

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:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

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:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

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: | | |
| Section A: Applicant details – including signed declaration | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section B: Outline of the school | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section C: Education vision | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section D: Education plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section E: Evidence of demand and marketing | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section F: Capacity and capability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section G: Initial costs and financial viability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section H: 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. Independent schools only: you have provided a link to the most recent inspection report | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent | <input type="checkbox"/> | <input checked="" 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: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Checklist: Section I of your application | | |
| 9. A copy of Section A 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: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], 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: [REDACTED] Warrington Cheshire [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 checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table> | Please state how you would describe your group: | <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other |
| Please state how you would describe your group: | <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other | | |
| 6. | If Other, please provide more details: | | |
| 7. | <table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <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> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table> | In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | |
| 10. | <p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>The Montessori School Association / Montessori St Nicholas Charity have supported our application and helped us with the definition of the Montessori curriculum. If our application is successful they will also provide some teacher training, will carry out accreditation of the school and will provide ongoing support and advice on Montessori matters.</p> | | |

| | | |
|---|--|--|
| | <p>We are part of the newly formed Montessori Free School Federation, along with the existing Discovery New School in Sussex and the proposed Montessori School in Manchester who are also submitting an application in this round. We are collaborating on those aspects of Montessori Free Schools that should be common to all, notably curriculum and some financial planning. Once established we will continue to be involved in this collaboration for support in setting up and operating our school and also to help support other Montessori Free Schools.</p> | |
| Details of company limited by guarantee | | |
| 11. | Company name: Warrington Montessori School | |
| 12. | Company address: [REDACTED] Warrington [REDACTED] | |
| 13. | Company registration number: 7946038 | |
| 14. | Does the company run any existing schools, including any Free Schools? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 15. | If Yes, please provide details: | |
| Company members | | |
| <p>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.</p> | | |
| 16. | Please confirm the total number of company members: 5 | |
| 17. | Please provide the name of each member below (add more rows if necessary): | |
| | 1. Name: [REDACTED] | |
| | 2. Name: [REDACTED] | |
| | 3. Name: [REDACTED] | |
| | 4. Name: [REDACTED] | |
| | 5. Name: [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: [REDACTED]

2. Name: [REDACTED]

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

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (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.

Yes
 No

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

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

Montessori St Nicholas Charity

No: 313636

Accreditation of school and support for training and curriculum.

Montessori Free School Federation

Support for development, training and equipment.

University of Chester

No: 07828011

Partnership for research into educational outcomes, continuous professional development and training.

| | |
|---------------------------|---|
| 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>Chester University are a Church of England University.</p> |
| Existing providers | |
| 23. | <p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><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><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><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> <p>N/A</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> <p>N/A</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>N/A</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: [REDACTED]

Print name: [REDACTED]

Date: 23rd February 2012

**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: | Warrington Montessori School |
| 2. | Proposed academic year of opening: | September 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: | 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 NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. | |
| 7. | If Yes, please specify the faith, denomination, etc of the proposed school: | N/A |
| 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: | N/A |
| 10. | Postcode of the preferred site of the proposed school: | [REDACTED] |
| 11. | Local authority area in which the proposed school would be situated: | Cheshire West & Cheshire |
| 12. | If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities: | Warrington Halton |
| 13. | <p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p> | |

Section C: Education vision

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

The purpose of Warrington Montessori School is to offer child-centred learning based on Montessori principles for children aged 4 to 11 years in the Warrington area. There are no Montessori Primary Schools in Warrington or the surrounding areas, state or independent, so this will provide the first opportunity for local parents to opt into this well-established and highly successful approach.

Education at Warrington Montessori School will be rooted in the understanding that children learn best through choosing, trying and doing things for themselves, and that happy self-motivated learners form positive images of themselves as confident, successful people. Children learn in different ways and at different paces, and our approach will support our children in their varied experiences to facilitate this learning. The Montessori approach is holistic and aims to develop the whole child so that they can reach their full potential in all areas of life, whatever their starting point or background.

We believe our approach will produce independent thinkers and unique individuals who are happy and fulfilled in their school life. Our aim is for them to be willing partners with us in their education, eager to learn and to share their learning with others, and to find the experience enjoyable and nurturing as well as developing academically.

Students and staff will be expected to maintain the highest standards of personal values and behaviour which shows respect for self, others, and the environment within which they all live and work. Our school will therefore make a significant positive contribution to the local community and our students will develop the skills, knowledge and understanding to enable them to contribute positively to the world as adults. Our respect for the environment will extend to the wider world and we will seek to minimise our impact and take an environmentally sustainable approach to all we do.

The Montessori approach to education lends itself to meeting the needs of children with Special Educational Needs (SEN) within a mainstream environment. We believe that our school will offer parents a different and evidence based choice to meet the needs of their children, reduce the equality gap and the number of young people not in education, employment or training (NEETs).

We will work with parents and academic partners over the long term to continue to seek opportunities to contribute to research into the academic, emotional and social outcomes of our educational approach. In this way we hope to bring about further improvement both within our school and across the broader education community, aiming to improve outcomes not only for the children who attend our school, but also those in the wider mainstream school settings.

Our aspirations for the school and its students are:

- To achieve a high level of academic progress for all of our children, adding significant value whatever their starting point
- For our children to feel positive about their school and learning community
- For our children to feel satisfied and fulfilled in their life beyond our school
- For our children to be healthy in body and mind
- For our school to be oversubscribed and to attract students from across the Warrington area
- For our staff to feel positive about their school and classes, and to deliver high quality teaching
- To demonstrate our behaviour management approach is successful
- To provide evidence that emotional and social outcomes for our children are superior to those from the mainstream approach
- To minimise our environmental impact in the operation of our school and the lifestyles of our children
- To act as a hub for local community activity.

To achieve our vision we will:

- Utilise a Montessori curriculum and approach to learning, encompassing individual learning, fostering independence, promoting the development of social skills and emotional growth, operating on the principle of freedom within limits, and encouraging active, self-directed learning.
- Organise our classes to be mixed ages and stay with the same teacher for two or more years, to allow a deeper student/teacher relationship to develop and provide a family-like grouping where learning can take place naturally with more experienced children sharing what they have learned while reinforcing their own learning.
- Practice an unconditional/developmental discipline approach to behaviour management that aims not to control behaviour through punishments and rewards, but to help our students understand the consequences of their behaviour and acquire the skills to control themselves.
- Develop a solution orientated School Improvement Plan and resourceful approaches to continually re-target in delivering our vision.
- Maintain a programme of continuous improvement throughout the school with valued contribution from all levels of staff, children, parents and related outside agencies.
- Strive for sustainability and minimal environmental impact with our school operations, producing and preparing our own food as a community and sourcing locally and ethically wherever possible.
- Engage with research partners to setup and support studies both short and long term to substantiate the expected outcomes for our students from our approach, publishing and sharing the results and supporting other schools in adopting our methods.

Section D: Education plan – part 1

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

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

| | Current number of pupils (if applicable) | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reception | | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Year 1 | | 6 | 20 | 20 | 20 | 20 | 20 | 20 |
| Year 2 | | | 6 | 20 | 20 | 20 | 20 | 20 |
| Year 3 | | | | 6 | 20 | 20 | 20 | 20 |
| Year 4 | | | | | 6 | 20 | 20 | 20 |
| Year 5 | | | | | | 6 | 20 | 20 |
| Year 6 | | | | | | | 6 | 20 |
| Year 7 | | | | | | | | 6 |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | | 26 | 46 | 66 | 86 | 106 | 126 | 140 |

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.

Warrington Montessori School will be an authentic Montessori school that will follow a Montessori curriculum throughout all years. There are no Montessori schools in or near to Warrington at present and there is clear demand in the area for a school that takes this approach. The curriculum will be broad, balanced, relevant and purposeful and the full range of curriculum will be available equally to all students. The Montessori curriculum embodies broadly the same aims and values as the current National curriculum and as part of the Montessori Free School Federation we have a detailed mapping of the two curriculums which demonstrates that children will cover all of the current National curriculum for KS1 and KS2 by the end of Year 6 (see Annex 1). This will also provide coherence in the education of children who join or leave our school part way through their primary education.

Montessori methodology is based on individualised learning and differentiation, the matching of work to individual children's prior learning and future learning goals, is fundamental to the approach. Teachers will assess each child's needs and prepare the environment and learning activities to ensure that all individual learning needs are met. The Montessori 'spiral curriculum' ensures that learning is arranged in small increments, and children acquire the skills and knowledge that they need at each stage thoroughly before moving on. The method assumes that within the mixed age classes children will learn, practice and teach each other over a period so as to reinforce understanding and skills. This allows children to develop true depth and quality in their learning and in the resulting work produced with no gaps in learning, rather than moving too rapidly through the curriculum in a superficial and unproductive way.

Organisation of learning

As detailed in Section D2, our school will be organised into three classes to facilitate learning and teaching via the Montessori approach, with roughly the following alignment:

Primary – Reception & Year 1

Lower Elementary – Years 2, 3 and 4

Upper Elementary – Years 5 and 6

The challenges and benefits of mixed age grouping are recognised, however the Montessori approach can be shown to mitigate many of the known issues through its child centred approach to learning. The family-teaching approach helps the older children learn to be patient and tolerant while serving as role models and teachers for the younger children. When an older child teaches a younger one, it reinforces previously learned concepts and is an aid in complete mastery of

concepts and confidence building for both students. Progression through the classes will be tailored to individual requirements, see D2 for more details.

We will also be seeking teachers of the highest calibre, as all evidence shows that the most important factor in determining how well children do is the quality of teachers and teachings. (Ref: DoE White Paper: The Importance of Teaching).

Throughout the school there will be an appropriate emphasis on securing children's literacy, numeracy and the skills of independent learning and research. Literacy and numeracy will be taught as distinct subjects as well as being developed and practiced through topic work, and we will ensure children's spoken English and pronunciation is of a high standard in order to assist correct written language – particularly for those children where English is an additional language.

Topic work will be integrated into the curriculum, acting as an underlying theme for the acquisition and practice of a range of skills developed from and through other subjects. This approach will enable children to gain a rounder, richer and deeper knowledge and understanding of the topic being studied. At capacity, children will stay with the same class for between two and three years, so topics are planned on a cycle so as to keep them fresh for each intake. Topics will normally be based on history and geography, but will also draw on other subject disciplines as necessary and relevant.

There are 25 hours core teaching time per week for all years, plus an optional 5 hours depending on time of arrival and leaving. For the purposes of curriculum modelling, only the core hours will be considered. The allocation of subject hours per week is not strict as the independent learning model allows students to flexibly focus on the core curriculum subjects as they desire. In order to ensure that the curriculum is broad and balanced, over the course of the term the teacher will guide each child's activities to ensure that all of the relevant material is covered and understood, and the breakdown of this activity will follow the described pattern in the table below. Where a teacher notices a student is underperforming in a particular area they will seek to address this by encouraging the child to temporarily spend more time working on that area. Some specialist subjects are taught in 90-minute blocks once per fortnight, so the average of 45 minutes per week is shown when comparing weekly hours.

Taking advantage of our extended school day, enrichment programmes will be set up outside core hours on a voluntary basis for particular learning needs or delivery of a specialism. (See Wrap Around Care Curriculum).

Independent Learning

From the Lower Elementary class onwards, Montessori students start to manage their time through personal work plans. They first plan their work over a day and then over a week. With adult support they become adept at managing their time well and planning their own learning: something that is essential at University and as an adult.

Children, who are simply told what 'the answer' is, miss out on an important

aspect of education. We want our children to be able to debate, consider and make informed opinions, so these skills will be taught and actively encouraged. The Montessori curriculum places much emphasis on discovery, through practical experimentation by the child, and on researching skills. Our students will be encouraged to seek to understand things better and find solutions to problems as research demonstrates that this is what makes intelligent and useful people who will reach high levels of personal satisfaction. (Ref: A Comparison of Montessori and Traditional Middle Schools: Motivation, Quality of Experience, and Social Context by Kevin Rathunde, The NAMTA Journal 28:3, Summer 2003, pages 12-52)

Assessment

Our students will be assessed on their mastery of a topic, but not through tests or graded written work. Mastery is achieved when a child has repeatedly demonstrated correct manipulation of the materials, is successful with them and can teach a concept to someone else. Our teachers will determine each child's mastery level through careful observation of the child and various recordkeeping tools.

Observation

Regarded as the strongest assessment tool in Montessori's approach to education, our teachers will have been trained to sit back and watch how the child interacts with their environment and materials. They will note the frequency with which a particular material is used and how successful the child is with it. They will also note any struggles that may require a repeat presentation of the lesson, as well as indications that the student may be ready to move on to the next lesson/presentation in the sequence.

Records

Our complete curriculum mapping will be maintained in an appropriate software tool, such as B Squared's Connecting Steps, to allow detailed record keeping for each child (see Annex 2). As each lesson is presented to a student the date can be noted, as well as the date of mastery along with any comments or notes that detail the child's progress with the materials. The software can also be used to hold the flow of materials and concepts so that the proper sequence is followed.

Reporting

Grades and progress comparisons with peer groups will not form part of our assessment process. Each child is evaluated as an individual and their progress is determined in terms of their own achievements. Reports detailing progress against curriculum milestones for both individuals and cohorts can and will be generated for staff use to ensure that a satisfactory rate of progress is maintained through the school year, and also at regular intervals to share meaningful progress information with parents.

Accommodating Special Educational Needs

Warrington Montessori School welcomes children of all abilities and backgrounds,

and the Montessori method practiced is particularly adept at working with a cohort with a wide range of learning abilities. The Montessori approach is constructivist rather than behaviourist, and is based on active learning and the scaffolding technique of applying new concepts to previous knowledge and experiences. Children are encouraged to move ahead in each subject at their own pace and they take up a new activity only when they are comfortable that they have learned enough from the previous activity, and the teacher acts as a mentor and guides the children through each development stage. This flexible approach gives teachers the freedom to develop individualised plans to meet the learning needs of each student (Ref: Montessori and learning differences: children with disabilities. Pickering, J. S. 2003, Montessori Life) and promotes student confidence as they build knowledge on strong foundations and receive personal attention from the teacher.

Children with learning disabilities benefit from choosing activities based on their abilities and interests (Ref: The effect of teacher style on interactive engagement of preschool-aged children with special learning needs, Mahoney & Wheeden 1999, Early childhood research quarterly), and by learning actively through self-discovery (Ref: Design Experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. Brown 1992, The journal of the learning sciences), which helps them to stay motivated and builds positive self-esteem. Selecting their own activities helps them to concentrate better on the tasks, and focusing on one concept at a time helps to reduce distractions and prevent them from feeling overwhelmed. The multi-sensory, interactive teaching materials also provide a high degree of stimulation to help maintain concentration. With long work-cycles, no time constraints on mastering any particular material and mixed-age classes, children are able to grasp and fully understand the concepts at their own pace while working as part of a social mixed-ability classroom in which everyone learns from one another, everyone contributes and no one feels 'ahead' or 'behind' in relation to their peers.

Gifted children similarly benefit from the ability to work ahead of their peers in some or all areas while remaining in a cohort appropriate for their age and social needs.

Primary Class Curriculum – Reception & Year 1

| Montessori Primary Curriculum | National Curriculum | Primary Hours Recep/Y1 | Recommended Hours KS1 |
|--|----------------------------|-----------------------------------|----------------------------------|
| Language Arts | English | 6:30 | 5:00 – 7:30 |
| Mathematics | Mathematics | 4:30 | 3:45 |
| Culture & Science | Science | 2:00 | 1:30 |
| | History | 1:00 | 0:50 |
| | Geography | 1:00 | 0:50 |
| Art | Art | 1:00 | 0:50 |
| Practical Life & Sensorial Development | Music | 0:45 | 0:50 |
| | PE | 2:00 | 1:15 |
| | PSHE | 1:00 | - |

| | | | |
|------------------|------------------|--------------|----------------------|
| | Domestic Science | 0:45 | - |
| | Horticulture | 0:45 | - |
| French | MFL | 0:45 | - |
| Cross-curricular | RE | 1:00 | 1:00 |
| | D&T | 1:00 | 0:50 |
| | ICT | 1:00 | 0:50 |
| | TOTAL | 25:00 | 17:30 – 20:00 |

The subjects covered in the Primary classroom are summarised below with their National Curriculum counterparts in brackets.

Language Arts (English)

Through the use of a multitude of activities, a child first learns their phonetic sounds, phonetic reading and writing, synthetic phonics, irregular or sight words, phonograms and blends, which leads to fluent (total) reading. We also utilise journal keeping, creative writing, grammar, comprehension, whole language and poetry. The Montessori materials are consolidated by complimentary supplementary materials, to ensure that all of the National Curriculum statements are covered.

Mathematics

All learning materials incorporate the use of concrete materials to help the children to first learn to count to ten and then systematically progress to solve complex addition, subtraction, multiplication, and division questions. Additional resources are again used to incorporate the additional strands of learning, for example looking at operations, data handling, measurement etc. Language used for conventional teaching of the subject is also introduced from the outset to bridge the gap for our students.

Culture & Science (Geography, History, Science)

The culture and science curriculum encompasses the following areas:

Geography – Starting with land, water and air, and progressing to studying the world's different regions through photographs, art, geo-moulds and geography puzzles.

History – By examining their own timeline from birth to present, and their own family tree, children gain their first sense of history and the concept of time is brought to life through studying topics such as democracy, World War I and II etc.

Botany – Assists the child in exploring the biological aspects of their environment. Helps them develop an appreciation for the delicate balance of nature. The study of botany is child centred using live plants as a knowledge and interest catalyst.

Zoology – Children by their nature are fascinated with animals. We learn about animals and to respect their needs, habits and characteristics.

Science Experiments – A collection of interesting and fun 'hands on' experiments. Prediction and analysis are incorporated into each experiment that covers such topics as gravity, forces, property/states of matter etc.

Art

One of the principles of the prepared Montessori environment is to have real works of art hung at the child's eye level and changed frequently and other objects of art for the children to explore both visually and by touch. The styles

and techniques are discussed within the class and used as a springboard for discussion and creative work. Many of the exercises in the Practical Life activities are artistic in nature, e.g. cutting, weaving, sewing, use of stationery tools, stencils etc. When creating children are given as much freedom of expression as possible and the teacher refrains from directing the output or commenting on the results.

Practical Life (PSHE, PE, Domestic Science, Horticulture)

The Practical Life curriculum consists of every day activities which are offered to assist the child in developing a sense of order, concentration, personal pride, independence, respect for others, fine motor skills, grace and courtesy, confidence and self esteem. The purpose of these activities is to help the child gain control in the coordination of movement, to gain independence and to adapt to their society. It is well researched and documented that the movement, balance and co-ordination directly impact on a child's future intellectual development and progress. These exercises are considered to be a child's indirect preparation for future learning and foundational to later language and mathematical skills.

Each class will also split into two groups and attend a 90-minute Domestic Science lesson or a 90-minute Horticulture lesson each week, and swap for the following week. In these classes these practical skills will be developed further as the children contribute towards the production and preparation of the food for the whole school in the drive towards self-sufficiency and sustainability. In Domestic Science will also learn more specific skills, both practical cookery skills and also procedures for food safety and hygiene etc. Horticulture lessons will include some elements of the Botany curriculum, identification of locally occurring plants and animals, life processes in plants and animals along with practical elements of food production. As part of these lessons the children will take part in the work necessary to grow and harvest crops for use in the school kitchens, and also tend to any small livestock we are able to keep on the site.

We include PE in this section as the Montessori approach encourages physical activities that align with those a child will do later in life, such as hiking, swimming and cycling. Montessori also encourages active free play and we will incorporate equipment to support physical activities into both the free play and the dedicated gymnasium areas, e.g. kites, balls, trampolines, balance beams, tree houses with ladders, swimming, cycling and monkey bars.

Sensorial Development (PSHE, Music)

Sensorial Development incorporates an array of activities to assist the child in understanding the information they receive from their environment via all of their senses. Through the concrete explorations of these sensorial exercises at this critical stage in their development, the children become aware of their different senses and they are better able to understand their own individuality and the environment that surrounds them.

Music making activities will be present in the main classroom and during our dedicated music sessions the children will experience classical music and explore different musical instruments and learn to sing together. Individual music lessons will also be made available.

French (MFL)

We plan to start by offering French but will regularly review whether to offer alternative modern foreign languages instead as we progress. The subject will be taught in two ways, there will be French activities included in the active learning materials within each classroom that will be introduced to the children for them to use for their development during the main class sessions. There will also be immersive class experiences once a week. Each class will divide into two groups and half will attend a 45-minute French lesson in a dedicated classroom with role-playing material and a specialist French language teacher, while the other half have a music/singing lesson and then the classes are exchanged. The desired outcomes from these classes are to both increase student awareness of foreign cultures and also to attain basic conversational abilities.

Cross-curricular (RE, D&T, ICT)

Some subjects are by their nature cross-curricular and will be incorporated into the activities presented under other headings so far.

Religious Education

We provide religious education within an integrated curriculum, mainly within the areas of knowledge and understanding of the world - Geography, History. Developing a sense of identity and belonging, respect for others and responsibilities to their communities are also key elements to our whole ethos at Warrington Montessori School.

We will provide opportunities for our students to explore religious issues in the modern world, including media misrepresentations of religion for the older classes, and we will invite representatives from our local communities, both religious and non-religious, to work with the school to give our children the chance to interact with different groups.

Design & Technology

We recognise the important role Design and Technology has to play in developing children's awareness of the vast range of products in their environment and their fitness for purpose, and of the concepts of form and function. By answering questions such as 'Is this the right tool for the job?' children learn how to solve practical problems skilfully, creatively and with imagination. Design and Technology links to aspects of Art (sculpture and textiles), Mathematics (measuring and shape) and Science (properties of materials).

Information and Communications Technology

Use of technology will be integrated throughout the curriculum and all areas are supported by elements of ICT. There will be one computer in each classroom and additional computers available in the school library. Students will be encouraged to research topics from a variety of sources, including the internet, and to use ICT tools to collate and present their work, using tools such as spell checkers to enhance its quality and accuracy. The school computers will be networked and information sharing will be encouraged both internally and also externally. Safe use of the Internet will be taught and protection may be put in place to prevent access to known bad areas of the Internet.

Key Stage Transitions

By the end of their first year with us (Reception) we expect most children will have met the early learning goals from the EYFS and moved onto KS1 in a gradual transition between the learning materials. Where children have not yet met those early learning goals, they will be offered more support to complete the work during Year 1, but this will be within the same class environment as their peers so it should not be obvious to them or their classmates.

For the remainder of their time in the Primary class, children will work on the KS1 curriculum materials.

Lower Elementary Curriculum – Years 2, 3 & 4

| Montessori Lower Elementary Curriculum | National Curriculum | Lower E Y2/3/4 | Rec. Hours KS1 | Rec. Hours KS2 |
|---|----------------------------|-----------------------|-----------------------|-----------------------|
| Language Arts | English | 6:30 | 5:00 – 7:30 | 5:00 – 7:30 |
| Mathematics I & II | Mathematics | 4:30 | 3:45 | 4:15 – 5:00 |
| Matter & Astronomy | Science | 0:30 | 1:30 | 2:00 |
| Botany | | 0:30 | | |
| Zoology | | 0:30 | | |
| Science Experiments | | 0:30 | | |
| History | History | 1:00 | 0:50 | 0:55 |
| Physical & Cultural Geography | Geography | 1:00 | 0:50 | 0:55 |
| Art | Art | 1:00 | 0:50 | 0:55 |
| Music | Music | 0:45 | 0:50 | 0:55 |
| Health Sciences & Advanced Practical Life | PE | 2:00 | 1:15 | 1:15 |
| | PSHE | 1:00 | - | - |
| | Domestic Science | 0:45 | - | - |
| | Horticulture | 0:45 | - | - |
| French | MFL | 0:45 | - | - |
| Cross-curricular | RE | 1:00 | 1:00 | 1:15 |
| | D&T | 1:00 | 0:50 | 0:55 |
| | ICT | 1:00 | 0:50 | 0:55 |
| | TOTAL | 25:00 | 17:30 – 20:00 | 19:15 – 22:00 |

In the Lower Elementary Class there are the Five Great Lessons that are used to teach children about the world and are presented every year in this class so that the children see them more than one time. The Five Great Lessons is a group of impressionistic stories that are meant to provide elementary Montessori students with a “big picture” of the world and life. At this stage of development, children are becoming aware of the world and their place in it. For a child, the Great Lessons are more than just educational and inspirational stories. They spark the imagination and lead students to contemplate not only the past, but also the future. It is through the telling (and re-telling) of these important lessons that

children are motivated to further research and works in the Montessori classroom. The First Great Lesson is told early in each academic year and then time is left between the delivery of the remainder to give the children the opportunity to explore the information contained with them. Great Lessons are scheduled for core weeks of school time so that children do not miss out on them.

The Five Great Lessons are:

- Coming of the Universe and the Earth
- Coming of Life
- Coming of Human Beings
- Communication in Signs
- The Story of Numbers

For more details on the content of the great lessons please see Annex 3.

The subjects covered in the Lower Elementary classroom are summarised below with their National Curriculum counterparts in brackets.

Language Arts (English)

We all appreciate how fundamental language is to communication. For children, the ability to speak opens doors; the ability to read opens minds. Our Language Arts program builds on the foundations built in the Primary Class, which sets the stage for the children to master tasks such as: Reading, Writing, Spelling, Dictionary Skills, Poetry, Novel Studies, Penmanship & Handwriting, Parts of Speech and the Junior Great Books. Each skill builds on another and forms a solid base, which leads to ease of integration with other subjects. Writing a research project on whales or explaining how a math equation is worked out is easily achieved as a result. In addition the children learn to value reading for pleasure.

Mathematics I & II (Mathematics)

There is nothing in our world that does not in some way relate to mathematics. Being able to apply mathematics skills in other areas, such as language arts and music is most beneficial. The four operations are taught in detail building on skills learned in preschool. A fair portion of the curriculum is devoted to Geometry and related lessons including use of the Geometry Cabinet, Constructive Triangles, sticks and nomenclatures and multiplication and division. Rounding it off is the introduction to fractions and factors & multiples. Having manipulated the concrete materials, the child moves towards creating an internal impression of the more complex mathematical concepts and is encouraged to record as well as progress towards mental arithmetic.

Matter & Astronomy (Science)

Supernovas, stars, asteroids, meteors, satellites and galaxies! Children discover the wonder and power of a tiny atom, and all its potential. This comprehensive curriculum provides plenty of activities to explore the mysteries of the universe, to discover many answers to why and how things exist and behave, and to seek further answers to questions that inevitably arise. Many of these areas of learning are catalysed by the telling of the Great Lessons, particularly here from The Coming of the Universe and the Earth.

Botany (Science)

Plants are one of the key components that sustain animal life on earth. In Botany we teach the plant anatomy, plant physiology, plant geography, plant industries and horticulture.

Zoology (Science)

Animals have inhabited the Earth for millions of years, growing from simple one-celled organisms to the diverse variety we see today. Our Zoology curriculum encompasses an overview of the animal kingdom and classification suitable for the Elementary classroom. We also explore animal needs and how they are met.

Science Experiments (Science)

A collection of interesting and fun 'hands on' experiments. Prediction and analysis are incorporated into each experiment and students will keep personal records for each experiment they complete.

History

Man has always been curious about the past. In History we review the origin of the universe, explore the concept of time and visit in capsule form how the ancient civilizations evolved. Intertwined with this is a study of the common needs of people and how they apply to each time period.

Physical & Cultural Geography (Geography)

The Earth is our home, but what do we really know about it? In Geography we look at the formation of the Earth, its place in the solar system, its atmosphere, weather and seasons and its various land and water features. We also explore ways of representing these features through the use of maps - finding our way with lines of longitude and latitude and a compass. A major component of this curriculum is the study of continents, countries of the world and their capital cities.

Art

Our aim is to build imaginative, artistic projects into the curriculum and to inspire children to explore their own creativity as a means of expression.

Music

Music making activities will continue to be present in the main classroom and during our dedicated music sessions the children will experience classical music, explore the world of musical instruments, make their own and conduct and play in a classroom orchestra.

Health Sciences (PE, PSHE)

Maria Montessori believed that a healthy mind, body and spirit are essential elements for success on the universal path of progress and development. With these, a human being has a better chance of making a positive contribution to the world than one who does not take care of his physical, mental, and emotional development. The Montessori teacher can play a key role by helping the children discover that good health is a pleasure they can enjoy from childhood into old age. Topics covered in this area will include positive self-image, nutrition and Physical Education.

Advanced Practical Life (Domestic Science, Horticulture)

Children entering the Elementary level of their Montessori education have already had fairly unlimited access to basic Practical Life activities. As these children mature, the teacher plays a more active role in selecting certain tasks, which may suit a particular child or situation. The children do not have as much "free" unstructured time in which to select any activity they choose but rather are guided to hone the skills needed for success in later subjects and life in general. The activities taught in the Advanced Practical Life portion of the curriculum are simpler versions of many of those that the adults in their lives engage in. The module encompasses topics such as cooking, gardening, sewing, and basic etiquette that will help a child develop a high level of concentration and improve fine motor skills while evoking a sense of respect for others and the environment. The dedicated sessions for Domestic Science and Horticulture will be used as opportunities to get deeply involved in particular activities in these areas.

French (MFL)

French will continue to be taught in the active learning materials within each classroom and also the immersive class experiences for each student every week. The material covered will be more advanced as appropriate for this age group and will include more written work.

Cross-curricular (RE, D&T, ICT)

The cross-curricular activities will continue to be incorporated into the activities presented under other headings so far, as for the Primary classes.

Key Stage Transitions

During the Lower Elementary class each child will make the transition from KS1 to KS2 level materials as they progress through the Montessori curriculum. It will be obvious from the records kept where this transition takes place and will be monitored by the Teacher, but it will be a seamless transition for the child

Upper Elementary Curriculum – Years 5 & 6

| Montessori Upper Elementary Curriculum | National Curriculum | Upper E Y5/6 | Rec. Hours KS2 |
|---|----------------------------|---------------------|-----------------------|
| Language Arts | English | 6:30 | 5:00 – 7:30 |
| Mathematics | Mathematics | 4:30 | 4:15 – 5:00 |
| Botany & Microscopic Study | Science | 0:30 | 2:00 |
| Zoology | | 0:30 | |
| Astronomy & Ecology | | 0:30 | |
| Scientific Method & Technology | | | |
| Matter & Energy | | 0:30 | |
| World & European History | History | 1:00 | 0:55 |
| Physical & Cultural Geography | Geography | 1:00 | 0:55 |

| | | | |
|-------------------------|------------------|--------------|----------------------|
| Art | Art | 1:00 | 0:55 |
| Music | Music | 0:45 | 0:55 |
| Health Sciences | PE | 2:00 | 1:15 |
| | PSHE | 1:00 | - |
| French | MFL | 0:45 | - |
| Advanced Practical Life | Domestic Science | 0:45 | - |
| | Horticulture | 0:45 | - |
| Cross-curricular | RE | 1:00 | 1:15 |
| | D&T | 1:00 | 0:55 |
| | ICT | 1:00 | 0:55 |
| TOTAL | | 25:00 | 19:15 – 22:00 |

In the Upper Elementary class the work and the curriculum will as a natural progression from the Lower Elementary class, advancing key concepts in all areas and introducing new elements that spark the interest and imagination of the 9-11 year old student. It will include more independent project work and also introduce some preparatory work to ready the children for standardised testing and the world beyond Primary School.

The subjects covered in the Upper Elementary classroom are summarised below with their National Curriculum counterparts in brackets.

Language Arts (English)

Furthering the solid skills developed in Lower Elementary, our Upper Elementary Language curriculum fosters a love of reading and communicating. At the core of this curriculum: skill development in speaking and listening, handwriting, spelling, grammar and syntax, reading, word study, the mechanics of writing, research skills, literature and persuasion.

Mathematics

Montessori maths continues with the hands-on approach, moving further into critical thinking and problem-solving skills, covering everything from the decimal system to graphs, statistics, practical applications, pre-algebra, and geometry.

Botany & Microscopic Study (Science)

Botany and Microscopic Study for the Upper Elementary class is designed to instil in children a fascination with the world of plants and an appreciation for the role plants play in shaping the environment where people and animals live. It begins with plant review to prepare children for the more technical classification section that follows. Students then look at the structure and function of plant parts, and then move toward identifying plants in the school gardens and the natural environment. Some of this work will be carried out during the dedicated time allocated to Horticulture.

Microscopic study begins with the exploration of plant and animal cells, and how cells work together to perform specific functions. The second section studies microorganisms and food spoilage, showing how the method of reproduction used by many microorganisms allows them to quickly spoil unpreserved food.

Zoology (Science)

As future stewards of the land, children explore the animal kingdom and develop an understanding of its interconnections. The curriculum investigates animal routines and how they are designed for survival, and then external anatomy and classification, building significantly upon classification principles covered in the Lower Elementary Zoology curriculum. Students then apply their new understanding of classification to identifying animals. Internal anatomy and physiology, including reproduction, is then explored, followed by adaptation and then the relationship of humans with animals.

Astronomy & Ecology (Science)

Astronomy is slowly opening the universe to human understanding. Children study astronomy as it concerns the most concrete realities as well as abstract concepts, all in relation to humanity as it explores its place in the universe. Topics include constellations, light years, astronomical tools, stars, the sun, the earth, the solar system, the moon, tides, eclipses, meteors, asteroids, comets, and space exploration.

Ecology is the study of relationships between living things and their environments. Children learn about ecosystems and biodiversity in the context of the interconnectedness of all living things on earth, and the balance and resilience this interconnectedness creates.

Scientific Method & Technology (Science)

The Upper Elementary Scientific Method and Technology curriculum explores the tools and procedures that scientists use to further their knowledge about the world, examining the basic machines and tools of technology, and their history and application. Students are provided opportunities to conduct small- or medium-scope research projects with the teacher's guidance. We also hope to setup a small museum of technology for the students to explore.

Matter & Energy (Science)

Through activities and experiments, children will grow to appreciate the ways in which humans discovered, and continue to discover, the nature of matter and energy and the astounding inventions and innovations that have occurred as a result of these discoveries. For children who learn to appreciate science, the journey through the history of scientific knowledge provides endless fascinating explorations. We explore the nature of matter and elementary chemistry, the study of how matter changes from one form to another, and also the nature of energy and elementary physics, the study of how motion, force, and energy affect matter.

Physical & Cultural Geography (Geography)

Physical geography is the study of the earth's physical environment, including its formation an ongoing evolution. We focus on earth's biosphere, including the atmosphere, hydrosphere and lithosphere – parts of the earth where living things reside. Students discover how these three spheres of activity are inextricably linked, and that logical patterns emerge over time. Examining these patterns leads to an understanding of weather and weather systems, how the earth

evolved into its current form, and how it may change in the future.

Cultural geography is the study of specific places and peoples on earth, with an emphasis on the interaction between the two. The Upper Elementary Cultural Geography curriculum provides a detailed study of global continents, examining the major regions of the earth through the different facets of cultural geography to achieve a balanced, thorough analysis. Maps and mapping are explored and treated as elements of culture created to serve human needs in relation to the environment.

The discussion then moves on to a sequential look at the continents, and a deeper look at how humans interact with the environment to satisfy their basic needs for water, food, shelter, transportation, defence, and social organisation. This is followed by an examination of celebrations, often of religious nature, that incorporate all aspects of a culture and reflect the environment in which they take place. Finally, because cultural geography is such a broad topic, we ask children to create research projects that pull together the disparate knowledge about a chosen subject.

World & European History (History)

Humankind's short time on earth is full of fascinating events and amazing developments that do indeed affect our daily lives. History at the Upper Elementary level centres on prehistory, archaeology, ancient civilizations, early exploration of the world, European history and history through art. At this level, the history of modern countries is presented as an opportunity for older students to carry out a major research project.

Art

Exploring their own creativity as a means of expression continues to play a part in the development of our student's understanding of the other topics they cover.

Music

The dedicated music sessions will continue and the children will experience and discuss music in more depth as well as extend their own musical ability in singing or performing as a small group.

Health Sciences (PE, PSHE)

Montessori believed that a healthy body, spirit and mind were the keys to creating peaceful, productive citizens. Our approach to health sciences in the UE curriculum includes food and food handling, nutrition, individual and community development, wellness, sex and relationships education, physical education and sport.

Advanced Practical Life (PSHE)

The activities taught in the Advanced Practical Life portion of the curriculum continue to extend into adult life preparation. The dedicated sessions for Domestic Science and Horticulture will continue, although it is more likely that students will specialise in much smaller and independent groupings at this stage.

As part of this area practical sessions will be introduced to prepare the children for standardised testing activity, which is likely to commence for them in Year 6 with

KS2 SAT testing. These will continue to encompass readiness for the next stage of schooling, wherever that will be, and concepts that may so far have not been experienced by our students such as waiting until a designated break time to go to the toilet or get refreshments, or ending a lesson when a bell rings, will be introduced, discussed and where appropriate role play will be used to ensure that all children will be well prepared.

French (MFL)

French will continue to be taught in the active learning materials within each classroom and also the immersive class experiences for each student every week. The material covered will be more advanced as appropriate for this age group and will include more written work.

Cross-curricular (RE, D&T, ICT)

The cross-curricular activities will continue to be incorporated into the activities presented under other headings so far, as for the Lower Elementary class. Independent project work will also be introduced in this class and children will be encouraged to work across the boundaries of the various topics.

Wrap-around Care Curriculum

Wrap-around care will be provided on site both before and after core school hours, as we recognise that parents do not always have the options to work the shorter hours that would allow them to deliver and collect their children for school hours. The opportunities offered during the wrap-around care sessions will be designed to complement and extend the core curriculum, but they will not cover the core curriculum itself so that there will be no disadvantage to those children who do not take it up. The only exception to this may be in the situation where additional coaching is recommended for a student with special educational needs and it is suitable to all parties to use some of the wrap-around care time. Parents will also be encouraged to attend after-school sessions with their child if there are activities the child would like to participate in but wrap-around care is not required and fees will be discounted for them in this situation.

We will operate the wrap-around care using a dedicated in-house team who are separate from the main teaching staff, although individuals may choose to be part of both teams, and we will utilise specialists and third-party providers to allow us to offer activities such as language classes; sports and music coaching; and themed clubs e.g. gardening, cooking, chess etc. Access to a number of such activities each week will be included in the base session fee, and the days on which activities are offered will be rotated regularly during the year to ensure access for those children who only attend on specific days of the week. Also available at an additional charge will be individual and small-group sessions with our specialist staff. Alongside such structured activities there will also be opportunities for informal games, both physical and mental; chill-out areas to relax in, chat or read; and further opportunities to help prepare and serve the food for the group.

Breakfast club sessions will be more informal and less structured than after-school club sessions, and will include the provision of breakfast materials for

children to help themselves to. There will be an overlap of the optional school hours and the wrap-around care so that children can move from one to the other at the natural break of their activity.

Structured activities available to the whole group will generally be scheduled 4-5pm, to allow time for a snack and a break after school finishes before they start. Tea will be available 4:30-5:30pm and will usually be of a nature that the children can eat in small groups when they are ready rather than as a single sitting.

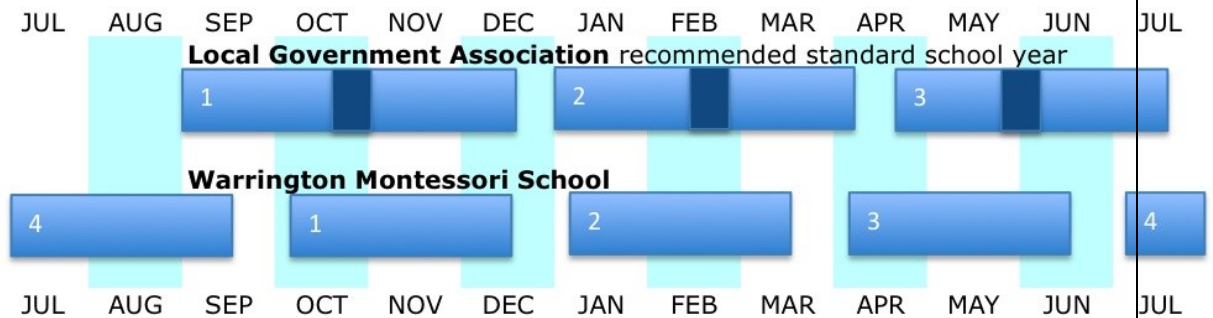
Homework

There is almost no evidence that homework helps Primary school students achieve academic success, and little more than it helps older students. None of the assumptions typically used to promote homework – that it promotes higher achievement, reinforces learning, teaches study skills and responsibility – actually pass the tests of research, logic or experience. The only correlation that does consistently show up in research about the effects of homework is that the more assignments are set, the more negative the student's attitudes are towards learning. We therefore believe that our student's time outside of school would be better spent sleeping, exercising or playing in order to better fulfil their physical, emotional and neurological development and we will not set homework for any of our classes. Our teachers will encourage and support any learning that the children embark upon, wherever it takes place, but the routine setting of assignments to be taken home and completed will not form a part of our curriculum.

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

School Calendar

Our school will be open to students between 07:30 and 18:00 Mon-Fri for 44 weeks of the year.



We will operate with a four term system where each term is 11 weeks each (54 days), with two-week fixed holidays between each term. The first day of each term will be an inset day. For Y6 children moving to a 3-term high school, their final term will finish four weeks early to allow them a break before their new school term begins.

For the school year 2013/14 this will mean the following term dates:

Terms 2013-2014:

Autumn - Oct 8th - Dec 20th 2013

Winter - Jan 7th - Mar 21st 2014

Spring - April 8th - June 20th 2014

Summer - July 8th - Sep 19th 2014 (Aug 15th for Y6 moving to 3-term high school)

First day of each term is an inset day:

Oct 7th 2013

Jan 6th 2014

April 7th 2014

July 7th 2014

Children will be able to take up to six weeks additional holiday at any time outside of designated core weeks and parents must normally provide at least four weeks written notice of intent. Attendance is therefore for a minimum of 38 weeks (190 days) and maximum of 44 weeks (216 days). As the Montessori teaching methodology allows every child to learn at their own individual pace and to progress through the curriculum independently, there are no concerns about children taking holidays at separate times as nothing will be missed from their education. Those few group lessons that are core to the curriculum will be covered during designated core weeks to ensure that they are available for all to

participate in. Any children who take less than the available six weeks additional holiday will continue to progress using the teaching materials during the extra time, but the expectation is that the holidays will be taken and when planning each student's individual aspirations for the year, the desired progress will be appropriate for 38 weeks of attendance.

We will strongly encourage parents to make use of both the scheduled and additional holiday as we believe that family time is important, but we also recognise that some families may struggle with the 8 weeks of school holidays, particularly those who also have to cater for holidays on different dates, so holiday clubs will be arranged for the main school holidays if required, either on-site or with a third-party provider. To begin with we will not charge parents for the additional care provided if they do not take the full 6 weeks of holiday entitlement, but we will reserve the right to do so if we feel that the facility is being misused.

Teaching staff will be entitled to leave for seven of the eight weeks of school holidays, with the week immediately prior to the start of the October term counting as a working week for teachers in order to hold parent induction sessions and all-staff meetings in preparation for the year ahead. They will also be able to take up to four weeks leave in addition, depending on their individual contract arrangements. This must be taken outside of designated core weeks with dates agreed prior to school year commencing and changes at discretion of the Principal. If requested we will provide childcare on-site for staff children at other schools during mainstream holiday periods, with the costs shared between those who use the service.

Non-teaching staff will receive holidays in line with their contracts and may vary depending on their role.

Core weeks will be identified and published in advance of the school year and will include the following activities:

- Settling in at the start of the new academic year
- Shorter settling in periods at the start of each new term
- Whole class or whole school special activities

Some weeks/days will also be designated as 'special activities' and while children may still take holidays during these periods, their clear identification should allow parents to make an informed decision as to whether they choose to miss them.

These may include:

- School plays/concerts and their preparation
- School fetes
- Visitors to the school
- Visits from the school to other locations

School Day

| Time | Teaching Hours (no cost) | Teaching Timetable | Wrap-around Care (session costs) |
|-------|-----------------------------|--------------------|-------------------------------------|
| 07:30 | | | Breakfast Club |
| 08:00 | | | Breakfast Club |
| 08:30 | Optional | Morning Session | Breakfast Club |
| 09:00 | Core | | |
| 09:30 | Core | | |
| 10:00 | Core | | |
| 10:30 | Core | | |
| 11:00 | Core | | |
| 11:30 | Core | | Lunch |
| 12:00 | Core | | |
| 12:30 | Core | Afternoon Session | |
| 13:00 | Core | | |
| 13:30 | Core | | |
| 14:00 | Core | | |
| 14:30 | Core | | |
| 15:00 | Optional | | |
| 15:30 | | | After-School Club |
| 16:00 | | | After-School Club |
| 16:30 | | | After-School Club |
| 17:00 | | | After-School Club |
| 17:30 | | | After-School Club |
| 18:00 | | | Close |

Teaching Hours are 08:30 - 11:30 and 12:30 - 15:30 and teachers and classroom assistants are required to be in the classroom at least fifteen minutes before start of day (08:15) and up to fifteen minutes after end of day (15:45). Children are expected to arrive at the classroom between 08:30 and 09:00 and may leave between 15:00 and 15:30. The primary reason for this is to avoid all parents dropping off and picking up at the same time and reduce congestion around the school.

The total teaching time per week for full time students at the school, excluding lunch times, is therefore a minimum of 25 hours and a maximum of 30 hours, as 1 hour per day is optional. Multi-class assemblies will be an infrequent occurrence, and breaks are not scheduled in the day but rather taken at any sensible point required by the individual.

Lunch is provided for the whole school, and staff are expected to eat in the dining area with the children. During this time, many of the practical life skills will be taught as children learn to socialise informally; serve each other and clear up; and be able to converse in a mature way. A minimum of 30 minutes free time is provided for each teacher over lunch. Parents will be charged termly in advance, except for those who qualify for Free School Meals, and no distinction will be visible to children or other parents as to who pays and who does not. Special diets will be accommodated and due to their involvement in the preparation of the food in their Domestic Science classes and the high-quality home-made provision, take up of school meals is expected to be high. Healthy drinks and snacks will be made available to all children throughout all sessions for them to help themselves to as required. The cost of these will be covered by the charge for lunch and they will be produced on site wherever possible. We will comply with the Healthy Eating for Schools initiative guidelines for nutrition and food standards.

There will be no formal timetable other than for these fixed points in the school day. The children follow their individual timetable, drawn up in discussion with their teacher in advance for the elementary years, during the morning and afternoon work cycles. See section D1 for a detailed breakdown of the curriculum that will be covered during these sessions.

Each class will spend one half-day session per week on subjects that will use specialist instructors and do not require the presence of their own teacher (e.g. French, Domestic Science etc). This session is allocated as preparation time for the teacher and contact time with their assistant(s), although they may be asked to provide sickness cover on occasion. The session is likewise available as study time for the classroom assistant if they are working on qualifications, otherwise they will be allocated to work with a group of children as required.

P.E sessions of a nature appropriate to the weather and available facilities will be arranged by the teachers in consultation with their class for two one hour or four half hour sessions per week.

Students will spend most of their time in their own classroom with their teacher and classroom assistant, and this teacher will be responsible for their pastoral

care as well as guiding them through the curriculum of teaching materials and any group or whole-class time. For usually one half-day session per week each class will participate in special subjects outside of the main classroom in small groups and taught by specialist instructors, including French, Singing/Music, Domestic Science and Horticulture.

Extra-curricular activities will generally be arranged by interest groups, i.e. those children who wish to go outside of school to take part in an activity, rather than by class groupings. Typically these groups will be made up of either Primary or Elementary age children, but where appropriate mixed age groups from across the school may also arrange visits. Some class trips will also be arranged and will retain the normal class groupings. Community and parent volunteers will play an important role in these trips and will all be appropriately checked and receive guidance on the processes and behaviour standards prior to taking groups out.

One or more of the staff, teaching or non-teaching, will also be designated as student counsellors and hold the appropriate training for this role. They will be available to all students at regular times during each week to provide extra emotional support beyond the normal pastoral care offered by their teachers.

Student Organisation

Montessori classes are typically grouped in mixed ages and abilities over three year age spans: 0-3, 3-6, 6-9, 9-12 etc. This provides constant interaction, problem solving, child-to-child teaching and socialisation, and allows a deeper relationship to develop between teacher and students. Children are challenged according to their ability and cannot exhaust the material available to them and become bored. Our classes will be organised in accordance with these Montessori principles. The first class will be called the Primary class and will have a mixture of Reception and Year 1 students. It is possible that the school will admit pre-school children in the future and in this event they will also join the Primary class. The intake to this class will therefore be 10 children per year so that the maximum class size throughout the school will be 30.

At some point around their sixth birthday, but at a time agreed by the teachers, parents and individual child, the children will progress from the Primary class to the Lower Elementary class. They will remain in this class with the same teacher until around their ninth birthday when they will progress to the Upper Elementary class, again at a time suitable for their individual learning progress.

Where students will benefit from progressing earlier or later than the typical age then exceptions will be considered, but these considerations will include the overall development of the child and not just their academic progress. The decision of when to promote a child will be taken jointly by their current teacher and the teacher of the class they will move to join, in collaboration with the Principal, the parents, and where appropriate the child themselves. The decision will be based on both their academic progress across all areas of the curriculum and also their social and emotional readiness to join the new class. Where a child excels academically in one or two areas but is not overall ready to join the next class then additional learning materials will be introduced into their current

classroom to keep them stimulated until they are more completely ready. Where a child is ready to move up overall but is behind on one or two areas of the curriculum they will be moved but additional support for those areas will be provided to help them to catch up. Transitions to a new class will be managed sensitively with settling in visits prior to the removal, and they will normally only take place at the start of a new term.

There will be two streams of classes and allocation of children between the two streams will be random. Children will normally stay with the same stream for their time in our school and usually siblings will be allocated to the same stream.

| Stream | Primary 4-6 yrs max class 30 | Lower Elementary 6-9 yrs max class 30 | Upper Elementary 9-11 yrs max class 30 |
|-----------------|---|---|---|
| Stream 1 | Stream 1 Primary 10 Reception <10 Year 1 | Stream 1 Lower E <10 Year 1 10 Year 2 10 Year 3 <10 Year 4 | Stream 1 Upper E <10 Year 4 10 Year 5 10 Year 6 |
| Stream 2 | Stream 2 Primary 10 Reception <10 Year 1 | Stream 2 Lower E <10 Year 1 10 Year 2 10 Year 3 <10 Year 4 | Stream 2 Upper E <10 Year 4 10 Year 5 10 Year 6 |

Children with different learning requirements will be part of a class in the same way as other children and their progression through the classes will work similarly except that they may progress more quickly or slowly than average. Where additional support is required for an individual or class they will be integrated into the class and classroom. Quiet areas will be available in all classrooms and also separately for any extra help sessions.

Class Evolution

On opening we expect to have an intake of Reception children and possibly some Year 1 children who have delayed starting school for a year or in rare cases have transferred from another school. Depending on how many Y1 students there are, we will open the new classes earlier or later. If there are more than 10 Year 1 students at opening then we will commence with two Primary classes and open the first Lower Elementary class in 2014 and the first Upper Elementary class in 2017. Otherwise we will open with one Primary class and open the first Lower Elementary in 2015 and the first Upper Elementary in 2018 and the slightly older students will remain in the earlier classes but with additional material provided for them to keep their learning at the right level. See Annex 4 for a detailed

breakdown of the expected class evolution in each case.

If there is demand for provision for older students when we open we will consider having one additional class for them and they will remain together throughout their time with us. We can accommodate this in a classroom that will be later used for one of the Upper Elementary classes, and this provision might be either as a formal part of the school or perhaps as supported home-schooling within our facilities. At the time of application there are no firm applications for places for older students, but we would certainly not rule out supporting this kind of activity if requested.

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

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

We at the Warrington Montessori School are committed to meeting the special educational needs of children and ensuring that they make optimal progress. The Montessori approach lends itself to supporting children with special needs throughout their educational career and in line with our mission statement, the principles of our Special Educational Needs Strategy include:

- ❖ To have regard to the SEN Code of Practice on the identification and assessment of special educational needs
- ❖ To abide by the provisions of the Equality Act (2010) to advance equality of opportunity and to foster good relations
- ❖ To work in partnership with the child, parent / carers, all staff, Governors and outside agencies
- ❖ To recognise the wide range of special needs including gifted and talented children, those from deprived circumstances, those with English as an additional language, children in care and learners with social, emotional and behavioural difficulties
- ❖ To recognise the importance of early identification and if the child’s difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need
- ❖ To ensure that class teachers will use a range of differentiation to provide effective learning opportunities for **ALL** children
- ❖ To ensure that where a child is identified as not making adequate progress, provision that is additional to, or different from, that provided as part of the school’s usual differentiated curriculum will be given
- ❖ Where a child is identified as having special educational needs an Individual Educational Plan will be drawn up tailored to each individual child’s needs and reviewed regularly. The child, parent, teacher and support agencies will be involved in drawing up and reviewing the plan.

Roles and Responsibilities

The Governors will identify a Governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At the Warrington Montessori School this role will be decided once the Governing Body is in place. That person will meet regularly with the Principal and the Special Educational Needs Coordinator (SENCO).

The SENCO is the school's "responsible person" and manages the school's special educational needs work. The SENCO will keep the governing body informed about the special educational needs provision made by the school. This provision will be for:

- Learners with social, behavioural and emotional difficulties
- Children from deprived backgrounds
- Gifted and talented children
- Children whose first language is not English
- Children who are in care

The SENCO will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENCO will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision at school action, action plus and for statemented children.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for children with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum, and will review and monitor the progress made by children in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

All teaching and non-teaching staff will be involved in ensuring that children, staff and parents are free from discrimination, harassment and victimisation in all their dealings with the school. We will take every opportunity to advance equality of opportunity for children and staff alike and within our curriculum ensure that promote understanding and reduce prejudice.

All staff will be trained in key issues such as;

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Admissions

Children with special educational needs will be admitted to the Warrington Montessori School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability and Equality Acts

and will meet these requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years action or early years action plus.

Once the school is alerted to the fact that a child may have a difficulty in learning or require more challenging and stretching materials, we will make our best endeavours to collect all appropriate information and plan a relevant differentiated and accessible curriculum.

Access for Disabled

To ensure access for children or parents with disabilities the school has taken into account access to the curriculum, changing facilities, toilets, shower, auditory loops, ramps, blinds, and acoustics. As part of the Schools' Accessibility Plan the interior of the building will be designed to make reasonable adjustment for the needs of all our students.

Transition

As children with complex needs progress through the school to High School or leave to take places at other schools, multi-agency transition plans will be developed and implemented to ensure all necessary equipment and resources are in place to smooth the transition.

Resources

The Governors will ensure that the needs of children are met by employing a SENCO. The SENCO will use the child's statement to identify the areas of student need and make appropriate provision. Children whose needs have not been identified with a statement will have their needs met in accordance with their requirements.

Time will be identified for staff to review student progress, discuss student curriculum needs and to transfer information between classes and phases.

The Governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the Governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

Graduated Approach to Special Educational Needs

We recognise that some children may need temporary or extended support and will take a graduated approach to supporting these children. This will include;

- A range of strategies and interventions used in the classroom
- School Action for those children who make insufficient progress
- School Action Plus where difficulties continue
- Referral and Statutory Assessment

This approach will be amended in line with new SEN legislation now being consulted on as it comes into force. (Ref: Support and aspirations: A new

approach to special educational needs and disability, March 2011)

Identification, Assessment & Reviews

When children are first admitted to the school a baseline assessment will identify needs and become the benchmark for measuring personal progress. This will be the progress the child makes themselves and not in comparison with others. If a teacher has a concern about the progress a child is making they will discuss their concerns with the SENCO and parent. A decision may be made to call in outside specialists to identify what extra support the child may need.

Intelligence from assessments will be used systematically to inform lesson planning, schemes of work and teaching and learning styles. All involved staff will monitor the attainment and progress of children with special educational needs as part of their role. Student data will be managed using a suitable software resource, with appropriate data protections in place. They will ensure that the SENCO is kept fully informed and if they have concerns further evidence-based schemes of work will be implemented.

Where appropriate, we will utilise ICT to support the learning activities of children, as aids to access learning, e.g. for those children with physical or sensory disabilities or to aid communication and understanding. This may include;

- On line learning resources
- Hand held devices
- Electronic whiteboards
- Hearing loops

Where English is the child's second language and this is impeding their learning, then additional language support will be offered. Should there be a requirement for this, then classes will also be offered for parents for whom English is a second language.

When a child's additional needs are identified, funding will be requested to provide additional support in line with Government policy. As the Montessori principles embrace the view that all children progress at different rates, many of these issues will be supported and resolved through the normal classroom provision. However, the Governors recognise the need to implement Early Years Action if this becomes necessary.

Curriculum

The school's core purpose is to facilitate learning paced in line with the child's natural development. However, access to Literacy/Numeracy/ICT will be fundamental and teacher planning will provide the necessary differentiation to help all children achieve their full potential. Resources of the highest standard will be provided to help and support the learning of all children (see Section D1). Assessment leaders and subject leaders will evaluate the effectiveness of the curriculum in terms of meeting the needs of SEN children or other additional education needs (AEN) across the spectrum, their attainment and progress.

Access to the full life of the school

All children will have access to every area of school life. Reasonable adjustments will be made to ensure that ALL children can enjoy a full involvement.

Complaints Policy

The School will take an active learning approach to all complaints and concerns. In our operational Complaints Policy should a parent or carer have a concern about the special provision made for their child they will be invited in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will work closely to identify the adjustments necessary to facilitate the changes necessary.

If the concern cannot satisfactorily be dealt with at this stage it will be brought to the notice of the Principal. If the Principal is unable to resolve the difficulty, the parents' concerns will be put in writing to the named accountable SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

There will be quarterly reports to the Governors regarding any complaints/ concerns and any actions taken to both address the complaints and to learn from them.

Training

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCO.

The SENCO will keep fully up to date about special educational needs issues through attendance at training and Local Authority cluster meetings. In addition, the SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscriptions to professional bodies.

Other teaching staff will be kept up to date informally by the SENCO and formally at staff meetings and training. Teaching assistants who support individual children and groups of children need to have a wide range of curriculum and special needs knowledge. This will be regularly be updated by the SENCO. Staff will be trained in issues include:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Outside Agencies

Outside agencies will be consulted when needs dictate. These could include:
Education – Education Psychologist, Behaviour consultants, Literacy and Numeracy specialists
Health – Nurse, Doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist
Parent Partnership

See also our Behaviour Policy and Safeguarding Policy (Section D6)

Parents

Parents will be included in all aspects of their child's school career. We will welcome parents into school to discuss any issues. In addition we will facilitate induction meetings for new students, hold regular parents' meetings, and elicit parent views. Governors will report on the success of the SEN and Equality Policy annually.

Evaluation of the SEN and Equality Policy

The SEN and Equality Policy will be reviewed annually, using both qualitative and quantitative judgements.

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

Our definition of success

We will consider our school successful if the children that graduate from it are happy, independent and responsible individuals, who have fulfilled their academic potential and are ready to embark on the next step in their life-long love of learning.

Our specific aspirations for the school and its students are:

- To achieve a high level of academic progress for all of our children, adding significant value whatever their starting point
- For our children to feel positive about their school and learning community
- For our children to feel satisfied and fulfilled in their life beyond our school
- For our children to be healthy in body and mind
- For our school to be oversubscribed and to attract children from across the Warrington area
- For our staff to feel positive about their school and classes, and to deliver high quality teaching
- To demonstrate our behaviour management approach is successful
- To provide evidence that emotional and social outcomes for our children are superior to those from the mainstream approach
- To minimise our environmental impact in the operation of our school and the lifestyles of our children.
- To act as a hub for local community activity.

How we will measure our success

Academic Progress

- We will baseline by teacher assessment our children's level in Language Arts, Mathematics and Science & Culture on admission.
- We will reassess our children at the transition from Primary to Lower Elementary class, and again prior to them leaving the Upper Elementary class to move on to a new school.
- To meet our targets we will expect all of our children to make at least 4 identified levels of progress in Language Arts, Mathematics and Science & Culture by the end of the Upper Elementary Class (Year 6).
- We will achieve a value added score for KS2 SATs of more than 100.

Positive about Learning

- We expect that aside from number-skewing scenarios such as traveller families etc, that our attendance record as a school will be better than the Ofsted 'High' grade indicator of 95.7%.

- We will seek our children's views on a regular basis about their school community and learning.
- We will seek parent views on a regular basis to understand how they perceive our school and their child's feelings towards learning.
- We will also compare with similar general population averages to demonstrate our success.

Life Satisfaction

- As part of our ongoing programme of research into student outcomes, we will follow up with our alumni at regular intervals up to and including adulthood to measure their satisfaction with their lives beyond school.
- We will also compare with similar general population averages to demonstrate our success.

Healthy Body & Mind

- As part of our ongoing programme of research into student outcomes, we will follow up with our alumni at regular intervals up to and including adulthood to measure their physical and mental health.
- We will also compare with similar general population averages to demonstrate our success.

Oversubscription

- We expect to be oversubscribed, particularly as understanding of our approach and what it means for children, parents and teachers becomes more widely understood in the area.
- We also expect that demand to come from across the Warrington area (and beyond) and to include socially deprived areas.

Staff Quality & Satisfaction

- We expect all of our staff to score highly against their agreed objectives in their performance reviews and to engage in continuous professional development.
- We will seek the views of our staff about their school community and working environment on a regular basis.
- We will also compare with general teacher averages to demonstrate our success.

Behavioural Management

- We do not expect to make any student exclusions, temporary or permanent.
- We will collect and monitor data on all serious incidents within the school and complement that with survey data from teachers, children, parents and carers.
- We will compare our data with that of other schools and we expect that we will have fewer serious incidents and more positive behaviour and community participation than similar schools with alternative approaches to behaviour management.

Emotional & Social Outcomes

- As part of the short- and long-term studies we plan to set up with our research partners, we will measure the social and emotional outcomes of our school life in comparison with children from other schools at regular intervals during and after their school lives.
- We expect that our approach will result in higher scores for self-esteem, sense of community and executive control.

Environmental Impact

- Our intention is to produce a proportion of our food from our school site, dependent on the size of the site selected. We will also set specific targets for recycling and for sourcing materials locally and ethically. We believe we will need to operate for a year or two before the specific targets can be meaningfully set and they will be regularly reviewed.
- We expect that in any measurement of environmental impact across different schools we will score in the top 10%.

Local Community Hub

- We will promote the community facilities available at our school and will monitor and measure take-up.
- We will engage with local organisations and seek their feedback on whether we are doing all we can to provide useful community services.

Accountability for success

Everyone at Warrington Montessori School will be aware of our targets for success and play a part in achieving them. Reporting against these targets will form part of the Principal's annual report to the Governing Body, and a commitment to these aspirations will form a significant part of the performance criteria that all of our staff will be judged against.

The measurement data for the various criteria will be periodically published on a timetable appropriate to the measurement, and this data will be made available to parents and the wider community via our website and, where appropriate, press release and/or scientific publication.

Should we fall short against any of our targets there will be no attempt to pinpoint blame on one or more individuals, the shortcomings will be the responsibility of the whole school. We will collectively review and revise our targets and activities towards meeting them as part of our School Improvement Plan and determine the appropriate steps to realise successful change and realign to our vision.

Assessment and tracking systems

Montessori is uniquely positioned to provide assessment and tracking of student progress to a far higher level of detail and accuracy than the testing and grading approaches it eschews. Each teacher knows on a day-by-day basis which materials her children have been presented with or shown mastery of, and which materials they should be presented with next or encourage to work with to gain mastery of. This data will then be stored in our software tracking system (e.g. B Squared's 'Connecting Steps') and used to generate reports against our

academic measures. The mandatory assessment tests such as SATs and the Year 1 Phonics check will be used to provide additional checkpoints in progress.

Teachers will be responsible for monitoring the performance of their students and for alerting any cases where they are at risk of not fulfilling their potential. Early intervention is preferred and we will make use of any available resources, to help accelerate the progress of a child genuinely in danger of falling behind. Given the independent nature of Montessori learning though, we do not anticipate many problems in this area as there should be no snowball effect of falling behind as there is no requirement to all learn at the same pace in the same areas.

The SENCO will be responsible for monitoring the performance of those students identified with different learning styles and ensuring that they are making appropriate progress to fulfil their potential. Where additional support resources are required we will work with other agencies as appropriate to secure the necessary assistance to maintain progress.

Through our performance management system, senior teachers will be responsible for monitoring the performance of the teachers allocated to their care, and will also keep check on the progress of their classes overall, ensuring that the assessment and tracking of children is being carried out and reacted to appropriately. Where a teacher is found to need more support with this work, appropriate training and/or peer mentoring will be provided. We will work with our partners at the University of Chester to provide Continuous Professional Development to ensure all our staff reach and maintain their full potential.

The Principal will be responsible for monitoring the performance of the senior teachers and their classes overall and ensuring that the assessment and tracking of students is being carried out and reacted to appropriately, and also should have regular and good visibility of the performance of the teachers under their care.

The school Business Manager will be responsible for collating and sharing the data pertaining to oversubscription, attendance, behaviour incidents and environmental impact.

The Governing Body will appoint one or more individuals to setup, maintain and monitor the progress of the research studies required to demonstrate the targets relating to student outcomes. These individuals need not be employees of the school, nor Governors, but will be responsible for these research studies and will report to the Governing Body on their progress.

The Governing Body will be responsible for monitoring the performance of the Principal and the School overall in measuring and reporting on the progress towards targets.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Admissions Policy

We believe that our school should be equally accessible to all. As the only Montessori School in the local authority area it is important that places at our school are not determined by proximity such that parents can 'buy' a place for their child by moving to the right catchment area. Our catchment area is the Warrington postcode areas [REDACTED] through to [REDACTED], and our over-subscription criteria will not include a priority for distance from the school. We will operate a school bus service to help those children who do not live near to the school, and will subsidise the cost of this for those families qualifying for free school meals. We will also advertise our school widely across the area to ensure that all parents are aware that our school is available to their children.

We will prioritise children in care, children with medical requirements and siblings. We will also prioritise children of staff as we expect that Montessori teachers will strongly desire a Montessori education for their own children and as there are few qualified teachers to recruit from, this will provide a necessary advantage in hiring the best teaching staff.

We are fully committed to the Schools Admissions Code and the School Admissions Appeals Code.

Published Admission Numbers (PAN)

The maximum number of children that we will normally admit into the Reception class each year will be 20.

Oversubscription Criteria

Oversubscription criteria are used to prioritise applications for places where the number of applications for a school is greater than the number of places available. The oversubscription criteria for Warrington Montessori School are:

1. Children in the care of Warrington local authority.
2. Pupils with elder brothers or sisters already attending the preferred school and expected to continue at the school in the following school year. This includes full, half or step brothers and sisters and foster brothers and sisters who are living at the same address as part of the same family unit.
3. Children of staff of Warrington Montessori School where the member of

staff has been employed at the school for two or more years at the time at which the application for admission to the school is made or the member of staff has been recruited to fill a vacant post for which there is a demonstrable skill shortage. This includes full or stepchildren and adoptive or foster children who are living at the same address as part of the same family unit.

4. Pupils for whom advice from a medical practitioner or psychologist has been provided by the parents (at the time of application) in support of admission to our school, which, in the governors' view, justifies admission. The governors, if it is considered appropriate, will seek the views of the school medical officer or educational psychologist in the event of parents requesting admission on medical or psychological grounds.

5. Pupils resident within the borough of Warrington.

Tie Break Policy

If we reach our published admission number from pupils within one of the categories listed above, those pupils to be admitted from within that category will be determined by lottery. Someone unconnected with the school will administer this and the places will be offered in the order that the students are drawn.

Waiting lists places

Waiting lists for all ages will be maintained for the whole time the child is within the age range the school caters for. Where an application is unsuccessful, the child's name will be automatically added to the waiting list for our school and if vacancies arise after the initial allocation then these will be offered to children on the waiting list.

How the waiting list is prioritised

If there are more names on the waiting list than places available, within a certain year we will use the criteria for oversubscription to decide who will be offered a place. The order of the waiting list can change as applicants leave or join the list, or as the circumstance of the applicant change e.g. sibling joining or leaving the school.

Children outside of Warrington Borough

If the child is not resident within the borough of Warrington but wishes to state a preference for a place at our school they must make their application on the preference form supplied by their own Local Authority (the authority to which council tax is paid).

Fair Access Protocol

Each local authority and their local admissions forum are required to have an In-Year Fair Access Protocol in place. This ensures that access to education is secured quickly for children who have no school place and that all schools in an

area admit their fair share of pupils with challenging behaviour. We will fully participate in this protocol.

Warrington Borough Council's Fair Access Protocol covers the following groups of children:

- Children in the care of a local authority
- Children excluded from school
- Children in pupil referral units who need to be reintegrated back into mainstream education;
- Children who have been out of education for longer than one term;
- Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
- Children who have been withdrawn from school by their family, following fixed term exclusions and unable to find another place;
- Children of refugees and asylum seekers;
- Homeless children;
- Children from unsupportive family backgrounds where a place has not been sought;
- Children known to the police or other agencies;
- Children without a school place and with a history of serious attendance problems;
- Traveller children;
- Children who are carers;
- Children with special educational needs (but without a statement);
- Children with disabilities or medical conditions;
- Children returning from the criminal justice system;
- Children of UK Service personnel and other Crown Servants.

The protocol aims to:

- Reduce the time these children spend out of school
- Deal with their admission to a school quickly and sympathetically
- Ensure that there is a fair sharing between all schools
- Admit such children above the Published Admission Number of the school if the school is already full (except where this would contravene the Infant Class Size Legislation).

The governing body will review this policy annually.

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

Summary

“Many people think that patience is a sign of weakness. I think this is a mistake. It is anger that is a sign of weakness, whereas patience is a sign of strength.” Dalai Lama

Young children’s social and emotional wellbeing is important in its own right but also because it affects their physical health (both now and in the future). It can determine whether or not they develop healthy lifestyles. It can also determine how well they do at school. In 2004, 10% of children and young people aged 5–16 had a clinically diagnosed mental disorder (Office for National Statistics 2004).

At Warrington Montessori School we will adopt a holistic approach to social and emotional wellbeing for our students, emphasising the importance of a supportive and secure environment and an ethos that avoids stigma and discrimination in relation to social and emotional difficulties, including support for children with special needs. Our approach to behaviour management will be significantly different to that found in most existing state schools today because of the unconditional nature of our approach to teaching. Our goal is not to control behaviour through punishments and rewards, but to help our students understand the consequences of their behaviour and acquire the skills to control themselves. Our teachers will care for the children in a way described by Haberman (Ref: Star Teachers of Children in Poverty, Haberman 1995) as ‘conscious and premeditated’, not because we believe they will always do the right thing, but rather because we know that they will not and it is our job to facilitate their development of self-discipline as well as academic learning. When children misbehave we believe we need to demonstrate to them that they are worthy and capable, even at the lowest and worst moment of their offence.

Our behaviour management policies and our pastoral care are consequently much the same thing, as everything we do will be with the holistic aim of nurturing and supporting the needs of the whole child, not just their education. Our educational approach of active, enjoyable, individual learning, plus our flexible calendar and timetable arrangements will promote good attendance and ensure that all children achieve their full potential in a safe learning environment.

The evidence behind the psychological and educational theories that underpin our principals demonstrates that educational outcomes should be improved for all of the children in our care due to our approach, but particularly those who would more typically be regarded as a problem and ultimately failed by mainstream

schools.

Our behaviour policies share a common set of principles that include:

- Creating a shared ethos of non-violence, co-operation and mutual trust
- The importance of positive and constructive relationships between our staff and children
- Working closely with children and parents to discover underlying causes of challenging behaviour and poor attendance
- Modelling the social, emotional and behavioural skills that are essential to promote good behaviour, attendance, and the emotional health and well being of our staff and children
- Commitment to a dynamic and engaging working environment
- Meeting the needs of individual children
- Effective communication which values the opinions of others
- Shared values and principles that promote positive behaviour and full attendance

A more detailed explanation of the principles and ethos behind our Behaviour Policies, and the evidence that supports the approach, can be found in Annex 5.

Draft Attendance Policy

Students are entitled to, and encouraged to take, up to six weeks leave each academic year (Oct-Sep) in addition to the school holidays. This leave must usually be pre-arranged by completion and authorisation of a holiday request form no less than four weeks prior to the leave, although the Principal has the right to grant leave at shorter notice at their discretion. Leave must not be booked during the core weeks of term, as indicated on the school calendar.

Following any absence not pre-arranged, a verbal or written reason for the absence must be supplied by the beginning of the following week. If this is not forthcoming, the school office will contact the parents to request a reason. If no acceptable reason is offered the absence will be deemed unauthorised.

If a child has more than two unauthorised absences in one term then a meeting will be arranged between the parents, teacher and Principal to understand the issue and agree a plan to mitigate for the future.

Attendance rates, both unauthorised and authorised, are calculated every term and reported to the Principal and the Governing Body.

The core school day operates from 9am until 3pm and all children are expected to be on the school site during this time unless they have been explicitly granted permission to go off site as part of their work. Class teachers will maintain a record of the location of the children in their care at all times. If a child is persistently late for class then in the first instance their teacher will work with them to devise a plan to improve their punctuality. If this proves unsuccessful a meeting between the parents, teacher and Principal will be arranged to discuss underlying issues and agree supporting measures to address them.

Draft Behaviour Policy

“Discipline must come through liberty... We do not consider an individual disciplined only when he has been rendered as artificially silent as a mute and as immovable as a paralytic. He is an individual annihilated, not disciplined.” Maria Montessori, The Montessori Method.

Our aim is to provide children with a safe learning environment, to give them as much autonomy and responsibility as they can handle, and to facilitate them in managing their own behaviour based on principles of fairness, kindness, and personal responsibility.

A safe learning environment requires a climate of respect and all classes will collaborate and agree appropriate ground rules with their teacher to that end. The underlying principles of these rules will be:

- We show respect to everyone and everything in our school
- We do not hurt anybody, physically or emotionally
- We do not interrupt or disturb other people’s work
- We always return things to their place complete and ready for others to use, cleaning up any mess we have made

We will achieve our safe learning environment through policies based not on punishment and control, but rather on helping our students to understand the consequences of their behaviour and to acquire the skills to control themselves.

Practically, we will achieve this by:

- Providing conscious and premeditated caring, not predicated on children always doing the right thing.
- Striving to understand the unique qualities of each student, taking into account a child’s universal need for autonomy, belonging and competence.
- Remembering that all children, even those who appear aloof and defiant, want to be loved and protected by caring adults and want to fit in with their peer group.
- Building a trusting relationship with our students, while working with them to acquire the social and emotional skills necessary to form collaborative and supportive human relationships.
- Keeping our students with the same teacher for two or more years to increase our ability to build nurturing relationships with them.
- Teaching mixed age classes to accelerate the new students’ ability to trust and to be socialised to the class norms.
- Providing a challenging but manageable environment and each student with the scaffolding or support they need to be successful, in discipline as well as learning.
- Having staff exercise clear authority but also work to respect student’s need for autonomy, clearly communicating what is negotiable and what is not.
- Where appropriate, based on a cost-benefit analysis of the impact to productivity, creating structures to limit student autonomy by limiting the opportunity to misbehave.
- Helping our children to learn to balance their need for autonomy with their

need for guidance and to learn to regulate their emotions and monitor their own behaviour.

- Looking for and being open to opportunities to engage children in negotiation and problem solving.
- Allowing children freedom to grow, being prepared to adjust rules in response to student growth and encouraging student initiative.
- Paying close attention to our student's successes and giving them honest feedback when we admire and appreciate what they have accomplished.
- Helping children to get to know their classmates as individuals and see that differences are ok.
- Teaching partner skills through role-playing, and helping children understand through stories, conversation and discussion, that friends listen to friends, friends don't embarrass friends, and friends forgive.
- Building a shared history and encouraging children to share in the responsibility for creating and maintaining their community, both as a class and a school.
- Help children anticipate the social or emotional challenges they are likely to face in an upcoming activity and discuss ways they might meet those challenges.
- Explicitly teaching important emotional skills, such as how to regulate emotions and guide behaviour through tools such as counting to ten and self-talk.
- Modelling and rehearsing successful behaviour as part of our core curriculum.
- Making opportunities to set and monitor personal behaviour goals with our children, and allowing room for goals to work.
- Helping children build a positive self-concept by frequently pointing out their real strengths, assuming the best, appealing to their sense of fairness, responsibility or empathy, and helping them see that any momentary misbehaviour is inconsistent with their 'real selves'.
- Talking with children about how the life skills they are learning in the classroom can be used in their lives outside of school.
- Helping children envision their future and understand that there are many ways to construct a successful adult life, and to see that successful lives involve challenge and opportunity.
- Engaging with the child's caretaker in helping us understand the child and the cause of any problems, offering specific suggestions for how they might help.
- Giving all of our staff the opportunity to take part in regular behaviour management training and workshops, both in-house and external.
- Providing training in the schools behaviour policy and procedures as part of the induction for any new members of staff.
- Giving ourselves permission to make mistakes without thinking of ourselves as bad teachers.
- Apologising when we get it wrong.
- Regularly reviewing this policy and guidelines with staff, children and parents.

"It is clear therefore that the discipline which reveals itself in the Montessori class

is something which comes more from within than without. But this self-discipline has not come into existence in a day, or a week, or even a month. It is the result of a long inner growth, an achievement won through months of training." Maria Montessori, *The Absorbent Mind*.

Where behaviour does not meet our expectations we will:

- Remember that mistakes call for teaching, not punishment, and that the development of self-discipline is a long-term process.
- Assume that children want to behave well and remind them or redirect them in a spirit of helpfulness, not criticism.
- Make a clear request or reminder for compliance and give them space to decide to comply without further pressure, balancing the needs of authority, support and autonomy.
- Provide children with the right level of support to help them to comply with our reasonable request and suggest solutions where appropriate.
- For recurrent or patterns of misbehaviour, talk through the problem with the student and engage them in devising a plan to prevent future occurrences, providing scaffolding for the ability to recognise a behaviour that doesn't work and make a better response.
- Practice better responses to situations with the children through role-play.

While we will use minimal coercion and work in partnership with our students, we will not hesitate to use authority when required. Where behaviour is hurtful to others, which includes any incidents that can be considered as bullying, we will:

- Give a firm reminder or command to stop.
- Take necessary action to prevent further hurt being caused, including in extreme circumstances requesting the student to go to another staff member or removing the rest of the class from the classroom.
- Follow up any such action later by continuing to work on developing the student's ability and internal motivation to do the right thing.
- Try to help the misbehaving child to see and understand the harm they have caused.
- Encourage them to think about and find a way to repair the harm, where appropriate.
- Seek additional assistance in managing serious behaviour problems from our Principal, our Special Educational Needs Coordinator and other relevant agencies.
- Keep records of serious incidents and behavioural progress where serious misbehaviour is recurrent.

We will not:

- Physically control children in any manner, except to restrain to prevent an injury to another child or the student him/herself.
- Impose punishments for misbehaviour.
- Force children to miss out on break times or pleasant activities because of prior misbehaviour.
- Exclude children temporarily from school.
- Enforce 'natural consequences' of misbehaviour, e.g. a student being late for an activity is not allowed to take part.

- Make a public record of misbehaviour, e.g. crosses against names or red/yellow card systems.
- Send generic bad behaviour reports to a child's caretaker.
- Reward compliant behaviour, for example through use of stickers, merit marks, badges, certificates, 'star pupil' awards etc.

Permanent exclusion of a student will only be considered when allowing a child to remain in school will seriously harm the welfare of the other students in our care and all other attempts to work with the child have failed to make any progress. Exclusions can be made only by the Principal and will be viewed as a failure on the part of the school.

Where a child makes allegations against a member of staff or volunteer we will:

- Follow the Warrington Safeguarding Children Board procedures¹ and investigate all allegations properly.
- Take steps, where necessary, to secure the immediate safety of children and address any medical needs.
- Inform the Chair of Governors of any allegation.
- Determine in consultation with the Local Authority Designated Officer whether the allegation should be dealt with by the school, social care and/or the police.
- Make every effort to maintain confidentiality for all parties and to guard against unwanted publicity during the investigation.
- The Principal will keep detailed records to include decisions, actions taken and reasons, and retain these securely.
- In the event of an allegation against the Principal, the Chair of Governors will proceed as the Principal for that investigation.
- Should the allegation be found to be false, work with the child who made the allegations to help them understand the harm they have caused.

We will comply with:

- The Equality Act 2010, particularly in respect to children with special educational needs (SEN).
- Guidance from the local authority regarding locally agreed inter-agency procedures.

The governing body will review this policy annually.

Draft policy on bullying and violence

All children have a right to be educated in a safe environment and to feel safe, and every member of our school community is equally entitled to that right. Bullying and violence of any kind are unacceptable at our school and all members of our community should feel able to report any such incidents and know that they will be dealt with promptly and effectively.

¹ These can be accessed here
<http://www.safeguardingwarringtonchildren.org.uk/professionals/#safeguarding%20in%20Schools>

Our curriculum and our school ethos give our children the knowledge and skills to take responsibility for themselves and for others. Our policy on bullying and violence supports this process by addressing specific aspects of behaviour.

What is bullying?

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms, including:

- **Physical** e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property
- **Verbal / Psychological** e.g. threats, taunts, shunning/ostracism, name-calling/verbal abuse or spreading of rumours
- **Racist Bullying** e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- **Faith-based Bullying** e.g. negative stereotyping, name-calling or ridiculing based on religion
- **Sexist Bullying** e.g. use of sexist language or negative stereotyping based on gender
- **Sexual Bullying** e.g. unwanted/inappropriate physical contact or sexual innuendo
- **Homophobic Bullying** e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language
- **SEN / Disability Bullying** e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties
- **Gifted / Talented Bullying** e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
- **Cyber Bullying** e.g. abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones

We believe that bullying is a behaviour or set of behaviours. It does not define a child's identity. We need to make this distinction when we are tempted to call a child "a bully". Behaviours are short term and changeable.

It is recognised that many children will, in the process of developing relationships with other children, experiment with socially unacceptable behaviour. This does not make a child 'a bully' but does require an immediate and clear response from the school. It is also recognised that there are playground games such as mock fighting that some children find intimidating. Name-calling is always intimidating.

If two children of equal power or strength have an occasional fight or quarrel, this

is not necessarily bullying and will be dealt with using the measures in the behaviour policy.

Preventing bullying and violence

The school behaviour policy makes expectations clear to children about their behaviour with others and promoting positive behaviours. Use of the normal behaviour management strategies, as described in the behaviour policy, will be used to ensure bullying does not begin to develop.

We will monitor and regularly assess the level of bullying and violence in our school, both by recording all significant incidents and also by conducting anonymous surveys of all children and staff (see Annex 6). We will also ensure that adult supervision is appropriate throughout the school site at all times.

We will also endeavour to recognise triggers for bullying behaviour and intervene early. Known reasons for bullying include:

- Frustration and resentment from undiagnosed learning difficulties
- Being bullied themselves, at school or elsewhere
- Abuse or neglect at home.

Recognising signs and symptoms of bullying

Not everyone feels able to confide in someone when they are being bullied. It is the responsibility of everyone in our school community (staff, parents & children) to be look out for signs or behaviours that indicate that someone is being bullied and to report it for further investigation.

Signs that may indicate a problem include when someone

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Responses to incidents

We encourage all of our children and staff to talk to someone they trust about any incidents of bullying or violence. Staff will record all significant incidents. We will:

- Reassure those who have been bullied that we are able to listen to their concerns and act upon them.
- Intervene to ensure that they come to no further harm.
- Explain to the person doing the bullying why their behaviour is unacceptable and help them to recognise the impact of their actions.
- Facilitate meetings between those who were involved to discuss the problem and help them to work out ways to make everyone feel happier and safer.
- Follow up the meetings to assess how the plan is going.
- Monitor to ensure the situation does not recur.
- Record the incident, meetings and any monitoring.
- Discuss what has happened with the parents of all involved.
- Involve additional agencies if appropriate.

Incidents outside of school

As a school we are not responsible for bullying or violence that takes place outside of our premises, but we will always support any member of our community who reports such an incident to us. Some steps that we will take where appropriate include:

- Talking to the police about problems on local streets
- Talking to the transport company about problems on buses or trains
- Talking to the principal of another school when other students are involved
- Helping to work out safe routes to school
- Talking about how to avoid or handle incidents outside of school premises

The governing body will review this policy annually.

Draft Safeguarding Policy

The Warrington Montessori School fully recognises its responsibilities for Child Protection and Safeguarding. Our policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting

cases, or suspected cases, of abuse

- Supporting children who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school who they can approach if they are worried. (These staff will be named once staffing is in place)
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board (formally the Area Child Protection Committee) and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for child protection (to be named when staffing is in place), who has received appropriate training and support for this role
- Ensure that the designated senior person continues to receive appropriate training
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff, volunteer and governor knows the name of the designated senior person responsible for child protection and their role
- Ensure all staff receive appropriate training for safeguarding and that this training is updated regularly
- Ensure all staff and volunteers understand their responsibility for referring any concerns to the designated teacher responsible for child protection
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main student file, and in locked locations
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable

element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued
- The school behaviour policy, which is aimed at supporting vulnerable children in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Please also refer to:

- Local Safeguarding Children procedures
- Working Together (March 2010)
- Guidance for safe working practice for the protection of children and staff in education settings
- Code of Conduct policy
- Equal opportunities policy
- Behaviour policy
- Safeguarding Children and Safer Recruitment in Education
- Safe Use of the Internet Policy

The governing body will review this policy annually.

Student Organisation

Our students will stay with the same teacher for two years or more through our mixed age class system, and teachers often report better relationships with their students and fewer discipline problems when they keep students for more than one year (Ref: Multiyear Teaching: The Case for Continuity, Flinders & Noddings 2001). Studies have shown that children see teachers as more caring and they have more confidence in them, essential elements of our behaviour strategy, and the results are that discipline problems are lessened and group cooperation is increased.

As well as allowing a deeper relationship between teacher and student to develop over the extended period, this class structure also makes it easier for new students in the class to become socialised to the class norms and accelerates their ability to trust the teacher as they witness their working relationship with the older students. Research shows that this extended contact increases the likelihood of student success (Ref: Enhancing Relationships Between Children and Teachers, Pianta 1999).

Working with Parents

We recognise that because of the deep-rooted belief that there are only two responses to misbehaviour, punishment or nothing, that our approach may look to some as 'doing nothing' – including our parents. Our induction classes for parents will include a detailed discussion of our behaviour management policy and approach, and will also include ways for them to work with us towards our goal of autonomous and self-disciplined children. We also plan to offer parent workshops on such topics as behaviour management to help further understanding and development in this area, and any communication with parents about recurrent misbehaviour will be done on an individual basis and in person wherever possible – we will not be sending generic reports home with children.

Student Wellbeing

Our school ethos is to provide a caring and supportive environment where children feel comfortable and safe. The behaviour management approach and policies we have already described are also the core of our pastoral care. We do not need a separate definition of how we will care for our students' well being as it is at the heart of how we will manage the discipline of our school.

Caring holistically for the needs of the whole child, whether they are personal, social, emotional or spiritual, is the objective of our founding principles of both the Montessori approach and also Unconditional Teaching. All members of our school community have a role to play in ensuring our students are safe, nurtured, healthy, achieving, active, respected, responsible and included. We will work in partnership with parents and other professional agencies where relevant to provide guidance and support to our students in all elements of their lives.

Our behaviour policy in conjunction with our policy on bullying and violence, safeguarding policy, special educational needs policy and Internet safety policy informs all belonging to the school community of the ways in which welfare is delivered.

Attendance

"The better the quality of education, the better the students' attendance" Ofsted 2007

The correlation between quality of education and student attendance is obvious and well understood. With our goal of engendering a life-long love of learning, we expect our students to want to attend school, as they will be engaged by and enjoy the experience. Given our approach of caring unconditionally for them, children should also feel welcome and supported in our school environment.

In addition the flexibility inherent in our school calendar and timetable organisation should have a positive effect on attendance, as it will make it easier for parents to deal with logistical issues in their lives without having a negative impact on their child's attendance at school. The flexible half hours at the beginning and end of the core day will make it easier to drop off and collect children around other

commitments, and the six weeks of holiday per year that can be booked at any time other than core weeks will reduce conflict between family needs and school dates.

Competition

It is our goal at the Warrington Montessori School to ensure that all children achieve their full potential in a learning environment where they feel happy, accepted and included. Although it is often believed that competitive environments are the best place to prepare children to succeed in our competitive society, there is no evidence to support this. On the contrary, there are numerous studies which document both the facilitative effect of cooperation and the deleterious effects of competition on conceptual and procedural learning, motivations, friendly feelings, self-esteem, helping and even motor learning and performance. In 1989 a review of 185 studies comparing cooperative versus competitive task structures found that cooperation led to more learning, longer time on task, more frequent use of higher-level reasoning strategies, increased creativity and greater transfer to new situations (Ref: Cooperation and Competition: Theory and Research, Johnson & Johnson 1989)..

The risks of competitive learning environments, where the performance of a student is frequently compared with their peers, include that:

- Those who usually win may focus on winning and take shortcuts in their learning or fail to explore novel lines of thinking.
- Children are likely to form premature notions of what they are 'good at' and to turn away from areas of perceived weakness.
- Children who see no hope of winning (especially those who are learning disabled) may not try at all, because if they don't try they can't be perceived as really losing (Ref: The Competitive Ethos and Democratic Education, Nicholls 1989).
- Children may find it hard to develop stable self-concepts as they are continually comparing themselves with others. Self-confidence depends on stable self-concepts based on achievements relative to personal internal standards.
- The threat of losing may be so overwhelming that it impacts on the student's ability to keep their behaviour organised and thus prevent learning altogether.
- It divides children and undermines bonds of care and respect. Children who lose feel inferior to and thus resent those who win. Those who win feel superior to and thus lost respect for those who lose.
- It undermines student trust in the teacher, by publically recognising the performance of some children over others the teacher is perceived as valuing some children over others. This sends a message to students that their teacher's commitment to them depends on their performance, and those children who usually perform poorly may believe that their teacher does not care for them at all.

Even competitive playground games played by children with little control over their emotions and fragile self-concepts can generate angry and hurtful behaviour that undermines peer relationships and students' sense of trust and belonging.

Generally schools abound in competitive activities, art contents, award assemblies, grades, league tables and the pervasive efforts to control student behaviour by offering rewards to students or classes who perform best. While competition is not always bad or counterproductive, we do not believe it should be prevalent in the realm of learning, and not when entered into without choice. We will therefore:

- Avoid competition in our learning activities.
- Abstain from awarding grades for work completed.
- Refrain from trying to motivate children by comparing them to better performers or better-behaved classmates.
- Engage children in cooperative games and sports.
- Monitor student play and help them to play even competitive games cooperatively.
- Discuss the value of working and playing cooperatively and engage children in reflecting on their play experiences.
- Help children see that having fun is more important than winning and teach them how to win and lose gracefully.
- Help parents see the value of teaching their children to be cooperative.

Recognising that in adult life our students will have to deal with competitive situations, we will prepare them for this by:

- Teaching them that the ability to cooperate is even more important than the ability to compete to be successful in life.
- Giving them tools to handle losing by objectively analysing the reasons why, figure out whether they have a chance to win in a new competition and, if so, prepare themselves.
- Giving them psychological reserves to stay focused and the perseverance to shore up their skills.
- Helping our students to develop the self-knowledge, self-confidence and judgement to choose appropriate competitive venues; the relevant knowledge and skills to be successful; the emotional control to do one's best under stress; and the perseverance to remain focused in the face of failure that can be reasonably overcome.
- Providing honest feedback and opportunities to share their learning and display their skills so they can develop self-knowledge and judgement.
- Setting appropriately high standards and encourage our students to set high standards for themselves.
- Encouraging and support them through the inevitable experiences of failure to help them develop emotional control and perseverance.
- Using opportunities offered through PHSE, Domestic Science, Sport & PE classes to ensure their wellbeing.

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

Summary

The community that the Warrington Montessori School will serve includes the whole of the Warrington area and its local geographical community, which has yet to be determined.

In serving both the wider and local population, the school will strive to make partnership working and support of the priorities in Warrington's Children and Young People's Plan, a cornerstone of the school's strategic plan. We will also be strongly advocating the school as a community resource, whether it is in an urban or rural locality with their differing but often similar needs for support, social opportunities and building social capital.

Our academic approach based on Montessori, offers opportunities for children from all backgrounds and is particularly suited to those living in poverty, from deprived areas and those with special educational needs. This approach is predicated on helping both the individuals who attend the school and also facilitating research to develop tools that will help mainstream schools to tailor their approaches to the needs of children.

We have a vision of helping children and young people to develop their characters and full potential through a broad educational experience, including an emphasis on practical skills as well as a robust academic curriculum.

Warrington

The borough of Warrington covers 182 square kilometres and is situated in the heart of the North West region. Latest data (ref: Children and Young People's Plan 2011-2014) shows that the overall population of Warrington is 198,000 of which 100,400 are female and 98,500 male with the overall population increasing

by 1,100 since 2009.

Almost a quarter of the overall population (47,800) are children aged 0 – 19, of which approximately 24,600 are male and 23,200 are female.

For every 100 children and young people in Warrington:

- 7 are from a black or minority group
- 13 are living in households in 'poverty' (9 with a lone parent, 4 with a couple)
- 11 are registered for free school meals
- 3 of the children are of school age have an identified special educational need (SEN) that requires specialist support; and a further 17 need extra help with learning
- 3 will be in a household claiming jobseekers allowance
- 1 child aged between 0-19 will be disabled
- 9 aged 13-19 will be receiving intensive support around their future
- 29 children are dependent on workless benefits (16 aged 0-4, 13 aged 5-15)
- 19 children are in families in receipt of Child Tax Credit and Working Tax Credit
- 4 children are Children in Need
- 95 will be in education or work based learning at 17 years of age
- 1 or the girls will get pregnant before they are 18
- 8 will be classed as obese at the age of 5 and 16 will be obese by the age of 11

Of those 100 children and young people in Warrington taking exams/test:

- 62 will leave school with 5 or more A*-C GCSE's that include English and Maths
- 62 will have a good performance in the early years Foundation Stage and 82 will have good level in Early Years of Personal, Social Emotional (PSE) development
- 85 will have good level in Early Years Communication, Language and Literacy

To inform the most recently refreshed Joint Strategy Needs Analysis for Warrington, information and intelligence was taken from multiple sources covering social care, health, housing, income, behaviour and services. This has been combined to make more meaningful and locally responsive, evidence sources to provide a high level overview of needs of people of Warrington.

From the key priorities and messages from the Joint Strategic Needs Assessment (JSNA) we can see that most indicators suggest that the health and well being of children and young people in Warrington is better than national averages, including:

- Consistently better educational attainment over all key stages
- Low numbers in poverty compared with England overall (3.5% compared to 20.9%)

However, within Warrington variation exists and:

- Some wards have poverty levels twice national average (6 wards have

25% or more children in poverty)

- Attainment is poorer for children receiving FSM & in inner wards

Neighbourhood Development Plans, which target the central deprived wards, are attempting to improve the social skills and community cohesion in these areas by:

- Building Sustainable Communities/ breaking cycle of deprivation
- Promoting healthy lifestyles
- Promoting healthy ageing
- Improving children's health & wellbeing
- Focusing on vulnerable groups

Addressing the geographical inequalities and closing the gaps in quality of life are agreed as by far the most important aims of the Warrington Children and Young People's Partnership, which brings together the local organisations responsible for services to children, young people and families. (Ref: Children and Young People's Plan (C & YP Plan) 2011-14)

Vision, ethos and design

Our holistic approach to education through use of the Montessori system lends itself to initiatives seeking to improve self-esteem and self-discipline. As evidence shows;

- A major element of the poorer health in poorer communities is psychosocially determined.
 - A low sense of control, self-efficacy and self-esteem in communities can produce poorer outcomes.
 - Good community networks which increase resilience increase health & well-being
 - Resilience: Playing a bad hand well, rather than getting a good hand
- Source: H. Burns, CMO Scotland – cited in the JSNA for Warrington.

Each of our members shares a commitment to help improve children's lives in Warrington. This application for the Warrington Montessori School offers a proven approach to education services for children across the whole of Warrington, which is currently not available. It is based firmly within the context of the C & YP Plan and the Neighbourhood Development Plans and we would wish to be strongly supportive in helping to address those needs.

The Warrington Montessori School Team agrees that the challenges facing Warrington cannot be addressed by any one agency on its own: therefore it is our aim to work in support of the aims and outcomes of the plans noted above and those of a range of other plans including the Child Poverty Strategy 2011-14.

To expand on the area of poverty and its effects on children and young people in Warrington: living in poverty means more than just having a low income. (Ref: Child Poverty Strategy (CPS) 2011-14). Research and data shows that children who grow up in poverty are, in relation to their peers:

- Less likely to succeed at school
- More likely to suffer from poor health

- Less likely to secure a good job as an adult
- More likely to offend
- Less likely to access a range of cultural and leisure activities
- More likely to be taken into care.

This in turn limits their potential in later life and a cycle of poverty is created. Latest data available suggests that there are 5,985 children and young people under the age of 20 classed as 'living in poverty' in Warrington, equivalent to 13.5% of the under-20 population.

From its origins in Italy the Montessori approach to education has been based in and proved its effectiveness for deprived populations. We see the Warrington Montessori School as an essential part of the partnership approach to addressing a broad spectrum of inequalities in Warrington.

Parents from all sectors of Warrington have aspirations for their children and are willing to travel to obtain the schooling they feel will best suit them. We feel that, with further outreach initiatives to parents to ensure that details of the school become more widely know and with the offer of a subsidised pick up service for children receiving free school meals, we are certain to see increased interest in our school from all sectors and bring in children from all parts of Warrington, including the deprived central wards.

We recognise that obesity rates and eating disorder rates in Warrington are an area of concern. The results from the Health and Lifestyle survey 2006 showed that:

- 78% of North Cheshire residents eat less than 5 portions of fruit and vegetables per day - an improvement from 88% in 2001
- 13.4% indicated they had poor diet - an improvement from 19.4% in 2001
- Males aged 18-34 still had the poorest diet overall, with lower intakes of fruit and vegetables and more poor diet habits

There is a wide variation in diet behaviours within Warrington, which is closely linked with deprivation. (Ref: Healthy Eating, NHS Warrington 2011). Nationally, the most recent large-scale survey in the UK revealed that 25% of boys and 33% of girls aged between two and nineteen years are overweight or obese, and at least 1.1 million people in the UK are affected by an eating disorder, with young people in the age-group 14-25 being most at risk of developing this type of illness.

The Montessori approach to food and health eating is based on the development of a healthy relationship with food and is the right start point to avoid both obesity and eating disorders. It includes involvement in production and preparation of own food, as this is key. This approach is supported by research such as the Sprouting Healthy Kids research in Texas (Ref: Sprouting Healthy Kids Promotes Local Produce and Healthy Eating Behaviour in Austin, Texas, Middle Schools, October 2010)

We will set up Farm to School relationships and in addition grow some of our own food, aided by the children. Nutritional education will take place in the kitchen and

dining room daily and community gardening and cookery initiatives will be encouraged.

How we will work with others to deliver our vision

We have strong links with education and health services and would intend to build upon these links and relationships to establish enduring and positive partnerships both with schools across Warrington and with the leading representatives of public and voluntary bodies.

The Warrington Montessori School will be a part of the education community within Warrington and its local geographical community, promoting community cohesion and sharing facilities with other schools and the wider community.

Our school will work collaboratively with any and all other schools in Warrington, the Local Authority, Neighbourhood Development Groups and other members of the Children and Young People's Partnership, who are interested in understanding the benefits that can be gained from delivering education using the Montessori approach. This could be through joint research and development, training days, conferences and development of tools for use in mainstream settings.

During the preparation of the bid to open the Warrington Montessori School we have been working closely with Montessori Schools Association (MSA) and Federation of Montessori Free Schools (FMFS) to ensure consistent core curriculum and standards across Montessori schools in the UK and to mutually support each other. These relationships will continue and will bring great benefits of consistency nationally; help with research in the future and also with data collection, regulation and inspection regimes.

We have also been in good contact with the closest existing Montessori Nursery to Warrington, which is 10 miles away. They are very supportive of the bid and have offered advice and promoted our plans to their parents and we would seek to maintain this mutually supportive relationship.

We will be working in partnership with the University of Chester to devise useful measures and methods of collecting and implementing a rolling programme of research into education outcomes. Together we will build up the research base for initiatives that could sensibly be transferred to mainstream settings to the benefit of all children both locally and nationally. We will also work with the University of Chester toward the Continuing Professional Development of our staff, including potentially their provision of Montessori teacher training courses.

It is our intention to act as a research and possibly training centre for initiatives to help to address issues which affect children's ability to achieve their potential in school and life in general. The results of these research activities will be published and we would hope inform future mainstream approaches to education for all children. In addition there will be an emphasis on the needs of the individual children including children with special education needs (SEN), both those with and without statements of SEN.

We have started to make contact with local producers and suppliers regarding working with the school in the future, both to supply directly to us and also to forge links where the children can go to their sites to learn about things like food production, farming and business operation.

Community Cohesion

We want our school to become a hub of the community and will actively encourage third parties to come in to use our facilities out of school hours and will look to the surrounding area to meet identified needs, such as for example;

- Football teams
- Young Mothers Club
- Supportive Parenting and Early Years Support Classes; Healthy Eating, Montessori Learning, Behaviour Management etc
- Exercise for Senior Citizens
- Gardening Club
- Farm Shop
- Sports Facilities/Gym
- Space for community groups, e.g. Guides, Scouts
- Adult Education Classes; Cookery, Languages, Gardening etc
- Meeting room hire
- Young Offenders Work Experience (outside of school hours only)
- Montessori Play Groups
- Holiday Clubs

It is also our intention to provide additional income to the school via these initiatives and similar.

Listening to our community

We have established contact with all nurseries in the Warrington and surrounding areas, most of whom have welcomed us and our proposal for a Montessori Primary School. The nurseries have shared our information with parents and from this and our face-to-face contact at parent and baby activities, we have established that there is a wide diversity of background of the parents who desire this kind of education for their children. Parents are united, however, by a common theme of respect, independence and trust.

Montessori, with its unconditional teaching approach, also addresses concerns of parents reluctant to send children to current mainstream schools because of discipline and teaching approach. The current focus of mainstream schools towards discipline is very Behaviourist in approach, with a large emphasis on sanctions and rewards. For parents who practice a more unconditional, attachment theory based approach in their parenting style, this can mean a strong clash of styles between discipline at home and school, sufficient to put some off sending their children to school at all.

Warrington has long recognised the huge contribution of the community and voluntary sector to positive community and health and social care outcomes and provided a strong foundation on which to build.

Third sector organisations are particularly well placed to work within communities and engage with people who are often the hardest to reach. We have engaged with a third sector organisation which is very experienced in working with children, young people and families of disabled children and those with learning difficulties and plan to undertake a tailored work stream to gauge the views of this important part of our population in the next few months.

We will be inclusive of other cultures, particularly the recently emerging ethnic minority cultures in Warrington (notably Polish and Latvian) and will ensure that we have accessible interpreter services available to all staff by telephone at all times. We will offer additional language coaching for children, and possibly for parents, for whom English is an additional language.

We plan to operate a Montessori Playgroup at the school (site permitting) for parents to attend with their 0-5 year old children, to give them an opportunity to experience Montessori methods and also provide somewhere for parents to go to socialise and get support from each other and trained staff during those often isolating early years.

We will have parent induction sessions prior to the start of the child's first year with us where they learn about how we do things and how to support us with their home life activity. This relationship will continue throughout their time with us and we will continue to offer assistance and advice for parents regarding how to support their child's education.

Our ongoing communication strategy will encompass all sectors of the community, including soliciting the views of young people, Sure Start centres, politicians, faith groups, residents' groups, and other schools in the area.

We will communicate with our parents and wider community of interest via modern IT systems such as for example: our web site, blog and twitter account, alongside the school newsletters and more traditional means of communicating.

D8: If you are intending to be designated as a school with religious character, show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.

Not Applicable.

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. $D = (B/A) \times 100$.

| | 2013 | | | | 2014 | | | |
|------------------|------|----|---|------|------|----|---|------|
| | A | B | C | D | A | B | C | D |
| Reception | 20 | 14 | | 70% | 20 | 12 | | 60% |
| Year 1 | 6 | 6 | | 100% | 20 | 14 | | 70% |
| Year 2 | | | | | 6 | 6 | | 100% |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Year 7 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | 26 | 20 | | 77% | 46 | 32 | | 70% |

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.

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as one of the choices for their child.

Summary of Demand

We asked parents whether they would choose our school as their first choice for their child if the school opened. We explained our school to parents as follows:

We are bidding to open a Free Primary School (state funded) in the Warrington area operating on Montessori Principles in September 2013, catering for ages 4 - 11 years.

How will it be different to existing schools?

In a Montessori classroom the children work independently using hands-on materials, and the teacher supports their individual development rather than teach the whole class the same thing at the same time. Work cycles will be long to allow focus without interruption and classes will have mixed ages across three years.

Movement indoors and out is freely encouraged and practical life skills are valued as well as academic rigour. Homework is unnecessary and opening hours will be flexibly aligned with modern life. We intend to remain a small school and work with all of our individual children to help them to achieve a lifelong love of learning.

The Montessori Method has been used in schools all over the world with great success for over 100 years and has been demonstrated to produce social and academic skills that are superior to those fostered by other education approaches. For some detailed studies please read the following links:

- [Evaluating Montessori Education, Science vol 313, 29 Sep 2006](#)
- [Overview of Research on Montessori Education: An Evidence-Based Curriculum, American Montessori Society, Nov 2010](#)
- [Association Montessori Internationale, research summary page](#)

The following details are of children that parents said they would definitely choose our school as their first choice if they could.

| Date of Birth | Joining school in 2013/14 | Joining school in 2014/15 | Postcode |
|---------------|---------------------------|---------------------------|----------|
| | ✓ | | WA12 |
| | | ✓ | WA4 |
| | | ✓ | WN5 |
| | ✓ | | WA4 |

| | | | |
|---------------|-----------|-----------|------|
| | ✓ | | CW8 |
| | | ✓ | WN7 |
| | ✓ | | WA12 |
| | | ✓ | WA4 |
| | | ✓ | WA4 |
| | | ✓ | WA1 |
| | ✓ | | WA7 |
| | ✓ | | WA4 |
| | | ✓ | WA4 |
| | | ✓ | WA13 |
| | ✓ | | WA2 |
| | ✓ | | WA2 |
| | ✓ | | WA2 |
| | ✓ | | WA4 |
| | ✓ | | WA13 |
| | ✓ | | M43 |
| | ✓ | | WA4 |
| | | ✓ | WA4 |
| | | ✓ | WA4 |
| | ✓ | | WA4 |
| | ✓ | | WA4 |
| | ✓ | | WA4 |
| | | ✓ | WA4 |
| | ✓ | | CH3 |
| | ✓ | | WA4 |
| | ✓ | | WA2 |
| | ✓ | | WA4 |
| | | ✓ | CH3 |
| TOTALS | 20 | 12 | |

We propose an intake of 20 students per year split across two multi-age classes and will accommodate up to 20 Year 1 students on opening but anticipate less demand for that age as the majority will have already started at another primary school, so have only included spaces to cover the demand to date. There may be some small amount of demand for older students also and we are considering how we can potentially accommodate it, but this would be as a separate class and not part of the evolution to capacity of the main school.

Our survey showed good levels of demand and interest in the school and we believe that given the time to explain and demonstrate further to those parents who registered that they may be interested, the numbers of those who will definitely select our school as their first choice will continue to increase. We also had good levels of interest for future years, largely through siblings.

Full details of the children signed up or maybe interested in signing up to the school are in the table below. Those who are a 'Maybe' at present are highlighted in grey.

WA4 [REDACTED]

CH3 [REDACTED]

| | Sep 2012 | Sep 2013 | Sep 2014 | Sep 2015 | Sep 2016 |
|-----------------|----------|-----------|-----------|-----------|----------|
| Definite | 6 | 14 | 12 | 7 | 8 |
| | | 70% | 60% | 35% | 40% |
| Maybe | 1 | 7 | 5 | 6 | 1 |
| | | 35% | 25% | 30% | 5% |
| Total | 7 | 21 | 17 | 13 | 9 |
| | | 105% | 85% | 65% | 45% |

Location of Demand

The maps below shows the distribution of the postcodes from those parents already signed up for the first two years. As can be seen, our expectation that we would attract parents from all across Warrington and the surrounding areas has proven correct so far.

Of the six parents who have expressed a definite interest in a place at the school for their children but who do not currently live in a Warrington (WA) postcode area, four have said that they are willing to move house if it gives their child a better chance of getting into our school. We are aware of at least three parents who will immediately start the process of moving into Warrington if we are given the go-ahead, and with the nature of this venture we expect that it will attract some parents to move into Warrington to have the opportunity for this type of education for their children. One of the out-of-area parents currently lives in [REDACTED], [REDACTED], but will be relocating to [REDACTED] in the summer of 2012. Her children currently enjoy a Montessori education in [REDACTED] and we will be the closest school for them to continue with this approach.

[REDACTED]

Looking at a closer view of the main area of demand and with the preferred site shown in red, we can see that although demand is disparate across the town, the site is highly

accessible to all because of its proximity to the good motorway network in the area.



Details of Survey Responses

A full copy of the survey template is included in Annex 7 and the completed survey forms are available if required. For each question we have provided a summary of the responses received from the 54 completed questionnaires prior to application submission.

1. Would you like to see a Montessori Primary School as described above opened in Warrington?

Yes: 100%

No: 0%

2. Would you be interested in working at a Montessori Primary School in Warrington?

Yes – as a teacher/classroom assistant: 28%

Yes – as support staff: 11%
Yes – as a volunteer to contribute additional skills & experience: 28%
No thanks: 33%

3. If relevant, please provide any additional information about how you may be interested in being involved with the school, e.g. demonstrating your skills to the children or assisting with activities etc.

For this question we received many offers of specific contacts or skills such as French language, artistic pursuits, holistic arts for Primary schools, and yoga, along with more general offers of parental assistance.

4. Would you send your children to a state-funded Montessori Primary School in Warrington as described above if there were one?

Yes, it would be my first choice for my children: 70%
Maybe, I would need to know more information: 30%
No, I am satisfied with our existing local education: 0%
Not applicable (no primary age children): 0%

5. What is your postcode?

Details of the postcodes supplied are given in an earlier table.

6. Would you consider moving house if it helped secure you a place for your child at our school?

Yes: 31%
No: 56%
Not Applicable: 13%

7. Please give the date of birth of any children you have who would be eligible to attend the Warrington Montessori School if opened. Please note that this information is required in support of our application, so if you would like your children to attend our school it is very important that you complete this section!

Details of the dates of birth supplied are given in an earlier table.

8. Do you have any comments or questions?

As well as comments about how exciting a prospect our school was, we also received several comments lamenting that we were too late for their older children and one where a grandmother was happy that while her own children were unable to have a Montessori education, there was a chance now that her grandchildren might.

Content details and preferences were also collected.

Community Engagement

In order to let people know what we are planning for our school and to encourage them to complete our survey we did the following:

- Had detailed discussions with the initial group of very interested parents who attend one or more of the local parent/baby groups.
- Setup a website [REDACTED] and published information about our plans there as they developed.
- Setup a facebook page for the website and posted updates about our activities.
- Publicised the plans and website on Internet forums aimed at parents, including Babycentre and Natural Mamas.
- Published two newsletters (Nov 2011, Jan 2012) with details of progress so far and sent them to people who subscribed to our mailing list on our website.
- Printed posters advertising our aims and our website and sent them to all Montessori nurseries in Cheshire and posted them in child activity locations across Warrington.
- Printed flyers with information about the school and distributed them to all nurseries and pre-schools in Warrington.
- Engaged with the local press and had pieces run in a local free magazine² and also the local newspaper Warrington Guardian³ (circ. 25,000).
- Visited the closest Montessori Nursery to Warrington (Holly Grange Montessori Nursery) and gave them more information for distribution to the parents.
- Written editorials for two local child-focused magazines, Raring2Go and Little Tigers, which will be published in their March editions.

We hope to arrange one or more public meetings in the near future in order to better address questions from parents who would like to know more and understand further the Montessori way before committing to join us.

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

We plan to draw our students from a broad geographical area that will encompass a large scale of different backgrounds, including those who are disadvantaged or deprived. We have outlined in section D7 how we understand the needs, views and aspirations of our local community in Warrington, and we believe that our planned school will be appealing to parents from all backgrounds. We recognise that our most significant barrier to address is a lack of general understanding as to what a Montessori education is and how it differs from a regular educational approach. Our plans to address this will continue in the same vein that we have already begun with:

- Continued engagement with the local press.
- Working with the Local Authority to better understand areas and sectors to prioritise for targeting, e.g. areas with shortages of places or poor integration of SEN into mainstream.
- Working with the Local Authority to integrate our provision with theirs so that we can be mutually supportive.
- Holding one or more public meetings to directly address parent questions and concerns.

²
³



- Continued development of our website to provide more detail of how the school and the curriculum will operate.
- Advertise our school in local child-focussed magazines and the Local Authority school information booklets & website.
- Operate a minibus service to collect and deliver students from near their homes, with subsidies for those on FSM.
- Working with neighbourhood development teams in inner wards to attract parents and children and build their confidence so that they feel able to apply.

Warrington Pupil Data

Despite several requests, we have not been able to view the pupil data for Warrington so far. We have been in contact with the [REDACTED] for [REDACTED] however and he stated that there is pressure for primary school places in some areas of South Warrington, and we hope to discuss this more with him when we meet in March this year. While we will be pleased to bring extra value by mitigating any local pressure on Primary places, it is important to note that our proposal is primarily seeking to extend parent choice.

Sharing resources

As outlined in section D7, we plan to encourage the shared use of our premises and facilities wherever practical. We will offer wrap-around care during term time and work with a childcare provider to offer holiday care if needed.

Depending on the location and facilities site secured, we will make them available for use outside of school hours by other organisations, and actively seek out individuals or groups to setup activities where there are few similar currently available in the area. For example:

- Young mother groups with parenting advice
- Elderly coffee social events
- Local amateur dramatics society

With our particular focus on the natural world and sustainability we would hope to involve the local community in our natural environment through such activities as gardening clubs, nature walks and selling our produce.

Managing community working

The admin team, led by the school Business Manager, will take the lead on coordination of community collaboration, and the Horticulture Teacher/Gardener will also play a key role in those areas. We would aim to balance any fees charged for use of the school facilities to offset any additional maintenance required and the administration overhead.

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.

To deliver our vision we will need the input from experienced Montessori practitioners and also from individuals with experience of the UK state school system, as Montessori is not widely practiced in UK state schools at present so there are few individuals with experience of both. Within our steering group we have people who are experienced in education delivery across a range of UK state schools, primary and secondary (see section F3 for brief biographies of the team). Consequently we believe we have a sound basis for our understanding of the operation and challenges of running a primary school.

Regarding Montessori expertise, we have enlisted the assistance of two organisations. The Montessori Schools Association (also known as the Montessori St Nicholas Charity) works to support Montessori across the UK and also provides an accreditation service for Montessori schools and nurseries. The Montessori Free Schools Federation is an organisation that supports, develops, trains and equips Montessori schools that hold Academy or Free School status. We are an Associate Member of the Federation and have benefited from the experienced mentoring of the [REDACTED] and [REDACTED] of the first (and so far only) Montessori Free School in the UK – Discovery New School. Both of these organisations have provided us with information and assistance regarding training and curriculum, as well as general support with preparing the application. This support will continue throughout the remaining setup process for the school, and on into operation.

Once we are clear to move ahead with the school, recruitment of an experienced Principal and first Primary teacher are the first next steps to ensuring we have the right educational expertise to complete the process and operate the school successfully. While we do hope to support the training of new Montessori teachers in the future, we recognise that our first two members of educational staff must be very experienced in Montessori delivery in order to successfully navigate the hurdles of opening a new school and the recruitment of the remaining staff while remaining true to the vision and ethos intended for the school.

All of the members of the steering group are committed to the process of opening the school and the work that this will involve. They are all also keen to remain involved in the strategic direction of the school thereafter and expect to remain active as Governors and/or Members for the foreseeable future.

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

Several of the members of our steering group own and operate their own companies and are therefore accustomed to being responsible for planning and managing their operational budgets. Some also work in fields that require them to be responsible for managing larger budgets to deliver projects or services for clients (see biographies in F3 for more details). One member is also a qualified School Business Manager.

We believe that recruitment of the right School Business Manager is as important as recruiting the right Principal and we will seek to take on an experienced bursar part-time so that the financial management of the school remains in good hands once the school is operational. The Business Manager will report directly to the Principal, who retains overall accountability to the Governors for financial management of the school.

Once operational we expect the responsibilities for the various financial roles to breakdown as follows:

Financial Planning

Strategic financial planning will take place jointly between the Business Manager and the Governors, so that the Governor's plans for the school can be aligned with financial realities before commitment is made. A five-year financial plan will be maintained to forecast the income, expenditure and reserves of the school and will take into account likely student numbers based on popularity of subscriptions in previous years and pupil data forecasts from the local authority.

Financial Management

Responsibility for the day-to-day financial management of the school will lie with the Business Manager, who will be supported by the admin team in carrying out the necessary activities. This responsibility will include maintenance of the management accounts, accounting for VAT, annual budget compilation and audit, producing an annual report, contract management, payroll, HR, health & safety and estate management. The Principal will also retain good oversight of the financial management.

Financial Oversight

The Governors will consider management accounts at the Governor's meeting once per term. The Chair of the Governors will sign off the annual accounts and audit report. The Governors will also approve staff salary levels and determine the standards and processes for the school financial management.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Skill Analysis

We believe that the following areas of skills and experience are necessary for the successful development of our application:

- Project Management of the application development
- Leadership of the team
- Montessori Methodology & Curriculum
- Experience of varied educational settings
- Teaching
- School Business Management
- Special Educational Needs and Children in Care
- Operation & Management of wrap-around care provision
- Supporting disadvantaged children

These skills and experience are present in our team in the following breakdown:

| | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Consultants |
|----------------------------|------------|------------|------------|------------|------------|-------------|
| Project Management | X | | X | | | |
| Leadership | X | | X | | X | |
| Montessori | x | | | | | [REDACTED] |
| Education | | X | | X | X | [REDACTED] |
| Teaching | | X | | | x | [REDACTED] |
| Business Management | X | | | X | X | |
| SEN etc | | X | | | | |
| Wrap-Around Care | | | | | X | |

| | | | | | | |
|------------------------------|---|---|---|---|---|--|
| Disadv. Children | | X | X | | | |
| Financial | X | | | X | x | |
| Legal | | | x | | | |
| Marketing | X | | | | X | |
| Buildings & Sites | | | | | | |
| ICT | X | | | | | |
| HR | | | X | | X | |

While we have good coverage of the skills we require in most areas, there are a few where we have identified that we will require more support to move forward. We will develop clear job descriptions for all project team members.

Legal

As we progress into pre-opening we will require more specialist, professional legal expertise. We will continue to seek voluntary help through our interested parents and local community, but may need to hire professional assistance.

Buildings & Site

We do not currently have any buildings or site related professionals as part of our team. Again we will continue to look for assistance and will consider hiring experts if we are unsuccessful.

Clerk to Governors

We recognise that we will need to appoint a clerk to administer the Governor meetings and will include recruitment for that role as part of our start-up requirements, ideally as part of one of the admin roles.

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

Approach

It is important that all of the staff at Warrington Montessori School are fully subscribed to the Montessori principles that underpin our vision and ethos. The Montessori approach is holistic and embraces all aspects of school life and we will require consistency of approach to facilitating independence and self-discipline from every individual that the children will come into contact with within our school.

We will seek to recruit teaching staff who are trained Montessori teachers or QTS teachers with an understanding of and sympathy for Montessori methods and who are willing to undergo training in the method and materials.

In keeping with our principles of local sourcing, we also intend to employ local people directly to provide support services, rather than utilise agencies or contract out elements such as cooking, HR or payroll management to other organisations.

Role Details

Senior Management Team

The senior management team report to the school Governing body.

- Principal – has overall responsibility for the school, its staff, its students and the education they receive
- School Business Manager – has responsibility for the school finances, contract management, payroll, HR, health & safety and estate management.

Classroom Teachers

All our teachers are responsible for planning and preparing the learning environment to meet the needs of their students, and assessing and keeping records of student progress.

- Primary Teachers – responsible for a class of 4-6 year olds.
- Lower Elementary Teachers – responsible for a class of 6-9 year olds.
- Upper Elementary Teachers – responsible for a class of 9-11 year olds.

Specialist Subject Teachers

Our specialist subject teachers are responsible for planning and preparing the environment and material for regularly timetabled periods with each class in the school.

- Domestic Science Teacher (also responsible for food preparation)
- Horticulture Teacher (also responsible for crops & livestock)
- Languages Teachers (contract)
- Music/Singing Teachers (contract)

Teaching Assistants

Our teaching assistants will support the classroom teachers in facilitating the learning environment and monitoring student progress.

Other Key Roles

We expect other key roles to evolve as the school structure is populated, and particularly once the Principal and School Business Manager are recruited.

- SENCO – responsible for overseeing the day-to-day operation of the SEN policy and co-ordination of and liaison with providers of SEN support.

Staffing Structure

Our children are the focus of our structure as the purpose of our school and all of our staff is to support them and their education.

Directly supporting our children are their parents, our classroom teachers, teaching assistants, SENCO, specialist teachers and wrap-around care staff.

Our classroom teachers also seek to support the parents and their teaching assistants.

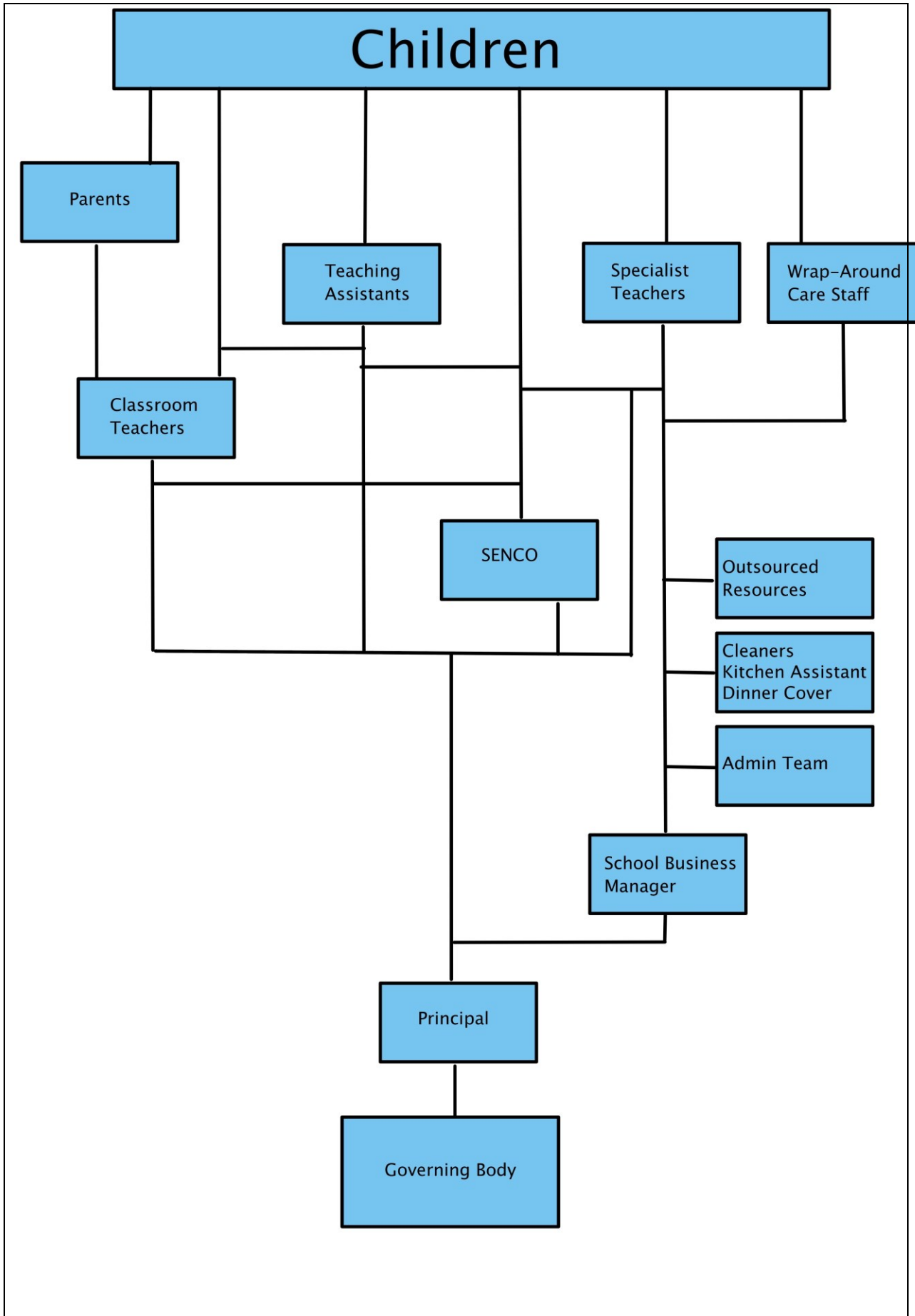
Our SENCO will support the classroom teachers, teaching assistants and specialist teachers.

Our Principal supports and performance manages all of the teaching staff directly and the School Business Manager.

Our School Business Manager supports and performance manages the admin team, cleaners, dinner cover, specialist teachers (in their operational roles or as contract staff), kitchen assistant, wrap-around care staff and any outsourced resources.

Our Governing Body supports and challenges the Principal, and all of the staff.

See diagram below.



Staff growth to capacity

Prior to opening in September 2013 the following members of school staff will be recruited:

| Staff Type | Role |
|--------------------|--------------------------|
| Leadership | Principal |
| | School Business Manager |
| Support | Primary Assistant 1 |
| | Admin 1 |
| | Admin 2 |
| | Cleaner 1 |
| | Cleaner 2 |
| | Dinner Cover 1 |
| | Dinner Cover 2 |
| | Breakfast Club 1 |
| | Breakfast Club 2 |
| | After School Club 1 |
| | After School Club 2 |
| | Site Manager/Caretaker |
| Permanent Teaching | Primary Teacher 1 |
| | Domestic Science Teacher |
| | Horticulture Teaching |

Thereafter, additional staff members will be recruited in time for the specified years:

| Year | Staff Type | Role |
|-------------|-------------------|---------------------|
| 2014/15 | Support | Primary Assistant 2 |
| | Teaching | Primary Teacher 2 |
| | | |
| 2015/16 | Support | Lower E Assistant 1 |
| | Teaching | Lower E Teacher 1 |
| | | |
| 2016/17 | Support | Dinner Cover 3 |
| | | After School Club 3 |
| | | Lower E Assistant 2 |
| | Teaching | Lower E Teacher 2 |
| | | |
| 2017/18 | Support | Breakfast Club 3 |
| | | |
| 2018/19 | Support | Dinner Cover 4 |
| | | Upper E Assistant 1 |
| | Teaching | Upper E Teacher 1 |

| | | |
|---------|----------|---------------------|
| | | |
| 2019/20 | Support | After School Club 4 |
| | | Upper E Assistant 2 |
| | Teaching | Upper E Teacher 2 |

For contract teachers for core:

| Year | Language Tutors | Music/Singing Tutors |
|---------|-----------------|----------------------|
| 2013/14 | 2 hours/week | 2 hours/week |
| 2014/15 | 4 hours/week | 4 hours/week |
| 2015/16 | 6 hours/week | 6 hours/week |
| 2016/17 | 8 hours/week | 8 hours/week |
| 2017/18 | 8 hours/week | 8 hours/week |
| 2018/19 | 10 hours/week | 10 hours/week |
| 2019/20 | 12 hours/week | 12 hours/week |

For contract teachers for wrap-around care:

| Year | Sports/Fitness Coaches | Music/Singing Tutors |
|---------|------------------------|----------------------|
| 2013/14 | 1 hour/week | 1 hour/week |
| 2014/15 | 2 hours/week | 1 hour/week |
| 2015/16 | 2 hours/week | 1 hour/week |
| 2016/17 | 2 hours/week | 1 hour/week |
| 2017/18 | 2 hours/week | 1 hour/week |
| 2018/19 | 2 hours/week | 1 hour/week |
| 2019/20 | 2 hours/week | 1 hour/week |

This staff structure and rollout will fully support our plans for student organisation and curriculum, in line with our planned budget.

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.

The role of Principal is vital to the success of Warrington Montessori School and we will require a candidate with extensive knowledge and experience of the Montessori methods and culture. Taking the time and the appropriate steps to appoint the right person for the school is therefore of paramount importance and we plan to take the following steps:

Step 1: Preparation

With the support and advice of the DfE and experienced Montessori organisations, such as the Montessori Schools Association and Montessori Free Schools Federation, we will plan how we are going to conduct the recruitment process and identify the people who will form the appointment panel.

The appointment panel will consist of between three and seven people with experience, interest, objectivity, ability and the time to commit to the entire process. They will be properly informed and trained in equal opportunities policy and full records of the recruitment process will be kept. To mitigate any potential conflict of interest, no more than two of the Members of Warrington Montessori School will sit on this panel. The panel will appoint a Chair to lead the process.

We will take steps to ensure safe recruitment, following the guidance in the DCSF publication 'Safeguarding Children: Safer Recruitment and Selection in Education Settings' and ensuring that at least one member of the panel has specific responsibilities for this area.

Step 2: Definition

During this stage the appointment panel will clarify the specific needs of the school, responsibilities of the role and attributes of the person required to carry it out. What is defined at this stage will be used to form the basis of:

- the advertisement
- the information supplied to potential candidates
- our criteria for short listing
- which selection techniques and questioning we will use
- how we will record the candidates performance at interview against the criteria
- how we will make our final decision

We have outlined below the skills and experience we are seeking in our Principal, but we expect the appointment panel to review and expand on this.

Step 3: Attraction

This stage is concerned with creating and communicating information about the school and the post in order to attract the right candidates in such numbers as to provide us with a real choice. We recognise that communication in recruitment is a two-way process - the quality of material we assemble, the way we present ourselves and the people the candidates deal with, all need to make a good impression.

The advertisement is the primary way we will communicate our vacancy and attract the interest of potential applicants, and once we have gained their initial interest we want to maintain it through the application pack and personal communications. Our application pack serves two purposes; it tells the applicants how to apply and also tells them more about the school than we can fit in an advertisement. The application pack will provide a range of information on all aspects of the school, its organisation, finances and performance results and we will make the application pack available online to enable easy access.

All headship posts must be advertised nationally, with the majority placed in the Times Educational Supplement (TES), which is our intention. We will also use the local authorities vacancy bulletins or web pages, of both Warrington and surrounding boroughs. Being a specialist Montessori School also means we have specific places to advertise to be seen by Montessori trained teachers, including the MSA website and

Montessori Jobs UK. We will also seek to advertise the position in Montessori job pages abroad as some countries, notably the Netherlands, the USA and Ireland, have significant numbers of Montessori Primary Schools and we may attract someone to relocate. Although we do not propose to formally offer a relocation package, we will consider making an offer that includes one for the right candidate.

Step 4: Selection

The selection stage will comprise of two parts, drawing up a short list of viable candidates from the applications, and holding one or more interviews and other assessment processes.

Referring back to our criteria for short-listing, as agreed in the Definition section, the application panel will determine which applicants meet our specification and arrange to interview them. Our criteria should be well defined so only a manageable number are invited to interview, we would expect between 4 and 8 candidates to make it to this stage. If there are any candidates applying from other countries, we will hold a telephone/video-conference interview with them in the first instance before inviting them to visit for a face-to-face if we wish to proceed, and we will help with travelling costs in that situation.

We will hold at least one round of interview and that will include a formal panel interview at a minimum, although we expect to also include more informal discussion and wherever possible to visit the candidate in their current school situation to see how they conduct their work and interact with others. During the interview(s) we will provide the candidates with any additional information they may have about the role and our vision. References will also be taken at this time.

Once the interviews have been held, the Chair of the panel will lead the process of examining the evidence on each candidate and the feedback from each panel member. From the resulting debate the panel will determine their recommendations and present them to the Governors. The Governors will accept any advice offered by the DfE on the candidates and make the final decision on whom to appoint.

Step 5: Appointment

The offer of appointment will be made to our chosen candidate and, upon acceptance, we will inform the unsuccessful applicants. The offer will be made verbally and constitutes a contract-in-law and is conditional upon satisfactory checks into qualifications, health, criminal record and any other checks required by the DfE. If the offer is accepted a formal contract of appointment will be issued to confirm the appointment. If the offer should be declined, the Governors will reconvene to agree a new choice.

The initial contract will be a fixed-term contract of one year with a review process towards the end of that year, to ensure that we have made the right decision.

Step 6: Induction

Successful recruitment processes do not end with the appointment decision, and

particularly in the case where the school is new and a great deal of work remains to make it operational. The Governors have a collective responsibility for the induction of the Principal and this begins as soon as the appointment has been agreed. This will also include full support for the remainder of the pre-opening phase and all of the work involved, and the hiring of the additional staff for opening.

We will draw up a plan of activities with the Principal designate and ensure that they are fully supported in each endeavour. By the time the school opens we would expect the Principal to have a full grasp of the details of our vision and measurable objectives and be capable of operating the school with reference to the Governors, no longer requiring such active day-to-day support.

Step 7: Review

Towards the end of their first year with us the Governors will conduct a review of the performance of the Principal to determine whether they are truly suitable for the job. This will be based on the initial criteria used for assessing the applications and interviews. If the outcome of the review is positive we will issue a permanent contract. If there are any concerns then these will be raised and discussed with the Principal. If by the end of the contract period there are still concerns about their ability to fulfil the role then a one-off extension may be agreed to allow time for reflection and improvement. Should this situation not have improved sufficiently by the end of that extension then the contract will be terminated and the process of recruiting a replacement Principal will commence along the same steps.

Draft Job Specification

Responsibilities

The Principal will:

- be the lead professional in the school, accountable to the school Governors.
- provide the vision, leadership and direction to the staff to ensure that the school is managed to meet its defined aims and specific targets
- ensure that the Montessori ethos and principles that underpin the school's vision are adhered to across all aspects of school operation
- work with the staff and Governor teams to evaluate the school's performance, to identify priorities for continuous improvement and raising standards
- will ensure equal opportunities for all staff and students
- will oversee the effective use of resources in achieving the aims and targets of the school
- will carry out the day-to-day management and administration of the pre-opening phase of the school, supported by the Governors
- carry out the day-to-day management of the school once opened
- support the school Business Manager with the day-to-day administration of the school once opened
- support the teaching staff in their use and maintenance of the curriculum
- support all of the staff in their professional development
- work to secure the support and involvement of the local community

Qualifications

- a Montessori teaching qualification from an authentic Montessori training facility
- NPQH (optional)
- Degree level qualification (preferred)

Experience

- of the Montessori learning environment
- as a Principal, deputy Principal or some other senior leadership role
- of managing budgets and resources
- in promoting the professional development of staff
- of the school improvement process
- of managing change
- of working in partnership with parents/carers and outside agencies

Skills

- proven leadership and management skills
- excellent communication skills
- the ability to lead, develop and manage people and resources
- knowledge and experience of a range of curricular areas and phases of primary education
- the ability to encourage and motivate through positive management
- the ability to evaluate and account for the efficiency and effectiveness of the school

Personal qualities & attributes

- have high expectations of self, staff and students
- demonstrate a commitment to the Montessori principles of facilitating independence and respect for others
- willingness to include all stakeholders in a clear vision for the future
- have an inclusive, consultative management style
- hold a philosophy based on achieving high quality teaching and outstanding learning opportunities for every student

Role of the Principal Designate in pre-opening

We will seek to engage the Principal Designate for the two terms prior to opening, as allowed by the Free School process. We expect them to take a lead role in the following activities leading up to the school opening, with the full support of the Governors and additional staff members once recruited:

- outreach and marketing of the concept to parents and the local community
- recruitment of additional staff required for opening
- inductions of new staff members
- overseeing the physical refurbishment of the school site
- procuring the equipment and furniture for the building
- reviewing the curriculum and school policies we have set out in this application

Recruiting high quality members of staff

We will follow a similar process for hiring the other members of staff required before

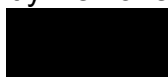
opening the school, although we expect the process to be led by the Principal, not the Governing Body and, once hired, we also expect the school Business Manager to play a significant role in these proceedings as the person responsible for HR operations.

We will work with the Principal, and Business Manager, to develop the definitions of each staff requirement in terms of responsibilities, qualifications, skills, experience and personal attributes; and we will advertise the positions in places suitable for the level of staff being recruited, e.g. Montessori and general teacher channels for teaching staff, local job channels for support staff. We will also ask staff hired for recommendations for further recruitment.

We will operate a performance management process across all staff areas to ensure that our staff members remain high quality and continue to develop professionally throughout their time with us. Senior teachers will be appointed with responsibility for the performance management and pastoral care of up to four teachers and/or teaching assistants, and training for this support will be given.

Prospective Governors and their skills and expertise

Currently we have appointed two of the members to act as governors:



Their skills and experience are outlined in section F3.

We will need to appoint additional Governors with these specific skills and experience in order to ensure that our Governing Body is fully capable of setting the strategic direction of the school, monitoring the delivery of our aspirations and targets, complying with standards and regulations and holding ultimate legal and financial responsibility for the school:

- Montessori teaching & curriculum
- Financial management
- Legal (especially employment law)
- Safeguarding
- HR/Health & Safety
- Estates & building management

We would wish that all appointed Governors would have the following attributes:

- Commitment to the Montessori principles that underpin the vision and ethos of the school
- Team working
- Problem solving
- Effective decision making
- Good communication skills

We will provide training for Governors where appropriate, both in general terms of their role and responsibilities and also specific training for areas such as Safeguarding or Health & Safety where we have a skills gap.

Governing Body structure

Our Governing Body will consist of the following members:

- Up to 4 Governors, appointed by the Members (initially the two above)
- 2 Parent Governors, increasing to maximum of 6 at capacity
- The Principal
- 2 Staff Governors, increasing to maximum of 4 at capacity
- Up to 3 co-opted Governors, appointed by the Governing Body and expected to be drawn from the community to provide specific skills or forge links with other organisations

Upon opening this will mean a Governing Body of 7 Governors, which will grow to become a maximum of 18 at capacity. We would prefer to operate with a flatter governance structure with limited numbers of speciality committees to facilitate a quick and efficient decision making process, but will leave the operational decisions of the Governing Body for it to determine for itself.

There will also be a Clerk appointed to the Governors to administer their meetings and take an independent view and make an impartial record of proceedings. They must also keep abreast of law and regulations in order to provide quality advice and support and have accredited training and support.

Recruitment of Governors

The parent and staff Governors will be recruited through formal and informal invitations in our publications and via our existing Governors. We will make information available to all to explain the role and why their involvement is key to our success as a school.

The Members will approach and appoint Governors as they feel appropriate to ensure that the Governing Body retains a high proportion of individuals committed and experienced in delivery of the Montessori vision and ethos the school is based upon.

The co-opted Governors will be approached and appointed in order to meet specific skill shortages or forge links with other organisations or community groups. Advertising in appropriate areas, publications or premises will be used to help find volunteers of this type.

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

██████████

The Members of Warrington Montessori School consists of the original Steering Group who have prepared the application:

- ██████████
- ██████████
- ██████████
- ██████████
- ██████████

At a meeting of the Members on 22nd January 2012 a resolution was carried to appoint ██████████ and ██████████ as the ██████████. Upon conversion to an Academy Trust, they will become Governors of the school with ██████████ taking the role of

Chair until the Governing Body is fully setup and a proper election can be held.

Once appointed, the Principal Designate will become an ex-officio Governor.

When staff recruitment has begun, up to 4 staff Governors will be recruited and appointed from the Teaching and Operational staff. The total number of Staff Governors may not exceed one third of the total number of Governors. Staff Governors will be appointed by election by current staff members at the school.

As students join our school, up to 6 parent Governors will be recruited and appointed. Parent Governors should usually be the parent or guardian of a registered student at the school, or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

Once the Governing Body starts to function it may choose to appoint up to 3 co-opted community Governors at any time.

As part of the initial recruitment process, a Clerk to the Governors will be appointed and appropriately trained.

Roles of governing body & Principal

Our governing body will establish a strategic framework for the school by:

- Setting and reviewing the aspirations for the school;
- Setting and reviewing policies for achieving those aspirations; and
- Setting and reviewing targets for achieving those aspirations.

Our governing body will monitor and evaluate progress in our school towards achievement of our targets and measurable aspirations, and regularly review the strategic framework for the school in the light of that progress.

Our governing body will support the Principal in the performance of their functions and offer them constructive criticism.

Our Principal will be responsible for the internal organisation, management and control of the school, and the implementation of the strategic framework established by the governing body.

Our Principal will advise the governing body in relation to the strategic framework for the school by:

- Formulating and proposing aspirations for the school
- Formulating policies for the school to achieve those aspirations
- Formulating targets for the achievement of those aspirations

In all cases the governing body may accept, modify or reject those proposals.

Our Principal will deliver the implementation of the strategic framework as determined by the governing body.

Responsibilities of governing body

The key responsibilities of the governing body will be to:

- Define and implement a process for monitoring and ensuring the quality of the educational provision
- Define and implement the measures of success against the vision and aspirations
- Oversee and ensure the effective management of the school's finances, property and other assets
- Employ suitably experienced staff
- Ensure the requirements of Company and Charity law are fully complied with
- Oversee and manage the liabilities of the School Trust

During the pre-opening phase, the governing body will also:

- Appoint the Principal
- Assist with the appointment of other staff members
- Assist the Principal with the work to prepare the school for opening

Conflict of interests

The term 'conflict of interest' means something more than individual bias, it refers to any financial or other interest which conflicts with the services an individual is providing to our Governing Body because it could either significantly impair their objectivity or create an unfair competitive advantage for any person or organisation. We will anticipate and deal proactively with conflicts of interest within our Governing Body. The Governing Body have a key role in setting the cultural standards for our school, and this culture can be a key mitigating tool for the proper management of conflicts of interest.

Disclosure plays an important role in minimising the risk of conflicts of interest and we will encourage Governors to be full and accurate in their disclosures. We will also communicate honestly and openly so that conflicts are highlighted and either avoided or managed appropriately to minimise risk of detriment to the school and its denizens

We will encourage our Governors to ask themselves the following questions about their work as a Governor:

- Am I acting fairly towards this employee/student/other person?
- Is what I am about to do or propose in the best interests of the school?
- Am I being objective in giving opinions and statements?
- Am I being honest and truthful?
- Would I like to be treated in this way if I were an employee/student in this situation?
- If I take this action will it prejudice, or be prejudiced by, any obligations I owe to any other individual or organisation?
- How would my actions look to, or be perceived by, a third party?
- Am I respecting the confidentiality of information I have access to?
- Do I have the due skill, care and diligence to undertake this item of work properly?

The Governing Body will:

- Develop a clear policy on disclosure, so that all Governors know what outside

interests must be divulged.

- Agree a process for resolving ethical problems within the school.
- Disseminate this policy and information to all relevant parties and also make it available to the wider world.
- Keep the policy proportionate, for example withdrawing from a particular meeting or decision-making process.
- Develop a clear policy to deal with situations where a Governor does not disclose conflicting interests, as this is a serious issue.

An immediate instance of potential conflict of interest is that [REDACTED]:

- [REDACTED] is the [REDACTED] of [REDACTED] & [REDACTED]
- [REDACTED] is the [REDACTED] of [REDACTED]
- [REDACTED] is the [REDACTED] of [REDACTED]

To mitigate this the Members will appoint at most [REDACTED] to become Governors of the school and will appoint a Principal who has [REDACTED] with any of them. With minimal influence on the Governing Body and operation of the school in this way, any risk of unfair advantage should be minimised.

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.

G1: 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.

Please see the spreadsheet [REDACTED]

G2: Show how the school will be financially sustainable once there are pupils in each year.

Please see the spreadsheet [REDACTED]

G3: Show how the school will be financially resilient to reductions in income.

Please see the spreadsheet [REDACTED]

In our second financial plan we have shown how we would operate if our intake were 90% of what is planned and also the proportion of FSM is only 5%.

The measures we would implement to reduce our outgoings would be:

1. Reduce the number of teaching assistants to one between the two classes of each level rather than one per class.
2. Withdraw the school minibus and rely instead on private hire to support school trips, funded by parent contributions.
3. Reduce our planned maintenance budget for fixtures and fittings to [REDACTED].

These measures would adequately cover the drop of intake to 90%, to also accommodate the reduction in FSM numbers we would:

4. Ask our admin and caretaker staff to reduce their hours from 0.6 FTE (3 days) to 0.5FTE (2.5 days)
5. Reduce the price paid for language support from [REDACTED] and teach those classes with less well qualified staff
6. Increase the price of school meals from [REDACTED].

We believe that these measures, while not ideal, will not compromise our ability to deliver our vision.

G4: Provide realistic financial plans that are consistent with other aspects of your application.

Please see both spreadsheets referred to above.

G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure.

Summary

Warrington Montessori School is committed to developing an affordable school able to meet the needs of its students and deliver the highest quality education within the funding levels provided. We will not be seeking any additional regular funding as we are committed to and confident that we will be able to work within the standard school funding allowances. We may seek additional funding occasionally from various grant bodies to provide extra facilities or opportunities beyond our core offering.

Our approach has been to identify the minimum resources necessary to achieve the following criteria:

- Effectively delivering the educational ethos, vision and curriculum plans
- Providing the necessary social and community support defined in the vision
- Efficiently operating the school
- Providing the best facilities possible
- Marketing and developing the school to ensure the planned build-up of student numbers
- Ensuring that the school plays a key part within the local community.

Overall the approach to costs has been to use in-house capability wherever possible, both to keep control over the costs and quality of delivery and also as a community-minded aim of providing local employment. We will also make use of parent and community volunteers wherever possible and already have many offers including HR expertise, help in securing grant funding, yoga and art teaching, and classroom assistance. We have planned without assuming these volunteer roles so that we know that our plan is robust, but we will make use of all appropriate volunteers in order to minimise our spending in practice.

Throughout this planning we have also aimed to underestimate income and overestimate outgoings, to be as secure as possible in our predictions. For example, all calculations for income are based on a 190 day/38 week year, and all calculations for outgoings assume a 220 day/44 week year.

Local Authority influence

We have prepared two sets of financial plans, one for our preferred site, which will reside in the Local Authority Cheshire West and Chester, and one for any site in the Warrington LA. The commentary below refers to the plan for Cheshire West & Chester in support of our preferred site.

The main difference between the two forecasts is that our income will be significantly less under Cheshire West & Chester than it would be for a site in Warrington, although we are still quite able to operate as we would choose. The forecasts for Warrington show that we would be able to offer slightly better staff salaries if our eventual site is within the LA boundaries, and in the case of low numbers for intake and FSM we would not need to increase the cost of school meals to cover the difference (all other measures remain the same).

Pupil Numbers

We intend to open with one Primary class initially, made up of the full 20 Reception intake. While we are happy to also take up to 20 Year 1 students as we open, we are realistic as to how many are likely to switch at this point. Consequently our numbers and plans assume that we will have only Reception children in the first year. If we open with up to 12 Y1 students they will join the single initial Primary class, if there are more than 12 we will open with two Primary classes. The different evolution paths this would mean are illustrated in Annex 4. For the finance plan we have assumed only the 20 Reception children, as up to 12 additional Y1 will bring more additional income than expenditure, with no further staff required. For 13 or more additional Y1 students the additional costs of opening the classes a year earlier are offset by the additional income from those students.

The percentage of students eligible for Free School Meals is 13% for Warrington but the take up is 10.7% so that is the figure that has been used. We hope very much to encourage recipients of FSM to attend the school and will be advertising and promoting in areas of Warrington where there are high likelihoods of qualifying. We will also offer incentives to students in receipt of FSM, including subsidised travel to the school and uniform grants.

The School Action Plus + SEN average for the Warrington area is 20%. As our school will be highly suitable for integrating SEN students into mainstream, we hope to achieve at least this figure for our students and will again actively recruit students of this type.

EFA Grant Income

The insurance and rates figures are taken from the benchmarking site for schools of our size, type and area and are estimated at £22 per pupil for Insurance and £23 per pupil for Rates. We have assumed no discount for being under capacity.

Other Income

1 – Providing wrap-around care with the Breakfast and After School clubs will provide an additional revenue stream for the school. Our figures here are based on the following charges, which are typical for the area:

██████████ per day for Breakfast Club, 07:30 – 09:00, includes breakfast
██████████ per day for After School Club, 15:00 – 18:00, includes tea

We have assumed 30% take-up of the wrap-around care provision across all of the classes. For the purposes of this calculation, the contribution is based on the minimum attendance within the year, which is 190 days.

2 – For those children not in receipt of Free School Meals we will ask the parents to contribute [REDACTED] towards their lunch and snacks. Special dietary requirements will be accommodated and we anticipate near 100% take-up of school meals, particularly given the children’s involvement in preparation of the food. It will not be mandatory however, and discounts may be offered where parents find it difficult to make the full contribution. Consequently our estimates here are based on the 89% of students expected not to be in receipt of FSM minus 10% for those choosing not to participate or given discounts. For the purposes of this calculation, the contribution is based on the minimum attendance within the year, which is 190 days.

3 – Assuming our recommended site, we would plan to generate rent from the two cottages in the early years when the space is not required for the school. Both will be let for the first 3 years and one for a further 2 years, at an expected income of [REDACTED] per annum each. Both are currently let to tenants at these rates.

4 – Assuming our recommended site or a site with a similar PE Hall area suitable for letting, we have estimated an income from community use based on 1 rental a week at [REDACTED] for 50 weeks a year, then 2 a week for year two and 3 a week thereafter. We believe this to be a low estimate, but as we would plan to offer discounts for voluntary groups we don’t want to assume high revenue from this area.

5 – Although the main intention is to produce for ourselves, we expect to have produce we can’t use all of so we will sell at a farm shop operating at the end of the school day. We have estimated [REDACTED] income for year one, [REDACTED] for year 2 and [REDACTED] thereafter.

6 – As for Income 4, we would seek to let a meeting room for community use, at our recommended site this would most likely be the Dining Area. Suggested possibilities for this are might include using it for cookery classes or language tuition for adults. We have estimated income based on 1 rental a week at [REDACTED] for 50 weeks a year.

Payroll

The submitted plan assumes less than 13 Y1 direct entry and therefore the first plan for class evolution.

In order to account for the first [REDACTED] of each salary not being subject to national insurance contributions, the ‘Other on-costs’ field has been used to make the necessary adjustment in each case.

1 – Teaching Staff

The planned growth of the school and the relationship this will have with the number of classes and therefore class teachers and classroom assistants is illustrated in the table below:

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-----------|------|------|------|------|------|------|------|
| Reception | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Year 1 | | 20 | 20 | 20 | 20 | 20 | 20 |

| | | | | | | | |
|---------------------------|----|----|----|----|----|----|----|
| Primary Total | 20 | 40 | 40 | 40 | 40 | 40 | 40 |
| Primary Classes | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| Year 2 | | | 20 | 20 | 20 | 20 | 20 |
| Year 3 | | | | 20 | 20 | 20 | 20 |
| Year 4 | | | | | 20 | 20 | 20 |
| Lower Elem Total | 0 | 0 | 20 | 40 | 60 | 60 | 60 |
| Lower Elem Classes | 0 | 0 | 1 | 2 | 2 | 2 | 2 |
| Year 5 | | | | | | 20 | 20 |
| Year 6 | | | | | | | 20 |
| Upper Elem Total | 0 | 0 | 0 | 0 | 0 | 20 | 40 |
| Upper Elem Classes | 0 | 0 | 0 | 0 | 0 | 1 | 2 |

In those years where a normally mixed-age class has only children of a single year, the two streams will combine into a single class for that year in order to reduce the costs of operating two small classes. This will mean a single Primary class in 2013/14, a single Lower Elementary class in 2015/16 and a single Upper Elementary class in 2018/19.

Note that the total numbers of pupils in each class is indicative only as promotion between classes will happen during the year and not only at the end of the academic year, except where the next class has yet to open. A maximum of 30 children per class will be the norm.

The Domestic Science Teacher/Cook is a dual role, which is responsible for the purchasing and preparation of the school meals as well as teaching domestic science to the classes. The hours of teaching involved in this role will therefore grow from an initial 1.5 hours per week to an eventual 9 hours per week when the school is fully populated. We have therefore assumed that they will begin at 60% of FTE as they should be able to prepare the lunch and evening meal between 8:10am and 1pm and accommodate one 90 minute teaching session per week. In 2014 when that becomes two teaching sessions and 20 more children to cater for we have increased the role to 80% of FTE and from 2015 with three teaching sessions and 20 more children, 100% of FTE. From 2016 when the fourth teaching session begins and the number of children being catered for totals 80 we will add a kitchen assistant, again at 60% moving to 80% in 2017 and finally 100% in 2018, which we believe will be sufficient kitchen staff to cope when the school reaches capacity in 2019.

The Horticulture Teacher role will be responsible for the planning, preparation, sewing and harvesting of the fruit and vegetable crops, along with management of the school landscaping, and also teaching gardening to the classes. The hours of teaching here will again grow from 1.5 hours per week to 9 hours per week, but in the first years there will be a considerable amount of setup work to do in order to get the land configured for sustainable production so we expect the hours to remain consistent. We expect this role to require a 3-day week (60%FTE).

The SEN co-ordinator role could be combined with another position if appropriate, or bought in as professional consultancy. For the purpose of financial planning however we have included it as a separate position that will be 0.6FTE (3 days/week) when we are at capacity but will begin at half of that (1.5 days/week) for the first two years until our numbers have grown. We recognise that this position must be held by a teacher with QTS status.

The average salary for qualified primary school teachers is around £25,000 (taken from the pay scale website www.payscale.com), with the range from £21,588 to £31,552 as the published bands. We will be hiring Montessori Qualified teachers and at present there is little guidance on what is typical for a salary for these teachers, as there are so few existing non-independent Montessori Primary Schools in the UK. Consequently we have done our planning using mid to high rates in the expectation that we may need to offer an above average salary in order to attract and recruit staff of the appropriate training and experience. For the Domestic Science & Horticulture teachers we have assumed a teacher salary although part of their roles will be operational, as we may need to recruit a qualified teacher of those specialities in order to fulfil the role as we wish. We assume that teachers are already qualified and experienced when they take up their position with us, and if they require training or experience they will have an appropriate initial reduction on the base salary.

For the Elementary level there are very few qualified teachers in the UK at all, consequently we expect to hire appropriately experienced teachers from either mainstream Primary years or non-Montessori backgrounds and support their training to the appropriate Montessori Elementary level. In this instance their salary would be such that it does not exceed our planned values including the costs of supporting their training, both direct and indirect costs (e.g. supply cover for absence).

We have researched what few jobs there are advertised currently and as an example of an advertised post (Feb 2012):

Honours degree GCSEs in English, Maths and Science at C or above Montessori teaching qualification (or PGCE/GTP/BA and an interest in Montessori) Ideally experience teaching across a range of abilities. Ability to offer a specialism (e.g Maths, P.E etc.) Post One Is suitable for those with an interest in teaching children 6 years or older. 2.1 honours or above degree classification and Maths/Sciences A levels would be an advantage for this post. Post Two Is suitable for those with an interest in teaching EYFS and KS1 (3-6 years). 2.1 honours or above degree classification, EYPS or QTS would be an advantage for this post. Salary: £19-24k

Pension contributions for all teaching staff will be offered at the national standard rate of 14.1%.

There are two allowances that may be allocated to teaching staff for undertaking additional responsibilities, the Deputy Principal Allowance of [REDACTED] and the Senior Teacher Allowance of [REDACTED]. Senior Teachers will have responsibility for performance management and pastoral care of up to four teachers and/or teaching assistants.

2 – Education Support Staff

As the school grows to reach its full capacity over the years, so to do the numbers of education support staff. The numbers of teaching assistants will match the numbers of class teachers as there will be one per class. The typical salary range for a teaching assistant is £10,000 to £15,000. We have carried out our planning using mid to high rates for confidence, but we expect to better this as there should be a good pool of Montessori teachers in-training who require experience to complete their qualification,

so competition for these jobs should be high.

For the other education support staff the numbers are given in the table below. The ratios that will be maintained are one adult per 30 children for lunchtime supervision, one adult per 10 children for breakfast club, and one adult per 8 children for after-school club, with a minimum number of two adults at times when there may not be other adults present in the school for safety reasons. During lunchtime, half of the children will be eating with the teachers in turn so the dinner cover will only be responsible for the other half. More cover is provided for the after school club than breakfast club as more activities will be offered and more of the school space utilised.

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-----------------------------------|------|------|------|------|------|------|------|
| Total Children | 20 | 40 | 60 | 80 | 100 | 120 | 140 |
| Dinner Cover | 1 | 1 | 2 | 2 | 2 | 3 | 3 |
| 30% using wrap-around care | 6 | 12 | 18 | 24 | 30 | 36 | 42 |
| Breakfast Club Staff | 2 | 2 | 2 | 3 | 3 | 3 | 4 |
| After School Staff | 2 | 2 | 3 | 3 | 4 | 5 | 6 |

Minimum wage is currently £6.08 an hour for adults over age 21. The average pay for wrap-around care staff is around £6.15. The local council currently pay dinner cover staff £6.29 an hour.

We wish to recruit staff for all of these positions who fully support our ethos and practices, and as such intend to offer a slightly higher than average rate of up to [REDACTED]. Actual rates will vary depending on experience/responsibility etc. Based on a 216 day year and an 8 hour day, this equates to around a full time equivalent of [REDACTED] salary. There will be a wrap-around care Manager position that will cover both ends of the day and will attract a salary appropriate to that level of care-provision management of [REDACTED]. These numbers are all indicative of how many staff members are required to cover the work, the number of individuals who fulfil those positions is likely to vary in practice as some individuals will work both roles and others will only work some days in the week.

Breakfast Club staff will work 0.2 of an FTE, covering 07:15 – 08:45 daily.
 After School Club staff will work 0.4 of an FTE, covering 15:00 – 18:00 daily.
 Dinner Cover staff will work 0.2 of an FTE, covering 11:15 – 12:45 daily.

Pension contributions for all education support staff will be offered at a contribution rate of [REDACTED] through the Local Government Pension Scheme.

3 – Admin/Support Staff

The numbers of admin and support staff do not materially change as the school grows, as even unused areas will still require regular cleaning and much of the administration of the school is necessary regardless of numbers. The intention is to have two part-time admin staff at 60% of full-time, so that cover of the site can be provided between them, and two part-time cleaners so that they can provide cover for holiday/sickness between them. There will also be a Site Manager/Caretaker role to carry out on-site maintenance work and manage the bookings and access for community use of the

facilities.

We expect to pay the Cleaners a little over minimum wage, the Admin staff salaries of around [REDACTED] and the Site Manager a salary of around [REDACTED]. Pension contributions will be offered at [REDACTED] through the Local Government Pension Scheme.

4 – Leadership & Senior Team

The running of the school will be, if anything, more intensive in the early days, and we believe it will be critical to have the full attention of the Principal from the beginning. We also anticipate paying a good Principal salary in order to attract and recruit the right kind of leadership for our school and are therefore budgeting for a little over average salary at [REDACTED] and [REDACTED] pension contributions.

We will appoint a School Business Manager to work fulltime for the first three years and then dropping to 3 days/week (0.6FTE) to be responsible for the non-teaching elements of the school, including health & safety compliance, policy management, records, contract management, payroll, financial management etc. The non-teaching staff will also report to the Business Manager. The setup and early days of the school are expected to be significantly more labour intensive for the Business manager than 'business as usual'. We expect to pay up to [REDACTED] (pro rata) to secure the right calibre of manager for this role, and will pay pension contributions at [REDACTED] through the Local Government Pension Scheme or similar.

Other Payroll Costs

1 – We will require language tutors and music/singing tutors to deliver our core curriculum, but they will only be needed for 2 hours a week initially and 12 hours a week at full capacity. We believe this type of professional service is better purchased in rather than delivered by salaried staff, not least as this will also allow us to vary the nature of the content delivered more easily. Consequently we have budgeted [REDACTED] for music/singing tutors and [REDACTED] for language tutors.

If it becomes more cost effective to recruit them to work for us directly then we will consider that option, although this approach does also offer more flexible to choose different content and specialists for different terms.

2 – Similarly we will require tutors and coaches to help provide our wrap-around care. While additional services will be offered to the parents directly on a per-cost basis, e.g. individual music lessons or language coaching, some group opportunities will be made available to all of the children attending the club for no additional charge. We have therefore budgeted to provide one music/singing session and one sports/fitness session per week initially and will increase this to two sports/fitness sessions when fully populated. These sessions may be substituted with other similar provision at the same or similar costs.

3 – Supply teachers will be required to cover some absences. For short-term sick leave of one or two days we would seek to cover the absence internally by one or more of the following approaches:

- One teacher and two classroom assistants covering two classes of up to 60

children combined

- Rescheduling preparation time for one or more teachers
- Rescheduling/additional teaching sessions with Domestic Science and/or Horticulture teachers
- Rescheduling/additional tuition with Language and/or Music teachers
- Teaching cover provided by Principal

Due to our term structure we will also require cover for those periods of planned teacher absence of up to four weeks per teacher per year. We will therefore budget to pay supply teacher costs for these periods and have used the figure of ██████████ which is a general average, although we will seek to recruit trained but inexperienced Montessori teachers to cover these short gaps to allow them to gain experience in an established classroom and provide cover for us at low or no cost.

When the Domestic Science and Horticulture Teachers have planned absence no cover will be arranged but other activities will be scheduled for the children on those days, as this will only affect a maximum of four sessions per child per year. The Kitchen Assistant will provide cover for the catering work, supplemented by Dining Cover staff. Prior to the Kitchen Assistant joining us, one of the Teaching Assistants or other members of support staff will provide catering cover.

For contingency planning we will include an additional 4 weeks supply cover requirement per year.

Non-payroll Costs

1 – Fixture & Fitting Maintenance & Replacement

We have budgeted ██████████ per annum to commence maintenance and replacement of fixtures and fittings from 2019 onwards.

2 – Books, Materials & Equipment

We expect to need the full amount of the per-child start-up funding to purchase the necessary books, materials and other equipment necessary to setup the new classrooms, and have therefore budgeted for this. Once the start-up funding has finished, we will budget a further ██████████ per year to keep these items refreshed as they wear out.

3 – Food (Main School Day)

We plan to spend the £1 per day we receive per child on snacks, drinks and lunch for the children, plus £1 per member of main-school staff, with costs based on the maximum 216 day year. As we will aim to produce most of our own vegetables on site we hope that these costs will fall, but as we will still have to purchase seeds, compost etc we will not show a reduction in this planned spending to ensure that we can adequately cover it. It will be our expectation that we can do better than this estimate

4 – Food (Wrap Around Care)

In wrap-around care £0.50 of the total daily price is allocated for spending on food and

drink and no additional is provided for staff, again based on the maximum 216 day year.

5 – Insurance (Building/Public and Employee Liability)

The insurance figures are taken from the benchmarking site for schools of our size, type and area and are estimated at £22 per pupil per year. We have assumed no discount for being under capacity.

5 – Rates

The rates figures are taken from the benchmarking site for schools of our size, type and area and are estimated at £23 per pupil. We have assumed no discount for being under capacity.

6 – Building & Site Maintenance and Improvements

The figures for building & site maintenance costs and cost of improvements are taken from the benchmarking site for schools of our size, type and area and are estimated at £110 per pupil per year. This includes provision for fire & safety equipment.

7 – FSM Assistance (Uniform, Trips etc)

We have earmarked [REDACTED] per child from the FSM allowance to help children who qualify for Free School Meals to purchase uniform and to take part in activities that they may not otherwise be able to afford to. This will also include any subsidies for the school bus.

8 – Staff Training

Staff training will include Montessori refresher courses, other CPD and also required training such as First Aid and Safeguarding. The costs have been estimated at 2% of payroll.

9 – Water

The figures for water costs are taken from the benchmarking site for schools of our size, type and area and are estimated at [REDACTED] per pupil per year.

10 – Energy

The figures for energy costs are taken from the benchmarking site for schools of our size, type and area and are estimated at £114 per pupil per year.

11 – ICT

As well as providing technology equipment for use by the students, we will require software to track student progress (e.g. B Squared's Connecting Steps or similar), to manage the school operation and finances, and to provide an accessible and useful website. We will also require hosting for that website and an ISP connection to give internet access to the school, and telephony for the school. The costs of these are

estimated from benchmarking at [REDACTED] per pupil per year.

12 – School Consumables

The figures for energy costs are taken from a school of our size, type and area, and are estimated at £25 per pupil per year.

13 – Minibus Leasing

As a separate item from the proposed minibus collection service for children, this item is to allow a school minibus to be maintained and used for school trips etc.

14 – Sickness & Maternity Insurance

Insurance will be purchased to cover the eventuality of long-term sickness or maternity cover requirements. The costs for this have been estimated based on those of a similar school at £900 per teacher.

14 – Refuse Collection

Warrington Council charges for refuse collection are currently (per collection):

660l general waste - £15.59

1100l recyclates - £9.99

We do not have details of the charges from West Cheshire & Chester but expect them to be broadly similar. We will aim to minimise waste, maximise recycling and compost wherever possible, so our expectation is that we will have these two bins collected fortnightly in the first instance and moving to weekly once the school is over half full (2016/17).

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------------------|---------|---------|---------|----------|----------|----------|----------|
| General Waste | £405.34 | £405.34 | £405.34 | £810.68 | £810.68 | £810.68 | £810.68 |
| Recycling | £259.74 | £259.74 | £259.74 | £519.48 | £519.48 | £519.48 | £519.48 |
| TOTAL | £665.08 | £665.08 | £665.08 | £1330.16 | £1330.16 | £1330.16 | £1330.16 |

Start Up Grant

1 – Training & Recruitment costs

We have 2 senior managers and 1 middle managers upon opening and reasonably expect that training of some nature will be required.

For post-opening staff recruitment we will need to recruit teaching and support staff in the following quantities over the first few years:

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---------------------|------|------|------|------|------|------|------|
| New Teachers | 1 | 1 | 1 | | 1 | 1 | |
| New Support | 1 | 1 | 4 | 1 | 2 | 2 | |
| Total | 2 | 2 | 5 | 1 | 3 | 3 | 0 |

2 – Senior Staff Diseconomies Funding

We have attempted to minimise the diseconomies funding requirement as far as possible by making some of our posts part-time and planning to start them with fewer hours and increase them as our need for them increases. This may not be possible if we are unable to attract suitable candidates who are willing to work fewer hours in the first instance, but we are hopeful that for these specific skillsets there may be a reasonable number of qualified people available who are happy to work flexibly in this way. Consequently the only positions we have put forward for diseconomies funding are those of Principal and Business Manager, as these roles are required at their full involvement from the outset of the school.

3 – Deduction to Start Up Grant

Once we have opened our first four classrooms our revenue becomes much more stable and we will not require the full support grant for 2017 or 2018 and would propose to return [REDACTED] and [REDACTED] respectively.

Income & Expenditure Account

The projected income & expenditure demonstrate that our operational plans are financially sustainable once at steady state. During the opening years there are two years that show a deficit, due to the way the mixed-age classes need to open before they are fully populated, 2015/16 and 2016/17. From then onwards however we are able to return some of the start-up grant funding and still show a surplus.

Deliberate Omissions

Some costs/income have been deliberately omitted from this forecast. These are:

1 – School minibus service

We intend to offer a minibus service to collect and return children from their homes where requested. The cost of this service will be calculated and then charged back to parents appropriately based on a metric for the distance travelled. As the service will be run as near to break-even as possible, and erring on the side of making a slight profit, then it should have no effect on the overall operating costs. Where subsidised travel is offered it will come from the general FSM Assistance pot, which is already included in the costs.

2 – Extra-curricular tuition

Tuition in a range of activities, including private music lessons and language coaching, will be offered as part of the after-school club facilities. These will be provided by professional services contracts and the full cost will be passed on to the parent, so they are excluded from the operating costs forecast. Subsidies for those qualifying for FSM assistance may again be offered from the amount already allocated.

3 – Pre-school & Nursery

We would like to offer pre-school and nursery places at the school once we are up and running. These will either be operated to make a profit in of themselves or contracted out to third parties. There is an established Montessori Nursery 8 minutes up the road from our preferred site who have been supportive of our bid and we would plan work in partnership with them whatever approach we take.

4 – Holiday care

Costs for both the provision of care for staff children on-site during mainstream school holidays, and also the provision of holiday club care for our own students, has not been included in this model. We will only provide either if there is a requirement from the staff or parents to do so, and in that situation we will either provide in-house care or contract the work to a third-party and will pass on those costs back to the staff/parents.

Section H: Premises

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

H: Possible site options

Building Requirements

We recognise the importance of the four key considerations of school building design, as recommended by the DfE:

- Educational performance – by providing opportunities to raise standards for all by offering an appropriate, adaptable, and stimulating learning environment
- Staff satisfaction – through appropriate space for all staff to work, rest and socialise; vital for the recruitment and retention of the school's most important resource
- Student satisfaction – for example, buildings that support good behaviour and self-esteem and, ultimately, the willingness and ability to learn
- Community involvement – which is an important way to make the school part of the community and maximise the use of facilities
(Building Bulletin 99: Briefing Framework for Primary Projects, 2006)

The recommended minimum gross building size for a 1 FE all-through Primary school with 6 classes is 1287m². Although our intake will be 20 children per year and not the full 30 of a typical 1 FE school, we will still require 6 classrooms to accommodate our mixed-age class groupings and the Montessori equipment and classroom utilisation requires more space than is typical, so we have based our requirements on this estimated figure.

From our interpretation of the Building Bulletin guidelines and examples we estimate our total site size requirements for our 140 children as being around 8100m² (around 2 acres). Given our intention to be self sufficient for vegetables and to keep small livestock we estimate from literature on the subject that we would require an additional 90m² per person for vegetables (including the 34 staff) and a further 600m² for livestock, making an optimal total of 24360m² (around 6 acres). If a larger site is not possible we will make best use of the available space.

| Minimum Site Areas | 5 – 11 Primary Schools | WMS |
|-------------------------------|------------------------|--------------------------|
| Pitches | 20N | 2800m ² |
| Soft Play (informal & social) | 800 + 2.5N | 1150m ² |
| Games Courts (hard surfaced) | 600 + 2N | 880m ² |
| Hard Play (informal & social) | 400 + 1.5N | 610m ² |
| Habitat | 200 + 1N | 340m ² |
| 'Float' | 5N | 700m ² |
| Total Net Site Area | 2000 + 32N | 6480m² |

| | | |
|-------------------------------|--------------------|---------------------------|
| Likely Site Area: from | 2200 + 36N | 7240m ² |
| to | 2500 + 40N | 8100m ² |
| Vegetable growing | 90N + 90(34) | 15660m ² |
| Livestock | 600 | 600m ² |
| Preferred Total | 6160 + 130N | 24360m² |

Warrington Montessori School is committed to minimising our environmental impact and would seek to utilise renewable energy options if possible and to implement energy saving measures throughout the school.

As our school will have a broad catchment area and is not intended to serve a small locality this means that a larger area can be considered for potential sites. It is also therefore important that access from further away (e.g. car, bus, bicycle) should be considered when evaluating a site. On site parking is required for staff and visitors, including a disabled space. A bicycle station ideally should be available or included in refurbishment plans. We estimate on-site parking of 20-25 cars should meet these needs.

During parent evenings and other events it would be expected that nearby car parking or transport should be capable of supporting a larger number of cars either by use of playgrounds, nearby additional parking (by arrangement), other hard standing on site or street parking.

Facilities

Classroom Requirements

The school requires six classrooms of a roughly equal size. Ideally there should also be at least two separate, smaller rooms to accommodate the specialised teaching for languages and music. The kitchen facilities need to contain or have nearby space for teaching up to 20 children at a time, and there needs to be a sheltered outdoor area appropriate for the horticulture lessons.

A classroom of 56m² to 63m² is considered standard, however Montessori classrooms contain more equipment than a typical KS1/KS2 classroom so we would be looking for the top end of this range. If this is impractical then it can be mitigated by more storage space and group areas to allow equipment to be rotated. Some activities require a large amount of space, for example the rolling out of an 11m long timeline, but this could use a group area if the classroom space is insufficient.

Ideally each classroom should have direct access into an outdoor area where work can be taken. To minimise staffing implications while maintaining the safety of the children these outdoor classrooms should be securely contained with glass doors and windows between inside and out to ensure line of sight to a teacher. There should be free flow of children between the indoor and outdoor classroom space. Where this is not possible for all classrooms, the best visibility should be made available to the youngest classes and CCTV can be considered for monitoring less visible areas from the main classroom.

Washing Facilities

We will have an estimated 20 children in Reception, so for the 10% provision there we

will require 2 toilets with washbasins to cater for them. In anticipation of up to 20 children of pre-school age joining us in the future, we would ideally require a further 2.

We will have an estimated 120 children in Y1-6, so for the 5% provision there we will require 6 toilets with washbasins to cater for them. In keeping with the 'family feeling' ethos of the school, we would prefer normal household fittings in all of the toilets rather than urinals. Ideally we would prefer toilets to be available in small groups near to each classroom.

A minimum of 1 disabled toilet will be required, with washbasin.

2 staff toilets will be required.

We will also require 1 deep sink or shower for children under 5 to meet the requirement of cleaning soiled children/clothing if required.

If possible we would like one or two showers to be available on site, to support the ability of staff or older children cycling or running to the school.

If possible, changing facilities should be available near the PE area and suitable for use by adults as well as children in order to make the facilities more useful to the community when the area is rented to them outside of school hours.

A facility for cleaning children's clothing is also required.

Total: 8-10 student toilets, 2 staff/visitor toilets, a disabled toilet, one deep sink or preferable one or more showers. Optional changing area. Area for washing machine.

Kitchen & Dining

We will be preparing all school food on site, so for a school of 140 children the recommendations are for an area around 36m². As we will be teaching domestic science lessons in conjunction with the food preparation, a small classroom area should also be in or near the main kitchen area.

The recommendations of 15 + 0.3N for the size of dining area assumes three lunch sittings. We would prefer to have two lunch sittings as lunchtime is part of our teaching and learning activities with children shown how to eat properly, grace and courtesy and involvement in conversation with people of all ages, so we would rather take the full 30 minutes for this with each sitting. Therefore we would prefer a dining area of 15 + 0.5N (85m²), but this could be shared use with the Hall and/or PE area.

Hall & PE Area

A minimum hall area of 140m² is recommended for KS2 use, but this can be used for both school assemblies and also PE. If 180m² can be found (18mx10m) then a badminton court can be accommodated as part of the community provision.

Other Rooms

We will require a medical room, which may have dual use subject to sensible other uses, with a washbasin and near to a toilet.

An open plan office will be needed for the administrative staff (including Business Manager) and Principal, with a private office for the Principal ideally and at a minimum a separate meeting room for confidential meetings.

A staff room is required for work and social use by staff and visitors, particularly given our planned use of volunteers and community specialists.

SEN and parent support areas will be required to hold any specialist equipment required and provide private areas for coaching work.

Ancillary space will be required for the storage of children's belonging and ideally this will be in cloakrooms adjacent to classrooms. Storage space for cleaning materials and teaching materials will also be required.

The before and after school provision will require rooms but it ideally this will be reuse of classroom and group areas with some additional space for storage of their equipment.

Outdoors

As well as outdoor space near the classrooms so that work can be taken outside, we will need some space for more formal play areas and ideally for pitches as well. We also require as much space as possible (ideally 6 acres) to use for growing vegetables and keeping small livestock (e.g. chickens) for use by the school. We will also need some outside storage for keeping outside play equipment and also for ground and building maintenance equipment.

Montessori

In addition to the usual requirements for a building, there are a number of ideal features that originate from our ethos and pedagogy, including the slightly larger classrooms and free access to the outside already covered. Ideally the building should also be both aspiration in some aspect of design or presentation, while also offering a small 'home-like' feel, a more normal and human scale environment for learning and less institutional.

Finding a site

As our school will have a broad catchment area and is not intended primarily to serve a small locality, we have been able to look for suitable properties across the whole of the Warrington area. Given our educational vision requires a significant amount of outdoor space in order to grow food and keep small livestock as well as provide play areas, this has meant that most of the potential properties we have looked at have been in the South Warrington area, as it has more rural areas than the rest of Warrington.

We contacted Warrington Local Authority about any available D1 properties in the area, or any that may be coming available in the near future but they had nothing for us to consider. We are aware however that there are plans under discussion⁴ at the moment to potentially close some of the existing Special Needs provision schools in the area

⁴ [REDACTED]

and combine them onto a single site, which would release some school sites that may be suitable for our use. Sites that have been suggested will be released soon include [REDACTED], [REDACTED], Warrington [REDACTED]⁵ and [REDACTED], [REDACTED], Warrington [REDACTED]⁶, but we have been unable to get details of either property so far as the local authority are unwilling to discuss the sites until a decision on them is reached in April this year.

We have spoken to several local estate agents and carried out searches of available property, and have considered numerous potential properties. Several were barns that had been converted to office space and had good potential to be suitable, however all of those we looked at were sold or let prior to submitting the application. There will most likely be others available when we are in a position to make a commitment to a site though, and much as we do believe our first preferred site would make an excellent school location, it would definitely be worthwhile rechecking this part of the market before committing. We have also looked at the details of numerous equestrian facilities in the [REDACTED] area of Warrington as they appear to be a struggling sector in the current climate and there are many for sale at present. All come with reasonable amounts of land and outbuildings for around £1m but will require some conversion work.

Of all the sites we have considered, one stands out as eminently suitable for our requirements and therefore it is our preferred site.

Recommended Site – [REDACTED]

[REDACTED]

[REDACTED], Cheshire, [REDACTED]

[REDACTED] is in the finishing stages of a 5-year renovation and while it does not have

⁵ [REDACTED]

⁶ [REDACTED]

listed status, the renovation has been carried out very appropriately for a [REDACTED] of this age. It will shortly be marketed for sale at around [REDACTED], and the development company who have carried out the renovations owns it and its freehold.

The site is around 3.5 acres and the building and various outbuildings come to a total of around 1300 square meters of usable space. We are proposing two streams of classes with a total student population of 140. There is a further 10 acres of land in front of the school for which the freehold is believed to be available with an agricultural tenancy agreement currently in place.

The site is [REDACTED] miles away from [REDACTED], which is [REDACTED] junction from the [REDACTED], which makes it very accessible. The local authority is Cheshire West and Chester, as the property sits just over the border from Warrington, and the [REDACTED] is Warrington.

[REDACTED]

We believe this site will be highly suitable for our school for the following reasons:

- The building space is 1352m² including outbuildings (recommended is 1287m²).
- The site is adequate at 3.5 acres and if the additional 10 acres can be acquired there will be room for the crops/livestock and also the pitches that can be shared community use.
- Almost no conversion required and the building is in an excellent state of repair
- Rooms are good sizes and suitable for classroom use without remodelling
- All buildings and rooms can be made use of, and existing structures provide sufficient space to accommodate all school requirements.
- Facilities to a very high standard, including all modern fire safety measures, wiring and security.
- Very energy efficient, especially for a building of this size. Scores 68 out of a potential 71 for Energy Efficiency and 66 out of potential 67 on CO² rating.
- Good access to location from motorways and [REDACTED] through Warrington ([REDACTED]).
- Layout provides good access to outdoors from most rooms, and good visibility of outdoor spaces from classrooms.
- Farming & livestock will be in keeping with the surrounding rural area.
- Attractive and historic building that the students can be proud of and help to maintain.
- Fitting use for large and significant building in the area.
- The two access roads to the site and ample parking (50 spaces) will allow for good traffic management during drop off and pick up.

Our initial suggestions for utilisation of the site are detailed below.

Upon opening in September 2013:

The first Primary classroom will use [REDACTED] on the ground floor with the small utility room serving as separate cloakroom and the existing bathroom off the main room turned into one or two low-height toilets. The corridor area into the main room is already plumbed for kitchen units and child-sized units would be installed. The entrance at the bottom of the stairs would be used for both Primary classrooms to enter and exit the building.

The Kitchen would require some work to make units accessible to children to function as both the working kitchen for the school and also a kitchen classroom. The sun lounge would become the initial dining area, with the morning room as a breakout area and later more dining space as needed. The main reception hall would function as the school hall for any large group assemblies.

Bedroom 4 would become the specialised languages classroom and has a bathroom that would require low-height toilets installing. The Ante Room would be the specialised Music & Singing classroom.

One of the quadruple garage blocks would become an indoor PE area and will require some heating to take the chill off in the winter and ideally some windows installing, as well as a suitable floor. The other block can be divided into two with one half becoming the gardening classroom with a door onto the walled garden area and the other half retained as garaging for potentially two school minibuses.

These are all permanent designations so far, the following are all for the initial years until the school reaches capacity.

Until September 2016 Bedroom 3 and the Sitting Room on the first floor can be used for an on-site nursery, primarily catering for staff children but the possibility of opening

this to the wider public is also an option. One room can also be used part-time for a Montessori Playgroup that will offer parents the opportunity to bring along their 0-5 year old children to experience the Montessori approach for that age group. From September 2016 these activities will be moved into Cottage 2, as the second Lower Elementary class will require Bedroom 3.

Until September 2018 the front bedrooms will be used for the Office, Staffroom, Principal's Office and Meeting Room. From September 2018 these activities will be moved into [REDACTED], as the Upper Elementary classes will require these rooms.

The two [REDACTED] will be let initially and are expected to bring in an income of around [REDACTED] per annum each. [REDACTED] can be let for the first three years and [REDACTED] for the first five years.

At capacity from September 2018:

[REDACTED]
From September 2014 [REDACTED] would become the second Primary classroom, sharing the same entrance and staircase as the first Primary classroom and following the same layout.

From September 2015 the first Lower Elementary classroom will be required and will use the Drawing Room and the sun lounge as a cloakroom and entrance, with a toilet area just along the corridor in a room currently plumbed for use as a utility. This will also include an adult toilet. Bedroom 4 will become the Lower Elementary Library area.

From September 2016 the second Lower Elementary classroom will be required and will use Bedroom 3 previously used for the Nursery & Playgroup, with a cloakroom and toilet area in the walk in robes and will use the entrance at the bottom of the stairs. The Nursery will then utilise Cottage 2 with the upstairs rooms used exclusively by the Nursery and the large downstairs room and kitchen shared between Nursery and Playgroup use.

No changes will be required for September 2017 as there are no new classes that year.

From September 2018 the first Upper Elementary classroom will be required and will use Bedroom 2 and the adjacent bathroom. The existing bathroom can be converted

to provide toilets for both Upper Elementary classes and an adult toilet. Bedroom 1 will become the Upper Elementary Library area. Cottage 1 will then be used for all staff facilities, with the main office in the downstairs room and garden room, giving visibility of anyone accessing the rear driveway. Both Upper Elementary classes will share the same entrance as Lower Elementary 2 (unless we put them on the other side but then they have to cross the hall to get out?).

From September 2019 the final Upper Elementary classroom will be required and will use the first floor Sitting Room and walk-in wardrobe area, thus completing full use of the buildings.



Annexes

Annex 1 – The Mapped Curriculum

Annex 2 – B Squared's Connecting Steps Software Screens

Annex 3 – The Five Great Lessons

Annex 4 – Class Evolution

Annex 5 – Principles & Ethos behind Behaviour Policies

Annex 6 – Bullying/Violence Survey

Annex 7 – Demand Survey

Annex 8 – Practical examples of Behaviour Policies in action

Annex 9 – A day in the life of Warrington Montessori School

Annex 1 – The Mapped Curriculum

As members of the Montessori Free School Federation we use and support the shared resource of a detailed mapping from our NAMC (North America Montessori Center) based Montessori Curriculum to the current National Curriculum, of which sample pages are included here and the full version is included with the electronic submission of this form. This is a developing document and will continue to be refined and improved by all contributing Montessori Free Schools over the years.

The expected years in which the presentations are made are based on a child of normal ability who has been in Montessori education from the start of their school life, children who transfer in may have to catch up. This is not designed to be a rigid programme, individual learning through teacher's plans should indicate when each child is ready for each presentation, enabling children to work at the right pace.

Within the spreadsheet, 'Purpose' essentially means 'learning intention' and these would normally be rewritten to focus on what the child is learning, not what they are doing. 'I' indicates the material was introduced in that year, 'R' that it is reviewed/revisited – again for a typical child.

Tracking sheets are associated for each class, KS1 for Primary, KS1 and KS2 for Lower Elementary and KS2 for Upper Elementary, although in some cases there may be overlap to accommodate special educational needs in either direction. Samples are included.

| | | | | | | | | | | | | | | | | | | | | | |
|-----------------|----------------|----------|----|----|----|------------------------------|--|--|---|--|--|--|--|--|--|--|--|--|-------------|----------|--|
| 3-6 Mathematics | Numbers to Ten | Activity | 61 | | 11 | Number Rods | To visualise the quantities 1 to 10, and to learn to count and to associate the names with the quantities | Number Rods | I | | | | | | | | | | 3-3.5 years | ELG - MD | say and use number names in order in familiar contexts; |
| 3-6 Mathematics | Numbers to Ten | Activity | 62 | 61 | 17 | Sandpaper Numbers | To learn the names of the numerals, by recognising their written shape | Sandpaper Numerals from 0-9 | I | | | | | | | | | | 3-3.5 years | ELG - MD | talk about, recognise and recreate simple patterns |
| 3-6 Mathematics | Numbers to Ten | Activity | 63 | 62 | 21 | Number Rods and Number Cards | To associate the numerals from one to ten with the actual quantities, as well as seeing the Number Rods and Numerals in their proper sequence | Number Rods; Number Cards 1-10 | I | | | | | | | | | | 3-3.5 years | ELG - MD | count reliably up to 10 everyday objects; |
| 3-6 Mathematics | Numbers to Ten | Activity | 64 | 63 | 25 | Zero Activity | To demonstrate to the children the meaning of zero | | I | | | | | | | | | | 3-4 years | | |
| 3-6 Mathematics | Numbers to Ten | Activity | 65 | 64 | 27 | Spindle Boxes | To reinforce the concept of zero. To see the numerals 0-9 in their correct fixed sequence, and to match them with the correct number of loose Spindles | Two wooden boxes totaling ten compartments, numbered 0-9; Basket with 45 Spindles; Eight pipe cleaners | I | | | | | | | | | | 3-4 years | ELG - MD | recognise numerals 1 to 9; |
| 3-6 Mathematics | Numbers to Ten | Activity | 66 | 65 | 29 | Memory Game of Numbers | To consolidate the child's understanding of the meaning of zero | Small objects | I | | | | | | | | | | 3-4 years | | |
| 3-6 Mathematics | Numbers to Ten | Activity | 67 | 66 | 31 | Numbers and Counters | To understand that separate units form each Numeral; To arrange the Numerals in their correct order; To place the proper quantity beneath each Numeral; Visual and muscular impression of odd and even numbers | Number Cards 1-10; 55 Counters | I | | | | | | | | | | 3.5-4 years | ELG - MD | use language such as 'more' or 'less', 'greater' or 'smaller', 'heavier' or 'lighter', to compare two numbers or quantities; |

| | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---------------------------|----------------------|----------|-----|-----|-----|---|---|---|--|--|--|--|--|--|--|--|--|-------------|------------------------|---|
| 3-6 Language Arts | | | Activity | 146 | 145 | 203 | Writing Stories | To encourage a child to write stories | Picture Tray; Topic-Specific Word Bank | | | | | | | | | | 5-6 years | En3 1f; En3 1b; En3 9b | use the texts they read as models for their own writing; sequence events and recount them in appropriate detail; to create imaginary worlds |
| 3-6 Culture and Science | Introduction to Geography | | Activity | 147 | | 5 | Land, Water and Air | To teach the child that the Earth is made up of land, water and air | Glass half full of water; Glass half full of soil; Empty glass; Balloon | | | | | | | | | | 2.5 years | | |
| 3-6 Culture and Science | Introduction to Geography | | Activity | 148 | 147 | 9 | The Globe | To provide the children with a visual aid to reinforce that the Earth is made up of land and water | Glass half full of water; Glass half full of soil; Empty glass; Globe; Piece of fabric | | | | | | | | | | 3 years | G2c | use globes, maps and plans at a range of scales. |
| 3-6 Culture and Science | Introduction to Geography | | Activity | 149 | 148 | 11 | The Continents | To teach the children that the Earth is divided into large masses of land. To introduce the names of the continents and the bodies of water | Globe; Flat map | | | | | | | | | | 3 years | G3b | identify and describe where places are. |
| 3-6 Culture and Science | Introduction to Geography | | Activity | 150 | 149 | 17 | Geography Pictures | To teach the children about the various lifestyles and cultures of each continent | | | | | | | | | | | 3 years | G3a | identify and describe what places are like. |
| 3-6 Culture and Science | Introduction to Geography | | Activity | 151 | 150 | 21 | The Continent Puzzle Maps | To provide the names of the countries/states/provinces of each continent and the bodies of water that surround the continent | Puzzle maps of North America, South America, Europe, Asia, Africa and Australia | | | | | | | | | | 4 years | G3b | identify and describe where places are. |
| 3-6 Culture and Science | Introduction to Geography | Land and Water Forms | Activity | 152 | 151 | 23 | Land and Water Forms | To raise the child's awareness of the existence of land and water forms | Set of Land and Water forms; Jug with blue coloured water; Wiping cloth; Small container with plastic objects | | | | | | | | | | 3.5-4 years | G1d; G3a | communicate in different ways; identify and describe what places are like. |
| 3-6 Culture and Science | Introduction to Geography | Land and Water Forms | Activity | 153 | 152 | 25 | Making 3-Dimensional Land and Water Forms | To teach the children how to make a 3-dimensional form of the major land and water forms | White paper plates; Brown Play dough; Blue Paint | | | | | | | | | | 3.5-4 years | G1d; G3a | communicate in different ways; identify and describe what places are like. |

| | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---------------------------|----------------------|----------|-----|-----|----|---|---|--|---|--|--|--|--|--|--|--|--|-------------|---------------|--|
| 3-6 Culture and Science | Introduction to Geography | Land and Water Forms | Activity | 154 | 153 | 27 | Making 2-Dimensional Land and Water Forms | To give the children the impression of a 2-dimensional land and water form | Blue and brown construction paper; Ribbon; Cardboard | I | | | | | | | | | 3.5-4 years | G3a | Identify and describe what places are like. |
| 3-6 Culture and Science | Introduction to Geography | | Activity | 155 | 154 | 31 | Flags of the World | To introduce the children to the flags of countries around the world | Set of flags in a wooden stand; Control chart with flags of each country | I | | | | | | | | | 2.5 years | | |
| 3-6 Culture and Science | Introduction to History | | Activity | 156 | 155 | 37 | The Calendar | To give the children an impression of sequence of time | Large calendar with removable/erasable months, days and numbers | I | | | | | | | | | 2.5 years | H1a; Hi 1b | place events and objects in chronological order; use common words and phrases relating to the passing of time. |
| 3-6 Culture and Science | Introduction to History | | Activity | 157 | 156 | 43 | Seasons | To teach the children about the sequence of time with respect to the seasons | | I | | | | | | | | | 4 years | H1a; H1b | place events and objects in chronological order; use common words and phrases relating to the passing of time. |
| 3-6 Culture and Science | Introduction to History | | Activity | 158 | 157 | 45 | "My Day" Sequence Activity | To give the child the impression of the sequence of time in his/her day | | I | | | | | | | | | 4 years | H1a; H1b; H6a | place events and objects in chronological order; use common words and phrases relating to the passing of time; changes in their own lives and the way of life of their family or others around them. |
| 3-6 Culture and Science | Introduction to History | | Activity | 159 | 158 | 49 | My Family Tree | To give the children the opportunity to learn about their family history in terms of time | | I | | | | | | | | | 3 years | H1a; H1b; H6a | place events and objects in chronological order; use common words and phrases relating to the passing of time; changes in their own lives and the way of life of their family or others around them. |

Tracking Sheet –Embedded Coverage
National Curriculum Programme of Study Key Stage 1: English, Maths & Science

| English | EN1 | | | | EN2 | | | EN3 | | | | |
|---------|------------------------|----|-----|-----|---------|----|----|---------|----|----|----|---|
| | Speaking and Listening | | | | Reading | | | Writing | | | | |
| | 1a | 3a | 5 | 9a | 1a | 1m | 4 | 1a | 2a | 4a | 5a | 8 |
| 1b | 3b | 6a | 9b | 1b | 1n | 5 | 1b | 2b | 4b | 5b | 9a | |
| 1c | 3c | 6b | 9c | 1c | 2a | 6a | 1c | 2c | 4c | 5c | 9b | |
| 1d | 3d | 7 | 10a | 1d | 2b | 6b | 1d | 2d | 4d | 5d | 9c | |
| 1e | 3e | 8a | 10b | 1e | 2c | 6c | 1e | 3a | 4e | 5e | 9d | |
| 1f | 4a | 8b | 10c | 1f | 3a | 6d | 1f | 3b | 4f | 5f | 10 | |
| 2a | 4b | 8c | 11a | 1g | 3b | 6e | | 3c | 4g | 5g | 11 | |
| 2b | 4c | 8d | 11b | 1h | 3c | 6f | | 4h | 5h | 12 | | |
| 2c | | | | 11c | 1i | 3d | | 6g | 4i | 6 | | |
| 2d | | | | | 1j | 3e | | 7a | 7a | | | |
| 2e | | | | | 1k | 3f | | 7b | 7b | | | |
| 2f | | | | | 1l | | | 7c | 7c | | | |

| Maths | Ma2 | | | | Ma3 | | | |
|-------|--------|----|----|----|-------------------------|----|----|----|
| | Number | | | | Shape, Space & Measures | | | |
| | 1a | 2a | 3a | 4a | 1a | 2a | 3a | 4a |
| 1b | 2b | 3b | 4b | 1b | 2b | 3b | 4b | |
| 1c | 2c | 3c | 5a | 1c | 2c | 3c | 4c | |
| 1d | | 3d | 5b | 1d | 2d | | | |
| 1e | | 3e | | 1e | | | | |
| 1f | | | | 1f | | | | |
| 1g | | | | | | | | |
| 1h | | | | | | | | |
| 1i | | | | | | | | |

| Science | SC1 | | | SC2 | | | | | SC3 | | SC4 | | |
|---------|--------------------|----|----|----------------|----|----|----|----|-----------|----|--------------------|----|----|
| | Scientific Enquiry | | | Life Processes | | | | | Materials | | Physical Processes | | |
| | 1 | 2d | 2h | 1a | 2a | 3a | 4a | 5a | 1a | 2a | 1a | 2a | 3a |
| 2a | 2e | 2i | 1b | 2b | 3b | 4b | 5b | 1b | 2b | 1b | 2b | 3b | |
| 2b | 2f | 2j | 1c | 2c | 3c | | 5c | 1c | | 1c | 2c | 3c | |
| 2c | 2g | | | 2d | | | | 1d | | | | 3d | |
| | | | | 2e | | | | | | | | | |
| | | | | 2f | | | | | | | | | |
| | | | | 2g | | | | | | | | | |

| English | EN1 | | EN2 | | EN3 | |
|---------|------------------------|-----|---------|----|---------|---|
| | Speaking and Listening | | Reading | | Writing | |
| | | 9a | | | | 8 |
| | | 9b | | | | |
| | | 9c | | | | |
| | | 10a | | | | |
| | 7 | 10b | | 4e | | |
| | 8a | 10c | | | | |
| | 8b | | | | | |
| | 8c | | | | | |
| | | | | | 7 | |

| Maths | Ma2 | Ma3 | Ma4 |
|-------|--------|---------------------------|---------------|
| | Number | Shape, Space and Measures | Handling Data |
| | | | 1a |
| | | | 1d |
| | | | 1e |

| Science | SC1 | SC2 | SC3 | SC4 |
|---------|--------------------|----------------|-----------|--------------------|
| | Scientific Enquiry | Life Processes | Materials | Physical Processes |

Annex 2 – B Squared’s Connecting Steps Software Screens



Annex 3 – The Five Great Lessons

There are Five Great Lessons that are used in the Lower Elementary class to paint a broad picture before moving to more specific study. They consist of:

- First Great Lesson - Coming of the Universe and the Earth
- Second Great Lesson - Coming of Life
- Third Great Lesson - Coming of Human Beings
- Fourth Great Lesson - Communication in Signs
- Fifth Great Lesson - The Story of Numbers

First Great Lesson - Coming of the Universe and the Earth

The First Great Lesson is the most memorable and is often done on the very first day of school. It involves the use of a balloon and gold stars to tell the story of the beginning of the universe. This lesson also includes some demonstrations using solids and liquids to show how the continents and oceans first came together.

This lesson leads to the study of:

- Astronomy: solar system, stars, galaxies, comets, constellations
- Meteorology: wind, currents, weather, fronts, erosion, water cycle, clouds, glaciers
- Chemistry: states of matter, changes, mixtures, reactions, elements, atoms, periodic table, compounds, molecules, chemical formulas, equations, lab work, experimentation
- Physics: magnetism, electricity, gravity, energy, light, sound, heat, friction, motion, experimentation
- Geology: types of rocks, minerals, land forms, volcanoes, earthquakes, plate tectonics, ice ages, eras of the earth
- Geography: maps, globes, latitude/longitude, climates, land/water form names, continent and country research

The Second Great Lesson: Coming of Life

The Second Great Lesson involves the coming of life. This lesson revolves around the Timeline of Life, a long chart with pictures and information about microorganisms, plants, and animals that have lived (or now live) on the earth. The great diversity of life is emphasized, and special care is paid to the "jobs" that each living thing does to contribute to life on earth.

This lesson leads to the study of:

- Biology: cells, organized groups, five kingdoms, specimens, dissection, observation, use of microscope
- Botany: study of plants, classification, functions, parts of plants (seed, fruit, leaf, stem, root, flower), types of plants

- Habitats: location, characteristics, food chains/webs, symbiosis, adaptation, ecosystems, conservation
- Ancient Life: eras of the earth, evolution, extinction, fossil records, excavation
- Animals: classification, needs, similarities/differences, human systems, nutrition, hygiene
- Monera, Protista, and Fungi Kingdoms: what they are, classification, observation

The Third Great Lesson: Coming of Human Beings

The next Great Lesson is the Coming of Human Beings. This lesson involves a timeline with a tool and a human hand to talk about the three gifts that make humans special: a mind to imagine, a hand to do work, and a heart that can love. This lesson will lead children to study the beginning of civilizations and the needs of early humans and addresses a large part of the RE curriculum.

This lesson leads to the study of:

- History: timelines, prehistory, ancient civilizations, world history, history of specific countries and continents
- Culture: art, artists, music, composers, dance, drama, architecture, design, philosophy, religion, grace and courtesy
- Social Studies: current events, government, economics, commerce, volunteering & charity
- Discovery & Invention: scientists, inventors, scientific method, inventions, simple machines

The Fourth Great Lesson: The Story of Writing

The Fourth Great Lesson is the Story of Writing, sometimes called Communication in Signs. In this lesson, the story of the development of the written alphabet is told, with an emphasis on the incredible ability that humans have of committing their thoughts to paper. Included in the story are pictographs, symbols, hieroglyphs, early alphabets, and the invention of the printing press.

This lesson leads to the study of:

- Reading: literature, poetry, non-fiction, myths and folk tales, authors, reading comprehension, reading analysis, literary terms
- Writing: elements of style, function, voice, composition, letter writing, research, study skills
- Language: origins of spoken language, foreign languages, history of languages, speech, drama
- Structure: alphabets, bookmaking, grammar, punctuation, sentence analysis, word study, figures of speech

The Fifth Great Lesson: The Story of Numbers

The last of the lessons is the Fifth Great Lesson: The Story of Numbers, also called the History of Mathematics. This lesson begins with the earliest civilizations, who often only had "one", "two", and "more than two" as their numeric system. It continues with a look at different numbering systems throughout the centuries, culminating in the decimal system that we use today.

This lesson leads to the study of:

- Mathematics: operations, fractions, decimals, multiples, squares, cubes, percentages, ratio, probability, intro to algebra
- Numbers: origins of numbers and systems, bases, types of numbers, scientific notation, mathematicians
- Geometry: congruency, similarity, nomenclature of lines, angles, shapes, solids, measurement, theorems
- Application: story problems, measurement, estimation, graphs, patterning, rounding, money concepts

The Great Lessons as a Unifying Theme

Clearly, these five stories encompass an enormous amount of information about the origins of the world around us. When each story is shared there is always further study open to the children so that the story becomes the springboard but not the focus. The stories are referred to throughout the year when new topics are introduced, as a way of providing unity and cohesion to such a wide variety of studies.

Annex 4 – Class Evolution

The two tables below show the expected evolution of the classes into the full school at capacity in 2019. The numbers are maximum per year and indicative, as progress between classes will not always be at the commencement of a new academic year.

| Class evolution, less than 10 Y1 direct entry | | | | | | |
|--|----------------------------|----------------------------|----------------------------------|----------------------------------|-----------------|----------------|
| Year | P1 | P2 | LE1 | LE2 | UE1 | UE2 |
| 2013 | 20 Recep <10 Y1 | | | | | |
| 2014 | 10 Recep 10 Y1 <5 Y2 | 10 Recep 10 Y1 <5 Y2 | | | | |
| 2015 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 20 Y2 <10 Y3 | | | |
| 2016 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 10 Y3 <5 Y4 | 10 Y2 10 Y3 <5 Y4 | | |
| 2017 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 10 Y3 10 Y4 <5 Y5 | 10 Y2 10 Y3 10 Y4 <5 Y5 | | |
| 2018 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 10 Y3 10 Y4 | 10 Y2 10 Y3 10 Y4 | 20 Y5 <10 Y6 | |
| 2019 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 10 Y3 10 Y4 | 10 Y2 10 Y3 10 Y4 | 10 Y5 10 Y6 | 10 Y5 10 Y6 |

| Class evolution, 10-20 Y1 direct entry | | | | | | |
|---|--------------------|--------------------|--------------------------|--------------------------|-----------------|-----------------|
| Year | P1 | P2 | LE1 | LE2 | UE1 | UE2 |
| 2013 | 10 Recep <10 Y1 | 10 Recep <10 Y1 | | | | |
| 2014 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | <20 Y2 | | | |
| 2015 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 <10 Y3 | 10 Y2 <10 Y3 | | |
| 2016 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 10 Y3 <10 Y4 | 10 Y2 10 Y3 <10 Y4 | | |
| 2017 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 10 Y3 10 Y4 | 10 Y2 10 Y3 10 Y4 | <20 Y5 | |
| 2018 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 10 Y3 10 Y4 | 10 Y2 10 Y3 10 Y4 | 10 Y5 <10 Y6 | 10 Y5 <10 Y6 |

| | | | | | | |
|-------------|-------------------|-------------------|-------------------------|-------------------------|----------------|----------------|
| 2019 | 10 Recep 10 Y1 | 10 Recep 10 Y1 | 10 Y2 10 Y3 10 Y4 | 10 Y2 10 Y3 10 Y4 | 10 Y5 10 Y6 | 10 Y5 10 Y6 |
|-------------|-------------------|-------------------|-------------------------|-------------------------|----------------|----------------|

Annex 5 – Principles & Ethos behind Behaviour Policies

The Freudian concept of the child as a pleasure seeker who needs to be tamed by society has been widely accepted and aligns with the learning theorists (e.g. Skinner, Thorndike & Watson) who conceived of the child as a passive recipient of stimuli who needs to be shaped to perfection through a program of external reinforcements. Consequently, behaviourist or reinforcement learning theory has been central in shaping educational theory and practice to date.

Traditional approaches to classroom discipline view children as individually responsible for their own behaviour; and misbehaving children as wilful, lazy or selfish. Most classroom management systems focus on helping teachers to control children through a series of consequences designed to teach them that behaving well will bring rewards and misbehaving will have unpleasant results. Behaviourist theory leads us to assume that children will not stop their misbehaviour unless they experience unpleasant consequences, and likewise that they will only do as we ask if we offer them rewards and praise.

Early in the 20th century, John Dewey offered the alternative theory that suggested children were socially oriented and that learning is an active, social process in which children construct rather than receive knowledge. Piaget & Vygotsky in their investigations of children's thought and learning found both that an internal process of development controlled children's thinking and that conceptual learning was the result of children's active mental processes, not simply the product of reinforced associations. Similarly, Bowlby & Ainsworth found it necessary to abandon the view of the infant as a passive recipient of stimuli to make sense of their research observations, which led to the development of attachment theory, and Maria Montessori found that children, particularly young children, learn by absorbing everything they experience in their environment. All these theories, based on observational evidence, present a reasonably coherent picture of children as active constructors of meaning, as needing a social context for learning and healthy development, and as being intrinsically motivated to learn about their social and physical world; and it is these theories that inform our approach to behaviour as well as academic learning.

Our approach to classroom discipline views children as needing to seek nurturing relationships with their caregivers, and assumes that their development and socialisation are a product of that biologically necessary relationship. Our classroom management will focus not on making a child do what they would not otherwise do, but will be a process of helping them do what they need and want to do – to achieve autonomy, competence and belonging. Our response to misbehaviour will be to help the child to understand the distress they have caused another and encourage them to feel remorseful, to help them to develop their capacity for empathy and moral reflection and to build their understanding of the moral obligation to repair any harm they may have caused. This 'induction' approach has been shown to be far superior to punishment in fostering pro-social behaviour (Ref: Empathy: Its

Development and Prosocial Implications, Hoffman 1978; Empathy and Moral Development: Implications for Caring and Justice, Hoffman 2000).

Attachment theory tells us that those children who do not seem to want this collaborative relationship with us, who seem to constantly seek out attention or seem defiant or aggressive, are mistrustful of us as they have been less able or unable to use their caregivers to help them accomplish the developmental tasks of childhood. Their insecure attachment makes them less able to balance their need for autonomy with their need for adult help and guidance, or to regulate their emotions or monitor their own behaviour. These children join our classrooms with low social and emotional skills, low self-esteem, little or no trust that teachers can be relied on to care for them and a belief that their survival depends on their ability to manipulate or coerce others. Initially they may view our efforts to teach and guide them as efforts to control or coerce them and they will not assume our goodwill although they may want a caring relationship with us. Knowing this about insecurely attached children can help us to take a particularly focused approach to working with them. We will need to control their harmful behaviour and teach them the social and emotional skills they did not learn in early childhood, while ensuring that they know we value them unconditionally, that we can be relied upon to provide help and that we have confidence that they can succeed.

The best that can be expected from a system of rewards and punishments is temporary control – it cannot expect to change a child's motivation. If we try to teach children to want to be cooperative and pro-social by rewarding the good behaviour and ignoring or punishing their unacceptable behaviour we will only confirm their view of relationships as coercive and encourage their tendency to be self-focused. If we become angry and withdraw our affection we will further alienate them and reinforce their negative view of themselves and relationships. If we force them to suffer the 'natural consequences' of their actions we will isolate rather than integrate them and do nothing to build their motivation toward pro-social behaviour.

To develop a healthy personality, insecurely attached children need to change their beliefs about themselves and about the nature of relationships. We can help these children change their debilitating beliefs by developing a consistently nurturing relationship with them, one that confirms their worth, supports their learning and development and is sensitive to their unique needs and talents.

Our approach will therefore not only allow securely attached children to develop behaviourally in our environment, but it will also be highly sensitive to the needs of the more challenging insecurely attached children and provide them an environment that they can address fundamental gaps in their emotional development and allow them to thrive socially and academically where mainstream approaches would more likely fail them.

Annex 6 – Bullying/Violence Survey

| | | | | | |
|-------------------|--|--------------------|--|------------|--|
| I am a boy | | I am a girl | | Age | |
|-------------------|--|--------------------|--|------------|--|

Remember this is a secret questionnaire.

| During this week at school another person | Not at all | Once | More than once |
|---|-------------------|-------------|-----------------------|
| 1. Called me names | | | |
| 2. Helped with my work | | | |
| 3. Was rude about my family | | | |
| 4. Tried to kick me | | | |
| 5. Was very nice to me | | | |
| 6. Was unkind because I am different | | | |
| 7. Gave me a present | | | |
| 8. Threatened me (" If you don't I'll.....") | | | |
| 9. Gave me some money | | | |
| 10. Demanded money from me ("Oi! Give me your trip money) | | | |
| 11. Tried to frighten me | | | |
| 12. Asked me a stupid question | | | |
| 13. Lent me something | | | |
| 14. Told me off | | | |
| 15. Teased me | | | |
| 16. Talked about clothes with me | | | |
| 17. Told me a joke | | | |
| 18. Told me a lie | | | |
| 19. Tried to make me hurt other people | | | |
| 20. Gave me bad looks | | | |
| 21. Tried to get me into trouble | | | |
| 22. Helped me to carry something | | | |
| 23. Tried to hurt me | | | |
| 24. Said sorry to me | | | |
| 25. Made me do something I didn't want to do | | | |
| 26. Took something off me | | | |
| 27. Shared something with me | | | |
| 28. Was rude about the colour of my skin | | | |
| 29. Shouted at me angrily | | | |
| 30. Played a game with me | | | |
| 31. Talked about interests with me | | | |
| 32. Laughed at me | | | |
| 33. Threatened to tell on me | | | |
| 34. Tried to break something of mine | | | |
| 35. Told a lie about me | | | |
| 36. Tried to hit me | | | |
| 37. Tried to trip me up | | | |
| 38. Talked about T.V. with me | | | |
| 39. Sent me hurtful e-mails or texts | | | |

Annex 7 – Demand Survey

Warrington Montessori Free School Consultation

We are bidding to open a Free Primary School (state funded) in the Warrington area operating on Montessori Principles in September 2013, catering for ages 4 - 11 years.

How will it be different to existing schools?

In a Montessori classroom the children work independently using hands-on materials, and the teacher supports their individual development rather than teach the whole class the same thing at the same time. Work cycles will be long to allow focus without interruption and classes will have mixed ages across three years.

Movement indoors and out is freely encouraged and practical life skills are valued as well as academic rigour. Homework is unnecessary and opening hours will be flexibly aligned with modern life. We intend to remain a small school and work with all of our individual children to help them to achieve a lifelong love of learning.

The Montessori Method has been used in schools all over the world with great success for over 100 years and has been demonstrated to produce social and academic skills that are superior to those fostered by other education approaches. For some detailed studies please read the following links:

- [Evaluating Montessori Education, Science vol 313, 29 Sep 2006](#)
- [Overview of Research on Montessori Education: An Evidence-Based Curriculum, American Montessori Society, Nov 2010](#)
- [Association Montessori Internationale, research summary page](#)

Please complete our survey so that we can understand how much interest there is in our proposal to open our state-funded Montessori Primary School in Warrington.

All personal details will be stored securely and will only be used in support of our bid with the Department of Education and not shared with anyone else.

*** Would you like to see a Montessori Primary School as described above opened in Warrington?**

- Yes
- No

*** Would you be interested in working at a Montessori Primary School in Warrington?**

- Yes - as a teacher/classroom assistant.**
- Yes - as support staff.**
- Yes - as a volunteer to contribute additional skills & experience.**
- No thanks.**

If relevant, please provide any additional information about how you may be interested in being involved with the school, e.g. demonstrating your skills to the children or assisting with activities etc.

*** Would you send your children to a state-funded Montessori Primary School in Warrington as described above if there were one?**

- Yes, it would be my first choice for my children.**
- Maybe, I would need to know more information.**
- No, I am satisfied with our existing local education.**
- Not applicable (no primary age children).**

*** What is your postcode?**

*** Would you consider moving house if it helped secure you a place for your child at our school?**

- Yes**
- No**
- Not Applicable**

Please give the date of birth of any children you have who would be eligible to attend the Warrington Montessori School if opened. Please note that this information is required in support of our application, so if you would like your children to attend our school it is very important that you complete this section!

Child 1 - Date of Birth:

Child 2 - Date of Birth:

Child 3 - Date of Birth:

Child 4 - Date of Birth:

Child 5 - Date of Birth:

Do you have any comments or questions?

If you are interested in signing up your child(ren) to the school, receiving more information about our school or in working with us on the bid or once opened, then please give your contact details so that we can get in touch.

Contact Name

Address

Telephone

Email

*** Would you like to subscribe to our newsletter to keep in touch with our progress?
Please enter your email address in the previous question if so.**

Yes

No

Thank you!

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