

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
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 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 type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of 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: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Tunbridge Wells Kent [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	Please state how you would describe your group: <ul style="list-style-type: none"> <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.	Has your group submitted more than one Free School application in this round? <table border="1" style="float: right;"> <tr> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
8.	If Yes, please provide more details:		
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <table border="1" style="float: right;"> <tr> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		

Details of company limited by guarantee	
11.	Company name: The Wells Free School
12.	Company address: [REDACTED] [REDACTED] [REDACTED] Tunbridge Wells Kent [REDACTED]
13.	Company registration number: 7923267
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: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED] [REDACTED]
	2. Name: [REDACTED] [REDACTED]
	3. Name: [REDACTED] [REDACTED]
	4. Name:

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] [REDACTED]
	2. Name: [REDACTED] [REDACTED]
	3. Name: [REDACTED] [REDACTED]
	<ul style="list-style-type: none"> Please see note re balance of members and directors in the Capacity & Capability section
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED] [REDACTED] (Chair of the Steering Committee)

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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> 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. 	
22.	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).	

Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	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:	
28.	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:	
29.	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:	
30.	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:	

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	The Wells Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
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:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

Section C: Education vision

Background

Our campaign for a Free School in Tunbridge started small. A core group of worried parents and teachers who got together to do something – anything really - about the chronic shortage of reception places in Tunbridge Wells. But then something unexpected happened. We started to talk to people about our plans and a ball started rolling.

Before we knew it we had been joined by a retired school bursar and a retired deputy headteacher. We now had the depth of educational expertise we needed. Just as we were getting tangled in the complexities of the financial planning worksheet a chartered accountant emailed to say this was just the sort of project he had been hoping to become involved in. We now had the financial expertise too and could really get started.

We cast our net a bit wider and started to talk to the wider community about our fledgling plans. We listened carefully to what people had to say and we realised our community wants something different to just another school or an increased PAN.

It was difficult to define at first what this ‘difference’ was. It was very definitely about something smaller and more personal than a large town-centre primary school. It certainly involved smaller class sizes and children being genuinely known, liked and understood yet purposefully nudged forwards to be the best that they could be by their teachers.

We started talking to the leaders in our community. We were surprised to find the doors to the offices of headteachers, councillors, education officers, voluntary bodies and even the local MP were so easily opened. More surprised to find that behind all those policy papers, demographics and data sit passionate and committed people who genuinely want to make a positive difference to people’s lives.

We wove together threads from these conversations and our theme emerged. What people really want is to patch up and repair the broken chains of local community. This is not a nostalgic yearning for the past. It is an aspiration for a better life for themselves and their children. People do not want to live isolated lives. Many people want to have more asked of them and to give more. What our community needs is a cornerstone from which to start rebuilding the links and ties that join us together and enable us to live happier, sociable and fulfilled lives. This is exactly what we want The Wells Free School to be.

About Tunbridge Wells

The Borough of Tunbridge Wells is home to approximately 107,000 people of which children and young people make up 25%. Ethnic minority groups make up 5.4% of the general population and 10.8% of the school population. 5.2% of children speak English as a second language and this figure shows an upward trend.

The following map paints a picture of Tunbridge Wells very different to the common perception of near-uniform affluence. Poverty is commonplace in large areas of our town with pockets of deprivation.



Our first choice of premises for The Wells Free School (TWFS) lies within the sub-ward of Culverden with an Index of Multiple Deprivation score of 15.22. This places it in the 3rd of 5 national grades of deprivation. The most local schools have FSM intake of between 5%-10%. We might expect to be in the region of 10% due to the exact location of our school.

In common to many parts of the UK, Tunbridge Wells has seen a breakdown in community cohesion and what is broadly perceived as community spirit. Tunbridge Wells Borough Council has responded with a “Love Where We Live” campaign to enhance and promote community pride in Tunbridge Wells. Many of their aims correspond with our own and reflect not only where we are aiming for by 2026 but, by implication, where we are coming from:

- Tunbridge Wells will be a cohesive borough – a place where people with different backgrounds, faiths and beliefs and different generations get on well together
- Tunbridge Wells will have developed a thriving community pride culture with high levels of volunteering and public involvement
- To support residents across the borough to make healthier choices with a focus on those communities with the worst health outcomes, thereby reducing health inequalities

The Tunbridge Wells section of the Kent Children and Young People’s Plan (2011-2014) highlights the following areas of concern for young people.

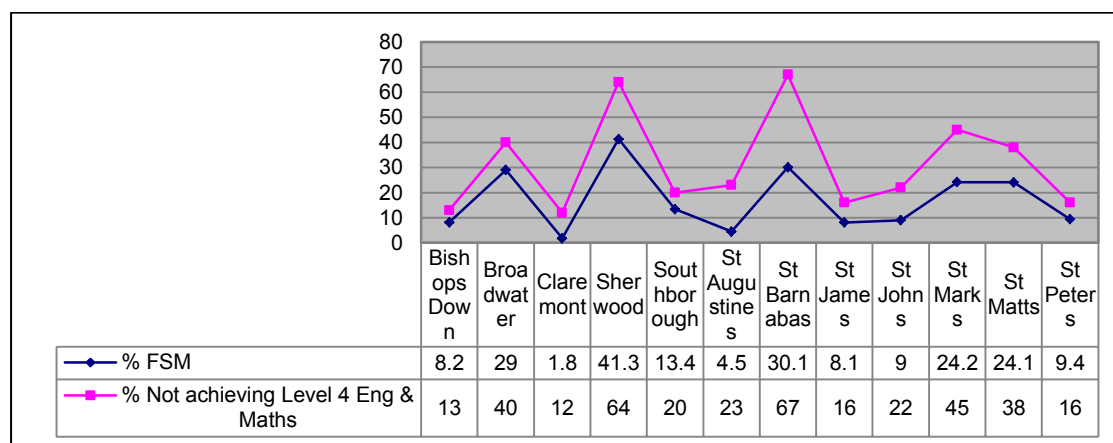
- Although young people feel they ‘have their say’ about things to do in Tunbridge Wells (best in Kent) the barrier of cost, lack of activities and lack of transport are significant (worst in Kent)
- The proportion of children who are obese in reception is 8.5% and has been increasing steadily over the last three years
- There are big attainment gaps between the lowest performing students and the rest

This gives a picture of some barriers to overcome if community aspirations are to be achieved.

Tunbridge Wells Primary Schools

Tunbridge Wells town has a full range of primary schools, many of which have excellent reputations. Last year Tunbridge Wells made it into the upper performance quadrant for Kent with 73% of children achieving level 4+ in English and Maths at KS2 (against a Kent value of 70%). A great many children enjoy a very happy and successful time at our primary schools, but that is not the full picture.

The achievement gap: Comparison of 2011 performance data from local primary schools shows a large variation in the educational outcomes of our local schools (all within 2 miles of central Tunbridge Wells). This striking correlation between the percentage of pupils eligible for free school meals and low educational attainment provides a very clear illustration of the link between poverty and educational success in our town.



Across Kent, the achievement gap between pupils eligible to free school meals and their peers at KS2 **is at its widest in Tunbridge Wells**. Our gap is 40.2% compared to a Kent average of 28.1% and a district best of 17.3%. We understand that breaking the link between poverty and educational achievement is one of the hardest and most persistent problems to overcome but it is an inequity we will work as a school community to address at The Wells Free School. We will use the extra funding provided by the Pupil Premium and a full range of strategies to tackle the barriers which face children from deprived communities and seek all ways possible to improve their relationship with school and their chances of success. For example:

- Strong Leadership with an infectious “can do” approach
- Effective support at transition points both within and between schools.
- Plenty of speaking and listening opportunities so pupils start to develop the repertoire they need to be able to succeed in more formal settings
- Promoting and value partnerships with parents and carers.
- Broadening pupil’s horizons. We will provide plenty of cultural opportunities beyond the budget of deprived families.
- Engaging pupils in their learning. No-one will get away with not

working, not co-operating or not trying – avoidance and disengagement will simply not be tolerated.

- Helping pupils to articulate and manage their emotions – in recognition of the fact for some pupils, expressing emotion may be a cultural taboo, especially for boys
- Put into effect the high impact classroom approaches recommended by the Sutton Trust. These are effective feedback, meta-cognition strategies, self-regulation strategies, peer tutoring and early intervention.

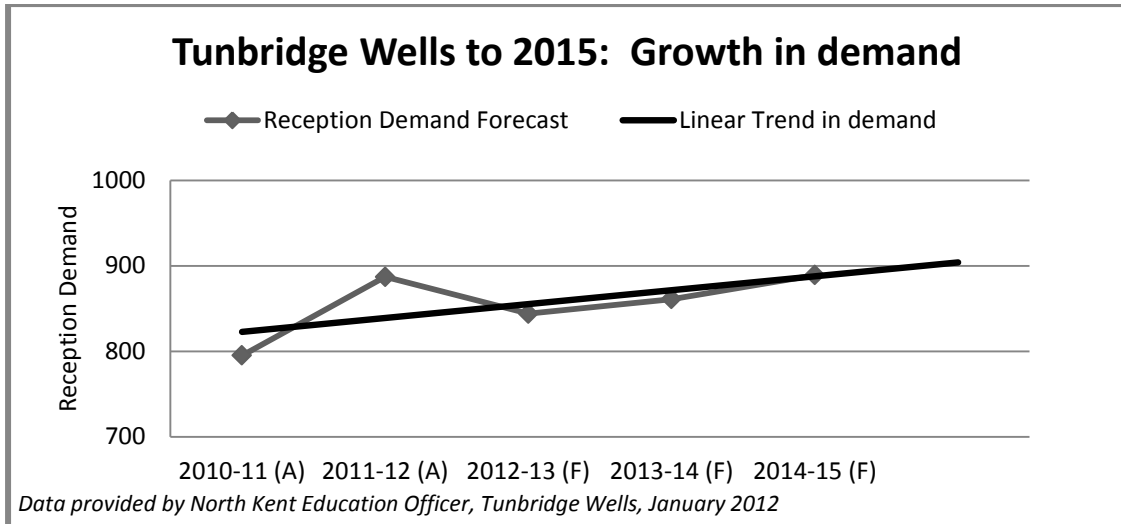
Most importantly of all we will foster a culture of resilience within our school community that means we simply will not give up on any child.

The need for more reception places

Tunbridge Wells is facing an exceptional, unanticipated rise in demand for school places for reception-age pupils. In September 2011 Tunbridge Wells reception places were filled to **27% over** the traditional PAN capacity. This has a number of serious consequences for local families:

- **Allocations:** Last year 74 families were allocated school places by the council because all three of their chosen schools were full
- **Shrinking Catchments:** Traditional catchment areas have shrunk to between $\frac{1}{3}$ and $\frac{1}{2}$ mile from schools and no longer overlap effectively ruling out choice for parents and leaving 'black hole' areas outside the catchment area of any school.
- **No Spare Capacity:** To allow for choice and movement there is a spare capacity target of 5%. This stood at 0% for reception last year.
- **Separation of siblings:** Temporary expansion of PANs can lead to more siblings than reception places available in future years meaning younger brothers or sisters being allocated different schools.
- **Expanding Schools:** The local authority's response to the shortfall of reception places is to add classes to existing schools. Initially this was on a temporary basis but the changes are to become permanent. This means four of our local primary schools will become three-form-entry and many parents and school leaders feel an intake of 90 and school population of 650 is simply too big for primary-aged children.

This rise in demand is not short term or temporary. These local authority figures show demand for reception places display a trending increase:



New Housing. Unfortunately this is not the complete picture because these figures do not take into account a substantial increase in new housing planned for our town. The Tunbridge Wells Borough Local Development Framework states that 75% of the 5500 new households to be added to the borough by 2026 will be in the main urban area of Tunbridge Wells. This amounts to over 4000 houses. Annex E6 shows the major developments planned in relation to current school catchment areas and the location of demand for our school.

There are no new primary schools planned for the urban area of Tunbridge Wells to go hand-in-hand with these housing developments.

The Wells Free School

TWFS will be a small primary school with one class of 22 children in each year group from reception to year six. It will be defined by a focus on the wellbeing and individual achievement of children, a strong community engagement programme, excellent teaching, genuinely purposeful learning and an inspiring creative curriculum. It will be open to all and will ensure all pupils, regardless of their background, achieve their full potential. TWFS will be distinctive in a number of ways designed to take a fresh look at the education and pastoral system.

- Imaginative and flexible way in which children will be grouped for part of the day, to achieve the best possible outcomes in all situations. For example our mixed-age 'homerooms' will draw children from across the whole school, which facilitates our strong emphasis on pastoral care and excellent relationships between all ages throughout the school. We will also use single-sex groupings in specific curricular areas where appropriate, and where this style of grouping has been shown to raise attainment.

- Offering an enriched curriculum, taking into consideration our specific locality and the community around us.
- High expectations of all members of the school community (including teachers, parents, governors, non-teaching staff, and volunteers from the community) to contribute their knowledge, skills and time to enhance the learning opportunities of the next generation.
- Maximum use of outdoor classroom environment for all ages, in a response to research concerned with 21st century children's indoor existence, their static lifestyle and their high rates of obesity particularly in the Tunbridge Wells area

A genuine alternative responding to parental demand: The focus of our premises search is the St John's and Culverden wards of Tunbridge Wells. Local parents here want their children to walk hand in hand with their friends to an excellent local school set in the heart of their community. They want to become actively involved in TWFS, investing part of themselves in the schooling of their children. They want smaller class sizes to promote a nurturing environment in which their children will thrive. They want a school set in the very heart of the community and playing an essential role in promoting cohesion and community spirit. We want to meet the needs and aspirations of these local parents by providing a genuine alternative to current provision.

Our Vision Statement

Let love of learning flow like endless water from a well

The Wells Free School will be defined by a focus on the wellbeing and individual achievement of children, a strong community engagement programme, excellent teaching, genuinely purposeful learning and an inspiring creative curriculum. It will be open to all and will ensure all pupils, regardless of their background, achieve their full potential.

Our School Ethos

Our school ethos has been developed around our four guiding principles – Wellbeing, Community, Excellent Teaching-Purposeful Learning and Inclusion. It is our intention that these principles will guide the school to achieving our vision.

Wellbeing

The Wells Free School will approach all aspects of promote the needs and wellbeing of children and to support them in achieving their full potential. Any issues affecting pupils' wellbeing may be barriers to learning and achievement and so will be quickly identified and addressed. Our excellent knowledge of and relationships with the children will enable us to attend individually and empathetically to their needs, hopes and interests. Our pastoral care provision and PSHE teaching will address any anxieties children might have, and promote their mental, emotional and physical welfare.

The aim is to make wellbeing *integral* to the curriculum. This will be achieved by offering opportunities for open-ended investigation, creativity, teamwork, experimentation and performance. It will also involve real experiences, activities beyond the school, parental involvement, working with others in the community, recreational enjoyment, taking responsibility for events and activities and encountering challenging and unfamiliar contexts. It will certainly involve plenty of fresh air, outdoor learning, lots of physical activity and a good, tasty, healthy lunch.

Distinctive Features of The Wells Free School

Small school, small class sizes – see D2

Vertical Homeroom groupings – D2

Innovative menu of healthy lunches – see D4

Innovative daily and termly timetables – see D2

Community

We want our school to be at the very centre of our community and to play an important part in fostering a stronger community spirit in the locality. We will work with local arts and cultural centres, local community groups and schools. We will place a particular emphasis on fostering multi-generational links. The Wells Free School will be a hive of activity where children are engaged in a full range of challenging activities.

Distinctive Features of The Wells Free School

Community multi-generational Plan – see D7

Forge links with home educators – see D7

Links with local conservation & wildlife groups – see D7

Excellent Teaching - Purposeful Learning

Children learn best when taught by people with a passion. Our teachers will bring their own passions to the school and we will make the very best use of this by allowing teachers to offer their subject specialisms to the whole school not just their class. We will also collaborate with each other, local schools, local businesses, specialist peripatetic teachers and parents to ensure our children are taught by people who are eager to pass on their enthusiasm for the subject and their love of learning. The curriculum will be broad and balanced and offer a rich, creative and diverse experience that goes far beyond the requirements of the national curriculum. It will be an inspirational experience both for teachers and pupils because it will make learning motivational, relevant, purposeful and fun, both in the standard school day and in the extended school programme.

Distinctive Features of The Wells Free School

Extended Foundation Phase, Single Primary Phase – see D1

10% Facilitated Child-Led Learning – see D1

Ownership of the Curriculum – see D1

Subject Specialist Teaching – see D2

Extended School Day – See D2

Inclusion

We envisage the school as inclusive, welcoming children of all backgrounds on a non-selective basis. Everyone – children, parents, teaching and non-teaching staff – will feel included and want to be involved in all aspects of school life. We intend our children to have ownership of their school. All voices in our small school will be heard and valued, allowing children to be truly important. We believe *all* pupils can achieve academic success regardless of their background or ability. We will work as a team to tackle barriers to learning and seek all ways possible to improve children's chances of success.

Distinctive Features of The Wells Free School

Quick & effective intervention strategies – See D3

Strong focus on reducing the FSM achievement gap – See D3

Strong gifted and talented programme – See D3

Our Aspirations for the School

Our key outcomes have been carefully designed to address both matters of national and local importance. They should clearly demonstrate how we want to deliver the heart of our vision and promote the ethos of our school. We developed our outcomes in response to our research about, and wide ranging consultation with our community (see section D7 for more details).

To ensure our chosen outcomes are balanced and reflect the larger aims and aspirations of the school we have linked them the four defining principles of our ethos. By restricting ourselves to three key outcomes for each principle, we seek to make each outcome more meaningful, memorable and achievable.

Wellbeing

- Children will be safe, happy and included and will want to come to school
- Children will be supported to attain the 5 outcomes of Every Child Matters
- Children will be supported on transition

Community

- Our school will be popular with families in the community
- Our school will become a thriving cultural and community centre
- Our school will contribute to the positive development of the community

Excellent Teaching – Purposeful Learning

- An inspiring, creative curriculum will be developed for the *Foundation* Phase which motivates and boosts the achievement of all children
- An inspiring, creative curriculum will be developed for the *Primary* Phase which motivates and boosts the achievement of all children
- Specialist teaching will be a defining and outstanding feature of the school

Inclusion

- All children, irrespective of their special needs, will exceed their expected potential
- All children, irrespective of their family background, will exceed their expected potential
- Gifted and talented pupils will be recognised and developed to achieve their full potential

These 12 outcomes are clearly linked with ambitious success criteria and strategies for success in section D4.

Our Aspirations for the Children

We would like to think The Wells Free School children will be known for their inquiring minds, natural curiosity and love of learning; also for having the independence, motivation and thinking skills to conduct their own research and draw conclusions for themselves.

They will be knowledgeable, articulate and reflective and able to understand and express themselves confidently and creatively. In addition they will be confident to have a go at communicating in more than one language.

They will be open-minded with a willingness to understand not just their own cultures and traditions, but open to the perspectives, values and traditions of other individuals and communities. They will act with integrity and honesty and with a strong sense of fairness and justice.

TWFS pupils will be taught to be caring and to develop empathy, compassion and respect towards others. Furthermore, by the time they move to secondary education, they will have developed a personal commitment to service and will be eager to volunteer and to make a positive difference to their community.

Section D: Education plan – part 1

This table shows the proposed numbers in each year group at the point of opening and as the school grows to maximum capacity in 2017.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		22	22	22	22	22	22	22
Year 1		22	22	22	22	22	22	22
Year 2		22	22	22	22	22	22	22
Year 3			22	22	22	22	22	22
Year 4				22	22	22	22	22
Year 5					22	22	22	22
Year 6						22	22	22
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		66	88	110	132	154	154	154

Opening Year: Our consultation with the community has shown demand not just for year R, but for year 1, year 2 in our opening year of 2013. This demand comes from parents who would choose to transfer their children to The Wells Free School from their current school. It is largely a legacy of the shortage of reception places in Tunbridge Wells over the last few years. Where parents did not received an offer for one of their three chosen schools they were forced into difficult decisions. Some have put their children temporarily into private schools even though their finances can't sustain the cost on a long-term basis. Others are travelling long distances to schools in other towns. Other parents have settled with the school allocated to them by the council but have lingering concerns about it not being the best fit for their child.

We hope to offer these parents what they really want for their children – an excellent community school in the heart of their locality.

Section D: Education plan – part 2

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

Educational expert Gail Bedford (www.gailbedford.com) has written “At the heart of the learning community is the child”. Her philosophy, supported by much research, underpins everything The Wells Free School stands for.

We believe that to prepare a child for today’s world, we need to equip them with the creative skills necessary to **know how to learn**. And the best way to do this, is to provide a secure, structured environment through which children can creatively and freely explore, experiment, discover, try, fail without losing heart, and ultimately succeed.

Our curriculum will drive our vision forward and will be underpinned by the ethos that defines our school: Wellbeing, Community, Excellent teaching– Purposeful Learning & Inclusion. To expand on this, we have the following aims for our curriculum. It will help our children to:

- Develop lively and enquiring minds
- Communicate confidently and effectively
- Learn the essential skills of life
- Express themselves creatively and enjoy the creativity of others
- Develop personal & moral values, including respect for others
- Be prepared for the opportunities of life in a changing world
- Play an active role in and engage with their community
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Experience vivid, real and meaningful learning with many first-hand experiences
- Appreciate the need for a healthy lifestyle
- Achieve outcomes in line with Every Child Matters
- Set personal standards of achievement and value excellence

We have thought about what the heart of a ‘viable curriculum’ should look like. To achieve the above aims, the curriculum is planned to be:

Broad so that it provides a wide range of knowledge, skills and experiences

Balanced so that each subject has sufficient time to contribute effectively to learning. There must be time for teachers to teach knowledge,

content and skills with sufficient depth, and time for children to understand, practise and learn.

Relevant so that learning can be linked to real experiences, both in the children's local community and the world at large

Coherent so that subject areas can be linked to make the learning experience more meaningful

Progressive so that objectives are specific and progress year on year ensuring consistency, continuity, and rigor

Differentiated so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil. To be largely achieved by horizontal and vertical alignment through the curriculum.

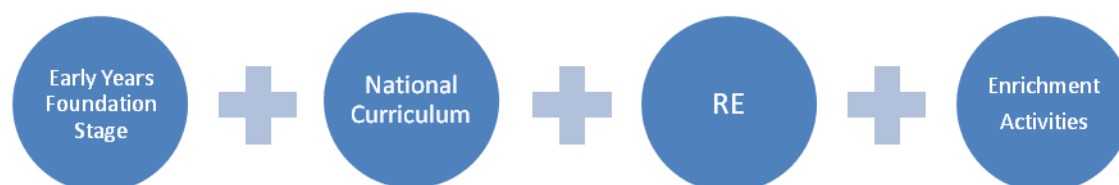
Accessible so that there is equal opportunity for all children to access all areas of the curriculum

We will plan our curriculum in three phases. A long-term plan will be agreed by the governors, principal designate and teachers. This will indicate which topics are to be taught in each term and to which groups of children. The long term plan will be reviewed regularly and open to change to reflect community or wider-world events.

Medium term plans will be designed by teachers in collaboration with subject leaders. They will be theme-based and planned with the help of the Creative Learning Journey (see below) to ensure full coverage of subject areas. Clear guidance on the learning objectives, resources and teaching strategies will be given.

Our short-term plans are those that our teachers write on a daily basis to set out the learning objectives for each session and to identify how work will be adapted to suit the need of all children in the class. Short-term planning will be an ongoing process, as it will take into account children's initial understanding and the effectiveness of learning that has taken place. Any gaps that may have arisen will be addressed accordingly.

The basis of our curriculum



We will deliver a broad and balanced curriculum that ensures coverage of the Early Years Foundation Phase (EYFS) for the first two years of education and the National Curriculum (NC) for the following five years. In addition we will

provide religious education and a programme of enrichment activities.

Rationale:

The EYFS and NC secure entitlement to a broad curriculum; set clear expectations for learning and attainment and promote continuity within the school and on school transfer. They provide a common basis for primary education that is broadly understood by professionals and parents alike. For these reasons we will be using these documents as the foundation of our curriculum.

The Creative Curriculum

We want to plan and deliver the most exciting and engaging curriculum possible for the children in our school. Although our curriculum will contain the same key learning, information, skills, competencies and outline of knowledge of the EYFS and NC, we want the children to receive a rich and varied experience that goes far beyond the minimal entitlement.

The difference will come from the creative way we will introduce and develop the curriculum with the children. Its delivery will be flexible, responsive to need and, most crucially of all, focused on developing children's natural sense of enquiry, hypothesis and investigation.

We will develop links between separate subjects within the primary curriculum in order to strengthen learning. By connecting areas and integrating them into themes, we will allow a more natural, less fragmented experience for the children which in turn will lead to stronger, more memorable learning.

Rationale:

A thematic approach offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. All children will have an entitlement to a well-resourced and rich learning environment that promotes their sense of responsibility and autonomy.

The Creative Learning Journey

The Wells Free School will use the Creative Learning Journey (CLJ) to help us deliver a truly creative curriculum whilst guaranteeing coverage of the EYFS and NC and also Every Child Matters and SEAL (Social and Emotional Aspects of Learning).

The CLJ has been developed to overcome the ever-present problem of balancing the freedom of teachers to plan creatively with the need for teachers, headteachers, governors and Ofsted to reassure themselves of full curriculum coverage and steady progression. CLJ surmounts this problem by pulling together the content of the primary curriculum into a unified structure and providing a software planning tool that automatically 'ticks off' coverage as thematic plans are created.

The CLJ offers more than overview of coverage however, and will support our vision in the following ways.

Smooth progression: The CLJ is presented entirely through the six areas of learning traditionally associated with the Foundation Phase: Personal, social and emotional development; Communication, language & literacy; Problem solving, reasoning and numeracy and Knowledge and understanding of the world; Physical Development and Creative Development.

Smooth transferrals between schools: In our initial stage of opening we do not anticipate there being any difficulty integrating children who may be moving to us from elsewhere. This is because (assuming we open with Reception, Y1 and Y2 classes) all children should be arriving from schools where they have already experienced the curriculum through the 6-areas of learning. Some of the Y2 children may have experienced a more formal structure during Y1; however our very inclusive and individualised approach to teaching and learning will ensure all children's personal needs are met. Small class sizes will be of real benefit in these cases, as the teacher will be able to spend an increased amount of time with each pupil. Furthermore, as detailed below, our curriculum coverage will match the FSC and the NC, thus any transferred children should (with the exception of our curriculum enrichment such as MFL) have matching skill sets.

Raising standards: The CLJ has a proven success record of raising standards and is endorsed by the Leading Aspect Award. (See annex D1 for Ofsted comments and testimonials) The CLJ fits ideally with our vision, as it allows us the freedom to design our own skills-based curriculum within the support of its framework and structure. As we intend our curriculum to have a bottom-up approach, beginning with the interests and needs of our specific children, the CLJ will facilitate us in the delivery of our vision.

Assessment, Tracking and Reporting progression: In addition, the CLJ provides a rigorous assessment tool allowing us to track the progress of individuals, groups, whole classes and the whole school, against the skills and national curriculum levels. As our vision for our small community school is to teach children at the level and in the manner that best suits their specific needs, this will help us to tailor our teaching directly, based on the understanding and level of the individual child. It also enables us to be clear, detailed, specific and transparent when reporting our progress to parents and other teachers and professionals.

Supporting Inclusion and Personalised Learning: Primarily this is due to

the excellent way in which differentiated support coverage can be delivered through the 6 areas of learning. Our small class sizes and the exceptional knowledge all staff will have of their children will enable early identification and intervention to occur. This allows for the continuation of inclusion and personalised programmes of learning for every child, giving the chance for equality of opportunity for all pupils. Clearly where a child requires more specific support, or where children's needs are not met by the CLJ programme, we would provide additional support on an individual and discrete basis.

P Scales: Tracking progress of SEN children's attainment is also facilitated with the CLJ's structure and resources. P scales 1 to 8 are broken down into 5 levels within each of the 6 areas of learning and then into skill sets, which are easily applied to inform future individual planning. Continuity between different phases is ensured through P levels, EYFS and Primary tracking. Thus a complete inclusion development programme will be created, allowing us to be creative whilst integrating all pupils with special needs into a mainstream creative curriculum, helping them to achieve their full potential.

Into the Future: The CLJ will meet changes to national policy & curriculum documents head-on through continual revision and updating.

Curriculum: Two Smoothly-joined phases

We will organise the structure of our school to have a positive impact on the wellbeing of children and to ensure a smooth progression through the year groups. The table below shows how we will restructure year groupings to achieve this:

Year Group	Traditional Model		TWFS Model	
	Curriculum	Key Stage	Curriculum	Phase
YR	EYFS	KS1	CLJ (EYFS)	Foundation
Y1	NC	KS1	CLJ (EYFS)	Foundation
Y2	NC	KS1	CLJ (NC)	Primary
Y3	NC	KS2	CLJ (NC)	Primary
Y4	NC	KS2	CLJ (NC)	Primary
Y5	NC	KS2	CLJ (NC)	Primary
Y6	NC	KS2	CLJ (NC)	Primary

Extend the EYFS into Y1 to form the Foundation Phase: It is essential to cultivate a love of learning and at The Wells Free School we will emphasise this throughout the child's school career. Children learn best through play, so our Early Years curriculum in year R and year 1 will reflect this. Through use of the CLJ, we will be able to ensure full coverage of the EYFS curriculum, whilst extending and enriching children's experiences through our rigorous enrichment programme. The EYFS is a very successful, tried and tested method, which we are very happy to use in conjunction with the CLJ as our assurance of full coverage.

Rationale:

Guided by our principle of putting the wellbeing of children first, we believe the age of five is too early to leave behind active play-based learning. The English system of education has historically been very linear, placing great importance from an early age, on target setting, attainment targets and testing. Across Europe 3-6 year olds experience play-based learning through Pre-School or Kindergarten, however in this country the experience has been different, placing them in a much more formal classroom setting. It is from this basis that we intend to extend our Foundation phase to include Year One.

Make KS1 redundant and form a single Primary Phase: Starting the Primary Phase in year 2 allows a long, smooth progression over five years from year 2 to year 6. The transition from the Foundation Phase to the Primary Phase will not be a harsh one. It will be a subtle shift of emphasis and culture as the children move on from their early years to the start of their formal education at the age of 6. The creative curriculum and the six areas of learning will be common to both phases and by using unified structure of the CLJ, we will ensure that all children continue to work at their own appropriate level.

Rationale:

The EYFS was introduced to the reception year in 2008. This play-based curriculum has seen a return to a more child-centred, practical learning and has been acknowledged almost universally as a very positive change. However, the end of Key Stage One is defined by the SATs tests that are sat in the Summer Term of Y2. The SATs can bear enormous downward influence; causing teachers to embrace a culture of more prescribed, structured teaching, revision and forced acceleration of slower developers. This in turn exerts a downward pressure on Y1 and in turn a sharp transition from reception. The unfortunate Y1 teacher feels the pull of the two opposing pedagogies most keenly. By changing the structure of year groupings we aim for a much smoother progression. Our approach to the Y2 SATs tests will be calm. We will undertake them as part of our ongoing teacher assessment programme and use the information they provide as a useful guide to future learning and target setting. The Y2 SATS will bear no influence on the teaching and learning in the Foundation Phase or the smooth transition to the Primary Phase

Six Areas of Learning Across the School

This table illustrates how the traditional subject areas of the EYFS and NC fit into the six areas of learning to be used across the school. Our Curriculum Enrichment Programme will be in addition to these six areas of learning.

Six Areas of Learning Across the School		
Foundation Phase	Primary Phase	CLJ 6 Areas of Learning
Dispositions & Attitudes Social Development Emotional Development	PSHE Citizenship SEAL	Personal, social and emotional development
Language Linking sounds and letters Reading Writing	English	Communication, language & literacy
Numbers Calculating Shape, Space & Measure	Mathematics	Problem solving, reasoning and numeracy
Science ICT, DT History Geography RE	Science ICT, DT History Geography RE	Knowledge and understanding of the world
Physical Education	Physical Education	Physical Development
Art & Design Music	Art & Design Music	Creative Development
		+ Curriculum Enrichment Programme

Rationale:

We want our teachers to take full ownership of the curriculum and be innovative with it. Part of this process is to remove barriers that have prevented full ownership in the past. One of these barriers is the sheer complexity of subject areas to be taught. The national curriculum provides a very clear basis, but there are add-ons to its clear cut format – PSHE, RE & Citizenship. More recently – MFL and SEAL have been added. This is complicated by a degree of overlap between subjects and the requirement to integrate initiatives such as Every Child Matters into all planning. If you add in a local authority requirement to consider the 15 strands of BLP (Building Learning Power) into the equation, it's easy to see why teachers stick to long-established unit plans and bolt on new bits and pieces year by year.

The CLJ arranges all the objectives to be covered into six clear strands of learning. Transition through the school becomes a smooth process, and teachers are provided with a clear and inspiring starting point to start planning innovatively and creatively with the assurance that full coverage is guaranteed.

The Foundation Phase

Outcome:	A tailor-made curriculum will have been developed for the EYFS which motivates and boosts the achievement of all children
Success Criteria:	All children to enter the primary phase with skills at or above the national average in EYFS
Success Criteria:	The boy/girl attainment gap to be narrowed to 4% (half the Kent average) on leaving the EYFS

The Foundation Phase will be a carefully designed, yet freely innovative time that will be highly play-based, child-initiated, and facilitated by adults, allowing children to build on their own personal and interpersonal skills and develop their confidence. We believe childhood is a valuable time, both to cherish, but also where children need to learn basic life skills through play. This is a crucial stage of development, and should not be curtailed by the early implementation of an imposed, structured curriculum. The CLJ is excellent in this respect, as its framework allows for total flexibility within its supportive guidelines.

School is not just a place for academic learning, rather it is somewhere children spend a great deal of their time and where social, emotional and intellectual aspects of learning are inextricably interwoven. Our flexible and enriched curriculum based on tried and tested methods alongside innovative approaches and ideas will strike a careful balance between the child's current needs and building the foundations for future education and employment.

Local government data show the alarming and consistent trend of boys scoring lower on the EYFS than girls. We believe that it will be possible to improve this anomaly, through a mixture of vigilant planning (ensuring topics, books, activities and resources are boy-friendly), intervention (sometimes dividing children up into single-sex groups where appropriate), extensive use of positive role-models (encouraging older boys both from within TWFS and the wider community to share their successes) and the right kind of feedback to encourage all children individually.

However we don't believe children should all be covered with a blanket expectation of achievement at the same age. Numerous studies have shown that children are all different, maturing at different rates, and becoming ready to tackle aspects of schooling at different times. As a result, boys in particular come later to the more formal skills, such as writing. We will be mindful of this, as we believe strongly in the importance of not 'putting children off' learning, by imposing features too early.

Rationale:

Having worked closely with the EYFS since its inception, we believe it provides clear and appropriate continuation and progression into schools, from nursery settings. Furthermore, we intend it to be used to its true purpose, and allow it to continue into year one and – where necessary – beyond. It provides a wholly secure base from which to plan for children with SEN, who are working below their expected level, and it links ideally with our proposed 6-area curriculum in the Primary phase.

The Primary Phase

Outcome:	A tailor made curriculum will have been developed for the primary phase which motivates and boosts the achievement of all children
Success Criteria:	At least 75% of children to achieve level 4+ in English and Maths in yr6 (Kent 70%)
Success Criteria:	At least 30% of children to achieve level 5 in English and Maths in yr6
Success Criteria:	All children will have learned to play a musical instrument
Success Criteria:	All children will become highly self-motivated, and able to efficiently direct their own learning

The primary phase will be constructed as a careful and coherent progression from the foundation phase and into mainstream primary education. Children entering the primary phase will have had sufficient time studying at the EYFS

level to have established positive attitudes to learning and to begin to develop the language and study skills essential to their later progress.

As the children enter the primary phase our first task will be to analyse their individual and group needs. This will be informed by their Foundation Phase (Phase) Profiles, coverage and assessment information provided by the CLJ software and personal knowledge of children (in a small school, and assisted by the home room system, it is our expectation that everyone will know everyone). The teachers will use their knowledge of the curriculum and their knowledge of the children to inform their planning to meet the needs of the children and progress their learning.

As children move up through the primary years we will teach them the skills they need to become increasingly independent and direct their own learning within a creative theme. They will have been taught the skills they need to investigate, research, hypothesise and develop ideas in a creative way and we will give them the freedom to do so.

Transition to secondary school: We will support children and parents through the entire transition process from ensuring they can attend open days in year 5 through to continued links into the secondary years:

- Ensure all parents receive information and advice about secondary schools in a form they can access
- Support those children who choose to take the 11+ with tutoring in verbal and non-verbal reasoning, and differentiated maths groups
- Use our community links with secondary schools to develop friendships between primary and secondary schools students through – reading buddy schemes, music and sports groups
- Take part in the local “passport” scheme that aims to offer continuity in the transition process.
- Recognise the needs of more vulnerable children on secondary transfer and assist according to individual needs
- Ensure we always offer a welcoming environment for year 7 (or older) students to pop in to visit in the form of the year 7 after school club

Rationale:

Successful learning is dependent on smooth progression. To facilitate strong learning teachers must know where a child is on a learning ladder and teach the skills required to reach the next small step. Anything other than small steps forward is strongly demotivating for most children and can lead to frustration and disenchantment. Social, emotional and academic development are closely inter-related and particularly at times of transition.

Curriculum: Six Areas of Learning

Using a consistent approach through the six areas of learning throughout our school we believe we will be providing excellent continuity and smooth progression to all our children, which will maximise their understanding and attainment. It will also be straightforward to ensure easy and successful transfers both to and from other primary schools (where applicable) and to all secondary provision.

As specified in our 'Viable Curriculum' model above, we understand the importance of new learning building on understanding and strong foundations. Working consistently through the six-areas approach therefore will provide a strong scaffold on which to hang specific and increasingly challenging learning content. The rigorous continuity of development provided by the 'six-areas' approach also ties in with the phrase 'depth before breadth', which will play an important part in The Wells Free School's rationale.

In line with the CLJ, The Wells Free School will be designing a made-to-measure curriculum, based on and delivered through the six areas of learning, as detailed below.

1. Personal, Social and Emotional Development

Developing the child's self-confidence and awareness of self and others is core to our ethos, so the PSHE area of the curriculum will play a key part in linking to all our outcomes.

Initially children will be taught to understand their own feelings and emotions. Once they have a secure understanding of themselves, they will be able to build on this, to include understanding and respect for the feelings and emotions of others. The PSHE curriculum weaves through a range of other subject areas, most notably RE and literacy, where it can be deeply imbedded. This in turn, along with the CLJ coverage tool, will ensure thorough and perhaps more importantly, truly relevant coverage.

As explained more fully below, TWFS will set extremely high expectations for positive behaviour, which will all play a part in our PSHE ethos. This includes teaching the children good understanding and prevention methods of bullying. The very close links TWFS will have with our community will help pave the way for our children to feel a real sense of belonging. This will in turn facilitate teaching of excellent citizenship skills, as they feel truly part of their community.

A key issue worth highlighting specifically is the high rate of obesity identified in reception-aged children in Tunbridge Wells. (See specific data in section D7 below.) Through a carefully designed and structured health education

programme, TWFS aims to redress this balance, at least within our own community.

Rationale

It is our intention that all TWFS children will be recognisable for their awareness and empathetic treatment of others.

As detailed more fully in section D7, our community school will teach children the importance of learning from a range of more experienced individuals, in particular the older and wiser members of the community. The close links we intend to foster with this vital section of society will enable children to put into action the excellent social skills they will be learning, and engender a culture of respecting others.

2. Communication, Language and Literacy

It is widely known that developing a love of reading is a vital skill to further all learning, but particularly in the area of Communication Language & Literacy. Our vision to saturate children with books of every genre will ensure that a Wells Free School child moves on to secondary school with a thoroughly grounded and broad experience of reading. We are all too aware of the worrying national trend of boys' literacy skills not reaching the same levels as that of girls'. This trend is no less apparent in Tunbridge Wells (see data sec D7). We will be tackling this issue head on, with simple methods such as keeping a large stock of boy-friendly reading material readily available at all times and encouraging positive male role-models (such as from the local boys' secondary schools) as well as using the best available research data to support our approach. Our community links will play a key part here too, as we encourage two-way book sharing between the children and a range of others. For example we intend to foster close links with local secondary schools, inviting their children to read regularly with ours.

We also believe it is just as important for older children to hear stories being read to them as for younger children. We will use our links with the elderly and other community members, to enable our children to read to and be read to by a range of audiences. We are extremely mindful of the fact that providing children with an appropriate audience can be key to developing excellent, purposeful writing.

To complement our CLL teaching, we will be providing a full and discrete programme of phonics teaching, alongside key sight word learning, and handwriting practise (when the child is ready). In line with the Rose Report, we believe phonics needs to be imbedded throughout the school, on a daily basis. We intend to use Jolly Phonics as a basis for our teaching, as it is a

tried and tested method we find very effective. To provide excellent continuity, alphabet friezes throughout the school will be JP, which will give children a secure scaffold to their learning. In addition to JP, we intend to maximise our use of interactive ICT programs such as LCP phonics, and the myriad on-line resources, which the children love accessing through both teacher-led and independent learning, and which clarify and imbed their learning.

We will be teaching cursive handwriting to all children from the outset. Justification for this is widespread, however a brief explanation is its rhythmic nature which assists children with SEN, especially dyspraxia and the smooth transition to using joined-up writing. We strongly believe that each child is ready to start writing at different phases, so will not begin formal handwriting practise until the child is ready. However we will actively teach writing skills on a daily basis, for all pre- and early-writers, through the use of a wide range of 'large scale' writing programmes and activities, including 'write dance', writing in sand, large scale outdoor writing, painting on easels etc. Furthermore non-writing children will still be encouraged to compose writing, which will be scribed by an adult, or recorded using a Dictaphone.

"Writing for a purpose" has been a 'buzz-phrase' for some while now, and we believe that TWFS's creative curriculum – using exciting topics to fire enthusiasm and imagination - will provide an excellent starting point from which our children will be keen to write. The freedom we will have to make curricular links in our planning, further facilitates this good practise, as children learn to express themselves through a broad range of subject areas and 'voices'.

Rationale:

As learning relies on effective linguistic and social interaction with parents, teachers other adults and children, CLL will play a significant and key part of our curriculum, which will be apparent in the weighting demonstrated in our timetable. Children experiencing difficulty in this area will be identified and targeted with specific intervention to support this crucial aspect of education.

3. Problem Solving, Reasoning & Number

In line with the EYFS document, maths will be broadly taught as a stand-alone subject. We will follow the EYFS breakdown of coverage, dividing teaching up into the different constituent parts; number, calculation, shape space & measure, reasoning and problem solving.

We believe in the importance of saturating the children with a mathematical environment, which will be reflected in the classroom surroundings. All rooms

will have clearly displayed number lines, which will be within the children's reach, and fully interactive.

Numicon – an excellent hands-on resource – will be used to a great extent in the Foundation Phase and SEN provision, as well as to a lesser extent in the Primary Phase as well. Numicon involves a multi-sensory approach to number representation, “maximising children’s opportunities to blend action and imagery with their use of mathematical language and symbols” (Numicon.com). Initially introduced as wave 3 support, it was subsequently found to have far-reaching benefits to mathematical self-confidence for all children of all abilities. Having worked with Numicon in years R-3, we are able to personally and strongly endorse its use, however there is much conclusive empirical and anecdotal evidence available from [numicom evidence](#) that demonstrates the phenomenal improvements children make in their achievement when using Numicon to support their learning.

Along with all other curriculum areas, different maths topics will be represented through colourful and stimulating interactive displays, which will grab children’s attention, and which children will positively want to be engaged with.

It goes without saying that use of ICT and the phenomenal range of programs available on the internet will be enormously important both in the teaching of maths, and in the children’s independent learning time.

As children progress into the primary phase, links with other subjects become more natural. In particular the ‘Handling Data’ and ‘Shape, Space and Measure’ strands of maths are made much more meaningful when taught when the need presents in science, geography or history. The “Number” strand, however, will be taught discretely.

Rationale:

We feel that the “Number” strand of mathematics, which includes calculation methods, the number system and memorisation of number facts is best taught discretely. The importance of proceeding in small but manageable steps through the knowledge and understanding of number is paramount to the children’s learning. Children will be grouped with others working at a similar level which will necessitate some vertical groupings over the primary phase. This can only be accomplished if Number is taught discretely and at the same time in different year groups.

4. Knowledge and Understanding of the World

Knowledge and Understanding of the World encompasses an enormous section of the curriculum, and full coverage will be ensured through the CJL

coverage tool. In addition, our enrichment programme will add significant padding to the content taught here, enabling children to meet objectives and reach outcomes through a more diverse and wide range of approaches.

Science: Science is a core subject and one that will have a very important place in our curriculum. We value Science for the way it stimulates and excites pupils' curiosity and trains them to investigate in a rational way, which in itself, gives rise to creative thought. We will place emphasis on developing strong scientific enquiry skills in a range of scientific contexts.

We are aware that teaching a creative curriculum can leave science very vulnerable if not planned with care so we will ensure full coverage through the CLJ and devote 10% of the timetable to science teaching. That doesn't mean that Science will be taught in isolation. In particular we will make full use of very strong links between science and maths to make our teaching more relevant, meaningful and purposeful in each area. Science will be the starting point of some of our themes, making links outwards to other areas.

Our science teaching will be defined by the following:

- Practical science-based activities that can be developed through play
- Wide and frequent use of the outdoor classroom
- Enrichment by music, dance and drama which can provide a successful way to overcome barriers to learning
- Full use of technology including digital microscopes and data loggers.

Rationale:

We believe the relationship between science and maths is both reciprocal and meaningful and by forging close links between the subjects, learning will be strengthened in both. By studying Science, mathematical concepts such as symmetry, reflection, shape and structure are revealed and in order to study, analyse and interpret Science, mathematical tools are required. But maths needs science too – to it give relevance and a strong sense of purpose.

ICT: Of all the subjects, it is perhaps ICT that benefits most from a cross-curricular approach. Teaching ICT skills in isolation from purposeful tasks lacks meaning for children. Therefore ICT skills will be taught at the exact point where ICT is needed to further the children's work in other areas of the curriculum. ICT tools will be used to find, explore, analyse, exchange and present information creatively and with discrimination.

Rationale:

ICT is the fastest growing and rapidly changing aspect of modern education, and TWFS's approach to teaching these vital skills will reflect this. We are ever mindful that the world in which we grew up is very different from the world that our children are growing up in, with technology playing a massive part in this change. We hope to motivate our children with the passion to embrace modern technology; inspire them with the fascination to explore the world through this endlessly potential medium, and equip them with the necessary skills to achieve this aim.

DT: Designing and creating things is hugely exciting for children and we will want to capitalise on this natural enthusiasm. DT can play an enormous role in developing children's personal skills because it calls for pupils to become autonomous and creative problem solvers.

To encourage pupils' own creativity in DT they need to be allowed to follow their own questions, evaluate their own results and to do things that are sensible but not automatically right. Creative persons need to be able to resist peer pressure, tread their own path and yet be open to other people's ideas at the same time. These attributes will be fostered in our DT classes.

The making and evaluating phases of DT will take place in larger timetable blocks – anything from one afternoon to three or four days – to allow the children sufficient time to make products, make mistakes, evaluate, re-design and re-evaluate their work.

Rationale:

There can be a tendency to teach DT in a recipe-like way. As a result, children are not able to experience the fun of creativity in designing and making original things and quite a few may develop negative attitudes towards it. We hope to overcome this by giving DT the time it deserves and allowing greater freedom in the creative process.

History: We will enrich our history curriculum with stories, music, sights, sounds and smells from the past. We will, asking our community for help, gather artefacts and resources which hold fascination for the children and we will ask specialists to come in to talk. Tunbridge Wells museum has an excellent history outreach programme to connect to. Wherever possible we use first hand experiences as a stimulus for an area of study, including the use of:

- Artefacts
- Photographs
- School records

- Visits to buildings and sites of historical interest
- Oral accounts from visitors to school

History and English are very natural partners in creative planning. Children's passion for history is a strong motivation for literacy objectives – writing reports, diaries, play-scripts, drama and role play activities, letter writing, story-telling etc.

We will aim for the children to develop a good concept of chronology and for them to memorise key dates in UK and World History in order to have a reliable internalised timeline on which to build their historical knowledge, and from which to understand their origins.

Rationale:

History is popular in primary schools with many children and teachers being passionate about the subject but unfortunately the time devoted to has declined to an average of less than 5% of the curriculum. By planning thematically and rigorously, we intend to redress this problem.

Geography: Geography teaching and learning should be an enjoyable, creative and stimulating experience for everyone – after all it is about the real world we live in! Geography is about places, people and issues, both local and global, and those should be of interest and concern to everyone. We are educating young citizens for a very different and rapidly changing world and geography allows us to teach about what will be both useful and important to them in their future lives.

Rationale:

TWFS's culture of respect extends beyond learning about ourselves, our school, and our community. We intend for all TWFS children to understand how their actions can impact the people and the world around them. It is through pertinent, fascinating and purposeful geographical teaching that we will accomplish this aim.

Religious Education: RE will be covered in a slightly different way, although still through a creative and interactive approach. Where possible we will incorporate RE into our cross curricular teaching, however some areas may necessarily need to stand alone. Children will be taught that people of different religions hold a range of beliefs and that we must respect everyone whether they hold the same beliefs or not. In order to make our teaching relevant, we will encourage community members from a range of faith backgrounds to come into school and share their culture, heritage and beliefs. We will also foster links with local churches, mosques and temples in order to develop relationships with the leaders, and to visit their premises, building a greater understanding of everyone in our community.

Rationale:

Taking note of the wishes and demands of the community, and through our own carefully considered consultation, we agreed upon the validity of forming a non-faith-based school. This is not because we are in any way anti-faith, in fact members of our steering committee do have strong affiliations with their own religious communities. Instead it is because we have chosen to follow the route of religion being taught as a 'subject' within the curriculum. Children from religious homes will receive their specific, relevant religious education through their church (or equivalent) teaching and groups. We respect the core values and strong morality that different faith-groups uphold; indeed these form the basis of many of our expectations for TWFS children's behaviour. However we don't intend to affiliate ourselves with any particular faith; we will instead provide a broad and balanced RE curriculum.

5. Physical Development

Physical development is divided into two distinct branches, equally important in the education of a well-rounded child.

Fine-motor control will be directly addressed in numerous ways from Foundation Phase through to upper primary, where it will incorporate progressively more intricate detail and the use of increasingly advanced skills.

Gross-motor development will be met through the broad coverage of the physical education curriculum. In cases of children experiencing difficulty, early identification and excellent intervention programmes will be used, such as the successful Jump Ahead scheme. Write Dance will be used in the Foundation Phase (and beyond where required) as a link between fine and gross motor development, where children enjoy the experience of music, dance, huge pattern making leading to smaller-scale creative expression on paper.

Our PSHE teaching will also play an important part here, as we have high expectations of good sportsmanship for our children. They will learn to;

- develop and cultivate their own skills and strengths, without becoming boastful
- play as a successful member of a team, listening to others, and supporting team-mates.
- encourage those less skilled than themselves
- support and praise those with specific strengths and sporting skills

Rationale:

Many adults have painful memories of P.E. from their childhood. Being made to feel inadequate, or to perform unachievably difficult physical activities, have often left behind a sense of failure. As expressed multiple times already, we intend to equip our children with the skills to tackle their learning in such a way as to feel successful. P.E. is not every child's strength, however all children can be successful in some form of physical activity, and it will be our aim to identify and promote these skills.

6. Creative Development

The Wells Free School curriculum will be enriched with thrice-yearly productions, which will pull together learning from all areas of creative development. In addition to this, learning from all other subject areas will be able to be showcased where appropriate through wonderful visual displays of all aspects of the children's artistic creation.

We intend to give children a purpose to their learning, and, as mentioned above, a genuine audience. TWFS children will be taught from the very beginning how to be confident, self-assured individuals, and how to demonstrate these skills to others. Our productions will incorporate drama, music and dance; children will be able to compose and perform their own ideas, thereby bringing true purpose and reason to the cross-curricular learning in literacy, music, and dance lessons, to name but a few.

These will be whole-school productions, which again encourage and place emphasis on the excellent working relations fostered between older and younger children.

Rationale:

As with physical activity, we believe every child has the potential to be creative, and it is our duty to offer a broad range of creative opportunities from which children can explore their potential. Outstanding teaching (often provided by experts) will ensure children learn the skills and techniques required to excel.

Curriculum Enrichment

At The Wells Free School we will provide further enrichments to the CLJ curriculum as a timetabled part of the school day:

Modern Foreign Language Teaching from R to Y6: TWFS curriculum is distinctive in its commitment to enrich children's learning through the addition of regular MFL sessions. We are excited to be able to offer this enhancement opportunity, particularly in the light of the broad range of languages that play a part in our immediate community. As detailed in section D7, Tunbridge Wells plays host to a wide number of small immigrant communities, whose experiences and language skills we look forward to capitalising on.

10% Facilitated Child-Led Learning. In fact 10% of the timetable (Friday afternoon) will be given to the children to lead their learning in the direction of their own choice. This will be a time for children to develop their own interests and may involve working individually or in small groups. Of course what the children will really choose to work on will be up for them to decide, but might be along the lines of:

- Taking part in local or national competitions – art, poetry, creative writing, dance, design
- Developing a database of dinosaurs
- Raising money for charity
- Creating a tapestry, mural or sculpture
- Developing a recipe book
- Producing a detailed work of reference on World War II fighter planes
- Producing a fanzine for the pop star of the moment
- Writing and rehearsing music, drama or dance
- Developing a computer programme
- Model making

There will be very high expectations of the children's outcomes in these sessions and children will be expected to present their work to the class on completion. Exceptional work will be presented in assembly.

Extensive use of Outdoor Space: In line with much recent research, TWFS believes in the importance of having an active indoor/outdoor policy, with busily used outside classroom areas. We will provide excellent, well-resourced outdoor space, fully kitted-out for any kind of activity, and partially covered to enable year-round usage. Children will be expected to keep wellies and waterproofs in school at all times, so that outdoor learning can be accessed by all. (Inclusivity will be ensured, as spares of everything will be kept in school, and provided in the case of need.)

Frequent exciting and relevant school trips: These may take place at the start of a project, to provide the ‘wow’ factor, and to stimulate children’s interest and inquisitive, questioning skills. Equally, trips may occur at any phase throughout topics to enhance the learning at the time, or indeed at the culmination, to provide a satisfactory or eagerly anticipated conclusion.

Trips will be made manageable and affordable by carefully researching available options, and wherever possible, using our own community as a base from which to explore. We are extremely lucky that within a 30 mile radius of our locality we can access a wide range of sites to visit; from castles and museums, to the coast and even London. Many of these attractions are National Trust properties, which for an extremely minimal cost to the school, allow unlimited free access to the children.

Community-led enrichment programme: We want things that are important to our community to have a place at our school. This may be in the form of shaping our curricular themes, or as a focus for the curriculum enrichment programme. For example, Tunbridge Wells is hoping to re-instate the town carnival to promote community spirit. This could present a wonderful chance for our children and we would devote time and resources through the enrichment programme.

We will also encourage a strong emphasis on activities and skills to be taught by experts in their field from the community whether to support curricular themes or to enrich our curriculum. There will be a number of benefits to this, both for the children and for the school as a whole.

- Activities taught by experts are delivered in a passionate and inspiring manner, which is more likely to connect with the children
- Children are exposed to a wider range of activities than would usually be the case in primary schools

Whole School Productions: Thrice yearly whole-school productions will be held as a purposeful culmination to children’s learning. These will be produced to a high standard and performed to, and in conjunction with the whole community

We will also be providing a comprehensive range of voluntary lunchtime and after-school activities. These will provide a broad and eclectic range of free and low-cost activities to be provided by community volunteers, teachers and specialists. For more details of these, please see D2.

The Classroom Environment

In order to fully support our teaching through the six areas of learning, all classrooms throughout the school will be arranged in a way to highlight these

areas. In the Foundation Phase learning will occur in and around these physical areas, which will provide a spring board from which the children can commence, support, and further extend their own creativity. Further up the school these areas will provide more of a guide and a resource where children can access materials and visually stimulating displays, confident in the knowledge of where to locate everything they need.

Children will be encouraged to be as independent as possible. To facilitate this, furniture, cupboards, storage boxes and drawers will be labelled with written and pictorial descriptions of their contents. It will be expected of everybody working within the school – children and adults alike - to take responsibility for all resources used. Individuals will need to protect and respect all property, keeping things tidy and organised so everyone can share and efficiently use all resources. Benefits of this are far-reaching; time will not be wasted searching for missing or misplaced items, money will not be wasted replacing or replicating materials unnecessarily, and children and additional adults will be able to help in the setting up and tidying away of sessions.

Walking into The Wells Free School, children, parents and visitors will be embraced within stimulating yet beautiful surroundings. TWFS children, adults and wider members of the community will all contribute towards making the school warm, welcoming, informative, attractive and most importantly, serve a purpose. Displays will all be clearly explained, interactive, multi-disciplinary and multi-sensory where possible.

Rationale:

We believe clear, structured surroundings, and continuity throughout the school will facilitate TWFS children's ability to successfully initiate their own learning.

Small Class Sizes

Our community engagement programme (D7) has shown a strong parental desire for smaller class sizes. This is strongly backed up by the voice of teachers who know they could and would be more effective if spread less thinly.

A review of research, particularly that carried out by the Institute of Education, has shown the following benefits of smaller class sizes.

- Greater children's academic attainment over Reception year (and beyond if class size remains small). This is especially evident in literacy with children who are most in need academically.
- Smaller within-class groups. Smaller classes lead to smaller groups within the class. The smaller the group the more intense the engagement of all

participants, the better pupil concentration and the higher the quality of pupils' work.

- More time spent actually teaching. Less procedural talk, less social and disciplinary interactions. Greater depth of curriculum coverage.
- Large classes present more challenges for classroom management, pupil control and marking, planning and assessment. Blatchford, P. (2003)
- More individual support for reading (children in large classes are heard read by their teachers less often and for less time).
- More teacher to individual pupil contact
- In smaller classes children are more likely to interact with their teachers on a one-to-one basis and the child is more likely to be the focus of a teacher's attention.
- In smaller classes it can be easier for teachers to spot problems and give feedback, identify specific needs and gear teaching to meet them, and set individual targets for pupils. Teachers also experience better relationships with, and have more knowledge of, individual pupils. Blatchford, P. (2003)
- Pupils are better behaved and are more engaged in the process of learning. There is less pupil inattentiveness and off-task behaviour, especially in terms of being disengaged from allocated work. There is a significant relationship between class size and distractibility. Children in larger classes spend more time off-task, interacting with peers.
- In classes of 30, low-attaining students were nearly twice as likely to be disengaged as they were in classes of 15 (Viadero, 2008)

This research illustrate why we believe that smaller class sizes are fundamental to our ethos and for delivering our vision.

Collaborative & Specialist Teaching

Teaching in TWFS will be exemplary, as we believe inspirational teachers create the best learners. As demonstrated in our financial model - despite the tight constraints of funding - we are prioritising skill and experience over cost, as this is an area we will not compromise on.

We have been offered the active support and involvement of local Head Teachers, including one who is **National Leader of Education**, and now Head of one of the first National Teaching Schools in the country. He has told us his school

“would be very happy to work with [TWFS] giving guidance with quality of teaching. [...] as a National Teaching School my own school is not only exemplary, but also my staff (and myself) are available to support, guide and advise colleagues [...] in the interests of providing excellent opportunities for

all pupils in the town.”

Children learn best when taught by people with a passion. Our teachers will bring their own passions to the school, but will also collaborate with each other; local primary and secondary schools; local businesses, specialist peripatetic teachers, parents and skilled members of our community to ensure our children are taught by people who are eager to pass on their enthusiasm for the subject and their love of learning.

Teachers who foster creativity have a set of beliefs and attitudes which will be encouraged and developed at our school. They:

- encourage students to learn independently
- take problems and questions raised by pupils seriously
- delay judgement of students’ ideas
- encourage flexible thinking and tolerate ‘sensible’ errors
- promote self-evaluation
- help students learn to cope with failure and frustration
- reward courage as much as being right
- focus on the learning process, not simply on the result

This behaviour leads to divergent thinking and openness and a tolerance for ambiguity in the classroom. Motivation and focus and commitment then grow through self-evaluation. Creativity needs both a specific and a general knowledge base. This is stimulated by teachers who:

- encourage the development of special interests
- have a cooperative, socially integrative style of teaching
- do not neglect mastery of factual knowledge
- offer opportunities to work with a variety of materials
- ask ‘why’ questions to stimulate the study of cause-effect relations
- instruct pupils in the processing skills used to analyse and synthesize problems
- allow for sustained occupation with a special activity

Support Staff

We value the contribution of teaching assistants extremely highly, and intend to maximise our use their skills to broaden our provision. To do this will necessitate getting to know them well, finding out about their strengths, interests and skills, and also training them appropriately to be the very best they can be. Children can form close bonds with the adults in the classroom, so it is essential that all TAs have exemplary interpersonal skills, and are able

to communicate extremely effectively, both with the children and their colleagues.

Teaching assistants will work alongside class teachers, specialist teachers, and homeroom tutors, ensuring continuity, consistency, and smooth-running of daily 'housekeeping' jobs. In addition we foresee them fulfilling the following roles:

- Helping to facilitate effective delivery of the taught curriculum and follow-up activities (e.g. working alongside individuals and groups to focus their attention, challenge their goals, and maximum potential learning)
- Work effectively one-to-one and with small groups, to provide specific intervention, and to boost outcomes
- Helping to facilitate child-initiated learning (having an excellent knowledge of how to encourage and stimulate the children's own ideas, and how best to resource any practical activities)
- Role-modelling positive behaviours (including playing the role of 'stooge' to illustrate specific aspects of learning, or highlight deliberate mistakes)

In addition our HLTA will:

- Be qualified and competent to provide a small amount of PPA cover where required
- Be responsible for delivering before-school booster groups, including Jump Ahead and Write Dance programmes

Skills for the future

We understand that children need to be equipped with the knowledge, understanding and skills needed to succeed in their adult lives. We will focus on teaching the key skills (including interpersonal skills/relationships/and other vital, non-academic skills) needed in the 21st century to prepare our children for secondary school and beyond. Some of the outcomes we expect TWFS children to aspire to, are to:

- see, seek and seize opportunities
- become innovative, confident, divergent thinkers
- process, assimilate, discriminate, disseminate and evaluate information
- create their individual way in life
- become independent and self-motivated learners.

D2: Provide a coherent and feasible school timetable and calendar

Intended outcome: To devise a curriculum, timetable and calendar that promote the motivation and enthusiasm of children, thereby securing wellbeing and promoting learning.

The Wells Free School Curriculum Model

Although the curriculum will be taught creatively in themes rather than by subjects, time allocation to each subject area within a theme will be carefully monitored and reviewed by the Principal and Governors.

Below is a broad demonstration of TWFS curriculum model. Numbers represent the percentage of time spent on each subject area over the academic year.

Year Group	The Wells Free School Curriculum Model							
	English	Maths	K&U Science	K&U Other	PSHE	Creative	Physical	Enrich
R	20%	20%	10%	5%	10%	15%	10%	10%
1	20%	20%	10%	10%	10%	10%	10%	10%
2	20%	20%	10%	20%	5%	7.5%	7.5%	10%
3	20%	20%	10%	20%	5%	7.5%	7.5%	10%
4	20%	20%	10%	20%	5%	7.5%	7.5%	10%
5	20%	20%	10%	20%	5%	7.5%	7.5%	10%
6	20%	20%	10%	20%	5%	7.5%	7.5%	10%

- Appropriate emphasis will be given to the core subjects of English, Mathematics and Science. This will total 50% of the time available in all the year groups
- Creative planning effectively *increases the time available* to each subject. For example a literacy objective to write in the style of a diary could be linked to a history objective to research the lives of Victorian housemaids. The children research the subject and then write the diary of a Victorian housemaid. This has a positive reciprocal effect for both subjects: increasing the time available for the history curriculum and adding a sense of purpose to the literacy curriculum. For simplicity's

sake this is not reflected in the above model but it will have the effect of significantly increasing the amount of time available to the Knowledge and Understanding area.

- Differences between Foundation Phase and Primary Phase percentages can be explained by the requirements of their different maturity. For example children in the Foundation Phase will receive a greater percentage of taught time on PSHE. This is because we believe in giving early attention to creating excellent patterns of behaviour, and understanding of self and others. This in turn helps children develop into socially and morally conscious individuals, capable of controlling and managing their own personal development.
- Percentages given reflect coverage over an academic year. It is in the nature of creative planning that subject areas are taught in larger blocks of time. For example, History may be taught in one term, Geography in another.
- Physical education is consistently above the National Curriculum guideline of 5%. This reflects our commitment to health and wellbeing.

Organisation of the School week and day

The TWFS's timetable will be distinctive. Firstly we propose to have Friday afternoons as 'flexible learning time', so that each family can choose to use the time in a way that best suits them. TWFS is unique in Tunbridge Wells for offering some flexi-schooling. This will give families the chance to spend time together, go on trips/outings, and extend their own learning. We believe children need time simply to be children, and to pursue their own interests.

Secondly, the school day runs slightly earlier than other primary schools beginning at 8:45am and ending at 3:05pm. This is primarily to ease the pressure on parents with multiple drop-offs, but also leaves a good length of time after school for children to enjoy what's left of the afternoon with their families. (For children making full use of our full extended day there will be the option of dropping off at 8:00am and picking up at 4:00pm).

Thirdly, by being a school without specific religious commitments, we are able to use our Assembly time more creatively. Assembly themes can incorporate RE, PSHE and Citizenship themes, as well as facilitating whole-school collective worship.

Our timetables demonstrate how cross-curricular themes predominate across each day, allowing for extended continuation of learning. As well as allowing children time to develop ideas, and reach satisfactory progress in their activities, these extended sessions provide plenty of time for plenaries to consolidate learning objectives, and to receive effective feedback.

Example Year One Timetable:

FRI	THUR	WED	TUE	MON	
	Before School Clubs				8:00am
	Home Room				8:45am
	Mental Maths Skills				9:00am
	ICT Room	Theme	Theme	Theme	9:15am
	Theme	Phonics / Write Dance			10:15
		Assembly			10:30am
		Playtime			10:50am
	PE	MFL	Theme	Theme	11:10am
	Theme	Theme	MFL		
		Lunch			12:00am
		Home Room – Shared reading			1:00pm
	Flexible Learning inc. Golden Time	Theme	PE	Theme	1:20pm
		Theme	Theme	Music Room	
				MFL	
		JAM (Just A Minute)			2:55
					3:10 to 4:00 pm
					After school clubs

Example Year Six Timetable:

FRI	THUR	WED	TUE	MON	
	Before School Clubs				8:00am
	Home Room				8:45am
	Hand-writing & Spelling	Number Facts	Maths	Hand-writing & Spelling	9:00am
	Theme	Theme	Theme	Theme	9:30am
		Assembly			10:30am
		Playtime			10:50am
	Theme	MFL	PE	MFL	11:10am
		Lunch			12:00am
		Home Room Shared reading			1:00pm
	Flexible Learning Time Including Golden Time	PE	Theme	Theme (Science focus)	1:20pm
		Theme	Theme	Theme	
		Theme	ICT Room	Music Room	
			Theme		2:00pm
					3:10 to 4:00pm
					After school clubs

It is also clear from this timetable that we understand the importance of delivering some aspects of learning through shorter but more frequent chunks. Daily phonics and thrice weekly MFL sessions show this most effectively.

We believe it is never too early to teach children how to express themselves effectively in front of an audience. Daily JAM (Just a Minute) sessions, carefully planned to link in with specific learning objectives, and prepared by the children at home with their parents provide this opportunity admirably. Keeping this to a very short, regular and non-threatening task ensures it doesn't become too onerous, yet the children become used to and comfortable with the process. Preparing the JAM content at home ensures parents are included, and fully in touch with their child's learning.

PE is timetabled to occur twice weekly, to ensure that the hall space is available for each class on a regular basis. However, physical activity will also occur in a multi-thematic way, sometimes appearing for example in drama sessions, or frequently through outdoor activity which will figure significantly across the school, come rain or shine!

All classrooms will have a *minimum* of three computers, ensuring that there is always provision for one group of children – working in pairs – to access their learning electronically. This is important, given that the majority of daily life in secondary school and beyond will encompass technology, and it also extends the range of activities the teachers can plan for and include in the children's learning on a daily basis. In addition to this, every child in the school will have time in the ICT suite, for specific, dedicated ICT teaching.

Playtime - in keeping with Homeroom time – will integrate children from all age groups. This further develops our nurturing ethos, as older children can look out for the younger ones, carrying out a buddy system, and teaching them different playground games. Alongside this nurturing aspect, we will still be attentive to the differing needs of the children. Zoned areas will be provided in the playground for specific activities, designated for quieter or more rambunctious activities. This will ensure the safety of smaller or more vulnerable children, as well as assuring them of the legitimacy of enjoying a range of pastimes.

Organisation of School Terms

There will be six school terms a year. The length of each term will be kept as even as possible being of either six or seven weeks followed by a holiday of two weeks. In August the holiday will be extended to three weeks. This provides 39 term-time weeks per year (195 days). 2 bank holidays and 3 inset days fall in term-time giving 190 child attendance days. The remaining 2 inset days fall on the Thursday and Friday before the start of Term 1 (not shown on calendar). This brings teacher attendance days to the guideline of 195.

We will overlap with Kent County Council half term breaks and holidays as far as possible to ease the logistical problems for parents who have siblings at other schools. However, the Summer mid-term break will move away from the traditional late May bank holiday and allow a much more balanced term 5 and 6 and an excellent opportunity for an off-peak mid-June family holiday.

The Wells Free School: 2013 – 2014 Calendar																												
September 2013							October 2013							November 2013							December 2013							
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	
						1		1	2	3	4	5	6					1	2	3							1	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29		
30														30	31						30	31						
January 2014							February 2014							March 2014							April 2014							
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	
				2	3	4	5						1	2						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30					
														31														
May 2014							June 2014							July 2014							August 2014							
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	
				1	2	3	4						1		1	2	3	4	5	6					1	2	3	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	
							30																					

Rationale:

Terms of 6 or 7 weeks followed by a 2 week break allow children to work hard, and then have proper rest and time to consolidate their experiences. Learning will be spread evenly over the school year, and by having shorter terms, children are less likely to become over-tired and unwell. By having slightly different holiday dates, we are enabling families should they wish, to get away at times that are less costly. It is important to point out that all TWFS holiday dates (other than summer half term) overlap with state-school dates, in order to help families who have children at more than one school. Our short summer break will counter the well documented loss of momentum and attainment dip (particularly noticeable in reading levels in lower attaining children) over the long traditional summer holiday.

Pupil Groupings

The flexibility of this will allow TWFS to be distinctive by having some mixed-age groupings as well as same-aged groups. For child-initiated time there will be even more flexibility for children to move around the school, to access the materials they need, and to work with older/younger children if they choose.

Within classes, teachers will have the flexibility to group children according to their discretion, based on the most appropriate demands of that particular session. This isn't possible to demonstrate on the timetable, as it will be a transitory model, allowing for re-grouping to occur on a daily / weekly or topic-linked basis.

Rationale:

By facilitating flexibility of groupings, and indeed provision of Homerooms incorporating mixed age groups, we are enabling our school's organisation of pupils to reflect and enhance our ethos. By placing the wellbeing of the child at the heart of everything we do, we will embrace difference, and not be constrained by 'the way things have always been'. It is important to note at this point, that our level of flexibility is only possible due to the small scale of our proposed school. We won't need to run the risk of having hoards of children roaming the corridors, since smaller numbers are far easier to supervise and oversee.

Studies have shown that in some areas of learning children make better progress when working in single-sex groupings (Riordan 2009). This is due to gender differences in learning and behaviour, caused by male and female brain development differences. By separating the children, teachers are better able to meet their needs according to the developmental trajectory of the different genders. Gender separation can also help alleviate some of the stereotyping expectations that exist between children, enabling both girls and boys to reach their full potential.

Other groupings may also be used on a regular or sporadic basis. For example, in some areas learning can occur more effectively in streamed-ability (allowing work to progress at an appropriate pace) or mixed-ability groupings (enabling peer-support and role-modelling to occur). The class teacher is best placed to make these decisions, based on his/her expertise and excellent knowledge of the children both individually and the class as a whole.

Vertical Groupings – The Homeroom

Morning and afternoon registration (home room time) will happen in mixed age groupings, as well as some of the cross-curricular and child initiated sessions.

Vertical Homeroom Groupings will necessarily take a number of years to establish, as the school builds up to having full numbers. Initially we will work

on a two-year rolling programme, ensuring that each Homeroom grouping stays together with their Tutor, unbroken for the duration of the two years. As numbers build, a few very minor adjustments will have to be made, to accommodate new intakes, and additional teachers. This will also allow for flexibility in the case of any conflicts of interest, children being unhappy with their peers or placement, or other necessary changes to balance the class equilibrium.

For the first two years, the Headteacher will also be a Homeroom Tutor, which a) further enables him/her to have an excellent knowledge of, and relationship with many of the children and their parents, and b) facilitates having groups of just 15 in each Homeroom in the initial year, which has many subsidiary benefits. (See discussion on small class sizes.) This pioneering process will be under continual review to ensure its success, and to provide constant updating and amending where necessary.

Pupils will be allocated to Homeroom groups on a random basis, ensuring a minimum of four children per year-group are in each Homeroom (see table below). We have considered the argument that having just four children per year group is too few, and could lead to difficulties with peer groups if the children don't all gel. However we believe that the far-reaching benefits of our mixed-age groupings greatly outweigh any potential negatives, especially when it is considered in terms of the comparatively short amount of time that is spent in the Homeroom. Below is a demonstration model of the first 5 years, to give an idea of how the system will work.

Yr	Head Teacher	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7
1	4/5 children from years R 1 2	4/5 children from years R 1 2	4/5 children from years R 1 2	4/5 children from years R 1 2				
2	4/5 children from years R 1 2 3	4/5 children from years R 1 2 3	4/5 children from years R 1 2 3	4/5 children from years R 1 2 3	4/5 children from years R 1 2 3			
3		4/5 children from years R 1 2 3 4	4/5 children from years R 1 2 3 4	4/5 children from years R 1 2 3 4	4/5 children from years R 1 2 3 4	4/5 children from years R 1 2 3 4		
4		4/5 children from years R 1 3 4 5	4/5 children from years 1 2 4 5 R	4/5 children from years 2 3 5 R 1	4/5 children from years 3 4 R 1 2	4/5 children from years 4 5 1 2 3	4/5 children from years 5 R 2 3 4	
5		4/5 children from years R 1 3 4 6	4/5 children from years 1 2 4 5 R	4/5 children from years 2 3 5 6 1	4/5 children from years 3 4 6 R 2	4/5 children from years 4 5 r 1 3	4/5 children from years 5 6 1 2 4	4/5 children from years 6 R 2 3 5

How will 'Homeroom' differ from the 'classroom'?

As with all standard state primary schools, children at The Wells Free School will (on the whole) be grouped according to age, and assigned to a class teacher for the duration of an academic year.

Pupils will be allocated to classes on the basis of their date of birth. This is primarily to fit in with accepted practice, both when leading in from nursery, and when leading on to secondary school. This system will be effective since compulsory schooling is a requirement of all children over the age of five, in addition to it being the most effective way to feed into the secondary system. However as detailed in section D1, we are very aware of individual children's varying developmental progression. We have therefore developed our timetable to be extremely flexible, allowing for different groupings according to specific need, ability or interest, in order to meet and extend each child's full potential.

In the case of children being grouped in ways other than by DOB, it will be purely on the basis that the revised grouping is the best possible way to extend the children's learning. Everything will be justified by thorough assessment and regularly reviewing children's progress; in conjunction with (where appropriate) the SENCO, the parents, the Homeroom tutor and the child itself.

The **class teacher** will be responsible for all the usual aspects of running a class, for example:

- Providing general academic curriculum coverage
- Tracking academic achievement
- End-of-day home contact – two-way dialogue with parents about any issues arising (both positive and constructive)
- Organising class assemblies
- Organising class trips
- Organising and setting up their classroom, including the majority of the display boards
- Updating the class web page

In addition, each child will be assigned to a **Homeroom** for morning and afternoon registration. These Homerooms will be made up of mixed age groups, and will on the whole stay together for at least two academic years. The Homeroom tutor responsibilities will be of a more generalised nature, focussing mainly on aspects of whole-school interest, and building relationships within the broader spectrum of the school. For example:

- Registration
- Home and nursery visits
- Sharing notices and informing children about daily / weekly activities throughout the school

- General day-to-day housekeeping issues (e.g. receiving money & permission slips etc.)
- Start-of-day home contact (e.g. receiving letters from parents or speaking about any general school issues)
- Updating the Homeroom web page

The Homeroom tutor will also take responsibility for any individual reading the children may be doing, and guide them in their selection of independent reading material.

Home and nursery visits are considered to be extremely important in the initial introduction of the child to TWFS. By using Homeroom tutors to do these visits, we are ensuring that teachers from all points in the school are in close contact with the children, their roots and their background, further strengthening our excellent family and community ethos.

Some aspects of care will be divided between the homeroom tutor and the class teacher. This will enable first-rate transfer of information between staff about the children currently in their care, but also looking ahead to the future. For example

- Shared report writing
- Shared parent consultations (alternating on a termly basis)

Rationale:

The reasons for our vertical groupings are as follows:

- Encouraging children to get to know each other very well throughout the school
- Enabling older children to have positions of responsibility, and roles within the class that promote a supporting, nurturing environment
- Effective cognitive and social development through interacting with different aged children
- Role-modelling excellent positive behaviour and expectations, by using the older children to teach the younger ones about self-responsibility etc.
- Encouraging a culture of hierarchy of authority, enabling older children to use appropriate powers of intervention where required.
- Promoting peer-support and a love of reading, as children share books with each other, and read together.
- A strong emphasis on community and citizenship, supported by vertically grouped Homeroom time
- Mixed-age classes where appropriate (removal of assumption that all children learn best in same-age cohort groupings)

Enrichment Provision – Extended School Clubs

Philosophy – *anyone can attempt anything*

Enrichment at TWFS will occur in two main ways; firstly through our timetabled curriculum enrichment, and secondly through our exciting programme of ‘extended school’ clubs (detailed below). Timetabled curriculum enrichment will be compulsory, and includes aspects such as all children learning a modern foreign language, and all ages participating in child-led learning (detailed in D1).

Traditionally run breakfast clubs and after school care does not marry up with our ethos of putting the wellbeing of the *child* first. By this we mean we don’t feel it is necessarily best for every child to arrive at school at 8am, and stay until late in the afternoon. However we are very mindful of the difficulties and time-constraints of working parents, so have done our very best to ensure we have catered for all needs in an effective and fully inclusive way.

We have liaised with two pre- and after-school providers (St George’s and Harlequins) who currently run close-by to our proposed school site and who offer a pick-up and drop-off service. These providers are happy to include TWFS children in their cohort of attending schools.

We are planning to provide an extensive programme of ‘extended school’ clubs, which will run both before and after school on a daily basis. Children can attend any of these clubs (which will be voluntary, mainly free, and open to all) to enhance the diversity of their education. Children will be able to choose from numerous exciting, diverse, activities. They will have the freedom to choose what interests them, try things their friends have recommended, have a go at something they’ve never done before, or participate in something they wouldn’t have the opportunity to do anywhere else. In addition, some children will be guided towards clubs or activities that would specifically benefit their needs, or help them improve a particular skill.

Furthermore, we will be offering some very specific sessions run by HLTAs, and linked in to school-action intervention. These would be filled by children who had been identified by their teacher as needing early intervention and compulsory attendance would be advised, for example the excellent ‘Jump Ahead’ programme.

All teachers would be responsible for running one lunchtime club, and one after-school club that reflects their specific interests or skill set.

Rationale:

We want to empower our children to make their own choices and explore their own interests. By providing such a diverse range of activities (and having the flexibility to add to or change our provision) we hope to open children's eyes to skills, activities and pursuits they may never have thought of undertaking.

By providing a broad range of literacy, numeracy and logic-related clubs, we are offering the children a chance to improve these skills in a very informal way. Using a wide bank of providers presents a variety of role-models to our children. They will be able to see that both genders enjoy and can be proficient in all activities, and that different age-groups have different skills and expertise to offer. TWFS children will thereby become more open-minded individuals, capable of choosing their own paths, and able to justify their choices.

Example Extended Day Enrichment Timetable:

When	Run by	Mon	Tue	Wed	Thurs	Fri
Before school	Community	Word Games	Maths Games	Logic Games	Colour club	Puzzle time
	Peripatetic	Judo (£)	Piano (£)	Singing (£)	Karate (£)	Yoga (£)
	HLTA	Jump Ahead	Write Dance	Jump Ahead	Write Dance	Verbal reasoning
Lunch	Y 5/6	Rapping	Street dance	Lego club	Disco	Drama
	Teachers	Recorder	Choir	Drawing	Orchestra	Free slot
	Community	Poetry	XTB	Sewing	Chess	Gardening
After school	Secondary	ICT club	Art & Craft	Assault course	Dance	Book club
	Peripatetic	Football (£)	Hopping Fit (£)	TAG rugby (£)	Dance club (£)	Spanish (£)
	Community	Cookie club	Wii games	Wildlife club	Newspaper	Film club
	Teacher	Animation	Netball	DT	Y7 club	Hockey

Key:

Community	Linked members of our community, e.g. parents, governors, elderly etc
Secondary	Children from local secondary schools (y10 and above)
(£)	Incurs cost to family
Word Games	e.g. scrabble, boggle, articulate, taboo, crosswords
Maths games	e.g., mental arithmetic games, dice-board games etc. Children will also have the chance to make their own games, with guidance from the adults.
Logic Games	e.g. Rubik's Cube, Sudoku, mazes, tactical games etc.

Colour Club	A very calm, peaceful, relaxing and sociable club, with quiet music playing in background. Mixed ages and community members provide the children with an excellent chance to socialise with people they may not usually have the chance to speak to. Excellent club for children with behavioural issues.
Puzzle time	A range of jigsaws for all abilities, including 3-D
Art & Craft	Junk modelling / origami / Modrok etc
Book Club	Children can read quietly, browse and borrow books, share thoughts with peers, and have time, encouragement and help writing their own books.
Jump Ahead	Specific programme run for children usually on School Action register. A fun series used for early intervention of physical / coordination / balance / gross-motor difficulties.
Write Dance	Linking gross-motor to fine motor through music and dance. Used in whole- class time, but additionally and more intensively as early intervention for identified children.
XTB	Xplore the Bible
Y7 Club	An opportunity for prior-year school leavers to come back to visit their old school and maintain lasting friendships with schoolmates who have gone on to other secondary schools.
Wildlife Club	Helping maintain the school grounds to encourage wildlife, for example tidying up and litter picking, making some places to attract bugs etc, maintaining a wild garden, making fat feeders for birds plus some animal arts, crafts and games
Newspaper club	Children use ICT skills to create a termly school & community paper, with truly relevant, inspiring and excellent content. This would be sold to cover printing costs, with any profit going to a charity of their choice.

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

The Wells Free School will strive to be an inclusive school, engendering a sense of community and belonging through:

- Our inclusive ethos
- Giving all children full access to a broad and balanced curriculum
- Systems for early identification of barriers to learning
- Challenging but realistic targets for all children.

Our aim is to ensure the individual wellbeing of all the children in our school. We want all our children to achieve their full potential during their time with us. As such, we will work to ensure that our expectations, attitudes and practices do not prevent any child from reaching their potential or from accessing our provision.

The Wells Free School will provide a broad and balanced curriculum for all children. Provision for children with SEN will be a matter for the school as a whole. When planning, teachers will set suitable learning challenges and respond to the wide range of abilities, aptitudes and interests of the children in their class. Some children may have special learning needs and require particular support by the school. The Wells Free School will ensure that the necessary provision is made for any child who has Special Educational Needs with regard to the Special Educational Needs Code of Practice. Meeting the needs of individual children and groups of children will require flexible working with outside agencies.

Within the local primary schools the percentage of children with SEN with statements or on School Action Plus ranges from 3% to 19.5%, with an average of 8%. This would suggest our school can expect to meet the needs of a number of children who have additional needs. We will record the steps taken to meet the needs of these children and will ensure that the records are kept and available as needed.

Parents of children with SEN will be treated as partners, having information, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Involvement of the children in the review of their needs and the setting of new targets will be encouraged.

Identification, Assessment and Provision:

We will apply the staged model of SEN as described in the SEN Code of Practice and an SEN register will be kept. The SEN Register will provide an overview of the movement of children up and down the stages. We will record the strategies used to support the child through an Individual Education Plan (IEP). These will show the short-term targets set for the child and the teaching strategies to be used. They will also indicate the planned outcomes and the date for the plan to be reviewed, usually once a term. Children who

have emotional and social needs will be supported to boost confidence. If the IEP review identifies that support is needed from agencies, we will consult parents, and refer them to the appropriate support service.

School Action: A child is first identified as performing differently from his/her peers either academically or in another area the class teacher will monitor the child and discuss the problem with parents.

School Action Plus: Involves support from specialists, e.g. an educational psychologist. The SENCO and the class teacher seek external advice; involve the child's parents; draw up, monitor and review the IEP.

Statutory Assessment: If concerns persist and if IEP targets are not being met despite appropriate actions being taken and the actions taken, the child's parents or the school make a referral for statutory assessment. The school submits the child's SEN record; the LA may decide to issue a Statement of SEN.

Children will move down as well as up the stages, and it will not be necessary to move through each stage in turn as it will depend upon the level of provision required at the time to meet the individual's needs.

Initial concerns raised for children entering the school in Reception will be supported by the Foundation Stage Profile assessments at the beginning and end of a child's first year in school. Throughout the rest of the school the agreed assessment procedures will support teachers' concerns about a child's progress.

We will assess each child's current levels of attainment on entry into all other year groups in order to ensure that they build upon the pattern of learning and experience already established. If the child already has an identified special educational need, this information will be transferred and the SENCO and the child's class teacher will use this information to: -

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

Throughout the school a child's progress will be used as the key indicator, rather than the child's level of difficulty. The focus will be on removing the barriers to a child's progress. Provision will recognise the child's learning

characteristics, modify the learning environment and utilise a range of teaching styles.

Adequate progress will be defined in a number of ways. Progress which: -

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

The additional and different provision will be specified in an IEP, and set in the context of the general flexibility of curriculum entitlement for all children. The class teacher with support from the SENCO will plan and implement the IEP. In some circumstances it may also be appropriate to produce a 'group' IEP for particular types of intervention. A provision map will be used to set out the resources used in each year group, both adult time and activity.

We will arrange the additional and different provision required recognising the child's learning characteristics. These might include:

- Different learning materials or special equipment
- Group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor it
- Effectiveness
- Staff development and training
- Additional support from other professionals, such as speech therapists. This support could be for individual children, small groups and could also include staff training

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject.

We recognise the important contribution that external support services make in assisting, assessing and providing for children with SEN. If necessary colleagues from support services will be involved in working with children. When necessary, we will purchase support from Educational Psychologists to advise class teachers on teaching and behaviour strategies, as well as assessing individual children and providing help and advice to parents. We

will also work with another local school. The Principal will liaise with the social services and the Education Welfare Service, for instance if there is a concern for a child's safety, welfare or attendance.

Children with SEN will be, as far as is practical, fully integrated into mainstream classes. Every effort will be made to ensure that they have full access to the mainstream curriculum and are integrated into all aspects of the life of the school. When children are taught in mixed ability groups activities will be differentiated e.g. by task, by outcome or by support given. They will be supported by an additional adult, a Teaching Assistant or volunteer helper whenever possible who will work under the guidance of the class teacher and SENCO. All children in the class will work with a Teaching Assistants in small groups at some point during the school week.

A combination of teacher assessment and tests will be used to assess the level of progress and performance of SEN children. This evaluation will be carried out termly against each child's IEP targets and will involve all members of staff that work with that child, and parents. Tests used will be detailed in the school's assessment policy.

Roles and Responsibilities

Governing Body: The Governing Body, having regard to the Code of Practice will:

- Ensure appropriate provision is made for any child with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN provision
- Ensure that children with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy

The Principal: The Principal will be responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Principal, who will also have the role of SENCO, will keep the Governing Body informed of all developments with regard to SEN.

The SENCO: The role of the SENCO will involve:

- Overseeing the day to day operation of the school's SEN policy
- Ensuring an appropriate budget allocation to meet SEN
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Monitoring the progress of children with SEN alongside the class

teacher

- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEN, ensuring that relevant background
- Ensuring information about individual children with SEN is collected, recorded and updated
- Overseeing the creation and maintenance of provision maps
- Maintaining the SEN provision register
- Liaising with parents of children with SEN
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Overseeing the child profile, IEP and review process for both statemented and non-statemented children

Class Teachers: Class teachers will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, children with SEN
- Work with the SENCO to decide the action required to assist the child to make progress
- Work with the SENCO to collect all available information on the child
- Develop and review IEPs for children
- Work with SEN children on a daily basis to deliver the individual programme set out in their IEP
- Develop effective relationships with parents
- Encourage children to participate in decision-making
- Continuously assess a child's progress and identify the next steps to learning
- Keep parents informed of their child's progress
- Work with the SENCO to identify their own specific SEN training needs
- Be involved in the development and review of the school's SEN policy

Teaching Assistants: Teaching Assistants will:

- Provide relevant support to identified children
- Develop positive working relationships with parents and other professionals

- Assist with the recording, monitoring and evaluation of children's progress
- Assist with the identification and preparation of appropriate resources
- Attend liaison and team and meetings as necessary
- Work alongside the SENCO and teaching staff in the preparation of IEPs
- Undertake appropriate training

Children: We will actively encourage the involvement of children in their education. We will:

- Involve the child in decision making regarding the methods by which their individual needs will be met
- Talk about the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) with the child
- Encourage the child to comment on his or her SEN provision through an appropriate medium
- Involve the child in the implementation of the IEP
- Aim to further develop the child's self-confidence and self-esteem, as necessary

Parents/Carers: We will encourage and recognise the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We will:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend all review meetings
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) with the parent/carer providing them with a copy of the IEP
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their IEP
- Encourage the parent/carer to comment in writing on their child's SEN provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEN provision

Gifted and Talented Children

We will plan our teaching and learning to enable each child to reach the highest level of personal achievement. We will recognise and support the needs of those children in our school who are identified as 'gifted' and 'talented' according to national guidelines. We will keep a register of gifted and talented children. Children may move on and off the register over time as they develop at different rates to their peers.

No one method of identification can be entirely accurate therefore we will endeavour to obtain as much information about individual children as possible. The methods will be:

- Information from any previous settings
- Internal and external assessment and testing
- Teacher/parent/peer/self-nomination
- Advice from outside agencies eg The National Association for Gifted Children

We will aim to:

- Enable children to develop to their full potential supporting their abilities, personal qualities and talents
- Encourage children to think and work independently and give them opportunities to generate their own learning
- Ensure that we challenge and extend the children
- Provide additional activities beyond the everyday timetable or signpost available activities
- Train staff to provide for these aims to be achieved

Roles and Responsibilities

The Governing Body will appoint a link governor for Gifted and Talented children to ensure the effective support for the children is being delivered.

Gifted and Talented coordinator: This role will be carried out by a senior teacher liaising with the Principal/SENCO. The coordinator will;

- Coordinate and champion our response to meeting the needs of G & T children
- Establish mechanisms for coordinating and monitoring progress of the children
- Raise awareness amongst all staff of their role in the identification of more able children
- Establishment of a register of more able children

- Arrange professional development for staff when needed
- Develop teaching and learning strategies that take account of differentiation, enrichment and extension.
- Audit enrichment and extension opportunities provided by the wider community
- Evaluate the progress made by children and provision generally on an annual basis
- Encouragement of children to enter relevant local and national events, including residential courses and competitions.
- Provide discreet pastoral care (where required) on an individual basis.
- Provide mentoring, where appropriate.
- Provide opportunities for more able children to work together.
- Encourage the recognition, celebration and rewarding of achievement of all children.

Class Teachers and Teaching Assistants: The class teacher will provide:

- Enrichment/extension activities as part of normal differentiated provision
- Facilitate opportunities to work with similar children
- Differentiation to provide activities requiring higher order thinking skills.
- Challenge the thinking of the child
- Clearly defined support of a teaching assistant

Children with disabilities

The Special Educational Needs and Disability Act 2001, the Disability Discrimination (Amendment) Act 2005 and the Equality Act 2010 all require that a child should not be treated less favourably because of a disability. Close attention will be paid to ensure inclusion and equality of opportunity for all children and that a child is not treated less favourably for a reason related to a disability, whether sensory or physical.

Our aims will be to:

- Increase the extent to which disabled children can participate in the school curriculum.
- Improve the physical environment of the school so as to increase the extent to which disabled children are able to take advantage of the education provided by the school.
- Improve the delivery to disabled children of information which is

provided for children who are not disabled.

Our objectives will be to:

- Ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs
- Ensure that, as far as reasonably practicable, needs of children with disabilities are met in terms of the physical environment of the school.
- Ensure that written and other communications with children take into account the needs of those with disabilities.

Implementation

- Access will be enhanced by the effective deployment of Learning Support Assistants and by deploying multi-sensory techniques as appropriate.
- Training activities will be arranged for staff as appropriate.
- The support of outside advisers will be sought to enhance the knowledge and techniques of staff.
- Advice will be provided to staff external agencies (LA) to ensure that, as far as reasonably practicable, disabled children have access to all practical, expressive and physical activities.
- Advice will be provided to staff by on suitable classroom layouts external agencies (LA) to accommodate the needs of disabled children.
- Staff will take account of mobility difficulties in the movement of children into, out of and around the school.
- As far as is reasonably practicable, all children will have the opportunity to participate in activities and educational visits irrespective of disability.
- All children will take part in lessons and projects that educate the whole school community on disability
- The school buildings provide access for disabled children, as far as possible
- Emergency evacuation procedures will be in place to provide 1:1 supervision of disabled children
- Transport to off-site facilities and for educational visits caters for disabled children
- Information will be made available in an appropriate form to children and parents who may have difficulty with standard printed information.
- Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities.

Use of ICT

ICT will be used to help meet the requirements of the Code of Practice to record details of a child's needs, the particular provision that is being made

and the child's progress. ICT will be used to support the Wells Free School in meeting our duties outlined in the Code of Practice in a number of ways, to communicate with parents or carers, LA support services and other agencies. ICT will be used as a tool to:

- Assess children's abilities
- Assist in the administration of the SEN Code
- Provide direct support for children with special educational needs
- Access information, advice and support

The benefit of using an ICT for staff is that the analysis of data will be presented in a clear form, without the need for teaching staff to spend time on detailed analysis. The analysis will detail how children are progressing in particular areas of the curriculum.

A particular advantage a computer network is that it will allow all teachers to share responsibility for individual children's special needs and IEPs while providing the SENCO with an overview. Internet access will allow teachers and teaching assistants to find web sites offering information and advice strategies to support children with special needs.

We will be committed to the use of ICT which promotes the teaching and learning of children with SEN and disabilities to provide increased curriculum access.

We will provide additional access to ICT and to specialist equipment and materials to meet identified learning outcomes. These may be in the form of -

- Word processing with spell-checkers and speech feedback
- Word banks with graphics clues either on screen or on an overlay keyboard, providing instant access to specialist vocabulary
- Disabilities as well as specific programs to support access to the curriculum
- Software designed to reinforce spelling, memory or numeracy work
- Information-handling programs with their emphasis on describing, classifying and analysing, provide opportunities for language development.
- Alternative methods of input to the computer such as switches, touch-screens, joysticks and trackerballs
- Multimedia presenting information in a variety of ways creating opportunities for learning not dependent on the written word.
- Symbol processor links symbols to words, making written information more accessible, e.g. Communicate in Print

Additional Considerations for children with EAL

The language of the school's curriculum will be Standard English. The aim of our EAL (English as an Additional Language) provision will be to successfully bridge any gap in fluency in English between children for whom English is the language of communication in all spheres of their life and those children for whom English is simply one of the languages of communication in their lives. The variety and diversity of the languages that the children bring to the classroom and to the school will be respected. We recognise that the provision for EAL is different to that of SEN and adaptations to the curriculum will be planned and provided for.

In the eight primary schools within the area the percentage of children for whom English not as a first language ranges from 6.4 % to 31.3 %. This would suggest that amongst the intake for the Wells Free School there will probably be children for whom English is a second language. We have already engaged with local foreign language family groups and would hope to continue the link to support children and families within our school. We will also seek advice from a teacher with specific experience in working with children for whom English is an additional language.

Additional Considerations for children in care

We will work alongside social workers and other professionals to ensure that each looked after child has a current Personal Education Plan (PEP) in place which includes challenging targets. This is an effective tool to help us do everything possible to support the young person's educational progress. In addition we will:

- Closely monitor the academic, social and personal progress of all looked after children
- Ensure that Personal Education Allowance (PEA) money is accessed and used to provide additional, personalised support to improve outcomes for looked after children
- Challenge negative stereotypes
- Ensure discretion when addressing a child's care status and the background and family history of children who are in care, especially surrounding teaching and learning relating to the family
- Ensure a clear protocol is followed in the sharing of information, both within school and with outside agencies

Additional Considerations for children from deprived backgrounds

Breaking the link between poverty and educational achievement is one of the hardest and most persistent problems to overcome. Section D7 shows evidence that the gap between educational outcome between FSM children and their peers is the highest in Tunbridge Wells across Kent. At TWFS we will use the Pupil Premium and a full range of strategies to tackle the barriers which face children from deprived communities and seek all ways possible to improve their chances of success.

Deprived families have to contend with lack of money and all it can buy including books, visits to interesting places, museums, theatres, exhibitions and experiences of the wider world, a desk and a computer. These and thousands of other small privileges are the educational benefits that money can buy and deprived children may miss out on.

Also children living in deprived communities face a cultural barrier which is in many ways a bigger barrier than material poverty. A barrier of low aspirations and scepticism about education and the feeling that the education system will let them down.

We will ensure that the Pupil Premium is claimed as widely as possible for pupils from deprived backgrounds. We will be guided by the findings of the Sutton Trust's "Toolkit of Strategies to Improve Learning: Summary for Schools Spending the Pupil Premium" to maximise the effect of this money on pupil achievement. The high impact approaches suggested by this study are very much part of teaching for all pupils at the TWFS:

- Effective Feedback
- Meta-cognition and self-regulation strategies
- Peer tutoring
- Early Intervention

We will adopt other ways to promote a positive relationship between children from deprived backgrounds and education:

- Strong Leadership with an infectious "can do" approach and resilience not to give up on any pupil
- Support at transition points both within and between schools. Some pupils lack support to fall back on and strategies for increasing personal resilience will be promoted
- Plenty of Speaking and Listening Opportunities. To develop vocabulary and meaning so that pupils start to develop the repertoire they need to be able to succeed in more formal and unfamiliar situations
- Promote and value partnerships with parents/carers. The family's presence in the school will be welcomed and valued and a range of strategies adopted to form fruitful partnerships (possibly extending to

family learning).

- Broadening pupil's horizons. We will provide lots of cultural opportunities beyond the budget of deprived families. This will enable all pupils to get a taste (and leading to more) of sports, arts and activities from which they are otherwise excluded.
- Engaging pupils in their learning. No-one will get away with not working, not co-operating or not trying – avoidance and disengagement will simply not be tolerated.
- Helping pupils to articulate and manage their emotions – in recognition of the fact for some pupils, expressing emotion may be a cultural taboo, especially for boys
- Children who have less support in the family environment will be nurtured in our inclusive and familiar atmosphere. The smaller, less institutional setting of TWFS, along with our strong ethos of citizenship will greatly help cultivate our children's social skills (an area traditionally lacking in deprived and disadvantaged children). Furthermore, through our excellent PSHE teaching we intend to educate TWFS children to see beyond external images, instead learning about one another's internal character, thereby levelling any differences in cultural and social-economic origins.

D4: Whole School Outcomes & Success Criteria

Our key outcomes have been carefully designed to deliver our vision and promote the ethos of our school. These outcomes have their roots in our consultation with the community (see section D7).

To ensure our chosen outcomes are balanced and reflect the larger aims and aspirations of the school we have linked them to our four defining principles. By restricting ourselves to three key outcomes in each area we seek to make each outcome more meaningful, memorable and achievable.

Wellbeing

- Children will be safe, happy and included and will want to come to school
- Children will be supported to attain the 5 outcomes of Every Child Matters
- Children will be supported on transition

Community

- Our school will be popular with families in the community
- Our school will become a thriving cultural and community centre
- Our school will contribute to the positive development of the community

Excellent Teaching – Purposeful Learning

- An inspiring, creative curriculum will be developed for the *Foundation* Phase which motivates and boosts the achievement of all children
- An inspiring, creative curriculum will be developed for the *Primary* Phase which motivates and boosts the achievement of all children
- Specialist teaching will be a defining and outstanding feature of the school

Inclusion

- All children, irrespective of their special needs, will exceed their expected potential
- All children, irrespective of their family background, will exceed their expected potential
- Gifted and talented pupils will be recognised and developed to achieve their full potential

We believe that the targets we have set in the following pages truly reflect what we want to achieve at TWFS because they clearly support our ethos and drive forward our vision. They are targets we believe in and can genuinely work towards. They are ambitious in that we expect more of our pupils than the benchmark provided by local schools, but credible given the range of strategies we will put into action at TWFS. We understand that setting ambitious targets is not enough, but will allow targets to drive the way in which the school plans and responds in the future.

Outcomes Related to Wellbeing

↓ Indicators of success ↓ In five years' time ...	↓ Range of strategies employed ↓ to achieve success
Children will be safe, happy and included and will want to come to school	
<ul style="list-style-type: none"> • An attendance rate of at least 95% will have been maintained • A supportive pastoral care system will have been developed • Bullying will not be tolerated 	<ul style="list-style-type: none"> • <i>Develop a reward system for good attendance</i> • <i>Develop strong PSHE & SEAL teaching, peer-support programmes and excellent staff/child and child/child relationships</i> • <i>Anti-bullying policy to be rigorously upheld</i>
Children will be supported to attain the 5 outcomes of Every Child Matters (ECM)	
<ul style="list-style-type: none"> • We will have achieved healthy school status • A safe & secure climate will have been created that promotes learning • Children will associate TWFS with the joy of successful learning • All children will be playing their part in all that we do • Children will independently plan charity fundraising events 	<p><i>Develop a healthy school strategy to include healthy and delicious meals. (To be supported by Schools Catering Consultant [REDACTED] [REDACTED], alongside the DfE toolkit</i></p> <ul style="list-style-type: none"> • <i>Develop a new and distinctive term calendar and daily timetable to promote children's wellbeing</i> • <i>Employ a homeroom system which will facilitate children's interpersonal relationships</i> • <i>Develop a student council responsible for making genuine and relevant decisions</i> • <i>Introduce buddying and peer mentoring schemes</i> • <i>Incorporate aspects of ECM into cross-curricular theme planning</i> • <i>Organise outside activities, trips & visits</i> • <i>Provide a wide range of clubs and activities</i>
Children will be supported on transition	
<ul style="list-style-type: none"> • The children will experience a smooth transition from nursery • The children will experience a smooth transition to Primary phase • The children will experience a smooth transition to Secondary school • The pass rate will be over 90% in the Kent Test (11+) for children who choose to enter 	<ul style="list-style-type: none"> • <i>Develop close links with community nursery schools</i> • <i>Class teachers to visit new-intake children in their home environment</i> • <i>Extend the EYFS to include Y1 & run a single primary phase</i> • <i>Develop strong links to secondary schools and run a y7 after school club to maintain supportive links</i> • <i>Provide free after school club to practise verbal and non-verbal reasoning skills in a fun environment.</i> • <i>Extend Maths curriculum in Y5 to ensure coverage of the Kent Test maths syllabus</i>

Outcomes related to Community

↓ Indicators of success ↓ In five years' time...	↓ Strategies to achieve success ↓
Our school will be popular with families in the community	
<ul style="list-style-type: none"> The school will be oversubscribed each year 	<ul style="list-style-type: none"> <i>Develop a welcoming and informative school website</i> <i>Develop a prospectus that truly reflects the vibrant and high achieving nature of the school</i> <i>Demonstrate a positive, active, visible presence in the community.</i> <i>Work with Kent County Council to bring TWFS into the co-ordinated county admissions process</i>
Our school will become a thriving cultural and community centre	
<ul style="list-style-type: none"> We will have provided an eclectic range of non-compulsory activities at low or no cost open to our pupils and the wider community TWFS will be a hive of activity, with children busy, engaged, enthusiastic and positive about their learning 	<ul style="list-style-type: none"> <i>Develop a range of after school and lunchtime clubs to be run by teachers, sixth form students, University of the 3rd age, peripatetic teachers, parents and sports coaches</i> <i>Develop a range of pre-school activities and support sessions</i> <i>Make our facilities available for hire at weekends and school holidays by organisations running regular classes, youth groups or activity workshops</i>
Our school will contribute to the positive development of the whole community	
<ul style="list-style-type: none"> We will have provided opportunities to local people who want to participate in education and share their skills or experience We will have provided key links with local elderly people, creating a community with greater cross-age relationships 	<ul style="list-style-type: none"> <i>Set up a reading volunteer register</i> <i>Set up an oral history register</i> <i>Set up links with experts in the community</i> <i>Set up links through a range of strategies and activities to build TWFS multigenerational family.</i>

Outcomes related to Excellent Teaching-Purposeful Learning

↓ Indicators of success ↓ In five years' time	↓ Strategies to achieve success ↓
<p>An inspiring, creative curriculum will be developed for the <i>Foundation</i> Phase which motivates and boosts the achievement of all children</p>	
<ul style="list-style-type: none"> • All children will enter the primary phase with skills at or above the national average in EYFS • The boy/girl attainment gap will be narrowed to 4% (half the Kent average) on leaving the EYFS 	<ul style="list-style-type: none"> • <i>Offer a high quality, inspirational and flexible Foundation phase curriculum using the Creative Learning Journey as a guide to coverage and source of inspiration</i> <i>Develop a boys reading buddy scheme with school (a boys' grammar school)</i> • <i>Offer a broad range of texts with proven excellence, plus a variety of practical "hands on" experiences designed to stimulate boys' engagement with texts.</i>
<p>A inspiring, creative curriculum will be developed for the <i>Primary</i> Phase which motivates and boosts the achievement of all children</p>	
<ul style="list-style-type: none"> • At least 75% of children will achieve level 4+ in English and Maths in yr6 (Kent 70%) • At least 45% of children will achieve level 5 in English and Maths in yr6 • All children will have learned to play a musical instrument • All children will become highly self-motivated, and able to efficiently direct their own learning 	<ul style="list-style-type: none"> • <i>Teachers to have taken full ownership of the curriculum</i> • <i>Offer a high quality, inspirational and flexible Primary phase curriculum using the Creative Learning Journey and its accompanying linked-in resources and planning as a guide to coverage and source of inspiration</i> • <i>Celebrate creativity in a termly performance</i> • <i>10% child led learning time established</i>
<p>Subject specialist teaching will be a defining and outstanding feature of the school</p>	
<ul style="list-style-type: none"> • 15% timetabled lessons will be taught by peripatetic teachers, voluntary teachers & sports coaches 	<ul style="list-style-type: none"> • <i>Match older people offering free tuition in music or creative arts to suitable individuals or groups</i> • <i>Ensure flexibility of pupil groupings enables children to pursue their own strengths and interest</i>

Outcomes related to Inclusion

↓ Indicators of success ↓ In five years' time ...	↓ Strategies to achieve success ↓
All children, irrespective of their special needs, will exceed their expected potential	
<ul style="list-style-type: none"> The SEN achievement gap will be narrowed from Tunbridge Wells average (59%) to Kent best (50%) 	<ul style="list-style-type: none"> <i>Rigorous SEN identification strategies to be used as soon as problems are suspected</i> <i>Ensure and maintain excellent communication between staff, facilitating appropriate and effective intervention strategies to be used by all</i> <i>Rigorous monitoring and reviewing of provision for SEN children</i>
All children, irrespective of their family background, will exceed their expected potential	
<ul style="list-style-type: none"> The FSM achievement gap will be narrowed from Tunbridge Wells average (40%) to Kent average (28%) 	<ul style="list-style-type: none"> <i>Put effective feedback mechanisms into place, based on proven methods</i> <i>Put effective meta-cognition and self-regulation strategies in place</i> <i>Set up peer tutoring and peer-assisted learning</i>
Gifted and talented pupils will be recognised and developed at an appropriate rate	
<ul style="list-style-type: none"> Challenging and inspiring Individual targets will be set and reviewed for gifted and talented children at least three times a year Children will be effective at setting their own challenging targets and will be working towards reaching their true potential 	<ul style="list-style-type: none"> <i>Teachers will set high-challenge independent research tasks</i> <i>Children will be taught how to empathetically share their strengths</i> <i>Creative, child-initiated, open-ended tasks will be encouraged and supported</i>

Target Setting

These targets will shape our first School Improvement Plan (SIP) and hence be part of the formal whole-school evaluation, monitoring and target setting process. Responsibilities for these processes are as follows:

Governors: Governors are legally responsible for ensuring targets are set and reported each year for pupil performance in the core subjects. They should be involved at an early stage so that they can shape the process of setting targets and fulfil their strategic role. Governors will:

- Engage in discussions with the Principal and staff around analysis of school results and performance
- Support the Principal and staff in working through a cycle of school improvement that looks at outcomes for individual pupils or groups of pupils, the relative progress of pupils against prior attainment, evaluates past results, compares with similar schools and the best schools
- Ensure the school has effective systems in place for monitoring pupil progress and is using prior attainment data supported by more recent teacher assessment to set challenging pupil targets
- Link the process of target setting with the school's development planning
- For looked after children ensure that all Personal Education Plans (PEPs) are up to date and that appropriate targets have been set
- Agree statutory school targets and submit

Principal, Teaching & Learning Group (including SENCO)

- Analyse previous year's results and compare with targets for individuals, groups and classes
- Review tracking systems to ensure the Principal and class teachers are clear which pupils are working at age related expectations and which are making insufficient progress, or accelerated progress.
- Arrange appropriate intervention/support to assist those identified above
- Ensure PEPs and IEPs are up to date with relevant targets
- Develop projected outcomes for individuals and groups based on prior attainment and progress.
- Principal to engage in discussions with the Governors as above

Range of Performance Data Available to Schools

The principal and staff will make use of a wide range of performance data to help set appropriate targets. This includes:

- Prior attainment data showing levels achieved in national and optional tests or from teacher assessment
- RAISEonline will provide national conversion data showing proportions of pupils progressing to expected levels based on prior attainment. It will give information about:
 - The most likely levels for individual pupils based upon progress in the top 25% and top 50% of schools nationally and locally
 - Contextual value-added (CVA) data about our school's own performance
- Other pupil and school level estimates (eg from Fischer Family Trust, or from the local authority)

Use of Data for Target Setting

RAISEonline will provide us with a tool to support setting challenging targets. It adopts a “bottom up” approach which uses conversion data to show the actual progress made by all pupils with similar prior attainment in schools with the best value added. The tool applies this conversion data to the school's pupils to give the most likely ambitious target level for those pupils. Schools then take account of the particular circumstances of pupils, entering a “moderated” target for each pupil so that judgements are personal and based on the best that is possible.

Contextual Value Added (CVA) data provides useful information about the past performance of pupils with particular backgrounds and characteristics eg gender, ethnic background, FSM & SEN. When target setting it is important not to repeat historic underperformance and instead set targets benchmarked against the achievements of the best performing schools with a similar profile.

Foundation Phase Outcomes

It is important that the children's general development is assessed through observation as they enter the school to provide a programme tailored to meet the child's individual needs and opportunities. Assessment in the Foundation Phase will be a gradual and cumulative process that tracks progression and provides a clear overview to teachers and other interested parties. This overview informs the teacher of any general or specific gaps in both class and individual attainment. It is therefore clear which areas need addressing, with what priority.

As a benchmark, Kent County Council has the following targets for the EYFS:

- Improve young children's development by increasing the percentage who achieve a total of at least 78 points across the Foundation Phase Profile and at least 6 points in each PSED and CLL scale
- Improve the average FSP score of the lowest achieving group to narrow the gap between that group and the rest

Because we will be extending the Foundation Phase into year one, we will assess against these LA targets at the end of the reception year, and set

more challenging targets for the end of Y1.

A pupil achieving a score of at least 78 points may be seen as being at age-expected attainment at the end of the reception year and therefore may be expected to achieve 2b at the end of y2 as a guideline.

Primary Phase Outcomes (statutory)

All children achieving a level 2 or above, and an increasing proportion of children achieving level 1 at the end of Y2 will have a target for achieving level 4 by the end of the Primary Phase. We will use the following as a guideline:

- All children achieving level 2 and at least 50% of those with level 1, at the end of year 2 should progress to level 4 or above. (Note that children need to reach level 3 by the end of Y4 to be on track for level 4 at the end of Y6)
- Pupils with those types of SEN which mean achievement of level 4 is unlikely should have targets which help them to progress as far as possible
- Our school will set targets which enable us to match the performance of the top quartile of similar schools.

Using RAISEonline, we will identify groups of children who are not making the expected progress and target intervention strategies appropriately. All involved (Principal, Teachers, Teaching Assistants will be clear on how the barriers to achieving targets can be overcome.)

Monitoring, Evaluation and Reporting

Externally the success of our school will be measured in two ways

- **Performance Tables:** These are published annually by the DfE and include measures of attainment, progress and attendance. They will compare our school with other schools and in relation to the DfE floor standards.
- **Ofsted Inspections:** These will provide an independent, external evaluation of the school. We will receive an Ofsted inspection prior to school opening to ensure the school is “fit for purpose” and then a further inspection usually within the first two years of opening.

We will also engage in a constant, rigorous cycle of self-evaluation which will involve monitoring both quantitative and qualitative indicators against expected outcomes in the following areas:

- Attainment & Progress (against national standards and our own targets) – monitored by formative and summative assessment
- Quality of teaching – monitored through lesson observations

- Pupil attendance – monitored through analysis of the register
- Behaviour – monitored through logging of incidents and pupil/teacher interviews
- Pupil's enjoyment of school – monitored through questionnaires
- Parents' and carers' attitudes – monitored through questionnaires
- Budget planning and management – monitored through financial analysis

The results of any monitoring process will be judged against targets and used to inform further planning for improvement.

The following features will define our self-evaluation:

- Principal, teachers, teaching assistants and pupils will be fully involved
- Self-evaluation will be a continuous process and determined by the needs of our school and our pupils
- The indicators to be monitored on a day-to-day basis will reflect the indicators of success identified in our SIP.
- Strengths and weaknesses will be analysed and form the basis of plans for continuous improvement

There will be a clear system of accountability for the success of our school:

Principal: The principal will be regularly held accountable for the success of the school by the governing body

Class Teachers & Teaching Assistants: Teaching staff will have clear job descriptions whereby specific members of staff hold ultimate responsibility for achieving each of the school's goals.

Governors: The Governing Body will be ultimately accountable to the wider community for the success of the school and is responsible for ensuring high standards through setting strategic direction, ensuring within-school accountability, and monitoring and evaluating school performance.

Pupil Assessment

Assessment is an essential part of teaching and learning. The main benefits of assessment enable each teacher to find out what pupils know, understand and can do and then plan appropriate progression throughout all curriculum areas. Assessment for learning is a powerful learning tool that will be at the heart of our teaching and learning at the Wells Free School.

Themes will begin with mind-mapping to enable teachers to find out what pre-existing knowledge the children have. This will form the basis of more

detailed and relevant planning.

Assessment **for** learning strategies will be used as part of the everyday interaction between teachers and pupils. Our small class sizes will allow teachers to have an excellent understanding of each child's abilities, to assess their strengths and weaknesses and to respond either immediately or with planning for future learning. We understand the vital importance of effective and direct feedback to raise standards. Children will know their own targets and teachers will be well trained to give helpful feedback on how to achieve them. In short, assessment for learning will allow us to offer a discrete education ideally matched to the specific child.

Assessment **of** learning - partly informed by the CLJ assessment tool, partly through teacher-observation, child self-evaluation, and external SATs assessment - will be used periodically but regularly to give a snapshot of the children's knowledge and understanding, to ensure successful coverage of the curriculum and monitor progress against targets.

Statutory Requirements: Foundation Phase

- The Early Years Foundation Phase Profile (EYFSP) will be completed by the class teacher with the support of the teaching assistants throughout the child's time in the Foundation Phase. Children will move onto National Curriculum objectives once all FSP objectives have been met. Smooth progression will be ensured by aligning tracking materials through the six areas of learning. Evidence is collected throughout the year in the form of photographs, quotes, examples of work and the teacher uses their judgement against the Early Learning Goals.
- In the Summer Term of Y1, children will take part in the new phonics screening test.

Statutory Requirements: Primary Phase:

- KS1 SATs in English and Mathematics in Y3 (teacher assessed)
- KS2 SATs in English and Mathematics in Y6

In addition other non-statutory summative assessment will include:

- Bi-annual reading age assessment
- Bi-annual spelling age assessment
- Termly maths tests to be levelled against NC attainment targets
- Termly writing tasks to be levelled against NC attainment targets
- Termly reading task to be levelled against NC attainment target

Assessment Techniques:

Observation: The teacher will plan observation criteria before starting an activity. Techniques may be watch what the children do, listen to what they say, look at what the produce or to question and interact with them.

Assessment is done by the class teacher, teaching assistant or a volunteer helper provided with specific guideline.

Self-Assessment: All children will be encouraged to take part in their own assessment. They are told the learning objectives for each lesson and may be given the opportunity to suggest suitable learning criteria.

Self & Peer Assessment in the Primary Phase: Children will be encouraged to develop the skills of peer and self-assessment by looking at their work or the work of others and checking if they have achieved the Learning Objective through the success criteria identified at the beginning of the lesson.

Recording: The assessment module of the CLJ will be used to record and track assessment data. This will allow us to track the progress of individuals or whole classes against key skills, all levelled to national curriculum levels. Colour coding will be used to highlight assessments according to the colour coded traffic light system.

Formative Target Setting: Class teachers will also set targets for individual improvement which are well informed, realistic and challenging to the children in their class as part of assessment for learning. Target setting will be most effective if:

- Systems are clearly understood by the children and practical for the teacher
- Children are involved in self-assessment and encouraged to review their own achievements
- Targets relate to NC level descriptions through 'child-speak' criteria
- Target setting is identified within the planning and linked to both learning objectives and learning outcomes
- Targets are displayed in a variety of ways and made accessible to pupils
- Individual targets are reviewed after a specific time-scale
- There is a system of intervention in place if children are not reaching their potential or target
- Marking provides a clear indication of ways forward and feedback about targets achieved

Tracking & Intervention Systems

Tracking: The teachers' day-to-day tracking tool will be the assessment module of the CLJ. Here teachers can record the results of assessment against theme outcomes and also summative tests (spelling age, reading age, external and internal summative tests). Relevant information will be transferred from here into the assessment module of SIMS. All teachers and the principal will be trained to use SIMS to its full to check whether individual pupils, classes and the school as a whole are 'on track' to meet their targets.

Pupil Intervention: The key result of any targeting, assessment and monitoring system is that problems are identified and effective interventions are put in place to get back on track. Interventions within the classroom could take the form of anything from a quick illuminating discussion between pupil and teacher to a long term structured intervention programme such as the reading recovery programme or Springboard. Interventions can be used to address all manner of issues including behaviour and social skills and are classified in the following way:

- Wave 1 – the effective inclusion of all children in daily quality first teaching.
- Wave 2 – additional interventions to enable children to work at age related expectations or above.
- Wave 3 – additional highly personalised interventions, for example, specifically targeted approaches for children identified as requiring SEN support.

It will be the responsibility of the Class Teacher to identify the need for a particular intervention strategy and to work with the SENCO to manage it. The teaching assistant may be given responsibility to implement the strategy to an individual or small group. The effect will be closely monitored and further measures taken if necessary.

Performance Management & Professional Development: Performance management is the process for assessing the overall performance of a teacher or Principal in the context of their job description and with reference to the school's targets and strategic plan. Performance management will include provision for the future development of the teacher to include professional development – the learning that enables staff to develop the skills they need to do their job effectively and advance their careers. At TWFS performance management will be the responsibility of the Principal.

Summary

The ultimate goal of TWFS is the development and achievement of all pupils. In order for this to become a reality, this goal is broken down into 12 clear outcomes that reflect how our ethos will support the larger goal. The success criteria by which we will judge our school's progress will drive forward our planning and implementation of associated strategies.

Whether it is individual or whole-school targets, an effective cycle of target setting – assessment – monitoring – target setting must be put in place, alongside effective interventions for when progress is off-track.

Target Setting within the whole school will reflect the 12 expected outcomes of our school whether in relation to the SIP, performance management, pupil intervention or individual target setting for children.

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

The Wells Free School will abide by the School Admissions Code and our admissions policy will be clear, lacking complexity and fair.

Our admissions policy will reflect the following principles of our school ethos:

- **Community:** The Wells Free School will be a neighbourhood, community school so in the case of oversubscription we will prioritise children who live closest to the school. We want our school to have a cohesive effect on our local community; ensuring local children can maintain the relationships they have made at local nurseries and playgroups.
- **Wellbeing:** We will prioritise children who live closest to the school to promote walking. Walking to school is good for children's health and fitness as well as an excellent start to the school morning. It cuts down on local traffic and parking issues leading to a much less stressful journey for parents and therefore their children.
- **Inclusion:** The Wells Free School will welcome children with special educational needs and looked after children. We want to ensure that children eligible for the pupil premium are fairly represented and will ensure our marketing strategy reflects the inclusive nature of our school.

Opening Year Admissions:

In the first year of opening TWFS will admit 22 pupils for entry in year R, year 1 and year 2. In following years there will be admission of 22 pupils for entry into year R only and our standard admissions policy will apply.

We will work with Kent County Council to bring TWFS into the co-ordinated county admissions process for September 2013. If this is impossible due to the short timescales involved, alternative arrangements will be made for the year of opening and there will be a separate admissions process for TWFS for 2013. We expect admissions to open in November 2012 for approximately twelve weeks. We are aiming for allocations to be made in line with the timings of the county process so that parents will be informed about whether they have been allocated a place at TWFS at the same time as they receive notification of their county allocated school place on 31st March 2013.

Parents should therefore submit their county admissions application as normal by January 2013. All parents will be given the additional opportunity to apply directly for a place at TWFS. Parents whose children are allocated a place at TWFS will also be allocated a place at a local authority school and will be asked to make a choice between these two offers.

The Wells Free School: Admissions Policy

The school has an agreed admission number of 22 pupils for entry in year R. The school will accordingly admit up to 22 pupils in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 22 or fewer apply.

If the school is oversubscribed, after the admission of pupils with a Statement of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in order:

- 1) A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order¹. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- 2) Children with a sibling attending the school at the time of application and who live less than one mile away from the school. Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
- 3) Other children by distance from the school, with priority for admission given to children who live nearest to the school. Distances are measured in a straight line from the main entrance of the home to main entrance of the school.

Random allocation will be used as a tie-break in category '3' above to decide who has highest priority for admission if the distance between two children's homes and the school is the same. This process will be independently verified.

¹ An adoption order is an order under Section 46 of the Adoption and Children Act 2002. A 'residence order' is as an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

D6: Describe how you approach to behaviour management and attendance will improve pupil outcomes

Our positive and nurturing ethos, along with the high level of importance we place on caring for each other, and the in-depth knowledge staff will have of the children in their care will all contribute to creating a school that puts pupil wellbeing at the very heart.

Expected Outcome:

- To create a positive climate within the school that actively promotes learning and achievement
- Bullying will not be tolerated at The Wells Free School
- To achieve and maintain a *minimum* attendance rate of 95%.
- To ensure all pupils develop positive attitudes to school; feeling safe, happy, accepted and included and therefore actively desiring to attend

Draft Behaviour Policy

Rationale: There is a very clear link between good behaviour and stimulating and engaging teaching which meets the needs of pupils. A creative, inspiring curriculum and excellent teaching will be the backbone of our good behaviour strategy. Expectations of good behaviour will be explicit and clear and rewards and sanctions will be applied consistently throughout the school. In the case of a pupil whose behaviour is particularly challenging, effective and targeted support will be devised on an individual basis.

Promoting Good Behaviour: We will promote good behaviour in the following ways:

- **Engaging** Children with stimulating teaching and an inspiring curriculum. A lot of low-level classroom disruption is due to boredom - children are simply trying to 'make a difference to the day'. When children are actively engaged in a lesson, this behaviour disappears.
- **Clear Expectations.** All members of the school community are expected to follow a set of Golden Rules. It is the responsibility of the class teacher to ensure the rules are enforced in the class. This will be done in a calm, controlled but determined manner.
 - **We are gentle.** We don't hurt others
 - **We are kind and helpful.** We don't hurt anyone's feelings.
 - **We listen.** We don't interrupt.

- **We are honest.** We don't cover up the truth
- **We work hard.** We don't waste our own or others' time
- **We look after property.** We don't waste or damage things
- **Rewards.** Positive reinforcement of good behaviour is more effective than negative punishments. Good behaviour will be rewarded by praise and encouragement, class based reward systems (eg marbles in jar towards a class treat), positive notes or phone calls home from class teacher to let parents know how pleased we are or opportunity to show good work to Principal. The whole school has 30 minutes of Golden Time on Friday afternoon where children choose from a menu of activities. Access to a full Golden Time is dependent on good behaviour.
- **Class Environment.** Calm, well ordered environment with established routines reduces the potential for poor behaviour. Class teachers - together with their TAs - will ensure that all learning activities are well planned, organised and resourced as this will help children know what is expected.
- **Parental Involvement.** Parents will be expected to model the behaviour we expect from the children whilst on the school site. All parents will be made aware of and encouraged to support the school's values and expectations. Parents can support their children by ensuring they arrive at school on time, well rested and well-equipped for the day ahead.

Deterring Bad Behaviour. For many children a reminder of appropriate behaviour is all that is required. However, if we need to apply sanctions we will always ensure it's clear that it is the *behaviour* that has necessitated sanctions, not the child. Emphasis will be on making the right choice of behaviour in the future. The following sanctions may be applied:

- A reminder of the required behaviour
- A warning that they will lose a minute's Golden Time
- The loss of one Golden Minute
- The loss of a second Golden Minute
- Time out in class
- Time out in a paired class
- Sent to Principal

In cases of persistent or extreme misbehaviour the Principal may impose an internal exclusion – a period of time (from one session to one week) working in isolation, with work set by the child's class teacher. Parents will be informed and required to meet with the Principal to discuss their child's behaviour.

Exclusion. In cases of extremely bad behaviour or if there is no response to any previous strategies, children will be excluded from school:

- To cool off – perhaps for the rest of the day
- For a specific number of days
- Permanently

Any type of exclusion is very serious and we'd hope to avoid them by home and school working together. Exclusion is made know to the Governors and recorded in the child's file which goes on to secondary school. Parents have a right to appeal against exclusion.

Targeted support for Individuals. Some children with very specific difficulties find it hard to behave. If a child's behaviour gives cause for serious concern we can give additional support in school to try to put it right (targeted support given by trained teaching assistants). With agreement of the parents the assistance of the Primary Learning Support Service, the Educational Social Work Service or the Educational Psychologist would be sought.

Draft Attendance Policy

Rationale: The link between good attendance and good educational outcome in schools is clear and unequivocal. Our attendance policy is designed to support our vision that all pupils will achieve their full potential by ensuring every child's progress is enabled by good school attendance.

The Wells Free School Ethos: We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school in both children and parents. Each of our defining principles will work towards making our school a happy and rewarding experience for children and adults alike:

- **Wellbeing** is always our top priority. We will attend to children's needs, hopes, interests and anxieties and promote their mental, emotional and physical welfare to ensure they feel happy and safe at school.
- **Community engagement** will ensure parents feel involved and engaged with the life of the school. The school will communicate through meetings, newsletters and the website how our school is performing overall, and which individual children and home rooms have been rewarded. We will take every opportunity to convey the benefits of good attendance.
- **Purposeful learning and excellent teaching** will make the children's everyday school experience motivational, relevant, purposeful and fun. Children will want to attend so they don't miss out.
- **Inclusion** will ensure all members of the school community and valued and have a voice. We will give a strong message that just as all children are valued, so is their presence in the school.

Benefits of Good Attendance: The Wells Free School will convey positive regard for regular attendance to parents, pupils and teachers. The children will quickly pick up the message that their presence is important and valued. Good attendance is important because:

- Regular attenders make better progress both socially and academically
- Regular attenders find school routines and school work easier to cope with
- There is a direct link between under-achievement and poor attendance

Attendance: We have a legal obligation to keep an accurate attendance register that records which pupils are present at the start of morning and afternoon sessions. Children are expected to attend school for the full 190 days of the academic year unless there is a good reason for absence. It is the responsibility of parents to ensure that children attend school regularly and punctually.

Rewards for Good Attendance: All the children who achieve 100% attendance in any one term will receive an excellence certificate for attendance, awarded in assembly. There will be a special certificate for any child who has 100% for a whole year which will be awarded in the final assembly. A weekly reward will be given to the home room with the best attendance performance in the form of extra playtime or golden time.

Authorised Absence: Absences allowed by law are known as “authorised absences”. For example if a child is ill, family bereavement or religious observance. If a child is absent, parents should call the school on each day of absence, before 9am stating a reason. A written note should be sent on the day the child returns to school explaining the absence. The school will then decide whether to authorise the absence.

Long Term Authorised Absence: When a child has an illness that means they will be away from school for over five days, we will take all possible measures to enable the child to continue learning at an appropriate pace by supplying materials for the child to work on independently at home or with family support. If the absence is likely to continue for an extended period, the school will contact the support services so that arrangements can be made for the child to be given some tuition outside school.

Unauthorised Absence: Absences not allowed by law are known as “unauthorised absences”. For example where no reason is given, the explanation is unjustified or unreasonable or a request for absence has been refused. Unauthorised absences will be marked as such in the register and have to be reported to the Local Authority.

Continued or Frequent unauthorised Absence: A child’s absence can seriously disrupt their continuity of learning. Not only to they miss the teaching provided on the day they are away, they are also less prepared for the lessons building on that after their return. There is a consequent risk of

underachievement which the school and parents must seek to avoid. A stepped approach will be taken:

- On the first day of unauthorised absence the school secretary will phone to phone to establish whether there is in fact a genuine reason for absence
- On the second day the home room teacher would contact the family promptly and informally to try to establish why the absence is occurring. Problems may be simply solved with quick, simple and effective interventions.
- If the problem continues the parents or guardians will be asked to visit the school and discuss the problem discreetly with the Principal. A plan of action will be drawn up to support and assist the family reintegrating the child back into full attendance and full school life.
- If a child's attendance falls below 90% it will be raised with the local Educational Welfare Officer.
- Kent County Council will consider using Penalty Notices in the case of overt truancy, parentally condoned absences, excessive holidays in term time, excessive delayed return from extended holidays and persistent late arrival at school

Family Holidays during Term Time: The Wells Free School has organised the termly timetable to allow for family holidays and adventures outside standard school holiday times. We recognise the social, emotional and educational value of these trips and hope to make them more affordable by allowing for off-peak travel.

Parents are strongly urged to avoid booking a family holiday during term time. Parents do not have the right to take their child out of school for such a holiday, but the school may choose to grant leave of absence of up to 10 days in any school year, although this will not be granted in every academic year as it would cease to be an exceptional circumstance.

Accountability and Responsibility: It is the responsibility of the governors to monitor overall attendance. The Governing Body also has the responsibility for this policy and for seeing that it is carried out, particularly that the school's attendance figures are as high as they should be.

Home room teachers will be responsible for monitoring attendance in their class. If they become aware of an unexpected pupil absence during the course of the school day, they will contact the school office immediately. Short term problems will be discussed with the child or family directly. If there is a longer-term general worry about the attendance of a particular child, this will be reported to the Principal.

Describe how you will promote pupil wellbeing

Pastoral Care System. The relationship between teacher and child will be at the heart of our approach to Pastoral Care. At the Wells Free School the home-room teacher will guide and counsel each child in their care. Our aim is to ensure that each child is happy, contented and working to their full potential.

We believe that effective Pastoral Care must be supported by cooperation and communication between home and school. It is, therefore, vital that the school is informed of any changes in circumstances that may affect children. If something prevents a child from being happy and contented then school and home must cooperate to achieve a solution as soon as possible. All matters will be handled in complete confidence and children involved will be treated with sensitivity.

School Council. A School Council will be part of our Pastoral Care Policy. All pupils will be members of their Class Council. This is a forum for pupils' views which will feed into the School Council. On a yearly basis classes will elect representatives. The School Council will meet fortnightly to discuss issues that affect the pupils and the life of the school. The School Council will provide the pupils with a voice and with the opportunity to take responsibility and to contribute to decisions about aspects of school that directly affect pupils.

The most important aspect of Pastoral Care is to ensure the safety of all children. All staff and volunteers, prior to working in school, will have been subject to an enhanced CRB check. Staff and Volunteers are fully aware of child protection procedures and are trained in the appropriate procedures and actions to be taken.

Wellbeing and Every Child Matters: Every Child Matters provides a common framework to approach aspects of pupil wellbeing. The aim is to make wellbeing *integral* to the curriculum, a principal which is fundamental to TWFS ethos. This will be achieved by offering opportunities for open-ended investigation, creativity, experimentation, teamwork and performance. It will also involve real experiences, activities beyond the school, parental involvement, working with others in the community, recreational enjoyment, taking responsibility for events and activities and encountering challenging and unfamiliar contexts.

Whatever their background or circumstances, children should have the support they need to achieve the five desirable outcomes of Every Child Matters:

Be Healthy: This will include involve learning about eating sensibly, staying physically active and getting enough rest. It also embraces emotional, social and mental wellbeing and the long-term consequences of their lifestyle choices. An example of our response:

- Introduce healthy snacks and lunches (we are aware of rising obesity levels in Tunbridge Wells children (see D7)
- Design a cross-curricular theme on healthy eating (involving DT, Science, ICT, PSHE & PE)
- Walking Wilbur awards (re walking to school)

Stay Safe: This will involve pupils learning how to identify and minimise risk, making safe choices and learning how to voice their opinions and resisting unhelpful peer pressure. At TWFS our responses will include:

- Forming a student council
- Introducing buddying and peer mentoring schemes
- Having a strong and active anti-bullying policy (see below)

Enjoy & Achieve: This will involve children working imaginatively and creatively to develop new ideas; assessing their skills, achievements and potential in order to set goals and achieve their best and children discovering the joy to be gained from successful learning. At TWFS our responses will include:

- Freeing up the timetable to allow children to investigate deeply and widely
- Develop a new termly and weekly timetable to promote wellbeing
- Introducing themed work and helping children to see links
- Incorporating out-of-school interests into activities in school (10% child-led learning)
- Providing a wide range of clubs and activities
- Organising outside trips and visits
- Giving children opportunities to take part in community events

Make a positive contribution: This will involve children forming positive relationships; learning about how they can contribute to their school and wider community and how to work effectively with others. At TWFS our responses will include:

- Giving the school council the opportunity to make genuine decisions
- Developing a homeroom system which will facilitate children's interpersonal relationships
- Encouraging children to take part in school life and take on responsibilities. At our small school each and every child will need to play their part.

Achieve economic wellbeing: In our primary school context this will involve finding out how businesses work; the qualities and skills needed for adult working life; being enterprising and managing their own money. At TWFS our responses will include:

- Giving children opportunity to organise and take part in charity fundraising activities.

Anti-Bullying: Bullying is “Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt”. Any of the following could be bullying if they are carried out repeatedly: name calling, mocking, exclusion from games, hitting, stares, teasing re family or culture, making fun of work and making threats.

We will not tolerate bullying at The Wells Free School. Bullying will be treated very seriously and if persistent, may result in exclusion.

We will use the following anti-bullying strategies:

- Preventative: We will build in anti-bullying strategies when designing the physical aspects and procedures of the school. For example, coat pegs in narrow corridors outside classrooms can become bullying hotspots. We will endeavour to have pegs inside classrooms in full view of the teacher. Another example would be training midday supervisors to lead children in “active playtimes”.
- Peer Support: Children are much less likely to be bullied if they are not alone. Peer buddy schemes and peer mentoring schemes will be put in place.
- Reactive: The school will take direct sanctions against the bully in line with the behaviour policy.
- Learning New Behaviours: Some children will persistently bully and others will persistently be bullied. Much can be done to address behaviour on both sides. Bullies need empathy skills, and victims need to learn not to react out of emotion. Children who are victimized tend to have reactions that make them even more likely to be a target, and can be taught techniques to address this.

Dedicated curriculum time: One of the six areas of learning that make up TWFS curriculum is personal, social and emotional development. This embraces PSHE (personal, social and health education), Citizenship and SEAL (social and emotional aspects of learning). By combining these three traditional areas into one, we aim to deliver a much more focussed curriculum that avoids overlap or repetition.

Our vision, raising standards and educational outcomes

The Wells Free School has at its core the belief that children cannot learn and achieve unless they feel happy, safe and included at school and have their physical and emotional needs met. Our approach to behaviour management, attendance, pastoral care and wellbeing is to create a climate that promotes learning and achievement.

We believe these strategies will create a climate for learning and achievement which generates high standards because:

- Children learn effectively when their physical and emotional needs are met
- High levels of attendance maximise the impact of teaching and learning
- The absence of bullying will mean that pupils are secure in school and able to take full advantage of its opportunities
- Pupils will learn how to take responsibility for their own wellbeing and behaviour and carry this forward into secondary education.
- A calm, controlled learning environment is conducive to positive learning and helps give the children a feeling of security and confidence.
- Pupils will discover the joy of successful learning and want to learn more

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

Our Community in Context: Kent

Kent is one of the largest counties in the UK with a population of 1.3 million of which children and young people make up 24%. 77% of Kent people live in urban areas and black and minority ethnic people make up 3.5%. Kent is below the regional average for skills – 28% of the working population have no qualifications. In Kent an estimated 48,000 children live in poverty. The 2007 Index of Deprivation average score for Kent is 16.99, but this varies very widely across the borough.

The Kent Children and Young People's Plan (2011-2014) identifies the following gaps in the educational outcomes of young people that need to be addressed as a matter of priority:

- Percentage achieving 78+ points in Foundation Phase Profile at 5 yrs
National 46%
Kent 43% (Boys 34%, Girls 52%, FSM 22%)
- Percentage of children achieving level 4+ in KS2 English
National 80%
Kent 77% (Boys 73%, Girls 82%)
Free School Meals Gap: FSM 54% - nonFSM 80%
- Percentage of children achieving level 4+ in KS2 Maths
National 77%
Kent 73% (Boys 73%, Girls 71%)
Free School Meals Gap: FSM 48% - nonFSM 75%

Our Community: Tunbridge Wells

Tunbridge Wells is home to approximately 107,000 people of which children and young people make up 25%. 5.4% of the population as a whole is made up of ethnic minority groups and 10.8% of the school population. 5.2% of children speak English as a second language and this figure shows an upward trend.

The Tunbridge Wells section of the Kent Children and Young People's Plan (2011-2014) highlights the following areas of concern for young people in our town.

- There are pockets of deprivation in Tunbridge Wells, namely within the wards of Sherwood, Culverden, Broadwater, Southborough and High Brooms.



This paints a picture of Tunbridge Well very different to the common perception of near uniform affluence. Poverty is commonplace in large areas of our town with pockets of deprivation. Our first choice of premises for The Wells Free School (TWFS) lies within the sub-ward of Culverden with an Index of Multiple Deprivation score of 15.22. This places it in the 3rd of 5 national grades of deprivation.

- Across Kent, **the achievement gap** between pupils eligible to free school meals and their peers achieving the expected level at Key Stage 2 **is at its widest in Tunbridge Wells.** (In this chart, local value is for Tunbridge Wells).

CYPP Priority	Indicator	Local Value	Kent Value	District Worst	District Best	
Poverty	NI 102 - FSM achievement gap (Key Stage 2)	School-based	40.2	28.1	40.2	17.3
		Home-based	41.9		41.9	16.3
	NI 102 - FSM achievement gap (Key Stage 4)	School-based	49.8	36	49.8	24.1
		Home-based	47.8		47.8	24.4
	NI 116 - Proportion of children in poverty ¹	Home-based	11.7	17.0	25.7	11.4

Why, when the proportion of children living in poverty in Tunbridge Wells is the lowest in Kent, is our FSM gap at KS2 and KS4 the highest?

- In Tunbridge Wells the SEN/non SEN achievement gap at key stage 2 is the widest in Kent.

Vulnerable Children	Indicator	Local Value	Kent Value	District Worst	District Best	
Vulnerable Children	NI 104 - SEN/non-SEN gap (Key Stage 2)	School-based	58.7	54.2	58.7	50.3
		Home-based	59.5		59.5	49.5
	NI 105 - SEN/non-SEN gap (Key Stage 4)	School-based	50.2	48.1	52.2	38.0
		Home-based	53.5		53.5	39.5

Again, Tunbridge Wells finds itself “district worse” for the SEN/non SEN achievement gap at KS2.

- Although young people feel they ‘have their say’ about things to do in Tunbridge Wells (at/near district best), the barrier of cost, lack of activities and lack of transport are considerable (at/near district worst)

Things to Do	Indicator	Local Value	Kent Value	District Worst	District Best	
Things to Do	CT_6 - Have their say at school/college	School-based	78	70	62	78
		Home-based	80		60	80
	CT_6 - Have their say in their local area	School-based	46	41	35	48
		Home-based	46		36	46
	CT_5 - Barriers to activities - Cost	Home-based	34	32	35	25
	CT_5 - Barriers to activities - Activity is not available locally	Home-based	41	37	43	28
CT_5 - Barriers to activities - Lack of transport	Home-based	29	23	29	19	

- In addition early years settings in and around Tunbridge Wells need to

further close the Early Years Foundation Stage between the lowest achieving 20% and the rest.

- Improvements can be made to increase the achievement of children in care at Key Stage 2.
- Improvements can be made to improve the behavioural health of children in care.
- CAMHS services need to be improved for disabled young people, young people with a learning disability and looked after children
- The proportion of children who are obese in reception has increased steadily over the last three years.

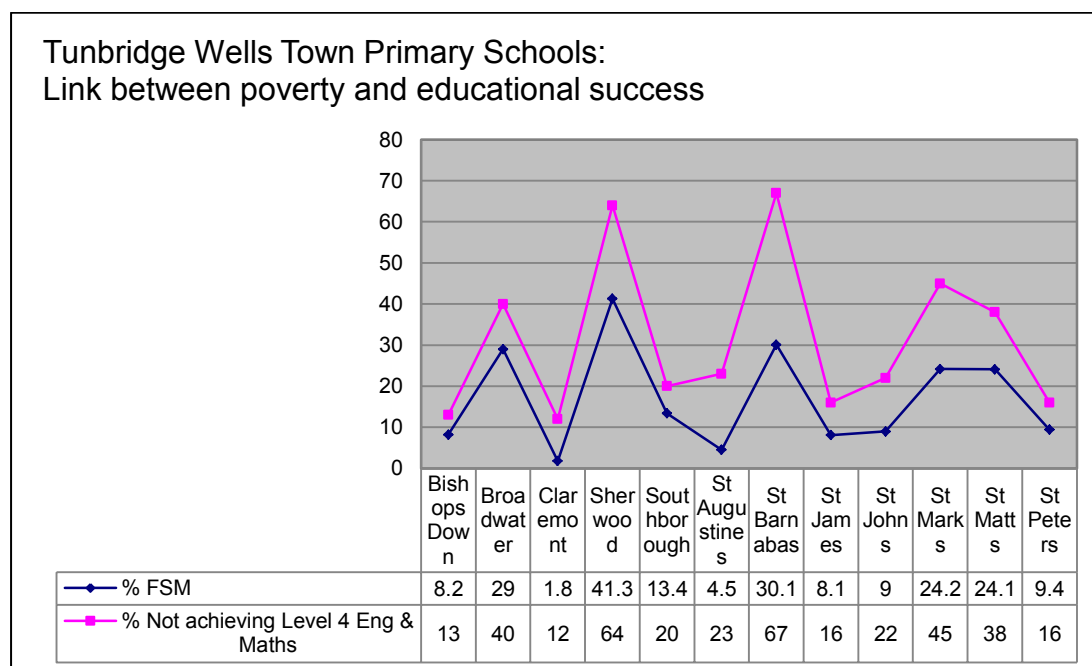
Tunbridge Wells Borough Council is running a “Love Where We Live” campaign to enhance and promote community pride in Tunbridge Wells. Many of the aims and objectives in their policy document correspond with our own. For example one of their stated objectives is “To develop children and young people who are engaged in their learning at school and who take part in positive activities, as a family unit, outside of school”. Another is “To achieve a strong, safe, empowered, community where people are involved in decision-making and have a strong sense of community pride”. There is a wealth of information in this document about local groups and organisations who are working to improve the community structure of Tunbridge Wells and it is our aim to follow these up as one of the next stages in our engagement with the community.

Our Community: Local schools

Tunbridge Wells has a range of primary schools. A quick analysis of the names below will show a strong representation of church schools. It is a time of change for local educational provision and due to the current and predicted shortfall of reception places in Tunbridge Wells three of these schools are due to permanently convert from two-form entry to three-form entry schools. There are no plans for a new state primary within Tunbridge Wells town (although very early indications of a possible new provision in Hawkenbury to the South West outskirts of Tunbridge Wells but consultation have not started yet).

A great many children enjoy a very happy time at our primary schools and attain highly, but that is not the full picture.

Comparison of 2011 performance data from local primary schools shows a surprising variation in the educational outcomes of our local schools (all within 2 miles of central Tunbridge Wells). This striking correlation between the percentage of pupils eligible for free school meals and low educational attainment provides a very clear illustration of the link between poverty and educational success in our town.



Across Kent, the achievement gap between pupils eligible to free school meals and their peers achieving the expected level at Key Stage 2 is at its widest in Tunbridge Wells. It is not clear why this is the case and we are attempting to find out, but it is certainly an issue we want to address at The Wells Free School.

The concept of “popularity” and “choice” of primary school is all but meaningless in the current climate. All schools are oversubscribed (though in less popular schools this is only because Kent County Council have allocated

children there who were not lucky enough to receive one of their three choices). Effectively families need to live very close (often within 1/3 of a mile) to a high attaining school to gain entry for their children. There is a high premium in the price of these houses, effectively barring all but wealthy families from the school.

Engagement with the Community

Community Group:	Method of engagement and responses:
Parents	<p>We have sought parental opinions through our website feedback form, facebook page, twitter discussions, parents newsletter response form and responses to a front page report about The Wells Free School in the local newspaper</p> <p>The overriding concern of parents is whether their child will receive a place at one of their schools of choice. Given the current publicity about a current & future shortage of reception places this is understandable.</p> <p>Parents also voiced concerns about current provision, aspirations for their children and aspirations about the features of The Wells Free School:</p> <ul style="list-style-type: none"> • School size and concerns over the expansion of several Tunbridge Wells primary schools to three-form-entry. We have had lots of positive feedback about our aims to create a smaller, community school. • Concerns about class size and fears about the individual needs of children being overlooked. Aspiration for a more personal approach to education and a strong desire for their child to be known by teachers as an individual. • Lack of preparation for the Kent Test (11+) for children families who can't afford personal tutoring • Big difference in achievement of lower and higher performing schools (and again, lack of meaningful choice if you live near a low attaining school) • Concerns about wellbeing of children – bullying & obesity rank highly • Concerns about dominance of faith schools in Tunbridge Wells • Aspiration for PTA that is more than a fundraising body and is more involved in the life of the school

	<ul style="list-style-type: none"> • Lack of availability of out-of-school activities (lots of groups are over-subscribed eg cubs) • Some bitterness expressed about growing reluctance of schools to grant permission for holidays in term time. Although parents were very aware and agreed with the rationale behind it, for some families lower priced off-peak holidays represent their only chance to get away. Big perceived lowering in quality of life for all the family.
Children	<p>Because children whose parents have registered an interest in TWFS are still so young, we have informally interviewed other primary aged children about what they might like in a new school. After eliminating the less sensible suggestions (along the lines of 3 hour break times), responses included:</p> <ul style="list-style-type: none"> • “I’d like to have more chances to make things with Lego and work with my ipad in class; I’d also like to learn to cook, especially cakes” – ██████████, age 8 • “A school with more dance and drama as part of the day” – ██████████, age 6 • “More art and creative stuff” – ██████████, age 6 • “Fewer subjects for boys, or make it equal so for every ‘boy’ topic, there’s a ‘girl’ one” – ██████████, age 6 (last two topics: dinosaurs and castles) <p>We hope to expand on this by designing a competition for local primary children along the lines of “the world’s best lesson plan” or “my perfect classroom”</p>
Young People/ Secondary Schools	<p>We have spoken to sixth form students at TWGGS (Girls’ Grammar), TWGSB (Boys’ Grammar) and Bennett (Church Secondary School) all of which are very close to our proposed location. They showed a great deal of enthusiasm for our plans and very quickly saw links between their own needs and aspirations and those of our school. In particular the teenagers are involved in lots of projects that require community involvement but find it difficult to secure placements in interesting and stimulating environments. We feel we could offer this at the TWFS to the benefit of both our pupils and the secondary students. For example:</p> <ul style="list-style-type: none"> • The Duke of Edinburgh scheme is enormously popular in local secondary schools. There is a voluntary work element whereby students seek weekly 1 – 2 hr placements from anything between one term and one year. They felt a lack of meaningful opportunities to make this experience really worthwhile. The students wanted chance to use their skills in a specific way rather than being a general helper at a charity or youth club. They came up with the following ideas:

	<ul style="list-style-type: none"> • ‘A’ level drama students to direct and produce (and possibly write) our school production • ‘A’ level French students to talk to our children in French, play French games, organise a French breakfast, sing French songs • “Sport Leaders Scheme”. This equips young people in sports leadership skills. They need younger people on which to practise their newfound skills. For example they talked about a series of “street dance” lessons they had devised to engage both primary boys and girls in dance. Sports Leaders could have a role in curricula PE or in extra-curricular activities at TWFS. • “Music Leaders Scheme”. This works in a similar way to allow experienced secondary musicians to come into primary schools and share their skills and passion for music. This would be a much-valued addition to our music lessons and music clubs. • Work Experience. A one –week placement of 15/16 year olds in the working environment. Again the students expressed a need for more meaningful projects rather than just observing and ‘helping out’. This may offer our gifted and talented students opportunity to work alongside secondary students in truly challenging open ended tasks. • Reading Volunteers: Groups of TWGGS & TWGSB students have been assigned reading buddies at another Tunbridge Wells secondary. They were aware of the London Standard reading volunteer reading scheme and expressed an interest in doing something similar with primary aged children in Tunbridge Wells. We think having a teenage reading buddy could be very motivational for some children. Could be particularly helpful in increasing boys’ engagement with text – if linked up with older boys.
Elderly People	<p>With the decline of the extended family and increasing geographic mobility in our society both elderly people and young families often miss the benefits a truly multi-generational community offers. We have found that young families in Tunbridge Wells are more likely than in many other parts of the country to not have roots in the area or extended family nearby. At the same time the demographics of Tunbridge Wells’ Culverden and St Johns area show a peculiar mix of young families with children and elderly residents living on their own.</p> <p>Tunbridge Wells Borough Council have expressed an aspiration for old people in their “Love where we live” initiative. It has as one of its outcomes, “to promote a positive image of older people and improve accessibility to local services, enabling older people to fully participate in community life”.</p>

	<p>Having spoken to the University of the third age and local churches holding regular lunch clubs we have discovered that there is enormous potential of forging mutually beneficial and meaningful bonds between the youngest generation and the oldest.</p> <p>There is a large pool of untapped resources in terms of skills and experience that can be imparted to children, which would invigorate these elders with a new purpose and build a true community spirit based on care and respect. In reality the program could include activities where:</p> <ul style="list-style-type: none"> • The seniors and juniors could regularly read to each other Seniors could tell stories from their past, bringing to life living history for the juniors • Many groups have as their members highly skilled and intellectual individuals, several of whom have expressed interest in providing free tuition in piano, art, languages etc. • Activities could be held at the school premises, alternatively local church premises where lunch clubs meet regularly have been suggested by the organisers, offering the use of equipment. 	
Local MP	<p>Very positive meeting with [REDACTED] [REDACTED] who was very excited about the project and will support us in any way he can to secure the Kent & Sussex hospital site.</p>	
Kent County Council	<p>Meeting with North Kent Education Officer, [REDACTED] [REDACTED] confirmed current and upcoming shortage of reception places in Tunbridge Wells. [REDACTED] [REDACTED] supports our application for a free school and has offered help in providing any additional data we may need to support our application.</p> <p>[REDACTED] [REDACTED], Cabinet Member for Education, Skills and Learning, is supportive of our proposal</p>	
Tunbridge Wells Borough Council:	<p>We have spoken to the following councillors and gained their support:</p> <p>Lynda Middlemiss</p> <p>Dr Linda Hall</p> <p>John Cunningham</p> <p>Brian Ransley</p> <p>Nicholas Rogers</p>	<p><i>Senior Planning Officer – offered help in locating suitable premises</i></p> <p><i>Chair of Local Development Framework – 16th Dec 2011 - great proponent of Free School on KSH site</i></p> <p><i>Portfolio for health, wellbeing & communities</i></p> <p><i>Cabinet member for transport</i></p> <p><i>Ward councillor for Culverden Ward – Ongoing contact – very enthusiastic and</i></p>

	<p>Ronen Basu Caroline Derrick Tracy Moore Trevor Poile Frank Williams David Neve Len Price</p>	<p><i>confirmed support of other councillors</i> <i>Ward councillor for Culverden Ward</i> <i>Ward councillor for St Johns Ward</i> <i>Ward councillor for St Johns Ward</i> <i>Ward councillor for St Johns Ward</i> <i>Communities Partnerships committee</i> <i>Joint Transportation Board</i> <i>Ward councillor for Culverden Ward.</i> <i>Positive meeting 25th Jan – confirmed support of</i> [REDACTED] [REDACTED] & [REDACTED]</p>
<p>Breakfast and After Schools Clubs</p>	<p>[REDACTED] after school clubs: [REDACTED] runs a breakfast and after school club based at TWGSB (Boys' Grammar) a short walk away from our proposed location. <i>Add in here details of meeting with them</i> St Georges Community Centre: St Georges are also a short walk away and run breakfast and after school programs for local children.</p>	
<p>Charities</p>	<p>Friends of Woodbury Park Cemetery: Woodbury Park Cemetery is an exceptional Victorian Memorial Garden & Green Flag property and a local hidden gem. [REDACTED] [REDACTED], secretary of the Friends of Woodbury Park Cemetery which is run almost exclusively by retirees showed a keen interest in establishing collaboration between our school and their charity which, she said, would 'kill several birds with one stone'. Such collaboration could involve:</p> <ul style="list-style-type: none"> • Children helping with ongoing research at the memorial garden • Children could help organise events for other children • Children could join working parties and learn new skills • Children could spend time in beautiful surroundings and share this hidden gem with their friends and families • Restoration projects • Wildlife identification and surveys • Gardening 	
<p>Local Primary Schools</p>	<p>We emailed headteachers of local primary schools to let them know of our proposal for a Free School and to invite questions or comments. Three headteachers responded and all responses were positive.</p> <p>In particular we have been talking to [REDACTED] [REDACTED] who is [REDACTED] and a National Leader of Education. Once we had assured him of our plans of being an inclusive school and our desire to cooperative with local schools, he offered his</p>	

	<p>wholehearted support:</p> <ul style="list-style-type: none"> • “I would be very happy to collaborate and offer any advice or help you needed, including supporting your future staff to be the best they can be!” • “Please feel free to get back to me if you need any advice or help in your pitch etc. As a National Leader of Education (NLE) I make no distinction between academies, free schools and state schools. My mission, if that isn't too grand a word, is to use the advantages of working at a great school to help and support teachers in more challenging circumstances. The purpose being to maximise opportunities for all children to fulfil their potential.” • “If the Free school wants to join the family in time, then the family will welcome it, we are genuinely all in it together as Primary Schools here.”
Other Free Schools:	<p>We visited the Discovery New School in Crawley, were inspired by what we saw and came away with a lot of good advice and ideas.</p> <p>We have been in email contact with The Norwich Free School</p>
Home Educators Network	<p>There is a large community of Home Educators in the Tunbridge Wells area comprising 150 families. These families have at one point decided to home-educate because they believe this to be best for their children for various reasons. Some of their children have been diagnosed with learning difficulties but thrive in alternative education, some are autistic and some extremely bright. Many home schooling parents simply decided they would like to individualise education more and teach in smaller groups while being more flexible and open to outside stimuli rather than committing to a class room setting.</p> <p>What they all have in common is that they do not receive any funding and do not have any resources available to them that conventional schools offer.</p> <p>They also regret that their children do not get much interaction with children in state schools leaving them feel isolated within their network.</p> <p>██████████ ██████████, one of the organisers of the Home Educators Network was extremely enthusiastic about the prospect of possibly cooperating with a school of the TWFS ethos whereby the school might consider allowing the use of equipment for science projects and the home educators could share their resources regarding learning in the real world.</p>

The consultation with our community has informed and shaped the vision, ethos and intended outcomes of our proposed school. What started as a group of parents trying to do something/anything about the lack of school

places, has grown and developed into a balanced steering group of parents, teachers and business people drawn from our community and listening to the needs and aspirations of our community. This process is not complete because new links and opportunities are revealed from each contact and in fact nor will it ever be because our community changes all the time.

We have reflected at length on the information we have gathered and the table below shows how we have responded to it both in the expected outcomes of our school and our diverse responses. Responses may take the form of an added provision, a feature added to the curriculum, an objective for a policy or a more general guiding principle that has helped us develop the ethos of the school. Key outcomes have shaped our whole school outcomes and measures of success (see section D4).

These responses are expanded on and developed throughout the rest of this document – particularly in the Vision, Curriculum and Assessment sections.

Table to show how we have responded to the needs and aspirations of the community.

What needs and aspirations the community have	School Outcome to reflect community views	Response
Parents want a more personal approach to education. They want their child to be known and be treated as a unique individual within a small setting.	Provide a small, community school with small class sizes	Develop our ethos, vision and rationale around the concept of a small community school. Make small class sizes central to our ethos, organisation and financial planning.
All parents want their children to feel, safe, happy and included at school. They don't want their child to be bullied.	Children's personal, emotional and physical needs will be met	Develop our ethos, vision and school organisation with the wellbeing of children at its heart. Teaching and learning can only be effective when the child's personal, emotional and physical needs have been met.

<p>The Tunbridge Wells FSM achievement gap at KS2 is the widest in Kent</p>	<p>The FSM achievement gap to be narrowed from Tunbridge Wells average (40%) to Kent average (28%)</p> <p>All children will have made at least “expected progress” in English and Mathematics</p>	<p>Plan for using the pupil premium in the most effective way to boost achievement.</p> <p>Put effective feedback mechanisms in place.</p> <p>Put effective meta-cognition and self-regulation strategies in place.</p> <p>Peer tutoring & peer-assisted learning.</p> <p>Early Intervention strategies</p>
<p>The Tunbridge Wells SEN/non SEN achievement gap at KS2 is the widest in Kent</p>	<p>The SEN achievement gap to be narrowed from Tunbridge Wells average (59%) to Kent best (50%)</p>	<p>SEN identification strategies to be used as soon as problems are suspected.</p> <p>Early and appropriate intervention strategies.</p> <p>Rigorous monitoring and reviewing of provision for SEN children.</p>
<p>Children leave the EYFS with skills below the national average</p>	<p>All children enter year 2 with skills at or above the national average in EYFS</p>	<p>Offer high quality Foundation stage curriculum.</p> <p>Offer excellent teaching and inspired teaching.</p>
<p>Home educators want access to the school community</p>	<p>Develop a mutually beneficial relationship with the Home Education Network</p>	<p>Invite the Home Education Network to hold meetings at our school</p> <p>Establish the type of access that is required – equipment & facilities, access to theatre visits etc, stall at the school fair, opportunity to take part in the science competition?</p>
<p>Boys leave the EYFS with attainments far lower than girls</p>	<p>The boy/girl attainment gap to be narrowed to 4% (half the Kent average) on leaving the EYFS</p>	<p>Boys reading buddy scheme with TWGSB.</p> <p>Teachers to have the very highest expectations of boys’ potential in literacy.</p> <p>Offer a variety of practical “hands on” in order to become engaged with texts.</p>

Very able pupils are not appropriately challenged	Children will have their gifts and talents recognised and developed	Teachers will set high-challenge independent research tasks. Teachers will give differentiated success criteria. Creative open-ended tasks will be set.
Boys literacy levels at the end of KS2 are significantly lower than literacy levels for girls	All boys will make at least 2 levels of progress in the Primary Phase	Boy friendly reading materials used in the primary phase. Single sex reading groups in the primary phase. Recognition of gender specific interests.
Older people report a sense of isolation and aspiration to pass on their skills and knowledge	We will form links with older people in the community and the voluntary organisations that support them.	Set up reading buddy schemes. Set up an oral history register Match older people offering free tuition in musical instruments or creative arts to suitable candidates. (nb cost implication CRB check)
Children from families who can't afford tutoring are not prepared sufficiently for the Kent Test (11+)	Pass rate of over 90% in Kent Test (11+)	Free after school club to practise verbal and non-verbal reasoning skills in a fun environment. Maths curriculum to be extended in year 5 for higher attaining children to ensure coverage of the Kent Test maths syllabus.

<p>Young people and parents report lack of activities and cost as barriers to taking part in “things to do”</p>	<p>We will provide an eclectic range of non-compulsory activities at low or no cost open to our pupils and the wider community</p>	<p>Range of after school and lunchtime clubs run by teachers.</p> <p>Range of after school clubs run by community members such as sixth form students, University of the 3rd age, peripatetic teachers, parents and sports coaches.</p> <p>Our facilities will be available for hire at weekends and school holidays by organisations running regular classes or activity workshops.</p> <p>We will develop strong links with voluntary organisations in the community. Our children will take part their events and workshops either as part of the school day and curriculum, or with their families outside of the school day</p>
<p>A family-holiday friendly timetable</p> <p>More flexibility in the system</p>	<p>An innovative timetable and calendar that promotes the motivation and enthusiasm of children and allows for exciting out-of-school experiences</p>	<p>Develop a new term calendar that evens out the school terms, reduces the Summer holidays and allows for an off-peak Summer break.</p> <p>Develop a new daily timetable that allows for more flexibility in the school day.</p>

Promoting Good Community Relations

The needs and aspirations of our community will change over time and we will continue to seek them out and respond to them.

- Demographic, school performance and local authority data is published annually.
- Demographic data about the population of the borough and the make-up is published by Tunbridge Wells Borough Council and is available from their website.
- The Kent Children and Young People’s Plan is renewed every three years and available on through the Kent Trust Web website.
- The Tunbridge Wells Children and Young People’s plan is also renewed every three years and available on through the Kent Trust Web website.
- Tunbridge Wells are developing a sustainable community strategy (2010-

2026) named “Love Where We Live”. We will keep updated with this and be guided by it.

- School performance data is available through the Department for Education website and is renewed annually.

We will forge strong links between our school and the local and wider community with the aim of working together in partnership for the benefit of all. We hope to become the very heart of the community. Working towards this aim will be an ongoing and ever-changing process but will involve the following features if it is to be achieved:

Profile raising: We need to make all parties aware of the numerous opportunities that have been established for links between our school and the community. This will certainly feature on our website “home page”. We will produce a termly newsletter not only for the families of our pupils, but for distribution in our local area. (Cost implication).

A welcoming school: Our school will be a friendly, welcoming place. We want to encourage everyone – children, parent, teaching and non-teaching staff, visitors and representatives of community groups – to feel included and want to be involved in all aspects of school life.

A hive of activity: As the needs and aspirations of the community grow and change so will the range of activities at our school. Some activities have broad and long lasting appeal and we will value and develop these established links. Others will come and go with changing needs and trends and these will be similarly valued.

Community Consultation: We will consult the local community and listen to their views when drawing up specific important documentation relation to the school’s role in the community. We will also take part in the consultation process of other groups in our community, and in that of the local and Kent authorities.

Section E: Evidence of demand and marketing

E1: Evidence of demand

Table to show evidence of demand for places at The Wells Free School

- A:** Proposed number of places in each year group.
B: Number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
D: Demand as a percentage of the places available

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	22	28		127%	22	24		109%
Year 1	22	15		68%	22	28		127%
Year 2	22	11		50%	22	15		68%
Year 3					22	11		50%
Year 4								
Year 5								
Year 6								
Year 7								
Totals	66	54		82%	88	78		89%

Notes on Demand Figures:

The Wells Free School proposes to open with three classes of 22 children in R, Y1 and Y2. We have chosen this course for the following reasons:

- We want the school to have a positive and vibrant start. With a single reception class of 22 and single class teacher it would be very difficult to set the systems in motion and foster the ethos we are hoping to promote as a lasting feature of the school.
- The school will reach a steady state and financial stability only four years after opening in 2017. This model provides much better value for money than starting with a single class.
- We want to offer an alternative to parents whose children are currently not in a school of their choice (due to the reception-place shortage in Tunbridge Wells). It will be a second chance for families to get what they really want for their children – an excellent, local school in the heart of their community

Our figures indicate that we will be oversubscribed for intake into the Reception class each year. In addition:

- We also have demand for Reception entry after 2014 which currently stands at 27 children.

- We anticipate a surge of demand when this year's school allocations are announced at the end of March and parents, whose wishes have not been met, become more receptive to hearing about an alternative choice.

For the year of opening, we do not yet have demand to fill the Y1 and Y2 classes. We are confident that these places will be filled for the following reasons:

- A follow-up article about TWFS is due to be published in the Tunbridge Wells Courier on Thursday 23rd March. This will focus on letting parents know that places will be available in year 1 and year 2 in our opening year
- Parents will be more likely to commit to placing us as their first choice of school when they know the school is going to be a reality and can be sure about the location
- Expressions of interest for places in Y1 and Y2 continue to come in slowly but surely as news of TWFS spreads by word-of-mouth. We anticipate this will continue in the next few months and hopefully more so when the true marketing campaign is launched in the pre-opening phase.

If we do find ourselves unable to fill the Y1 and Y2 classes, we can offer some flexibility and have the following alternative plans:

- Opening with 2 parallel reception classes and one mixed Y1/Y2 class (We anticipate being significantly oversubscribed for reception places)
- Opening with 1 reception class and two mixed Y1/Y2/Y3 classes (we currently have demand for 2013 Y3 places from 10 children)

We will continue to market and collect demand for the school over the next few months and to carefully monitor the demand for the opening-year classes.

Survey Questions and a summary of responses

Do you support the ethos and objectives of the The Wells Free School?	All respondents answered: 'Yes'
Would you select The Wells Free School as first choice for your child/ren?	The vast majority of respondents selected 'yes'. Remaining respondents selected 'NA'. For the purpose of accuracy in this application, we have only included the 'yes' respondents in the demand table
Give the month and year of birth for each child you would like to attend the school	Date of birth supplied and recorded

What would be your main reason(s) for choosing the TWFS	<p>General themes by popularity:</p> <ul style="list-style-type: none"> • Small class sizes • Area needs local community school • Individualised teaching • Different provision and ethos • Desire to participate as a parent and to further community spirit • Desire for independence from religion in an area dominated by faith schools
Name	Supplied by all
Email	Supplied by all
Postcode	Supplied by all
Additional Comments	<ul style="list-style-type: none"> • Expressions of frustration at the local authority's lack of action to provide quality, local school places • There are offers of help with the project and interest by teachers • Many respondents used this section to voice their general enthusiasm at the prospect of TWFS coming to their area • There are messages of thanks, encouragement and appreciation to the campaigners
Would you like to be added to our Main Mailing list and kept informed of our progress?	All respondents identifying TWFS as first choice, requested to be kept informed

Copy of survey form

The survey is part of our website which we have used to inform the community of our proposal: thewellsfreeschool.co.uk . Bearing in mind those not all potential pupils' parents have access to the internet we also used a hard copy survey form presented with the same wording and survey question format.

Annex E1: Information about TWFS given on website

Annex E2: Template of the survey form

Annex E3: Sample of parents' responses

E2: Engagement with the Community

In an effort to reach as many families as possible, we directed our marketing at parents of pre-school and early school-aged children.

We have been regularly attending the following events held by “The Ark” Sure Start Centre. The Centre is located 1.1km from our preferred site in one of Tunbridge Wells’ most deprived areas and it attracts a large number of local residents.

- **Bilingual Toddler Group**
We chose this group to find and reach out to members of our immigrant community. We have spoken to and handed out leaflets and questionnaires to several parents of mainly Eastern European and South Asian origin.
- **Stay and play scheme**
We attend this group in an attempt to meet and get to know local parents. We were successful in this respect, and in addition were able to garner the support of the Sure Start Centre staff. This support is invaluable, since staff are present at a number of other centre events and are therefore able to be great ambassadors for us.
- **Baby Health Clinic**
We chose to leaflet at health clinics because those attending represent a fair selection of parents from all backgrounds. It also provided a forum to introduce local Health Visitors to our plans for TWFS so that they may talk to families who they think may benefit from the ethos of our school.

We displayed posters and leaflets at local Nurseries and pre-schools of which there are many in Tunbridge Wells, initially focussing on establishments in the area surrounding our chosen sites. Additionally we ensured we targeted any institution that provides its service without additional fees to parents. This was a conscious attempt to reach out to disadvantaged and low-income families, who tend to frequent these particular establishments.

- Teddies (also featured in their Jan.13th newsletter)
- Little Cottage Nursery
- Asquith Nursery
- St. George’s Centre
- Woodlands Nursery
- Alphabet Train
- St. Augustine’s Nursery

We displayed posters and leaflets, as well as campaigned at playgroups held by churches:

- Culverden Evangelical Church
We chose their playgroup because it is local to the premises we are proposing and because we know a group of attending single mothers who live in adjacent social housing, who would benefit from being part of the TWFS community.
- St. Augustine's Catholic Church
We chose their playgroup because we know of the large Filipino community who attend Church there. We have found this minority group to be underrepresented in other parts of our community.
- St John's Church
We chose this church because of the very large number of outreach groups that take place in the church centre (including First Friends, Bumps, Birth & Beyond, and Just Daddy and Me). Additionally it is very local to our proposed premises.
- Tunbridge Wells Baptist Church
We chose this group because it draws parents from all across town. It offers a thriving toddler group, a 'new mums' post-natal group, uniformed organisations plus many more. In addition, it is not affiliated to any particular school.
- We distributed leaflets in some local residential areas, which are most strongly affected by the school places shortfall. We were careful to ensure all social housing in our proposed property search area was covered. Leaflets at these locations included a physical form to fill in and a stamped return envelope:
 - [REDACTED] - 8 units
 - [REDACTED], [REDACTED] - 10 units
 - [REDACTED] - 8 units
 - [REDACTED] [REDACTED] - 42 units
 - [REDACTED] - 9 units
 - [REDACTED], [REDACTED] - 16 units
 - [REDACTED], [REDACTED] - 44 units
 - [REDACTED] - 29 units
 - [REDACTED] - 58 units

Furthermore we:

- Placed posters and leaflets at Tunbridge Wells Museum
- Approached parents at local schools, toddler groups, parks NCT groups and more.

- Placed posters and leaflets in local shops and cafés, who agreed to display and where possible, promote them.

Press Coverage

Once we had built up the outline of what we wanted to offer and had formed a suitably strong steering committee with a broad range of relevant skills and experience, we felt ready to go to the press with our story. (We were initially approached by the local paper back in November for a story, but felt ill-prepared at that time to give our best representation.)

Our reasons for going to the press were twofold. Primarily we wanted more publicity, to enable anyone who had not already heard about us to have a voice, and to be able to express their interest (in sending a child to the school or offering their help and skills) if appropriate. Secondly we were keen to spread the net for our property search. As detailed elsewhere, Tunbridge Wells is extremely well populated, with very few appropriate and available premises that may be suitable for our need. We felt that by expressing our need so publicly, we might trigger a reaction from somebody well placed to help in our search.

We were fortunate to be given the front page of our local paper, which meant that our headline was placed on the boards outside all the newsagents, ensuring maximum publicity and the widest possible audience was reached. Our publications so far are listed below, however the journalist covering our story, (who has first-hand experience with local school places shortage and supports our vision) is keen to keep it running, and do more follow-up articles to keep people informed of our on-going progress.

Jan. 20, 2012: Front page article in local paper, the “Kent and Sussex Courier” about our application and how to express support

██████████

- Jan 27, 2012: Editorial comment in the Courier. “As we reported last week, a group of parents is trying to create a new primary under the Government’s “Free School” scheme Looking at the figures which are nothing short of alarming this kind of approach is what is required”
- Jan. 27, 2012: Follow up article to the above citing support by prominent local politician and former council leader ██████████
██████████
██████████
- Feb. 3rd, 2012: Letter of support published

Feb 17th 2012: 2 page interview in Courier with ██████████ ██████████, (

██████████

- including discussion about the proposed development of our key site, and the likelihood of establishing a new school in the location. This

was not specifically about our free school proposal, however it raised our profile and continued the ongoing discussion about the town's need for a new primary.

Web and social media

- Website: [REDACTED]
- Facebook group: [REDACTED]
- Twitter

Map showing location of parents expressing interest

- Annex E4:** Map showing location of parents expressing interest, wider Tunbridge Wells
- Annex E5:** Map showing location of parents expressing interest, area surrounding preferred sites
- Annex E6:** Map showing this in relation to 2013 catchment areas

Making the school attractive to pupils of different backgrounds and abilities including pupils from deprived or disadvantaged families.

We aim to create an extremely friendly, welcoming and personable environment, which will provide a community feel and a 'home away from home', in which all children feel *and are* equal. At the heart of everything we do will be our small class sizes and children's personal wellbeing. This will prove particularly attractive to families who may be new to the area, or from different sub-communities, and will also provide a compassionate framework to support children from deprived and disadvantaged families.

By fostering contacts with the families of other children, the community, and older generations in particular, we will provide a forum for mentoring relationships to flourish. Our open-door ethos aimed at bringing the wider community inside our school will also serve as a clear example to all interested parties, of what we are keen to offer to all.

One of our guiding principles throughout this process has been the African proverb "it takes a village to raise a child". This saying rings true to us- we want to make our neighbourhood, our community, this 'village'.

There may be barriers preventing some parents from accessing marketing and other information about our school. Below are some of the barriers we have identified along with strategies to overcome them.

- **Barrier: No access to local paper**
We will distribute flyers with update on school opening and relevant admission details. We will also summarise our vision and highlight aspects which may encourage less advantaged families to apply to us. These aspects would include our belief in helping children from all backgrounds achieve more, and how we actively and warmly welcome everyone to our community school. Social housing locations listed in E1 plus any additional such households created by that time will receive our newsletter by post. In subsequent years we will continue to post our newsletter to all social housing within 1m of our school.
- **Barrier: No internet access**
We will create hard copies of any surveys / interactive features involving the community, which appear our website. These will be sent to all relevant social housing addresses (including stamped addressed envelopes) so the survey can be completed irrespective of internet access.
- **Barrier: Unsure about or intimidated by a new school concept**
We will send out a friendly and helpful representative (drawn from our bank of volunteers) to make personal contact with parents, to try and pre-empt this occurring, or to address and clarify any concerns. We anticipate there may be a number of families from disadvantaged backgrounds, who may feel this school is not for them, is associated with a different socio-economic class or who simply lack the resources to get further information or proceed with an application. We will address this barrier by regularly attending and speaking at Sure Start Centre events such as those mentioned in E1. Personal updates and reassurance will also be given at Health Clinics and playgroups.
- **Barrier: Not involved in social and recreational activities in the area**
We will create and issue an attractive prospectus and detailed newsletter targeting all contacts identified in pre-application marketing (see E1). The first edition will be timed to coincide with the period during which prospective parents will be filling out their school applications for the September 2013 intake. In this document we will remind health care providers and social workers of our vision and ethos. In subsequent years we will use our prospectus and newsletter to publish and celebrate our achievements from the past academic year. This publication will also provide a focus on the benefits of our school to children for whom increased individual attention and strong community ties could make a real

difference in overcoming a challenging background.

- Barrier: Not or no longer part of an existing community of parents where word of mouth has spread about TWFS. Detached from state school system because they felt their children were ill served by it.**
 We will notify our contact at the local home educators' network (See D7) to post a link to our newsletter and survey on their website. Having found out that some would consider transferring to a school with the TWFS ethos we will encourage the survey form to be returned and encourage additional suggestions.
- Barrier: Immigrants/ parents with English as their second language**
 We will visit the Ark's Bilingual Toddler Group, and increase our bank of volunteers willing to help us translate our publicity material. We will also approach owners of the many local ethnic shops, asking them to notify their customers about TWFS and where applicable, help us provide relevant, multi-lingual leaflets.

Our planned Marketing and Media Strategy:

Our Marketing and Media Strategy seeks to involve and intensify community contacts made in our pre-application publicity, with the intention of developing far-reaching support for our cause.

Contact	Action
Website	Greatly enhance the content of our website, ensuring it is appealing, user-friendly, informative and up-to-date with all progress
Parents	<ul style="list-style-type: none"> Take up offers of help from parents in campaigning, leafleting etc. Follow up with all existing respondents, updating them on the progress of TWFS Continue and increase social networking via our website, Facebook and Twitter to update members on progress
Local Primary Schools	Contact local schools asking them if they may be willing to pass information about TWFS on to those on their waiting lists
LA	<ul style="list-style-type: none"> Make sure school details are included in the LA school information booklets Make sure that a link to our website is provided on the LA schools database

Councillors & MP	Confirm once TWFS has been approved, update on progress, request exposure to constituents where in their power
Health visitors, social workers, GP's	Provide detailed update on TWFS so our particulars can be passed on to parents
Press	<ul style="list-style-type: none"> • Continue to liaise with local paper, keeping our story at the forefront of people's minds. • Provide a 'Q&A' article regarding our school's progress, development and specific information. • Collaborate with Kent and Sussex Courier on a publicity article to be published during school applications period
Television	Take up an offer from contacts at BBC South East to produce one or more articles for local television.
Radio	Take up an offer from a producer at BBC South East to discuss TWFS on radio

Our marketing strategy has been developed to address some local, community issues:

Issue	Marketing strategy
Shortage of primary school places & parents want to walk to school	Leafleting the area within 2 miles of school site
Many children in independent schools whose parents can ill afford this and hope to re-enter state system through long waiting lists. (These may help populate TWFS years 1-3)	Seek out specific contacts who find themselves in this situation at local independent schools and recruit them to spread the word
Ever increasing school and class sizes are unpopular, lack of choice widely bemoaned	Seek further exposure in press, pursue Radio, post on Netmums/ Mumsnet, free local papers and magazines e.g. 'The Grapevine' (targeted at families)
Parents want to be involved in their children's schooling	<p>-Send representatives to campaign at organised music groups, swimming lessons, children's events at library etc.</p> <p>-Survey form to engage prospective parents to be published on TWFS website and distributed through all other avenues mentioned in this section</p>
In the past two years many parents have had to accept school places far away from their home. (These may further populate TWFS years 1-3)	We will be opening to Y1 and Y2 as well as R in 2013. Make this clear in future marketing.
Parents want school to be part of	Send representatives to campaign at

their local community	events held by community oriented organisations such as local churches, Rainbows etc.
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The school as a resource for the wider community

We are keen that TWFS is more than just ‘a school’, and becomes an intrinsic part of the running of and provision in our community. Outside of school hours and at weekends we plan to offer our premises to third parties for a range of uses, both educational and recreational. We very much hope to be able to offer the following services.

Supporting immigrant communities

Issue: Tunbridge Wells is already home to a number of foreign communities, and this number is growing steadily as people relocate to this very popular area. Whilst the members of these communities are known to each other there are few structures in place that allow their children to connect, to experience their parents’ culture of origin or learn their language, let alone share this with the local community or schools.

We have spoken to three groups of local bilingual parents (Spanish, Polish and French), who are looking to organise themselves to provide regular foreign language schooling for children ages 4-16. This would take place at weekends or after school hours, so would fit ideally with what we could offer. In addition the “Deutsche Samstagsschule”, an established German school currently using the premises of Hildenborough Primary School, has expressed a direct interest in renting our premises for 3 hours every Saturday.

Furthermore we would like to lend our support to newly forming language schools. A member of TWFS steering Committee already participates in the local German school and she is keen to liaise between its organisers and other foreign communities to share her experience and advice in how to set up such an organisation.

Once these are established we would look to replicate the arrangements of the established German school, which seem to be working very effectively. The school pay rent on a monthly basis for the use of the space. The acting Secretary of the school takes responsibility for locking/ unlocking the premises and teachers within each year group are responsible for cleaning the rooms before they leave, thereby ensuring no cost is incurred for example, by employing a caretaker for this purpose.

Cooperating with the Home-Educating Community

Issue: Children in the Home Education Network are isolated from state schooled children, receive no funding and have fewer resources for teaching. We want to help them by providing an opportunity and use of our resources to enrich their home-schooled children’s experiences, within our non-threatening environment.

We will collaborate and liaise with the network to offer and schedule access to agreed resources.

Forging links between generations

Issue: Young families and elderly people are living side by side in our community, without any forum for interaction or benefit to each other. Recent studies have shown that a worryingly high percentage of the elderly feel isolated and lonely, and we keenly wish to go some way towards reversing this trend by giving them an opportunity to volunteer and enjoy the associated improved physical and mental health benefits this has been proven to afford older volunteers especially.

We will liaise with the organisers of the seniors groups mentioned in section D7 to arrange suitable occasions for cross-generational activities, (seniors working with juniors) and for opportunities for the seniors to use our premises for their own pursuits. Initially this would be supported in practical and premises matters by the school secretary and caretaker, however the long term goal would be to establish a culture of volunteering among parents to take on some of the more practical aspects.

Engaging with local heritage organisations

Issue: Many families move to Tunbridge Wells seeing a better future for themselves and their children. These newcomers have no local roots or connections to the town and its heritage, indeed are often unaware of the rich provision around them. Few young people are actively involved in conservation charities, and we see this as a potential area we could influence to enhance our community.

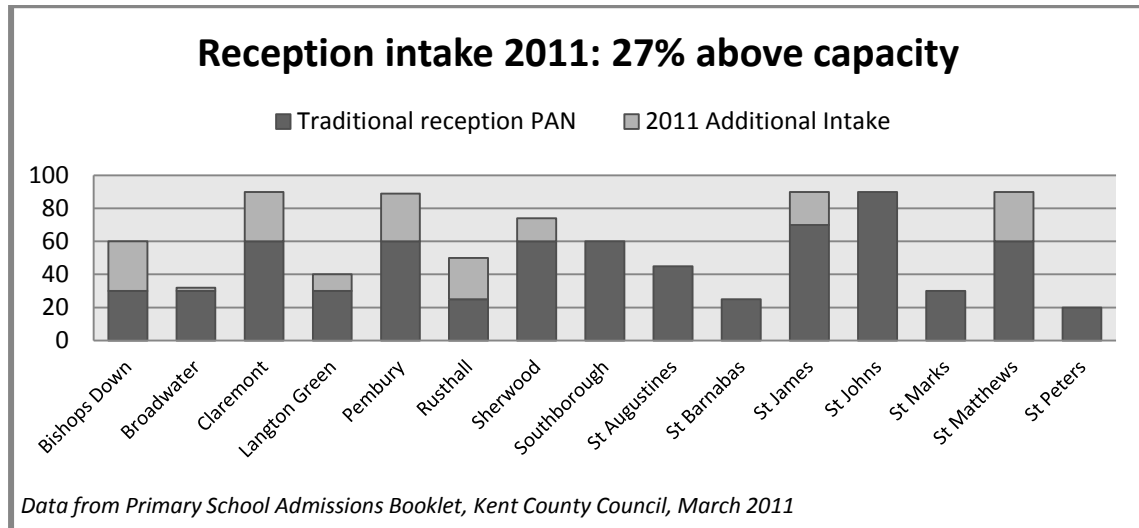
We will liaise with charities and organisations (detailed above) to arrange activities and make our school premises available for educational events at weekends. We will invite children's parents and families to join in and support the causes, promoting further awareness and cohesion in our community.

The need for more primary schools places

Kent County Council's Local Area Education officer, Simon Webb, who is responsible for school places provision has been unreservedly positive about our application: "Your Free School would be a very welcome addition to primary school provision and choice in Tunbridge Wells, both of which I am

struggling to provide within my constraints. I am happy to support you and provide any information to help.”

Tunbridge Wells is facing an exceptional, unanticipated rise in demand for school places for reception-age pupils. As shown in this chart, in September 2011 local schools admitted 27% more children than their traditional capacity.

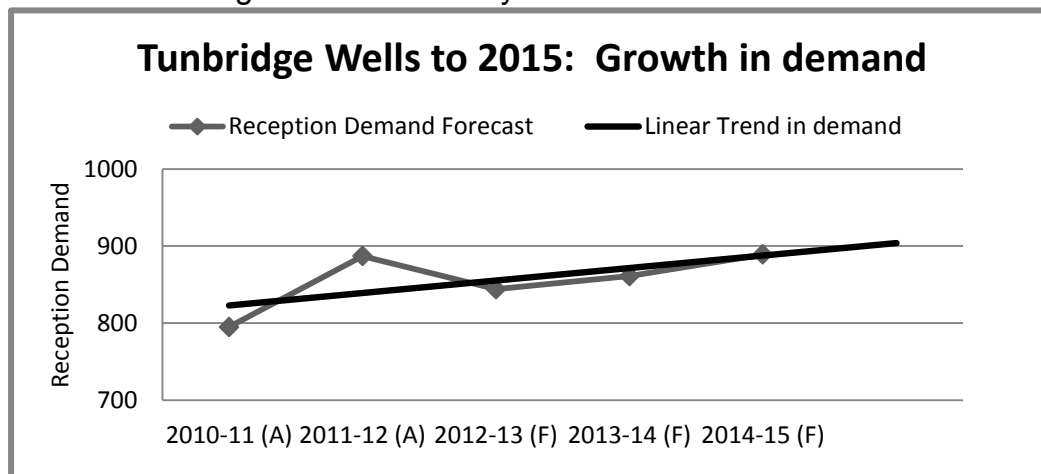


On the whole additional children have been accommodated in mobile classrooms on existing school sites.

Tunbridge Wells is part of a well-documented national rise in birth rates and demand for school places. Government figures show a picture of soaring demand for primary places, a projected national increase in the number of primary-age pupils of 454,800 by 2015. This reflects a sustained population boom - with the birth rate in 2010 an astounding 20% higher than in 2002. Kent is expecting to need places for more than 9,000 extra pupils. In addition to this, the increase in reception applications can be linked to the economic downturn, with an increase of over eight percent of parents seeking state provision in preference to independent schools in September 2011.

This problem in Tunbridge Wells is not short term or temporary. The following chart shows predictions provided by Kent County Council of demand for reception places to 2015 based on the actual number of births in Tunbridge

Wells. A trending increase is clearly shown:



Actual growth will be much bigger and longer-term than this chart can predict it does not take into account the following:

A minimum of 5500 new households will be added to our borough by 2026 according to Tunbridge Wells' Core Strategy "...the majority of housing (75% - approximately 4000 households [is] to be provided in the main urban area (Tunbridge Wells and Southborough)..."

Annex E7 is a map illustrating school catchment areas of Tunbridge Wells, for which already **there is no provision of places in any of the surrounding schools**. Visible at the centre of the provisions gap, where we suggest TWFS be located, there is an area of 1km diameter, where approximately 1000 residential units will be added in the next 15years.

Consequences for Tunbridge Wells' families:

Absence of Choice: Seventy-four families were not offered one of their three choices of primary school in Tunbridge Wells for September 2011 intake. Their children were allocated places by the council, often leading to enormous disappointment, necessitating families travelling further to reach their schools, and in extreme cases, forcing parents to take the difficult decision to move their child into a private system they cannot truly afford.

Larger Schools: Four Tunbridge Wells' primary schools were forced to increase their intake by an additional class in temporary accommodation in 2011. The trend is for primary schools becoming larger, moving increasingly towards three-form-entry schools. There is scarce choice or availability of places in smaller schools for parents who feel their children would thrive and achieve more both socially and academically in a smaller, more personal environment.

Shrinking / Shifting Catchment Areas: Traditional catchment areas have shrunk and catchments of between $\frac{1}{3}$ and $\frac{1}{2}$ mile from the school are not uncommon. Catchment areas no longer overlap effectively ruling out choice for parents. “Black hole” areas have sprung up that fall outside the catchment area of any school. This is particularly noticeable in our identified location, as the primary school formerly serving the area has been moved to a location almost a mile away. The catchment area initially remained the same, but has gradually shifted in recent years, further exacerbating the difficulties experienced by parents living in this area.

No Spare Capacity: To allow for choice and freedom of movement between schools the government has set a target of unused seats of 5%. In reception 2011 in Tunbridge Wells this figure stood at 0%.

Separation of siblings: Many families face having to take siblings to different schools because the recent temporary school expansions have created irregular intakes and ever expanding and contracting catchment areas where, upon contraction, there are often more siblings than reception places.

Discrimination towards non-drivers: Those families unable to afford a car (or second car!) to deliver children to far away or different schools must accept taxi rides for their young children. Unable to deliver them personally they lose out on every day school involvement as a parent.

Further factors supporting the need for a Free School in the area:

- **Any future school will be built at the edge of town** where there is council owned land - far away from the centre of demand, as confirmed The North Kent Education Officer. (Although planning permission has not been requested for any new school as yet).
- **Due to lack of suitable sites**, it is not possible to build a new state primary of the required size at the place of demand. The only way to arrange local school provision in the future is the conversion of existing buildings to effectively re-instate small neighbourhood schools, which is only possible via the Free School route.

Section F: Capacity and capability

F1: Show how you will access appropriate and sufficient education expertise to deliver your curriculum

Name:	[REDACTED]
Pre-opening Role:	Member of the Steering Group Curriculum lead
Time commitment:	8 hours per week
Qualifications:	[REDACTED]
CV	CV attached – Annex F2
Experience:	[REDACTED]
Role on Opening:	Will apply for Foundation Phase teaching position

Name:	[REDACTED]
Pre-opening Role:	Chair of the Steering Group Member and Director of The Wells Free School
Time commitment:	20 hours per week
Qualifications:	[REDACTED]
CV	CV attached – Annex F1
Experience:	[REDACTED]
Role on Opening:	Governor

Name:	[REDACTED]
Pre-opening Role:	Member of the Steering Group
Time commitment:	16 hours per week
Qualifications:	[REDACTED]
CV	CV attached – Annex F3
Experience:	[REDACTED]
Role on Opening:	Governor

Name:	[REDACTED]
Pre-opening Role:	Voluntary Offered advice on teaching and management issues
Time commitment:	Ad hoc advice
Experience:	[REDACTED]
Role on Opening:	[REDACTED] School to provide teacher training in its role as a National Teaching School

Name:	[REDACTED]
Pre-opening Role:	Voluntary

	Curriculum advisor
Time commitment:	5 x 6hr curriculum consultancy – primary phase
Qualifications:	██████████
Experience:	20 years' teaching experience
Role on Opening:	Ongoing voluntary advice

Name:	██████████ ██████████
Pre-opening Role:	Voluntary Curriculum advisor
Time commitment:	5 x 6hr curriculum consultancy – foundation phase
Qualifications:	██████████
Experience:	20 years' teaching experience
Role on Opening:	Ongoing voluntary advice

Name:	██████████ ██████████
Pre-opening Role:	Voluntary Curriculum advisor
Time commitment:	Ad hoc
Qualifications:	Qualified Primary School Teacher (PGCE)
Experience:	██████████
Role on Opening:	None

Name:	██████████ ██████████
Pre-opening Role:	Voluntary Curriculum advisor – Modern Foreign Languages
Time commitment:	3 x 6hr curriculum consultancy MFL
Qualifications:	██████████
Experience:	██████████
Role on Opening:	Specialist peripatetic French teacher

Our Steering Group has a full depth and breadth of educational experience. Our curriculum team has a wealth of know-how and a strong vision of how to implement a creative, challenging and exciting curriculum to carry forward our vision.

We are delighted that ██████████ ██████████, Head of ██████████ School and a recently appointed National Leader of Education, has offered us his support and advice, both in the pre-opening phase and once our school has opened. ██████████ has become a National Teaching School and we want our future staff and managers to learn as much as possible from this centre of excellence.

In addition to the knowledge and experience on the steering group, we have a network of volunteers from the education field – mainly drawn from our contacts within primary schools. Many of our teaching colleagues are excited

by the opportunity to develop a curriculum from scratch and have offered their own particular areas of expertise to the project.

The Principal Designate will bring further educational expertise to the management of the school. Please see section F5 for our recruitment guidelines.

In consideration of the above we consider we have access to appropriate and sufficient educational expertise to deliver our vision.

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

Name:	██████████ ██████████
Pre-opening Role:	Member of Steering Group Member & Director of The Wells Free School Accountant
Time commitment:	4 hours per week
Qualifications:	██████████
CV	CV attached – Annex F4
Experience:	██████████
Role on Opening:	Governor

Name:	██████████ ██████████
Pre-opening Role:	Advisor to the Steering Group
Time commitment:	Ad hoc advice in region of 1 hour per week
Qualifications:	
Experience:	██████████
Role on Opening:	Advisor to Governors

Name:	██████████ ██████████
Pre-opening Role:	Voluntary Financial Modelling, Stress Testing, Cash Flow forecasts
Time commitment:	Ad hoc and as required evenings & weekends Averaging to 3 hours per week
Qualifications:	██████████
Experience:	██████████
Role on Opening:	Voluntary advisor

Our steering group has financial expertise, both from a business and school background. ██████████ ██████████ is ██████████. Although her time

commitment averages at 1 hour per week, [REDACTED] is retired and willing and able to give us much more input as and when it is needed.

[REDACTED] has been able to give advice to our accountant [REDACTED], who has [REDACTED]. In the pre-opening phase [REDACTED] will continue to act as accountant for the steering group with [REDACTED] offering as-and-when advice and support.

[REDACTED] [REDACTED] is new to our group and brings with him considerable skills and experience in financial analysis and planning as well as an extra time commitment to support the accounts team.

Once the school opens, overall responsibility for financial management will pass to the Principal. [REDACTED] [REDACTED] will become a governor and support the Principal in this role, particularly closely in the handover period.

The Wells Free School will be a small school with a maximum of 140 pupils and we will want to consider the most cost effective approach to ensure we fulfil our financial obligations and have rigorous and effective financial structures and management systems in place. We have budgeted for:

- Book-keeping. Basic book-keeping duties will be carried out by the administrative assistant working in the office.
- Payroll. Payroll administration will be outsourced to a payroll bureau. We have budgeted for £500 rising to £700 per year for this service.
- Financial Management. We have budgeted for £5,000 rising to £8,000 per year for outsourced accountancy/financial management. It is hoped this may be accessed by working in partnership with another local school so expertise can be shared and to get maximum value for money.

The Principal will be expected to have a very good understanding and high level of involvement in the finances of the school and will have overall responsibility for the financial management of the school. This has salary and recruitment implications (see F5). The exact division of responsibility will depend on the skill sets of the relevant people recruited.

The Governors will monitor the work of the Principal and Finance Manager to ensure they are exercising proper controls over the school finances. Monthly management accounts will be considered three times a year by the Business Management committee and the Principal will deliver a briefing. There will be a requirement that the Annual Accounts and audit report are signed off by the chair.

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

Project start up and management:

Project-managing the pre-opening phase will be an enormous task and one best suited to an individual or organisation with successful experience of setting up a new school. We don't think a volunteer can be expected to take on such a role, so will be looking to contract the services of a suitable company or individual. We will be looking to Partnership for Schools for recruitment advice.

As always we will be looking for value for money and so will have very specific requirements of our project manager. We have a community group with a range of professional skills who are willing to commit considerable time to this project, so we want to use them wisely and in a way that brings down the overall cost of the contract. In particular [REDACTED], a Member & Director of The Wells Free School, has committed two days a week in the pre-opening phase. [REDACTED] has 10 years' experience of project managing build-out schemes.

Name:	[REDACTED]
Pre-opening Role:	Member of the Steering Group Member & Director of The Wells Free School Campaigner/ Researcher Development of community links Premises project management
Time commitment:	8 hours per week
CV	CV attached – Annex F5
Experience:	[REDACTED]
Role on Opening:	Governor

[REDACTED] (listed previously) is [REDACTED].

Legal and Additional Accounting:

Name:	[REDACTED]
Pre-opening Role:	Voluntary Can offer extensive advice and ideas about purchasing or leasing commercial property
Time commitment:	3 days. When most appropriate Ad hoc advice at any time
Qualifications:	[REDACTED]
Experience:	[REDACTED]
Role on Opening:	None (unless skills required at a later date)

Marketing:

Name:	[REDACTED]
Pre-opening Role:	Voluntary Professional Web Designer and Developer
Time commitment:	Ongoing commitment to help develop main website and provide updates. Averaging at 4 hours per week
Qualifications:	[REDACTED]
Experience:	[REDACTED]
Role on Opening:	Website updates

Name:	[REDACTED]
Pre-opening Role:	Voluntary PR
Time commitment:	Ad hoc / as needed
Qualifications:	[REDACTED]
Experience:	[REDACTED]
Role on Opening:	On-going PR advice

Name:	[REDACTED]
Pre-opening Role:	Voluntary Marketing and Communications Will run marketing campaign for Wells Free School
Time commitment:	As needed
Experience:	[REDACTED]
Role on Opening:	None

Buildings and Site:

Name:	[REDACTED]
Pre-opening Role:	Voluntary Architect
Time commitment:	Voluntary Committed to considerable involvement in developing plans for premises. Needs to view actual premises to firm up commitment
Qualifications:	Ba (Hons), Dip.Arch, RIBA, ARB
Experience:	[REDACTED]
Role on Opening:	None

Name:	[REDACTED]
Pre-opening Role:	Member of the Steering Group Professional Property Advice Liaison with Partnership for Schools
Time commitment:	5 hours per week
Qualifications:	[REDACTED]
CV	CV attached – Annex F6
Experience:	[REDACTED]
Role on Opening:	Advisor to the Governing Body

ICT:

██████████ ██████████ (listed previously) does have some experience here, setting up wireless and hardwired networks, managing ICT and internet safety. We do realise a lack of specialised educational IT knowledge and experience in the team however, and are seeking to address this:

We have advertised with the School Governors' One-Stop Shop for a community governor with professional ICT experience preferably in an educational environment.

We are asking local contacts in education to spread the word that we are looking for someone with these skills. We have every confidence we will find an educational ICT professional who will want to commit to this project on a voluntary basis.

If this is not the case, we would consider hiring a professional to assess our ICT requirements and oversee the procurement and installation process. We would seek recommendations from local schools to lead us to a person or company best suited for the job.

Human Resources:

Name:	██████████ ██████████
Pre-opening Role:	Voluntary Recruitment and Induction management Excellent knowledge of employment law General Human Resources experience Experience of training and graduate recruitment
Time commitment:	2 hours per week
Qualifications:	██████████
CV	CV attached – Annex F7
Experience:	██████████
Role on Opening:	None (unless skills required at a later date)

School Meals Consultant:

Name:	██████████ ██████████
Pre-opening Role:	Voluntary To scope out facilities & logistics for catering Design of fresh & healthy in-house school meals service
Time commitment:	6-8 days over 10-12 months
Experience:	██████████
Role on Opening:	Ongoing advice

We feel that with the additional input from a project management company and advice from Partnership for Schools, we have built the backbone of a very strong team with the capacity and capability to manage the opening and operation of The Wells Free School.

We have been pleased to receive the support of well qualified professionals who are keen to give their time and commitment to this community project. This time freely given will maximise value for money in the pre-opening phase and into the school's opening period.

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

The table below summarises the staffing structure of The Wells Free School from opening day in September 2013 to its maximum capacity in 2017 and one year beyond.

Headcount Assumptions for The Wells Free School						
Year beginning	2013	2014	2015	2016	2017	2018
Pupils	60	80	100	120	140	140
Classes	3	4	5	6	7	7
Principal	1	1	1	1	1	1
Full Time Teacher (FTE)	3	4	5	6	7	7
Teaching Assistant	3	4	5	6	7	7
Office/Secretarial	2	2	2	2	2	2
Midday Supervisors	3	4	5	6	7	7
Caretaker	1	1	1	1	1	1
Kitchen Staff	2	2	2	2	2	2
Number of payroll staff	15	18	15	17	27	27
Payroll cost (£k)	257	303	349	406	452	452
Supply & Peripatetic teachers cost (£k)	8	10	13	15	18	18
Total Payroll expenditure (£k)	265	313	362	422	470	470
Total Payroll as a percentage of income (%)	81%	79%	73%	74%	73%	73%

Our vision and the staffing structure. The Wells Free School will be a small school with small class sizes and a personal, individualised relationship with the children. We need to reflect this in the staffing in the school. Our staffing budget is very heavily weighted towards the classroom – those teachers and teaching assistants who will be responsible for delivering the vision on a day-to-day, hour-by-hour basis. For this reason we have a child to teacher ratio of 1:22 and a child to teaching assistant ratio of 1:22. This will give a child to adult ratio of 1:11 in each class.

Another focus of our school is the wellbeing of children. We believe a good, home-cooked lunch is vital for the happiness of the school – children and adults alike. We have budgeted for two kitchen staff to provide this. The children’s happiness in the playground is a very important part of their own sense of wellbeing at school. We have allowed for a midday supervisor ratio of 1:22. We want all our children to be healthy and safe in the playground, but also to ensure their other, more individual needs are met. We want to ensure enough adults in the playground to organise structured active games for those

children who need more help to socialise and join in. Midday supervisors will be employed on a part-times, term-time only basis.

In comparison, our administration staffing levels are lower. We have budgeted for an experienced school secretary contracted at 32.5 hours per week and 40 weeks per year. This is two weeks in excess of the standard term time to allow them to work for two to three days either side of each term. We have also budgeted for an administrative assistant who will support the school secretary and carry out routine book-keeping tasks. We feel this will provide an appropriate level of administrative support in our small school of a maximum of 154 children.

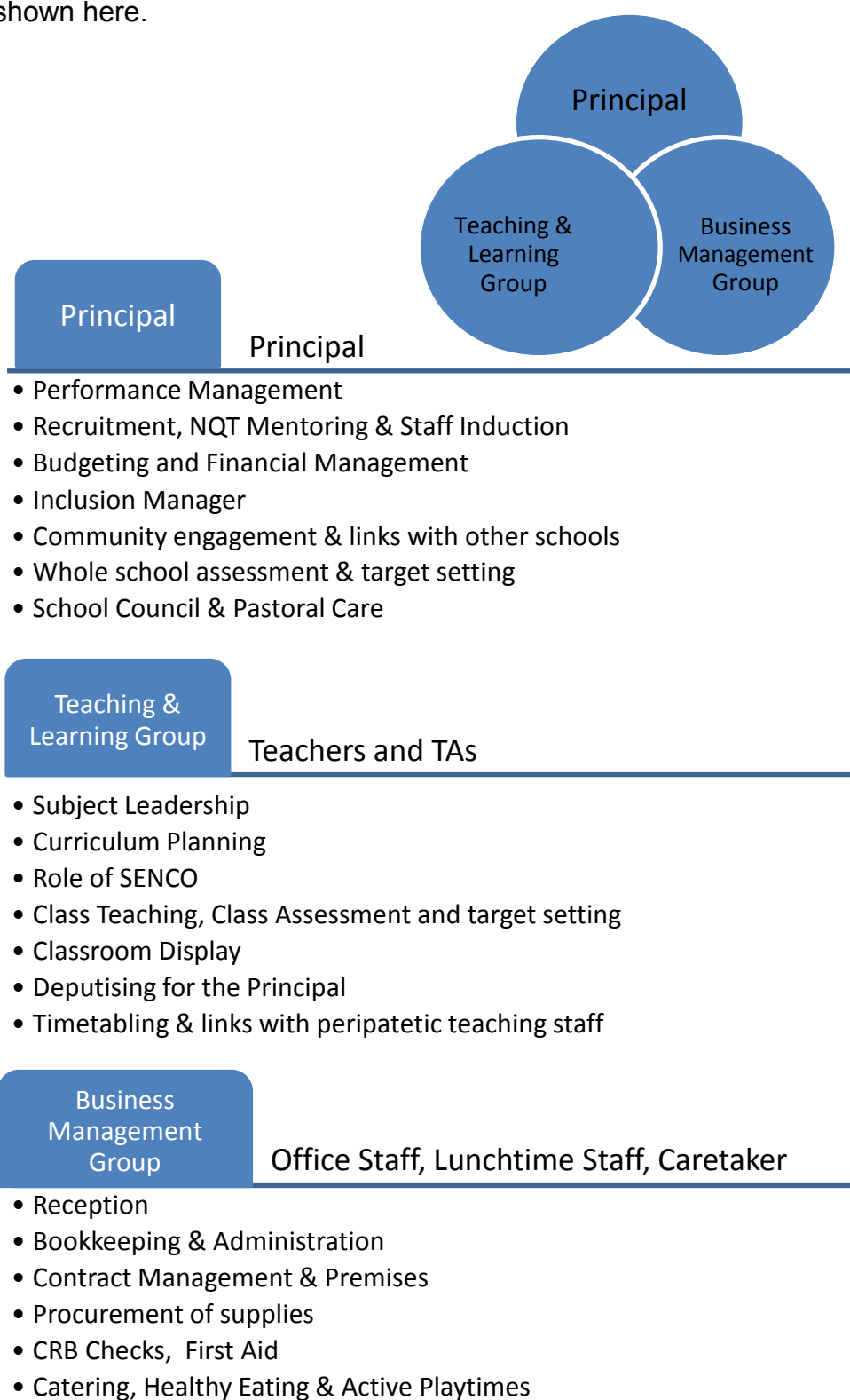
We have made the Principal a full time position despite the fact we will be such a small school, especially in the early years. This is for the following reasons, all of which are reflected in the recruitment section:

- Our Principal will be the only member of staff paid on the leadership scale in the school
- Our Principal will have overall responsibility for the school budget (and hence we haven't budgeted for a school bursar or business manager. We have however included accountancy costs of £5000 rising to £8000 as an outsourced cost).
- Our Principal will be responsible for establishing and overseeing the community engagement strategy of the school – a key feature of our school and one that will be time consuming, especially in the early days.
- Our Principal will also act as the school's inclusion manager.
- Our Principal will have a limited classroom role (home room teacher for one class – approximately thirty minutes per day).

The Staffing Structure. We want to build a very strong team ethos at the school along with a strong sense of responsibility and accountability for the children's attainment. The staffing structure will be determined by the following principles:

- All staff will be valued, included and respected and seen as the school's most important resource
- Teachers will be expected to focus on teaching and learning
- Non-teaching staff will be seen as support for teachers, pupils, the curriculum and the school as a whole
- A named senior teacher will deputise for the Principal in their absence
- All National Curriculum subjects will have named subject leaders within the teaching and learning team
- All team members will participate in team tasks, in accordance with qualifications and experience.

We feel the traditional top-down hierarchy is not appropriate for our small school and intend to replace this with a 'flatter', more equal structure as shown here.



The Venn Diagram illustrates how the three school management groups are interlinked with each other. This is representative of the overlap of responsibilities and dependencies of one group to another. The very central

area relates to whole school responsibilities such as health & safety.

Delegation and Accountability. Although the responsibilities are attached to a group, there will be a very clear system of delegation and accountability. For example, in the Teaching and Learning group each teacher will be expected to take on at least one subject lead role. The allocation of subjects will take into account the experience (in terms of payscale and area of expertise) of the teacher, giving core subjects to the most experienced. Individual teachers will be accountable to the team for performing their duties and to the Principal. The 'group leader' is expected to be the most experienced teacher (in terms of payscale) and will have a small but clearly defined additional role:

- to ensure fair delegation and coverage of all responsibilities
- to liaise with the Principal.

It should be noted that the group leader is *not* accountable for the completion of tasks, this is the responsibility of teachers with ultimate accountability to the Principal.

One of the three class teachers who will be recruited for the first year of opening will be expected to be on the upper pay scale and have SENCO experience. This teacher will also be expected to deputise for the head in their absence.

Our curriculum and the staffing structure. In common to most primary schools each class teacher will be responsible for the learning of the twenty-two children in their class. One of the distinctive features of our school however, is specialist teaching. Our timetable will allow our teachers to move around the school to teach to their personal strengths and enthusiasms. This has no effect on overall staffing levels or cost. Likewise we will invite specialist volunteers to come in to teach as and when it will enhance the delivery of the curriculum.

Some areas of the curriculum, for example modern foreign languages or sports coaching will be taught by paid peripatetic teachers and we have allowed £3,400 rising to £8,000 for this. The exact coverage required will be determined by the skill-sets and enthusiasms of the class teachers we employ. On the whole, the class teacher's PPA time will be covered by a skilled and experienced (but not necessarily qualified) peripatetic teacher.

Finances and the staffing structure. The above table shows how we have planned to staff The Wells Free School to deliver our vision within the budget available to us. After the first year our staff costs remain consistently at 73-80% of income. Our approach to providing value for money whilst delivering excellence is distinctive in the following ways:

Very flat management structure. Only the Principal is paid on the leadership scale.

Use of term-time only and part-time contracts where appropriate

Teachers will be selected at the recruitment stage for their competencies and their alignment with our vision and ethos. All levels of mainscale and Upper

Pay Scale teachers will be considered including newly qualified teachers with the aim of achieving a diverse yet balanced mix of skills and experience. A considerable saving will be made by distributing the role of 'Business Manager' between the Principal, Finance Manager (outsourced), Payroll bureau (outsourced) and office staff.

F5: Recruiting a high quality Principal Designate

The appointment of a high quality Principal Designate is considered the most important decision the steering group will make, and therefore a great deal of thought and planning will be devoted to the process. It will be the most important task of the steering group to organise a timely and effective recruitment strategy.

There will be provision for the Principal to be recruited two terms before the school opens ie from January 2013. During this time they will play a key role in developing the school in preparation for opening day.

A school of 140 KS1/KS2 pupils is classified as a Group 1 school with an accompanying headteacher's scale of L6 – L18. It is proposed our individual school range (ISR) covers the seven consecutive spine points L6-L12. We have budgeted to appoint our Principal on leadership payscale 12. This has been benchmarked against local comparators and currently open appointments advertised nationally and believed to be in the middle or top end of what it will be necessary to attract a candidate of the required calibre.

Qualities of our Principal Designate: It will be the job of the Principal Designate to translate our vision of The Wells Free School into the educational environment and to create the ethos and learning culture we have outlined. We are looking for someone who has the following qualities, qualifications and experience.

Qualities. Someone who:

- Has the drive and ambition to set up something new
- Understands and is aligned to the ethos and vision of The Wells Free School and able to deliver it
- Will do whatever it takes to get the job done and will pitch in with all aspects of setting up a new school
- Is an outstanding teacher and can motivate and inspire other teachers to be the best that they can be
- Has a broad skills base and a willingness to learn new skills
- Is numerately aware
- Is able to act fairly but decisively when responding to challenging situations and circumstances

Qualifications:

- Fully qualified teacher status
- NPQH (probably)
- Evidence of personal, continuing and relevant professional development
- Experience
- Evidence of successful leadership at senior management level
- Evidence of demonstrable impact on raising educational standards and outcomes for pupils
- Evidence of competent school financial management with experience of strategic budget responsibility
- Experience of maintaining high standards of behaviour and attendance as an outcome of student wellbeing and inclusion
- Experience of effective performance management

It is accepted that the right candidate may not be able to 'tick every box'. The correct competencies and qualities will be judged more highly than skills and experience, as long as the candidate shows an eagerness to learn new skills.

Attracting the right candidate. As always, we will be adopting a high-quality, value-for-money approach. To recruit the Principal to start working in January 2013, notice would have to be given to current employers by 30th September 2012 (existing head) or October 2012 (other position). To allow adequate time for the advertising, application, interview and selection procedures, the recruitment process will start by May 2012.

In the first instance we will be advertising the vacancy with the Kent-Teach website, a service provided by Kent County Council to drive down the cost of recruitment for schools. This is a free service and is available to all Kent schools. The reach of advertising goes further afield than Kent however, as the Kent-Teach site is widely promoted across other educational recruitment sites and is well known and popular with teaching professionals.

The wording of our advert will be crucial to attract the right person for the job. We will be following the example of other schools seeking to recruit a Principal through Kent-Teach and will develop a microsite purely to give prospective candidates very full information about our proposed school and the post. As we have a skilled web designer on our team of volunteers this will be a free, very efficient and administration-free way of giving out information. Because the microsite will be hyperlinked from the Kent-Teach advert, it will encourage the maximum number of potential candidates to find out about the most accurate and detailed picture of our school and the experience we are looking for in a Principal.

We will make use of the Kent-Teach application form service which is also free. An online application form (specific to our needs) will be available via the Kent-Teach site. We will receive applications electronically.

If we don't feel we are attracting enough interest from high quality candidates in this way, we will consider newspaper advertising, particularly the Times Educational Supplement, but this carries a considerable cost (over £500) to be financed out of lead-in funding.

Recruitment Process. Shortlisted applicants will be asked to attend an interview. This will involve:

- A lesson observation (at a local school). We believe our Principal will only be able to inspire excellence in others if he or she has developed excellent teaching skills themselves
- Presentation by the candidate to the governors
- Focused interviews
- Written exercises in accounts, data analysis

Recruiting Other Staff

It will be one of the roles of the Principal Designate, with the support of the steering group, to recruit other school staff. The recruitment process will begin by Easter 2013 to ensure staff can give a half term's notice by 31st May.

To Start:	Staff Recruitment
September 2013	2 Full time teachers (one of which to be SENCO) 2 Part time teachers School Secretary Admin Assistant 3 Midday Supervisors Caretaker 2 Kitchen Staff
September 2014	Class Teacher Teaching Assistant Midday Supervisor
September 2015	Class Teacher Teaching Assistant Midday Supervisor
September 2016	Class Teacher Teaching Assistant Midday Supervisor
September 2017	Class Teacher Teaching Assistant Midday Supervisor

Principles of teacher recruitment:

- Teaching posts will be advertised on Kent-Teach (as above)
- All applicants will be considered from M1 – M6, UPS1 – UPS3 with the view to obtaining a balance of staff
- Core competencies will be considered important
- A maths test will be given as part of the interview (minimum level 6)
- A lesson observation will be part of the interview process

Principles of teaching assistant recruitment:

- Teaching assistant posts will be advertised on Kent-Teach (as above)
- All levels of teaching assistant will be considered
- The interview process will include an observation of the candidate working with a small group, and reading to a whole class
- A maths test will be given as part of the interview (minimum level 4)
- One Higher Level Teaching Assistant is to be recruited for the first year of opening

Principles of recruitment for other staff:

- Posts will be advertised on Kent-Teach (available but less well known for administrative & catering staff)
- Posts will be advertised in the local newspaper
- We anticipate local media interest in our story will provide a platform from which to advertise our very specific ethos, thereby drawing in a broader selection of candidates, who may otherwise not have considered such a position

Recruiting Governors

Pre-opening steering group

We have chosen to limit the numbers in the steering group in the pre-opening stage. We have a very effective, committed and multi-skilled steering group of six people who work well as a team and are able to make decisions quickly in the pre-application phase. As we move forward into the pre-opening phase we hope to expand the group to give experience in two further areas – ICT and Start-up Project Management (see above). The Principal will also become a part of this group on recruitment, as will the DfE project lead and PfS representative.

Current members of the steering group

(Full details of qualifications and experience given in sections F1, F2, F3)

		(Chair, Member & Director)	Education
		(Member & Director)	Finance
		(Member & Director)	Premises
			Education
			Education
			Premises

Our current one-committee structure will develop into a two-committee structure as more detailed decision-making and planning takes place:

- Teaching & Learning Committee to cover all matters related to pupils and curriculum.
- Business Management Committee to cover finance, human resources and facilities management and premises.

School Governance & clerk to Governors:

- [redacted] [redacted] (details in finance section) is [redacted].
- [redacted] [redacted] (details in education section) has [redacted].
- School Governors' One-Stop Shop will be used to help recruit community governors with specific skills.
- National Training Programme for New Governors will be used as a toolkit for governor training (free).

Transition to Governing Body

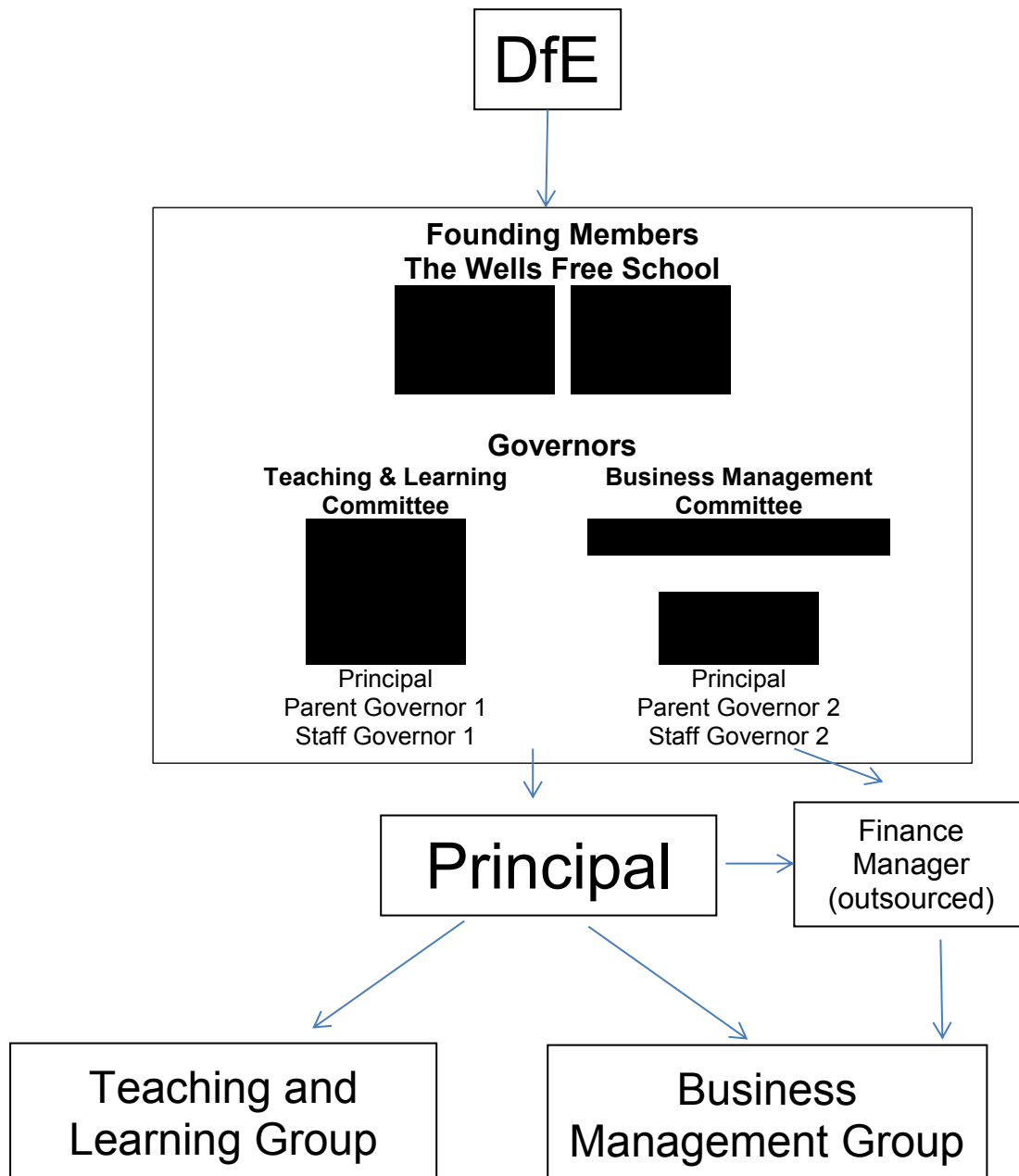
The governing body will evolve to reflect the change of priorities and associated roles as the school moves from the pre-opening to opening stage. Two staff governors will be recruited – one teacher and one member of the support staff. If there is more than one candidate for each post, an election will be held amongst the staff body. The governors will also be joined by two parent governors, to be elected by the parents. Some members of the steering group may choose to step down at this time, their work having been accomplished. Others will move onto the formal governing body of the school working towards ensuring the vision and ethos of The Wells Free School is brought into fruition.

Proposed Governing Body

Member & Governor	[redacted] [redacted] (education)
Member & Governor	[redacted] [redacted] (finance)

Member & Governor	██████████ ██████████ (premises)
Governor	██████████ ██████████ (SMT & governing body experience)
Principal	To be recruited for January 2013
Staff Governor – Teacher	To be recruited on school opening Elected by staff body
Staff Governor – Support Staff	To be recruited on school opening Elected by staff body
Parent Governor 1	To be recruited on school opening Elected by parent body
Parent Governor 2	To be recruited on school opening Elected by parent body
Community Governor	Focus on legal skills & experience including employment law (Governors' One Stop Shop)
Community Governor	Focus on Community Engagement – possibly a representative of Tunbridge Wells Borough Council

F6: Respective roles of company members, governing body and Principal Designate



The members of the The Wells Free School (The Company Limited by Guarantee) are its legal owners and have a strategic role in running the school and ultimate control over the company. The members appoint the directors of the company (the governors of the school) and in our case, are directors themselves as well. Members have the rights and powers, under the Companies Act 2006, to change the constitution of the party, remove directors, receive the annual accounts of the company and receive notice of, attend and vote at all company meetings.

Balance or Members and Directors/Governors

At present the three members of The Wells Free School are also listed as the three directors at Companies House. We understand it is not considered best practice for the members of a company to form the majority of its directors since this blurs the lines of accountability between them. We want to ensure that the directors we appoint will give a true balance and depth of experience to our future Governing Body. The appointment of further directors to give balance to the Steering Committee/Governing Body will be a priority in the months to come.

The Governors The governing body has a largely *strategic* role in the running of the school. They will establish a strategic framework by setting aims and objectives, setting policies for achieving those aims and objectives and target setting.

The governing body will also monitor and evaluate progress in the school towards achievements of the aims and will regularly review the strategic framework for the school in the light of that progress. A regular reporting cycle will be established to allow the governing body to oversee the direction of the school.

The governing body must comply with any trust deed relating to the school and consider any advice given by the Principal under regulation. The governing body will act as 'critical friend' to the Principal and hold the Principal to account.

Once a Funding agreement has been signed, The Wells Free School (The Company Limited by Guarantee) will become a Charitable Company Limited by Guarantee (also known as an Academy Trust) charity and the governors may then also be known as charity trustees. Under charity law, they have duties as trustees, including a fiduciary duty to act in the best interests of the company.

The 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. The Principal should advise the governing body in relation to the establishment and review of the strategic framework. The Principal will *formulate* aims and objectives, policies and targets for adoption, modification or rejection by the governing body. The Principal should expect and receive both challenge and support from the governing body and should give the governors enough information to meet responsibilities.

Autonomy of the Principal. The Governing Body will delegate enough powers to the Principal to manage the internal organisation and management of the school and to implement the strategic framework of the governing body. The Governing Body will not be involved in the day-to-day running or management of the school.

Methods of escalation. In the first case, disputes are taken to the relevant

group (Teaching & Learning or Business Management). If not resolved, from there to the Principal and to the Governors. A named governor will be responsible for pastoral care of staff. Staff can access this governor directly in the case of confidential matters or in seeking resolution of disputes involving the Principal.

Independent Challenge. Systems will be put into place to ensure independent challenge is provided to those with executive functions. For example the Finance Manager will advise the Principal and governors on matters of finance. The governors may consult the Finance Manager independently of the Principal at any time.

Conflict of Interest. DfE guidance indicates that there must be ‘no personal or professional relationships between those who have responsibility for your school’s spending and potential suppliers’.

The appropriate management of conflict of interest requires formal safeguards to ensure decisions are made exclusively by reference to the best interests of the organisation. The most basic is that a decision to obtain services from a director or member should be made by the other directors without the participation of the affected director or member. It will be the responsibility of the Governor involved to raise any potential conflict of interest.

Because The Wells Free School will be a public authority, services (unless gratuitous) should be obtained in accordance with the general public procurement principles of objective transparency and fairness and equal treatment for other potential suppliers.

Governor Training: We understand that all governors, however experienced, need training to improve their effectiveness in the role and to keep abreast of new developments. Although our committee does include people with experience of being a school governor, we recognise the need for our team, as potential Governors for a new school, to undergo full training. In the pre-opening phase we will use the information provided by The National Strategy for Governor Support to set us on the right path.

Section F: Initial costs and financial viability

Assumptions Document



Section H: Premises

We have conducted an extensive search within the St John's ward in Tunbridge Wells. There is strong demand within this area for 'a local, community school', but there is a lack of choice for parents in this area, who are seeking small class sizes in a school which is deeply rooted in the community, and has a low proportion of children needing to use vehicular routes to school.

The 1km area around our preferred site is projected to have up to 1,000 new homes constructed within the next 5 years, with a total of 5,500 new homes being built in the wider Tunbridge Wells area by 2026. At the current time, there are no plans (in the public domain at least) to build a new school within this area to provide places at local schools, which are easily accessible to pupils and parents, without the need to undertake a school run in the car every morning. Time and again, the local people we have approached with the Free School idea have been extremely supportive, citing wanting to have a school rooted in their community, where they can be involved as a parent and that the children are able to walk to school.

In order to identify suitable premises we have consulted with:

- Tunbridge Wells Borough Council
- Kent County Council
- Commercial Agents
- Local landowners and landlords

Tunbridge Wells has recently been voted as the 12th best place to live in the UK (Halifax survey 2011). A large driver for people relocating to the town is the excellent secondary schools, alongside the good primary ones and the ease of commuting into London. This makes land difficult and expensive to secure, and means that we are competing strongly with well-funded residential developers for sites. At the current time, we have no independent access to capital funding and would therefore be reliant upon central funding to get this project off the ground.

We have considered the following sites during this process:

- [REDACTED] Kent and Sussex Hospital site, [REDACTED] [REDACTED],
- [REDACTED] [REDACTED], Tunbridge Wells, [REDACTED]
- [REDACTED], [REDACTED]
- Former St John's School site, [REDACTED], Tunbridge Wells, [REDACTED]

- [REDACTED], [REDACTED], [REDACTED], [REDACTED], Tunbridge Wells,
- [REDACTED], [REDACTED], [REDACTED], Tunbridge Wells
- Three Office Buildings on [REDACTED], [REDACTED], Tunbridge Wells (Lessor has asked to remain confidential)
- [REDACTED], [REDACTED], [REDACTED], Tunbridge Wells
- [REDACTED], [REDACTED], [REDACTED], Tunbridge Wells
- [REDACTED], [REDACTED], [REDACTED], Tunbridge Wells

SITE OPTION 1: [REDACTED], [REDACTED], Tunbridge Wells, [REDACTED]

For site maps, please see Annex H1 and H2.

Our principal target site is the recently vacated [REDACTED] site which sits empty at the current time, following the opening of the new hospital at Pembury in September 2011.

Reasons for choosing this site	It is the site recommended by Partnership for Schools, is available, and allows us to sit in the centre of our preferred area of search
Address and Postcode	[REDACTED], Tunbridge Wells [REDACTED]
Current Use	Vacant former hospital
Current Freeholder	Maidstone & Tunbridge Wells NHS Trust
Brief Description incl. Pupil Numbers	The site is currently vacant and awaiting redevelopment. It is formed of several buildings dating from 1930 up to 1985. We believe part of the hospital complex will be suitable for educational use as the whole totals 4.4ha and allows plenty of scope for carving out a Free School, with the required amount of outside space for the 140 pupils we envisage admitting
Availability and Tenure	Currently for sale and available freehold
Why suitable and how it will support delivery of the school's vision	The site sits exactly in the centre of our area of search; we are looking to serve the community around the school now that the hospital has closed. Without a primary school nearby, the community living around the site have expressed concern that it will merely become another soulless

	housing development and that their children will have to travel miles to school each day; we want to involve the local community in providing a fantastic education for their children within walking distance.
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The [REDACTED] site lies to the western edge of Tunbridge Wells town centre and comprises two parcels of land. The principal portion, which is of interest to us, contains the hospital buildings and some parking.

The main hospital site totals 4.4 ha, is irregular in shape and slopes from east to west. The site contains the former hospital buildings, a teaching centre, staff accommodation and the car parking ancillary to the hospital use. There are 5 vehicular access points – four on Mt Ephraim, and one on Culverden Park.

For the purposes of obtaining premises, we believe that the most suitable building would be the main hospital building at the front of the site, although it is difficult to be more specific about which part of the hospital would form the most suitable building for our school because at the current time, we have not been able to undertake a site visit. We do know that there is room within the site to accommodate a small school such as ours with enough outside space, and that there are buildings already in situ which we believe could be easily converted to educational use.

Tunbridge Wells has recently suffered from the existence of a very prominent 'grot spot' in the town; the former Odeon Cinema which was vacated in 2000, and which has become a target for arsonists and vandals since its closure. There is continued local anger at the length of time it has taken to regenerate this site in the heart of the town centre. The Tunbridge Wells community is therefore extremely keen to see the [REDACTED] site returned to economic use as soon as possible. It is situated in the centre of the area of search, and we believe some of the site would be granted a change of use by the planners as part of a mixed use development. We strongly believe that this represents the best place to site the Wells Free School and allows us to best deliver our vision of having a community school, rooted in the local area, with children walking to school.

We have had a meeting with [REDACTED] [REDACTED], a TWBC councillor and former architect, who has carried out a basic feasibility study into the site, and believes that this represents the best solution for the primary school place crisis facing the Council. More importantly it offers value for money as the buildings are in a reasonable condition, and due to its very recent use as a hospital, has services connected and is health and safety compliant, all of which reduces the capital outlay needed for the construction of a totally new building.

We believe this to be the optimal site because it

- Sits squarely in the centre of the area of search and is within the centre of the new communities being formed by the creation of the new housing
- Is recommended for Free School use by the Partnership for Schools website
- Is currently available
- Has excellent vehicular and pedestrian access
- Affords value for money, by virtue of the fact that the buildings are in a reasonable state of repair and have, until recently, been in institutional use and will be compliant with current Health and Safety legislation
- Has ample space to accommodate the 140 children across the 7 classes that we are aiming to provide.

The site fulfils our educational vision by being a site which the Tunbridge Wells community is extremely keen to see brought back into use, and which sits squarely within the community we are trying to serve and want to include within the everyday life of the school.

SITE OPTION 2: [REDACTED] [REDACTED], Tunbridge Wells, [REDACTED]

For site map, please see Annex H3.

In the absence of being able to secure the premises above, our second choice site is currently:

[REDACTED] [REDACTED], TUNBRIDGE WELLS, [REDACTED]

Reasons for choosing this site	The site is within the St John's ward and is currently available. It is set back from the road, within a residential area which is lacking in local primary school places. It is a site which the local community wish to see brought back into use after many years lying empty.
Address and Postcode	[REDACTED], Tunbridge Wells, [REDACTED]
Current Use	Vacant former builders yard
Current Freeholder	Private Landlord
Brief Description incl. Pupil Numbers	The site, which totals 0.17 ha has been derelict for around 3 years. There are two buildings which, with work, could be converted into school classrooms and a school hall. There is outside space, although this would be limited to a small playground/netball court size area. We would look to accommodate 140 pupils on this site.
Availability and Tenure	Currently available although there are interested parties looking to purchase the site.

<p>Why suitable and how it will support delivery of the school's vision</p>	<p>The site is within a large residential community with a mixture of housing. It is bordered by the Woodbury Park cemetery, which is preserved by a group who are very keen to forge strong links with the school in order to keep the history and heritage alive. Again, we believe that our intake will be able to walk to school in order to reduce the impact on the environment and the local infrastructure, and the nature of the site would make the school the small, community school that we envisage.</p>
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██████████ ██████████ is a residential road, situated within the St John's area of search, and within walking distance of the town centre. The site is currently for sale by a private freeholder and is being offered at a guide price of £1.5million. Negotiations are underway with several interested parties, but as yet no deal has been struck.

The site occupies approximately 0.19 ha and is situated in a predominantly residential area. The site has good access onto Park Road on its northern side, with wide gates and space for parking at the front of the building. On the southern boundary the site is bounded by Woodbury Park cemetery and by blocks of flats on the eastern and western sides.

The site is currently occupied by a detached period office building, a two storey Victorian depository and a more modern two storey office/warehouse building believed to have been constructed during the 1970s. In previous years, the site has been used as a builders' yard, and more recently for the import and distribution of rubber extrusions. It is currently in a state of dereliction, having been unoccupied for over 3 years.

Planning permission has been granted for the erection of 7 three bedroom townhouses, and 7 two bedroom apartments, and for the demolition of the office building, a total of 21,000 sq ft. A lapsed planning permission was in place for the conversion of the office building into 11 self-contained business apartments.

This site will require considerable investment to render it into suitable use for a school. We understand that there are services available on site, but there is a large amount of building work required in order to bring the buildings back into use. Outside space is limited, but there would be enough land to create a small playground, and enough space within the buildings to accommodate a hall, where PE lessons could take place.

This site is also a strong contender to deliver our educational vision because again, the site sits squarely within a large residential area with a mixture of flats, terraces and semi-detached houses, along with some large detached houses and where young families and older people live side by side, but not necessarily interacting. We are keen to see the children engaging with their local environment and heritage, and with the Woodbury Park cemetery on the doorstep, there are excellent opportunities for the children to be involved with

the work of the 'Friends of the Woodbury Park Cemetery'. This site affords our children the chance to get involved with the charity, as discussed in Section D7; the Friends of Woodbury Park Cemetery has shown strong enthusiasm for collaboration between themselves and the school, should it be situated on their boundary. It is a compact site, but there is enough potential to provide the space to accommodate the 7 classes of 22 children that we are looking to welcome to our school.

Annexes

Annex D1: Evidence supporting use of CLJ

OFSTED reports of schools using the Creative Learning Journey

The curriculum is well planned to ensure learning progresses systematically and that pupils experience a broad range of activities. The pupils feel the curriculum is shaped for them so they are well motivated by their tasks.

Ofsted for Manor Way Primary – Halesowen West Midlands - March 2011

The creativeness of the outstanding curriculum shapes the high quality of teaching seen during the inspection. The curriculum is outstanding because it is highly creative and very flexible. It provides each and every child with the chance to excel.

Ofsted inspection of Chingford Hall Primary – March 2011

The curriculum is outstanding with very good links made between subjects. Exciting activities capitalise on pupils interests, making learning fun, relevant and meaningful.

Bradwell County Primary School, Staffordshire - Ofsted report :

'Outstanding'

Leading Aspect Award

The Creative Learning Journey is an innovative, exciting approach in which the curriculum is used to help children develop along a skills and attitudes continuum. This framework offers a starting point for schools in making the change from an existing curriculum to this new way of planning.

Christabel McLean, Leading Aspect Award Verifier

We can focus on the development of skills and attitudes to learning in a much more interesting and stimulating way for both children and teachers.

██████████, Head teacher, ██████████ ██████████
Suffolk

Ofsted and Teach Primary

Times Educational Supplement

'...it shines like a beacon. It is already attracting pilgrims from across the land. Called the Creative Learning Journey, it is a more natural way of learning, say the teachers involved. The children like it too.'

Diane Hofkins, TES Primary Editor,

Ofsted/Bexley Council

Bexley Primary Head Teachers have led the development of this nationally significant curriculum development. The Creative Learning Journey promotes a more creative approach to learning whilst placing a central focus on basic skills development and raising standards.

Bexley Council, Directorate of Children's & Young People's Services

Annex E1: Information given on survey form

The Wells Free School

An Education based on the Needs of Children

Our vision is to offer Tunbridge Wells' parents a different choice of primary education. The Wells Free School approaches all aspects of education entirely to meet the needs and wellbeing of children and to support them in achieving their very highest academic potential. TWFS will be a one-form-entry school with a real family feel, offering quality teaching and small class sizes. It will provide a nurturing yet stimulating environment, with high expectations for all.

Free Schools are non-profit making, independent, state-funded schools that are free to parents. Find out more about Free Schools ([hyperlink](#)).

Small School, Small Class Sizes

Small class sizes allow children to be known and treated as unique individuals with their own interests, needs and strengths. Small classes let children spend more time individually with teachers and become more engaged in the process of learning - they ask more questions, discuss subjects and are more inquisitive. This has an enormous impact on positive ethos and good behaviour in the classroom.

Creative Curriculum, Purposeful Learning

Children at The Wells Free School will receive a rich, creative and diverse experience that goes far beyond the requirements of the national curriculum. It will be an inspirational experience both for teachers and pupils because it will make learning motivational, relevant, purposeful and fun. There will be a strong emphasis on teaching and learning basic skills so all children are equipped with the essential building blocks of learning for their transition to secondary school and beyond.

Local School, Community Feel

Although the proposed location of The Wells Free School is not yet fixed, we are concentrating on the area around the, where there are many families who do not have local school places. This black hole will only grow over the next few years, as a result of the proposed new housing developments in the area and the predicted baby boom explosion. www.bbc.co.uk/news/education-16486747.

We want our school to be an extension of the family and to reach out to the wider community. We believe that forging relationships within the community and throughout the generations will enrich and benefit all of our lives.

Annex E2: Template of the survey form

Express Your Interest

This school CANNOT happen without clear evidence of need and demand. This is your chance to show your support. Please fill in the expression of interest form below, and help us spread the word!

If you have any general queries, please feel free to email us at [REDACTED]

The data you provide will be compiled anonymously and for the sole purpose of demonstrating relevant interest of local parents in a new school. This is a requirement for our application process with the Department of Education. If the application is accepted the DfE may request from us proof that the data submitted was obtained from actual members of the community, in which case they might want to see the full forms as they were submitted to us. You have not entered into any obligations and we will not contact you unless you have authorised us to do so. Thank you for your support.

If you'd like to be added to the priority mailing list, and kept informed of our progress, please tick this box.

1. I support the ethos and objectives of The Wells Free School:

2. I would select The Wells Free School as first choice for my child/ren
Yes Not applicable

3. So we have an idea of potential demand for each year group, please give the **month and year of birth** for each child you would like to attend the school:

child 1 ___/___ child 2 ___/___ child 3 ___/___

4. My main reason(s) for choosing TWFS would be:

5. Name:

6. Email:

7. Post Code:

8. Additional Comments:

Annex E3: Sample of parents' responses

Mail List?	Ethos ?	1st Choice	D.O.B.	Reasons for choosing TWFS	Post code	Additional Comments
Yes	Yes	Yes	01/09/2008 01/03/2011	I'm a massive fan of smaller class sizes, smaller school size, knowing that my children will be really well known by their teachers. The Wells Free School ethos is totally aligned to my own.	TN4 ██████	This type of school is desperately needed, both for the children to whom a smaller school is a more favourable choice, but also to go some way towards helping with the shortage of places
Yes	Yes	N/A	May 02 Aug 06 May 08	The St Johns neighbourhood needs a school that serves the community in this area. Need a replacement for the now departed St Johns school that reduces travel distances or need for car travel. Also need smaller class sizes than those we experienced at Bishops Down.	TN4 ██████	N/A
Yes	Yes	Yes	Dec 07 Sept 10	Neighbourhood school, reduced travel and car journeys and support ethos of parental governance.	TN4 ██████	N/A
Yes	Yes	Yes	Nov-09	1. I support the aims and ethos of TWFS. 2. I work as a teacher in an outstanding secondary school and I want my children to receive the same standard of education. 3. We are in the 'black hole' and I don't want to be allocated a place at an under-performing school far away from my house.	TN4 ██████	I cannot emphasise enough how much I think this is needed in Tunbridge Wells and I really appreciate all the efforts people are going to make this happen.
Yes	Yes	Yes	Nov 08	Small class sizes	TN4 ██████	Would love a school that everyone could walk to easily
Yes	Yes	Yes	Dec 06 Oct 09	My child would benefit from small class sizes in a local area	TN4 ██████	I live a Black hole area for primary school catchments
Yes	Yes	Yes	01/04/2009 01/07/2012	I support the ethos and feel there is a real demand for more school places in TW and especially in this area.	TN4 ██████	I am currently working as a teaching assistant in a local school and would also be keen on hearing about employment opportunities the new school may provide.
Yes	Yes	Yes	01/07/2010	Smaller class size	TN4 ██████	No additional comments
Yes	Yes	Yes	Nov 08 Mar 12	Getting my children into a school with this ethos is of real personal importance so would like to be actively involved so feel free to get in touch.	TN4 ██████	Knowledge of the local difficulties of children getting into their local primary school that is walking distance and of the desired standard
Yes	Yes	Yes	01/06/2010	For my daughter to be able to go to school within her immediate community of St John's, where her friends and outside activities will be. Also for the small class sizes and ethos of the Wells Free School.	TN4 ██████	No additional comments
Yes	Yes	Yes	Oct 05, Feb 08	A more diverse curriculum, more say over how the school is run, more input from parents, smaller class sizes and children have a voice in the style of their learning.	TN2 ██████	We would also be interested in flexible or part time schooling.

Annex E4: Location of Parental Demand across Tunbridge Wells



Annex E5: Location of parental demand close to preferred sites



Annex E6: School Catchment areas in relation to demand for TWFS



Annex E7: Map of existing school catchment areas (2011 intake) to illustrate areas with no provision



[REDACTED]

Annex F2: CV of

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Annex F3: CV of

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Annex F4: CV of

[REDACTED]

[REDACTED]

Annex

F5: CV of

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Annex F6: CV of

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Annex F7: CV of



[REDACTED]

Annex H2: [REDACTED] Site Plan (smaller scale)

[REDACTED]

[REDACTED]

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