Development**

- Establish and promote a rigorous quality assurance process for teaching across the primary phase to ensure that all the Federation, school and phase targets are met.
- To lead the development of the Special educational needs with the support of the Federation Inclusion department
- Evaluate and report on the effectiveness of practice in the school and take action to secure further improvement
- Lead the development and coordination of literacy and / or numeracy across all phases to have a positive impact on children's learning.
- Implement the Federation's Performance Management policies and procedures as an effective tool for improving the quality of teaching and learning.
- Ensure that all new staff (ITT, NQT, GTP, OTT, and teachers new to the academy) are offered appropriate induction, support, mentoring and training including statutory training and support.

2.

#### **Assessment**

- Establish effective assessment across the primary phase, including *Assessment for Learning (AfL)* and *Assessing Pupil Progress (APP)* strategies, as a key lever to improving the quality of teaching and learning and pupil attainment.
- Monitor the raising of pupils' standards of achievement and attainment through the assessment cycle and pupil progress meetings

3.

#### **General Responsibilities**

- Work flexibly with the Head teacher and be actively involved with the day-to-day management of the school.



- Undertake responsibility for matters relating to the school in the absence of the Head teacher, in accordance with the Federation policies and the agreed approach of the Head teacher.
- Support the Head teacher with school self-review and self-evaluation procedures including: the strategic use of performance data; the subsequent formulation of the School Development Plan.
- Attend meetings in accordance with Federation policies and lead such meetings as required.
- To liaise regularly with parents to create a cooperative and effective relationship that promotes learning and supports teaching.
- To develop, promote and support joint activities with HAHC and Federation (staff, students and resources).
- To prepare, disseminate and review policies assisting the Federation to pursue its objectives.
- To take responsibility for your own professional development and keep up to date with recent developments in education.

• **PERSON SPECIFICATION - PRIMARY DEPUTYHEAD TEACHER**

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate level qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of SEN Management</li> <li>• Substantial, successful teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as assistant Head teacher</li> <li>• Teaching experience in Foundation Stage, KS1 and KS2</li> <li>• Curriculum leadership in one or more core subjects</li> <li>• Experience of teaching in more than one school</li> <li>• Experience teaching mixed age classes</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development in curriculum / teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other schools/organisations /agencies</li> <li>• Experience of leading/coordinating professional development opportunities</li> <li>• Ability to identify own learning needs and to support</li> </ul>

		others in identifying their learning needs
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to support colleagues in undertaking responsibilities</li> <li>• Experience of appraisal and supporting the continuing professional development of colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Successful involvement in staff recruitment, appointment/induction</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences — e.g. staff, pupils, community</li> <li>• Ability to provide clear information and advice to staff</li> <li>• Secure understanding of strategies for performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of Leading sessions to inform parents</li> <li>• Experience of whole-school self- evaluation and improvement strategies</li> </ul>
<b>Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Commitment to their own spiritual formation and that of pupils</li> <li>• High expectations of pupils' learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive</li> </ul>	

	and enthusiastic when working under pressure	
<b>Skills, Qualities &amp; Abilities</b> .	<ul style="list-style-type: none"><li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li><li>• Empathy with children</li><li>• Good communication skills</li><li>• Good interpersonal skills</li><li>• Stamina and resilience</li><li>• Confidence</li></ul>	

## **APPENDIX F3: JOB AND PERSON SPECIFICATION FOR A CLASS TEACHER**

**Job Title:** Class Teacher

**Reporting to:** Phase Leader Allowance

### **Job Purpose:**

The Class Teacher will:

- Raise the standards of attainment of the pupils in their class
- Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- Maintain the positive ethos and core values of the school, both inside and outside the classroom;
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- Ensure that the current national conditions of employment for schoolteachers are met.

### **Duties:**

The Class Teacher will:

- Implement agreed school policies and guidelines;
- Support initiatives decided by the Head teacher and staff;
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks;
- Be creative in providing imaginative learning opportunities for pupils in the class
- Work effectively with Year group and phase partners to plan dynamic and effective learning schemes
- To contribute to the review of school improvement priorities
- To offer advice and support to colleagues in KS 3, as appropriate, to smooth the transition process.
- To offer German in the primary phase (teachers other than reception)
- To promote a 3-18 culture and integration across phases wherever possible.
- Be innovative in the use of ICT and a range of other resources to provide excellent and personalised learning
- Be able to set clear targets, based on prior attainment, for pupils' learning;
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- Report to parents on the development, progress and attainment of pupils;
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy;
- Participate in meetings to ensure the best provision for individual pupils is assured to meet their specific needs

- Participate in meetings which relate to the school's management, curriculum, administration or organisation;
- Communicate and co-operate with specialists from outside agencies;
- Lead, organise and direct support staff within the classroom;
- participate in the performance management system for the appraisal of their own performance,

### Person Specification: Class Teacher

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Qualified Teacher status	Evidence of continuous INSET and commitment to further professional development  The ability to speak German would be an asset
<b>Experience</b>	The Class Teacher should have experience of:  Teaching at Primary level  Raising attainment of Primary pupils	In addition, the Class Teacher might have experience of:  Teaching across the whole Primary age range;  Working in partnership with parents.
<b>Knowledge and understanding</b>	The Class Teacher should have knowledge and understanding of:  The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);  Statutory National Curriculum requirements at the appropriate key stage;  The revised primary Frameworks  The Early Years Foundation Stage requirements  The monitoring,	In addition, the Class Teacher might also have knowledge and understanding of:  The preparation and administration of statutory National Curriculum tests;  The links between schools, especially partner schools.

	<p>assessment, recording and reporting of pupils' progress;</p> <p>The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child Protection;</p> <p>The positive links necessary within school and with all its stakeholders;</p> <p>Effective teaching and learning styles.</p>	
<b>Skills</b>	<p>The Class Teacher will be able to:</p> <p>Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</p> <p>Develop good personal relationships within a team;</p> <p>Establish and develop close relationships with parents, governors and the community;</p> <p>Communicate effectively (both orally and in writing) to a variety of audiences;</p> <p>Create a happy, challenging and effective learning environment.</p>	<p>In addition, the Class Teacher might also be able to:</p> <p>Develop strategies for creating community links.</p> <p>The collection and use of data and performance targets to raise attainment</p> <p>The ability to speak German would be an asset.</p>
<b>Personal characteristics</b>	<p>Approachable</p> <p>Committed</p> <p>Enthusiastic</p> <p>Organised</p> <p>Patient</p> <p>Resourceful</p>	

## **APPENDIX F4: JOB AND PERSON SPECIFICATION FOR A LEARNING SUPPORT ASSISTANT**

**Post:** Learning Support Assistant

**Responsible to:** Deputy Head teacher

**Job Purpose:** Under the guidance of the Deputy Head teacher and within the overall ethos of the school, undertake care and support the learning of individuals or groups of pupils.

**Duties:** This job description describes in general terms the normal duties that the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

### **Teaching and Learning**

- Support the education and social development of pupils under the direction and guidance of the Principal, the SENCO/ASD Lead Teacher/AP and class teachers
- Provide support for named pupils to enable them to be fully included and make expected progress
- Establish productive working relationships with pupils, act as a role model and set high expectations
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Support pupils consistently whilst recognising and responding to their individual needs and at the same time promote the inclusion of all pupils
- Employ strategies to recognise and reward achievement of self-reliance, providing feedback to pupils in relation to progress and achievement
- Liaise effectively with teachers, other support staff, health and education specialists, parents, visitors and volunteers
- Work effectively with class teachers on lesson planning and differentiation
- Administer and assess routine tests and invigilate exams/tests
- Use detailed knowledge and specialist skills to support pupils learning

### **Administrative duties**

- Responsible for keeping and updating records as agreed with the SENCO and class teacher
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Undertake other duties from time to time as the Principal requires

### **Standards and quality assurance**

- Support the aims and ethos of the Federation

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Maintain high professional standards i.e. business dress, punctuality and attendance
- Attend team and staff meetings as required
- Appreciate and support the role of other professionals
- Participate in training and other learning activities and performance development as required
- Accompany staff and pupils on visits, trips and out of school activities as required
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these
- Be prepared to work cross-phase as necessary
- Be prepared to attend personal hygiene training

**Other duties and responsibilities:** As may be reasonably requested from time to time by the Head teacher.

**Person specification:** Depending on the post advertised the specifications identified below are required.

<b>Experience</b>	Experience of working with children of relevant age is advantageous.
	Experience of working with children is essential
<b>Minimum Qualifications</b>	Excellent numeracy and literacy skills – GCSE Grade C (or NVQ 2 equivalent) or better in Maths and English to be able to appropriately support students in their learning
	NVQ 3 or equivalent in teaching assistance or equivalent experience
	NVQ level 4 or equivalent
	Meet HLTA standards or equivalent qualification or experience
	A degree or equivalent in an appropriate subject area
<b>Knowledge/ skills</b>	Ability to deliver whole class learning on a short term basis to release teacher for PPA
	Training in the area of literacy/numeracy and/or in a particular curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, Maths, English
	Ability to plan effective actions for pupils at risk of underachieving
	Ability to relate well to children and adults
	Understand range of support services/providers
	Constantly improve own practice/knowledge



	through self-evaluation and learning from others
	Ability to plan and deliver tailored intervention programmes
	Undertake comprehensive assessment of pupils with SEN
	Use ICT effectively to support learning activities
	Use ICT effectively to record student progress/behaviour on school's information system
	Specialist skills/training in curriculum or learning area e.g. ASD
	Ability to lead a team of LSAs
	Basic understanding of child development and learning
	Understanding of statutory frameworks relating to teaching
	Develop and implement targets, monitor progress and attend professional meetings for pupils
	First Aid training in specific medical procedures

Appointment for these posts will be by interview and observation of teaching. The interview panel will consist of members of the Federation executive and Head teacher.

## **APPENDIX F4: THE HABERDASHERS' ASKE'S FEDERATION SALARY SCALE**

The Salary scale followed will be the Haberdashers' Federation pay scales depending on experience and in line with all schools in the Federation and is produced below:





## **APPENDIX F5: CONTRACT OF EMPLOYMENT**

All staff including the Head teacher will be subject to the Federation contract of employment:

### **CONTRACT OF EMPLOYMENT**

This Contract sets out the terms and conditions of your employment with Haberdashers' Aske's Federation Trust (the "Trust") its' subsidiary companies and partnerships, of [REDACTED], London, [REDACTED].

#### **TITLE AND DUTIES**

1. You are employed by the Trust as a Teacher of [REDACTED], at Haberdashers' Aske's Hatcham College.
2. Your employment began on [REDACTED], and for the purposes of employment protection legislation your period of continuous employment by the Federation shall be treated as having started on [REDACTED].
3. You will perform such duties and exercise such powers as may from time to time lawfully and reasonably be assigned to you by the Federation. During the employment you will well and faithfully serve the Federation and will devote the whole of your attention and skills during such specified hours as you are required to work pursuant to clauses 6 to 11 (inclusive) below to your duties.

#### **REMUNERATION AND OTHER BENEFITS**

4. You shall be employed in accordance with the Aske's Salary Scale (the "Scale") from time to time in force. Your gross starting salary is [REDACTED], including Inner London Allowance. You will be paid by twelve equal monthly instalments in arrears.
5. Adjustments shall be made to the Scale from time to time which shall take account of any Statutory Order amending the pay of school teachers and in particular such national or local requirements of such Order as apply to employers of schoolteachers within the London Boroughs of Lewisham and Bromley. Further adjustments may be made to the Scale by the Federation after consultation with elected representatives of the teaching staff association of the Federation and having regard to any relevant nationally or locally applicable discretionary powers conferred upon employers of schoolteachers by Statutory Order. Your salary shall at all times be based on the Scale currently in force, always provided that any discretionary element of salary shall take into account any scheme of teacher appraisal from time to time in force at the Federation and shall be in accordance with the following criteria:
  - (a) the undertaking of responsibilities beyond those common to the majority of teachers;
  - (b) demonstration of outstanding ability as a classroom teacher;
  - (c) the teaching of subjects in which there is a shortage of teachers;
  - (d) employment in a post which is difficult to fill.

#### **HOURS**

6. You shall be available for work for 195 days (or part-time equivalent) in any calendar year beginning on the first day of the academic year and

ending on the last day of the academic year which shall be the day preceding the start of the new academic year (the "Federation Year"), of which 190 days (or part-time equivalent) shall be days on which you may be required to teach pupils in addition to carrying out other duties: and those 195 days (or part-time equivalent) may be specified by the Federation.

7. You shall thus be available for the equivalent in hours of five days in aggregate (a day is 6.5 hours) for the purposes of training, management and preparation, and such educational activities outside the formal curriculum as may be determined.
8. You shall be available to perform such duties at such times and such places as may be specified by the Federation for 1265 hours (the "Specified Hours") in any year; those hours to be allocated reasonably throughout those days in the year on which you are required to be available for work.
9. Time spent travelling to or from your place of work shall not count against the Specified Hours.
10. You shall be allowed a break equivalent to the Federation's lunch interval on each working day (which shall not count against the Specified Hours).
11. You shall, in addition to the requirements set out in paragraphs 3 to 5 above, work such additional hours as may be needed to enable you to discharge effectively your professional duties, including, in particular, the marking of students' work, the writing of reports on students and the preparation of lessons, teaching material and teaching programmes and the provision of additional learning opportunities for students. The amount of time required for this purpose beyond the Specified Hours and the times outside those hours at which duties shall be performed shall not be defined by the Federation but shall depend upon the work needed to discharge your professional duties.

#### **RESTRAINT ON ACTIVITIES**

12. You shall not, without the prior written consent of the Principal (such consent not to be unreasonably refused), engage during the currency of the appointment in any other activity which may adversely affect the performance of your duties.

#### **HOLIDAYS**

13. Except as reasonably required by the Federation to fulfil your duties, you shall be entitled to treat all days on which the Federation is on holiday as your holidays.
14. All holidays shall be with full pay. On termination of employment (save in circumstances where your employment has been terminated pursuant to paragraph 26), you shall be paid salary until the day preceding the start of the following term (as defined in paragraph 25), or the day preceding the start of your new employment, whichever is the earlier. If your employment has been terminated pursuant to paragraph 26 all pay will cease with immediate effect.

#### **ABSENCE THROUGH SICKNESS/INJURY**

15. In the event of absence through sickness or injury you shall comply and be treated in accordance with the terms of the Federation's Sick Pay Scheme from time to time in force.

16. Statutory Sick Pay (SSP) will be paid by the Federation where appropriate in accordance with legislation in force at the time of absence.
17. A copy of the Federation's Sick Pay Scheme may be obtained from the HR Manager.

#### **PENSION**

18. You are entitled to become or remain a member of the Teachers' Superannuation Scheme or the Local Government Superannuation Scheme (the "Superannuation Scheme"), subject to the rules and regulations from time to time in force.
19. A copy of the Superannuation Scheme may be obtained from the HR Manager.

#### **MATERNITY LEAVE**

20. In the event of your requesting leave for maternity purpose you shall be treated in accordance with the terms of the Federation's Maternity Scheme from time to time in force.
21. A copy of the Federation's Maternity Scheme may be obtained from the HR Manager.

#### **NO SMOKING**

22. Smoking on Federation premises is prohibited at all times. In addition, you may not smoke in the presence of pupils while performing your duties outside Federation premises. Failure to comply with these requirements may be treated as a disciplinary offence under the Federation's disciplinary rules and procedure.

#### **GRIEVANCE PROCEDURE**

23. Should you have any grievance relating to your employment, you may seek redress orally or in writing in the following manner:
- (a) in the first instance you should refer the grievance to the person to whom you are most directly responsible who shall discuss it with you;
  - (b) if the grievance is not thereby resolved (or if you are dissatisfied with any disciplinary decision affecting you) you may appeal to the Vice Principal who shall arrange a meeting between yourself and any other parties to the grievance;
  - (c) if the grievance is not thereby resolved you may appeal to the Principal;
  - (d) if the grievance is not thereby resolved you may appeal to the Chief Executive Officer;
  - (e) if the grievance is not thereby resolved you may appeal to the Governors of the Trust by application to the Clerk to the Governors.

#### **DISCIPLINARY PROCEDURES**

24. Details of the disciplinary rules and procedures can be obtained from the HR Manager on application. These rules and procedures do not form part of your contract of employment.

#### **NOTICE AND DISMISSAL**

25. The Federation Year consists of three terms ending on 31 December), 30 April and the end of academic year as defined in clause 6 respectively. The length of notice which you are obliged to give to terminate your employment and which you are entitled to receive is a term; such notice to be in writing and to expire at the end of the relevant term.
26. Your employment may be terminated by the Federation without notice

in the event of any serious misconduct or for any other cause justifying dismissal without notice at law.

27. The Federation may in its absolute discretion suspend you from your employment on full pay at any time during any period in which the College is carrying out an investigation into any acts or defaults (or alleged or suspected acts or defaults) on your part.

#### **RETIREMENT**

28. You shall retire at the end of the Federation Year during which you reach your statutory retirement age, unless your contract be extended annually thereafter by mutual agreement.

#### **UNION MEMBERSHIP**

29. Your right to belong to an appropriate Trade Union is recognised but this does not imply recognition of any Trade Union for negotiating purposes.

#### **30. DISCLOSURE OF CRIMINAL CONVICTIONS**

You are required to disclose to the Counter signatory for the Federation such details as he/she may require of any criminal conviction, caution or bind over which you receive during your employment within the Federation. Failure to do so, for whatever reasons, may be regarded as gross misconduct and depending upon the circumstances of the case could result in the termination of your employment.

#### *Exemption from the Rehabilitation of Offenders Act 1974*

The Federation considers that this post is exempt from the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. You are contractually bound to notify the HR Section (Nominated Officer), if you are charged or cautioned with any criminal offence whilst you are in this post.

© Crown copyright 2011

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at [www.education.gov.uk/publications](http://www.education.gov.uk/publications)

Department for  
**Education**