

Brighton Bilingual Primary School

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Executive Summary

Our vision for the Brighton Bilingual Primary School is to be the leading bilingual school in the UK, offering the very best of British education through a comprehensive programme of learning through English and Spanish. We will follow the proposer run model for the school to ensure this vision is carried through. Young children can learn languages far more easily than adults, so immersing them early in a second language gives them the opportunity to become multilingual and improves their life chances and experiences.

Following the Early Years Foundation Stage Framework and English National Primary Curriculum, we provide the extraordinary advantage of immersing young children in another language, enriching and expanding their academic, cultural and social worlds. Through this method, children learn and develop their fundamental academic, intellectual and social skills, not just in their core subjects, but also through school activities, play and in everyday conversations. We will ensure they reach their full potential at all times through a range of assessment strategies in line with current practice in the UK, with some adaptations for a bilingual education.

We are lucky to have a highly experienced and enthusiastic bilingual leading team from one of Europe's leading British Schools. We aim to become a flagship point of reference for excellence in foreign language teaching for other schools in the Brighton and Hove area. Within the wider community we will be promoting and supporting multilingual, multicultural and educational activities and resources. We have the advantage of attracting guidance and support from many highly respected experts from a wide range of backgrounds including bi/multilingual research, education, Special Educational Needs, legal, financial, marketing and child protection; not to mention the growing interest we have had from educational advisors within the Local Authority and local head teachers.

The Brighton Bilingual Primary School will aim to foster a strong school community base, with higher than average parental participation and commitment expected, through offering support, resources and encouragement. We have a comprehensive marketing strategy through which many community organizations such as nurseries, Spanish child care providers and language schools, local businesses and the local football club: Albion in the Community have offered their support and collaboration. We have gained overwhelming evidence of demand for our school from parents in a very short space of time, through an extensive outreach programme in addition to our marketing strategy. This is further supported by The Office of National Statistics data evidencing a continuing rise in the primary school age population of Brighton and Hove.

The Brighton Bilingual Primary School aims to be an inclusive, tolerant and open-minded community whose members come from diverse backgrounds across the whole city. This will enrich the experience of school life for our children and also benefit the wider community. The location of our preferred site is an area in need of further choice for primary school provision and is also very close to an area of social deprivation. We have also identified several alternative options which would benefit enormously from the addition of the Brighton Bilingual Primary School.

We have outlined a thorough and comprehensive financial template which fully illustrates how this school will provide excellent value for money whilst also providing an excellent education for its students.

Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Related organisations	
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? N	
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:	
If your organisation is an existing independent school, please provide your six digit unique reference number:	

Declaration to be signed by a Company Director

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

██████████ Signed:

Print Name: ██████████

Date: 21st May 2011

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

Check Attached Memorandum of Company and Updated list of directors.

2 Section 2: Outline of the school

Proposed school name:	Brighton Bilingual Primary School							
Age range:	Reception, age 4 to 5 and Years 1-6							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	60	60	60	60	60	60	60
	Year 1	52	60	60	60	60	60	60
	Year 2	30	52	60	60	60	60	60
	Year 3	16	30	52	60	60	60	60
	Year 4	10	16	30	52	60	60	60
	Year 5	12	10	16	30	52	60	60
	Year 6	7	12	10	16	30	52	60
	Year 7	0	0	0	0	0	0	0
	Year 8	0	0	0	0	0	0	0
	Year 9	0	0	0	0	0	0	0
	Year 10	0	0	0	0	0	0	0
	Year 11	0	0	0	0	0	0	0
	Year 12	0	0	0	0	0	0	0
Year 13	0	0	0	0	0	0	0	
<p>Based on a two form entry and the responses to our survey. We have applied different weighting to the commitment of younger children. We have a large number of children in our survey that will start reception in 2013-4.</p> <p>We understand that our proposed intake means that children will come from other schools, which could in some cases lead to hostility towards the project and deterioration of community support. However, in our case we believe this will not be the case.</p> <p>The proposed intake is based on our surveys, and it shows that older children would be coming from across the city, in consistency with our admissions policy, thus diffusing any impact on existing schools. Many schools in B&H are already quite crowded and may even welcome some relief</p> <p>Another issue that may raise concerns is the impact that moving to a bilingual school may have on older children, particularly those coming in the last year of their primary schooling</p> <p>Moving older children is a difficult decision, and this a valid</p>								

	<p>concern. We expect many of the older arrivals to be siblings of reception and year 1 children. We deal with incorporating older children as new arrivals in our educational plan. However, while it is possible to successfully integrate small numbers of children in an already bilingual environment, this is not possible with a full cohort of older children coming from different schools. Therefore children coming into the school in Years 2-6 in 2012 will not be under the same bilingual curriculum as younger children.</p> <p>These older children will receive an excellent curriculum, as with any other primary school but with the additional input and introduction to MFL's which will help them in secondary.</p> <p>All children in the last year of our primary school, regardless of when they have joined the school - will be provided with excellent transitional support to secondary schools; but those joining in 2012 will be a key focus for the leading team.</p>
<p>If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.</p>	<p>n/a</p>
<p>Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).</p>	<p>n/a</p>
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>NO</p> <p>If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls</p>
<p>Local authority area in which the school would be situated (and if near</p>	<p>Brighton & Hove</p> <p>Neighbouring LAs East Sussex LA</p>

to a LA boundary please include names of neighbouring LAs).	
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3 Section 3: Educational Vision

Our vision is to be the leading bilingual school in the UK, offering the very best of British education through a comprehensive programme of learning through English and Spanish.

Following the Early Years Foundation Stage Framework and English National Curriculum, we offer the extraordinary advantage of immersing young children in another language, enriching and expanding their academic, cultural and social worlds. We will provide access to this unique learning experience to all the children of Brighton and Hove to achieve the best possible educational experience for their future prospects and personal development.

We believe that a world class education should equip a child with the linguistic ability to traverse worlds beyond their own with the aspiration to do so.

3.1 The principles of our school.

3.1.1 Excellence in Learning

We will establish an outstanding school that delivers excellence in learning and teaching in both English and Spanish to deliver the highest academic standards. The school will be a rich educational environment, equipped to provide for the challenges of each child's unique learning path ensuring that all reach their full potential. Excellent practitioners will deliver an Excellence and Enjoyment curriculum which places language, culture and the richest learning experiences at its heart.

3.1.2 Outstanding Leadership

With an experienced, innovative and high-achieving leadership team, we aim to attract outstanding practitioners with excellent subject knowledge in all areas as well as the full appreciation of the bilingual learner. Language development is embedded in whole-school planning. Teachers and Heads work together as a committed and outstanding core team to develop bilingual programmes of curriculum and pastoral delivery.

3.1.3 Bilingual Education

The school will support and develop bilingual and bi-literate children. Our Reception and Year 1 classes will utilise over 50% Spanish language teaching. From Year 2-6 there will be flexibility and differentiation, based on detailed assessment, over the percentage of Spanish taught in the classroom so as to take into account new children joining the school, as well as English Language assessments. The characteristics of daily school life will incorporate an immersive bilingual whole-school environment with dual language signposting, artwork, menus, bulletins and assembly songs as examples of this.

We believe the school will become a flagship point of reference for excellence and aspiration in foreign language teaching for other schools in the Brighton and Hove area and will provide multiple opportunities to showcase attainment in Spanish through staging plays and performances which could become part of other schools' MFL provision. Additionally we aim to provide replicable models of language learning models through which we will forge strong relationships with local schools.

3.1.4 Nurture, Care and Enjoy.

In our school, a child's journey through their experience of school life is guided by a secure, nurturing and considerate environment. We aim to instil a love and enjoyment of learning through activities which promote enthusiasm and achievement and where pupils' interests and innate curiosity are stimulated. Our SEN policy ensures that each child's educational journey is tailored to reflect their individual needs, strengths and abilities, with inclusion at its heart.

3.1.5 Making the curriculum fun; promoting and nurturing all the intelligences

We plan to adopt the positive reward system encompassing whole school participation in Golden Time which focuses on promotion and celebration of 'good behaviour'. The school will support children's moral development with care and attention as they develop into unique and respected individuals with a set of shared moral principles. This will underlie the school's ethos of tolerance, appreciation of diversity and respect. Additionally, through acknowledging the education of the whole child, we aim to teach life skills to equip a child with the tools that they need to face the challenges of the world today and in the future.

3.1.6 Parent & Community Participation

The investment by parents to choose a school which may be outside their catchment areas will foster a strong school community base. There will be a higher than average parental participation and commitment expected; nurtured through offering parents support, resources and encouragement. We expect parents to take an active interest in their children's learning plans, linguistic development and extracurricular life.

Within the wider community we will be promoting and supporting multilingual, cultural and educational activities and resources, such as a multilingual library and educational tools. In addition there will be support clubs for language and homework, cultural exchanges, open days and community talks.

3.1.7 Global Relationships

The school aims to motivate, inspire and expand each student's knowledge, experience and commitment to their academic and community life, within a spirit of

international understanding. Links to global bilingual schools and research institutions have been established and relationships will develop through academic and cultural life. The cultural and international networks built up by the children themselves and the school as a whole, expands the child's breadth of international understanding of the world beyond their immediate communities.

The school will also have a function of operating as a centre promoting and supporting the development and dissemination of academic and practical knowledge on multilingual education. We aim to be a unique centre in the UK for social and educational researchers to observe students in bilingual play and learning.

3.2 Rationale

There is a need for our school. There is currently a shortfall of primary places in the city. The LA is opening 90 new infant school places but these will only provide a short respite. The required junior places to follow up on these in 2014 are not secured and there are concerns about a shortfall of junior places by then. After 2015 there is a general shortage of infant places in the city and no provision in sight. See page 80 for more information.

Spanish is the second-most widely taught second language worldwide. We believe that a bilingual school in Brighton and Hove (a city of culture and tourism), can instil an international aspect to local education and learning. The city of Brighton & Hove is renowned as a centre of language learning, diverse cultural life and has a reputation of attracting new families with a growing population.

We have received strong support in Brighton & Hove (from residents and the LA) for such an innovative school as the Brighton Bilingual Primary School, reflecting this is a city-wide admissions policy to encourage inhabitants that there is a broader choice for their children's educational needs, as well as proportionate allocation to our immediate catchment areas of deprivation. This is to encourage less migration by parents to more affluent areas of the city where schools are oversubscribed as well as offering the opportunity of bilingualism to those in some of the least affluent.

In the [REDACTED] area, close to our preferred site, there has been a severe lack of school choice. It is limited to an under-performing school (Whitehawk Primary School) or faith and independent fee paying schools. As a consequence parents say they will move to find a better school. We have admission criteria which allocates a percentage of school places to children of families in local areas of higher deprivation.

Some of the local schools within the [REDACTED] mile walking distance to our preferred location are generally oversubscribed. For example, St Luke's offered 90 places and 293 parents had selected it as one of their choices. In contrast, the school that directly

covers a large part of our inner catchment area situated in an area of social deprivation, is severely undersubscribed. Of 90 places available at Whitehawk Primary only 28 parents selected it as one of their choices (See Section 5 for full details).

Brighton also has a growing international work-force. For example American Express has its European Headquarters here housing its [REDACTED]. This group have shown support and participation in BLPSP events. Spanish language instruction is very popular in Brighton and this is reflected by the growing numbers of language classes for toddlers through to children's language summer courses and after school clubs. Many such groups ([REDACTED], [REDACTED], [REDACTED]) have offered support. Local nurseries where Spanish is taught on site have supported the school vision and reflected interest that parents have in giving their children early-years language exposure.

3.3 Age range (4-11)

The age range we propose reflects the values of the school in terms of the long-term commitment to developing children's language abilities and aptitude. A bilingual and strong MFL curriculum needs to be continuous and coherent from Reception through to the end of Key Stage 2, and the proposed age range facilitates the planning for children's continuity and progression in learning.

At reception age (4-5) and early Key-stage 1, it is also considerably more intuitive for children to incorporate another language into their linguistic repertoire, so they can continue through the school years with a strong linguistic base. Additionally the age range of 4-11 allows for the relationship between pupils, parents and the school to be nurtured and developed over a longer period of time.

3.4 Why Spanish?

Spanish is the official language in over 21 countries, with cultural and historic roots in many more, which make it an excellent choice as a vehicle of international communication in culture, economics and politics.

The demand for Spanish courses has doubled world-wide in the past ten years, with over 330-million people in the world with Spanish as their first language and over 100-million with Spanish as a second language. Spanish is the most popular foreign language to learn in the USA and Europe with bilingual schools already reflecting the demand in fluency at a young age.

According to the Instituto Cervantes¹, Spanish is nearly phonetically perfect which makes it easy to learn. Language acquisition requires special skills that, once learned, can be used to become fluent in other romance languages in much less time than it would take someone who is learning their first. Basically, this is due to the similarities in grammar structure and vocabulary. Understanding a language also means understanding culturally enriching aspects of different societies. In order to stay competitive in today's world, it is imperative that we learn more about other cultures and how they think.

The available statistical data on Brighton and Hove does not specify how many children there are with Spanish-speaking parents. However, the survey data we have does indicate a strong proportion of registered children who have Spanish/English bilingualism. Furthermore we have similar numbers of bilingual households registered with languages other than Spanish. The evidence of widespread demand is further supported by the numbers of monolingual English-speaking families registered. These indicators are a strong basis of evidence of demand for a Spanish/English bilingual school, not just for Spanish families but for the whole city.

Table 1 Survey Home Language

English Monolingual	587
Spanish Monolingual	11
Other language Monolingual	5
Bilingual (English / Spanish)	143
Bilingual (English / other)	146

¹ <http://www.cervantes.es>

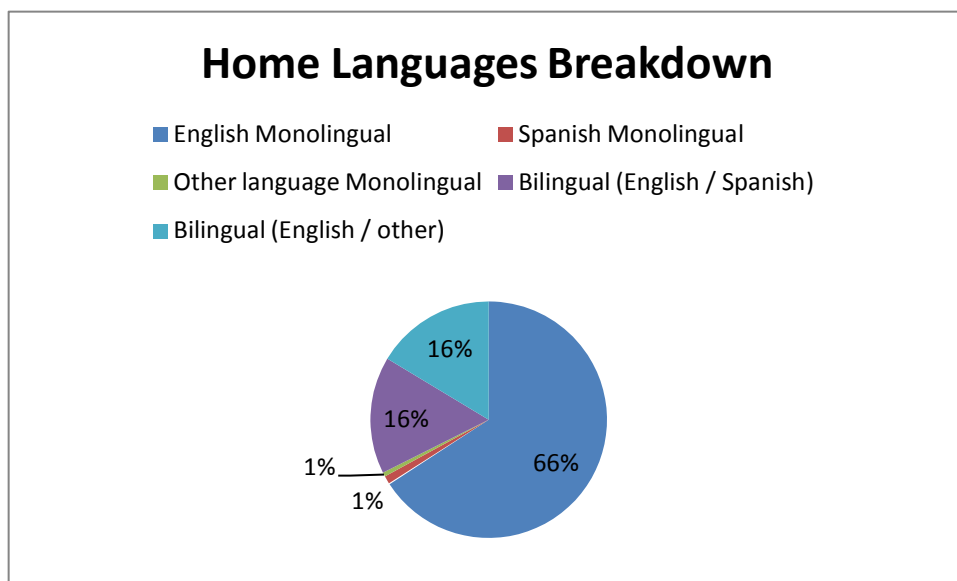


Figure 1 Survey Home Languages

3.5 Bilingualism and the future

We want our children to be engaged with the world both close to them and at large; navigating it as caring, responsible, understanding and confident citizens.

Bilingualism attaches one to the wider world and provides our children with a range of knowledge and skills which may play a vital role in responding to the future challenges of globalisation.

Research since the 1960s has consistently found that bilingualism is a cognitive, social, and educational advantage and that, consequently, bilingual pupils tend to outperform their monolingual peers in key cognitive tasks. Bilingual children may also have a greater mental flexibility, abstract thinking, lexical independence and concept formulation. Our bilingual education expert and consultant, [REDACTED], [REDACTED], highlights that research from many countries indicates that bilingual people tend to do better in IQ tests compared with monolingual people of the same socio-economic class. The evidence we find to support our free school is not based on a reflection of the government's desire for linguistic expansion and enrichment; it is an evidence based learning strategy which can aid academic achievement.

Through innovations like adapting the assessment framework based upon the Common European Framework of Reference for Languages, to primary school children, and uniqueness of the MFL provision, we will be providing a strong grounding for our children's introduction to the English or international baccalaureate.

Promoting Bilingualism, Bi-literacy and Biculturalism, is a means of investing in our children's future by helping to prepare citizens who will be able to contribute to society, to business and beyond.

3.6 Our vision of success

The success criteria for the school will be that the pupils leaving will not only be able to operate in 2 languages but be happy, responsible, caring citizens who will always try their best and thus always achieve their full potential.

Spanish Language

The Brighton Bilingual Primary School will aim for 90% of children to reach at least Level B2 equivalent according to the Common European Framework criteria by the time they leave the school.

Mathematics and English

The Brighton Bilingual Primary School will aim for at least 92% children achieving Level 4 in Maths and English, again these figures can only be accurately predicted once assessment has occurred. Nonetheless the Brighton Bilingual Primary School is aiming for 100% value added provision once the child has been assessed.

Teaching

85% of teaching good or outstanding

Attendance

Over 95% with less than 1% persistent absence.

4 Section 4: Educational plan

4.1 Admissions

The Brighton Bilingual Primary School will admit children from the whole of Brighton and Hove. The Admission number for intake point at reception is 60.

In line with current legislation the school will always admit children where the Brighton Bilingual Primary School is named on the child's statement of special educational needs.

The Brighton Bilingual Primary School will aim towards a socially balanced intake of pupils benefiting children from the local area, independently of the final location of the school. We will reserve a proportion of places for children who live in a specified inner catchment zone. The proportion will be similar to the proportion of population living in the lowest UK multiple deprivation quintiles in the city, currently just over 20%.

4.1.1 Catchment Zones

The catchment zone will be defined by specific Lower Layer Super Output Areas in the lowest quintile of Multiple Deprivation Score, within a 2 mile radius. This is the statutory walking distance in Brighton and Hove for children under 8.

Areas of multiple deprivation (2007) in the city can be seen below:



Figure 2 Brighton Deprivation Areas

The figures behind the table above from the same source:

Quintile	Brighton and Hove	South East	England
1 - least deprived quintile	2.7%	38.4%	20.2%
2	16.8%	22.8%	20.1%
3	24.2%	18.9%	20.0%
4	35.0%	13.9%	19.9%
5 - most deprived quintile	21.4%	5.9%	19.9%

Table 2 Brighton population quintiles

The following map shows the full inner catchment area for our preferred [REDACTED] site.

For specific details of the boundaries of each area see attached maps in Appendix 10.8, page 147.



Figure 3 Brighton Bilingual Primary School proposed inner catchment areas

The following LSOAs compose the inner catchment area for our preferred site. If we have to establish the school elsewhere we will perform a similar analysis to define an inner catchment zone.

See maps in Appendix 3.



Involvement in the Brighton Bilingual Primary School activities or any other form of parental commitment will not be used as selection, in line with the Admissions Code. Nevertheless, as the school is proposed by a group of parents we will be following with interest the DfE plan to ensure initial entry of founders' children.

Speaking Spanish will definitely not be a criterion for admission, although we will market the school heavily among the Hispanic community, as this will provide a critical mass of Spanish speaking children to set the bilingual tone of the school, particularly in the first few years.

We will be looking to be part of the local admissions forum, among other things to prepare for effective transition of our pupils to secondary school.

The Brighton Bilingual Primary School will participate in the coordinated admissions arrangements and comply with existing admissions code.

As the schools prospectus for 2012 admissions goes to print in July 2011, the Brighton Bilingual Primary School cannot be fully included. However, the LA has agreed to mention us in the handbook for 2012 as a possible option, pending approval of our proposal. They will also direct parents to the website. According to the LA, over 80% of parents register their child for a school using their website as opposed to the handbook. Therefore they assured us that this should not be a major hurdle for us in obtaining parent registrations.

We continue to explore potential relationships with selected early-years providers and childminders already offering Spanish, within the limitations of the admissions code.

We would consider increasing the admissions number in the future subject to demand and space.

4.1.3 Waiting List

The Brighton Bilingual Primary School will operate a waiting list, based on a first come first served basis, where a child that has been on the list longest gets the place, unless a Looked After Child or a child with a statement of special needs naming the school has been put on the list.

Our projections of admissions of children older than reception are based on the overwhelmingly positive response we have had to our marketing campaign. We will continue this campaign to ensure the commitments we have obtained translate into actual enrolments.

4.1.4 Coordinate admissions scheme for 2012

The LA has told us that we cannot be included in the 2012 prospectus as it goes to print in July. However, we have been told that we can be included on the website when it opens on September 1st 2011. We expect to utilise the online school applications system from the LA. By September we will have developed our school prospectus both on and off line to aid parents in their school selection.

If it's not possible for the LA scheme to include us because of time constraints we will have to set an independent system. We are already organising a planned and systematic eight month campaign to fill the places according to the projections in surveys. We will use our interested parent database and a marketing team to drive numbers. Almost 1000 children registered from a two month marketing drive. We will operate an independent admissions system, in English language, via web and post where parents apply to us direct. We have already registered with the Information Commissioner for the holding of data.

The deadline for parents to express their choices in Brighton and Hove admissions is the 16th January 2012. Many parents will not be happy with the choices available so we will implement a stronger campaign at that time so they can sign up.

Parents will be notified of the offers on 30th April 2012, with scores generally unable to get their child's desired school at the time, so we will advertise our availability by creating press articles, through open days and public events and talks. The period for acceptances and appeals closes on the 18th May 2012, giving us a window of over 2 weeks for very high activity and visibility drive.

In the event of not being part of the LA scheme, the part time employment of a person for a short period may be suitable in order to facilitate this. In any case we expect to be listed in the LA admissions website.

4.2 Curriculum and organisation of learning

4.2.1 Overview of the Brighton Bilingual Primary School Methods and Curriculum

The school will follow the Early Years Foundation stage (EYFS) framework and

National Primary Curriculum (NPC) for England. The school will develop a full programme of bilingual education using the English and Spanish language as a vehicle to achieve the EYFS and NPC objectives. Any changes/recommendations stemming from the current governmental review of the aforementioned curriculums will be adopted as and when appropriate. Within all stages of primary education equal opportunities, diversity (including cultural) and awareness will be promoted.

The Brighton Bilingual Primary School fundamentally believes (supported by evidence), that the best way to nurture and develop language learning is to ensure that there are rich opportunities to use the second language in immersive contexts. Content Language through Integrated Learning (CLIL) refers to the widespread application of the second language across the curriculum. Our teachers and deployment of bilingual teaching assistants means that aspects of the curriculum are continually delivered in Spanish in all subjects/sessions.

The Brighton Bilingual Primary School's system will be underpinned by tried and tested bilingual teaching methodologies, such as the British Council School in Madrid, one of the leading bilingual schools in Europe.

Both English and Spanish speaking pupils will be valued equally and will have high expectations placed upon their abilities in two languages in accordance with their developmental stage, not age.

One of the key aspects of the immersion programme is to ensure that opportunities for simultaneous language acquisition are provided. Opportunities within NPC areas will be planned for and Spanish language built in, alongside more formal Spanish Lengua-teaching, running alongside the English Phonics and Literacy programmes.

The school will be using a proven accelerated synthetic phonics reading programme. Since the system is based on synthetic phonic acquisition and Spanish is a phonetical language, it will facilitate reading in both languages simultaneously. Our proposed Head-teacher has current experience of this. The scheme allows children to progress rapidly in fluid ability groups from Reception age.

The school aims to timetable all academic subjects, as far as possible, in the mornings. We believe that mornings are the best time to hold the children's concentration and get maximum academic output from them.

The more creative subjects will be placed in the afternoons. This is not to minimise their importance within our curriculum provision; on the contrary, but to ensure that children's interest, enjoyment and excitement about their learning is held and maintained throughout each school day.

As a primary school, the Brighton Bilingual Primary School will use recommended governmental statutory testing. At the time of writing this signifies that the school will carry out obligatory QCDA SAT testing at the end of KS2 as well as optional testing for the other year groups. The Brighton Bilingual Primary School will use the key stage 1 Assessment and reporting arrangements guidelines. APP will be used in all year groups. We are awaiting the review of KS2 testing assessment and accountability by Lord Bew.

4.2.2 Length of School day, term and year

Paid Breakfast club	08:00:00
Free Drop	08:40:00
School day	09:00:00
End of day	15:20:00
After school clubs	15:20:00
School closes for children	18:00:00

Table 4 School Day

The school year will be based on 190 days provision with a morning and afternoon session. The teaching hours are outlined in the Excel spreadsheet entitled Distribution of subject and language input on page 29.

Terms will follow the traditional 6 half-term model. However, in the future the Brighton Bilingual Primary School is open to exploring the possibility of other models for the school year.

4.2.3 Phased in Bilingual Teaching

Given the different bilingual entry levels in relation to through school age group demographics, the school vision would be phased in as follows:

September 2012

Reception and Year 1 receive full bilingual access to EYFS Learning Goals and National Curriculum objectives for Year 1. This approach will be continued and built upon. Crucially, Bilingual NC level value added will be tracked.

Year 2 to Year 6 receive full entitlement to English National Curriculum. This is to ensure that the continuum upon which they have begun their education is maintained.

However, opportunities for children in terms of Spanish development will be above and beyond the current provision in State Primary Schools leading to excellent outcomes for these children in Primary MFL.

Children joining the KS1 2012 cohort at a later stage due to school transfers will be individually supported into the full bilingual track of their peers with the help of TA's and after school activities.

4.2.4 Distribution of Language/Subject teaching

A critical aspect of the development of a bilingual curriculum is the distribution of the teaching between the two languages. With the advice and support of some of the foremost experts in the field, we have studied successful bilingual instruction

models. Our proposed senior leadership team draws from a highly successful and reputable bilingual school in Spain.

We currently propose to apply language teaching daily by delivering aspects of curriculum content in the two languages. Two-way bilingual classes taught by outstanding teachers already proficient - or committed to gaining proficiency - in both languages, with a bilingual Teaching Assistant.

In Reception and Year 1 there will be up to 50% Spanish language teaching in named subjects. (See page 29). From Year 2-6 there will be flexibility and differentiation, based on detailed assessment, over the percentage of Spanish taught in the classroom. This will take into account children joining the school who may have missed the earlier immersion periods, as well as English Language assessments.

Teacher timetables will be arranged so that throughout each day there is teaching and learning input in both languages. Bilingual teachers would have physical lingua-franca-change indicators such as the wearing of a red hat when input in Spanish is taking place and a blue hat to indicate that learning in English is taking place. (accompanied by an auditory cue, allowing for children with for example visual impairment to engage). This way the children develop an innate sense of audience and register, learning to switch language accordingly.

Distribution Subject and Language Input: Reception

	English literacy text focus	Phonics	Maths	Science	PE	ICT skills	Spanish MFL	PSHE and global citizenship	Philosophy, Reasoning and Human Problem Solving (Life Skills)	Spanish MFL Theme: Environmentalism Science and Global Citizenship	Humanities/Art & DT Topic Lang focus english	Humanities /Art & DT Topic lang focus Spanish	World Religion and cultures	Music	Bilingual Achievement/collective worship assembly	Registration time allocation			
	CLL	Phonics	PSRN	KUW	PD	ICT skills	Spanish MFL	PSHE	Rest of time distributed as Continuous provision via topics - in				CD	Bilingual Achievement/collective	Registration time				
Time in mins	150	200	300	90	80	40	120			395				45	60	25			1505
% Subject allocation	10.0	13.1	19.7	5.9	5.2	2.6	7.9			27.08				3.0	3.9	1.6			100.00
Language allocation in English per individual subject %																			
time in mins (English)	100	100	60	50	40	50	0	50	50	50	50	50	50	50	50	0			
Language allocation in Spanish per																			
Time in mins(spanish)	0	0	40	50	60	50	100	50	50	100	0	100	50	70	50	100			
	0	0	120	45	44	20	0			197.5				23	30	25			504
Weekly Hrs teaching time (incl registration an 25hr 25mins																			
Lunch 45 mins 1x 20 min break 1x 10min School Day 9:00 - 3:20																			
Reception will take into account EY Foundation Stage and subjects will be taught as part of Topics and continuous provision. Apart from English, Phonics , Maths, Science and ICT skills which will be taught as discreet subjects.																			
This is because the BPPS believes that key skills acquisition for core subjects should be in place from the very start , always within the context of a fun lear																			

Table 5 Distribution Reception

Initial Distribution Subject and Language Input: KS1

	English literacy text focus	Phonics	Maths	environmental Science and citizenship	Science thro' ICT lab	PE	ICT skills	Spanish MFL	t & DT Topic Lang focus english	Topic lang focus	Spanish(Reinforcing Key vocab in Spanish)
Time in mins	300	125	300	100	45	90	45	140	100		15
% Subject allocation	19.9	8.3	19.9	6.6	3.0	6.0	3.0	9.3	6.6		1.0
Language allocation in English per individual subject %	100	100	100	90	100	70	100	0	100		0
time in mins (English)	300.00	125.00	300.00	90.00	45.00	63.00	45.00	0.00	100.00		0.00
Language allocation in Spanish per individual subject %	0	0	0	10	0	30	0	100	0		100
Time in mins(spanish)	0	0	0	10	0	27	0	140	0		15
Weekly Hrs teaching time (incl registration and assemblies)	25hr 25mins										
	School day	9.00-15.20		Lunch 45 mins 1x 20 min break 1x 10 min break							

Assessment and monitoring of attainment will be basis for informing Headteacher if percentage of Spanish can increase

Table 6 Initial Distribution KS1 (part 1)

Initial Distribution Subject and Language Input: KS1 - Pg 2.

Bilingual Achievement/collective	global citizenship	Career and Industry webquest	World Religion and cultures	Philosophy, Reasoning and Human Problem Solving (Life Skills)	Music	time allocation	TOTAL
60	40	0	35	40	45	25	1505
4.0	2.7	0.0	2.3	2.7	3.0	1.7	100.00
50	90	90	70	100	60	0	
30.00	36.00	0.00	24.50	40.00	27.00	0.00	1225.50
50	10	10	50	0	40	100	
30	4	0	10.5	0	18	25	279.5
							1505.00

Table 7 Initial Distribution KS1 (part 2)

Initial Distribution Subject and Language Input: KS2

	English literacy text focus	Phonics	Maths	Science incorporating environmental Science	Science thro' ICT lab	PE	ICT skills	Spanish MFL	Humanities/Art & DT Topic Lang focus	english Humanities /Art & DT	Topic lang focus	Spanish(Reinforcing Key
Time in mins	300	125	300	100	45	90	45	120	100	15	15	
% Subject allocation	19.8	8.3	19.8	6.6	3.0	5.9	3.0	7.9	6.6	1.0		
Language allocation in English per individual subject %	100	100	100	90	100	70	100	0	100		0	
time in mins (English)	300	125	300	90	45.00	63	22.50	0	100		15	
Language allocation in Spanish per individual subject %	0	0	0	10	0	30	0	100	0		100	
Time in mins (spanish)	0	0	0	10	0	27	22.5	120	0		0	

Weekly Hrs teaching time (incl registration and assemblies) 25hr 25mins

School day 9.00- 15.20 allows for 45 mins lunch and 20 mins break

Start

Assessment and monitoring of attainment will be basis for informing Headteacher if percentage of Spanish can increase

[Table 8 Initial Distribution KS2 \(part 1\)](#)

Initial Distribution Subject and Language Input: KS2 Pg.2

Bilingual Achievement/collective	global citizenship	Career and Industry webquest	World Religion and Philosophy, Reasoning and Human Problem	Music	Registration time	TOTAL
60	40	40	40	30	25	1515
4.0	2.6	2.6	2.6	2.0	1.7	100.00
50	90	90	70	60	0	
30	36	40.50	28	15	0	918
50	10	10	50	40	100	
30	4	-0.5	12	15	25	607
						1525

Table 9 Initial Distribution KS2 (part 2)

Distribution Subject and Language Input: KS2 Aim

	English literacy text focus	Phonics	Maths	Science	Science thro' ICT lab	PE	ICT skills	Spanish MFL	Spanish MFL Theme: Environment	Science and Humanities/A rt & DT Topic	Lang focus english
Time in mins	300	125	300	90	45	90	45	90	40	60	60
% Subject allocation	19.8	8.3	19.8	5.9	3.0	5.9	3.0	5.9	2.6	4.0	4.0
Language allocation in English per individual subject %	100	100	60	50	50	40	50	0	0	100	100
time in mins (English)	300	125	180	45	22.5	36	22.5	0	0	60	60
Language allocation in Spanish per individual subject %	0	0	40	50	50	60	50	100	100	0	0
Time in mins (spanish)	0	0	120	45	22.5	54	22.5	90	40	0	0

Weekly Hrs teaching time (incl registration and assemblies) 25hr 25mins

School day 9.00- 15.20 allows for 45 mins lunch and 20 mins break

Start

Reception

[Table 10 Final Distribution KS2 \(part 1\)](#)

Distribution Subject and Language Input: KS2 Aim Pg.2

Humanities /Art & DT Topic lang focus Spanish	Bilingual Achievement/ collective	global citizenship	Career and Industry webquest World	Religion and Philosophy, Reasoning and Human Problem	Music	Registration time	TOTAL	
55 3.6	60 4.0	40 2.6	40 2.6	40 2.6	40 2.6	30 2.0	25 1.7	1515 100.00
0 0	50 30	50 20	50 20.00	50 20	50 20.00	40 12	0 0	918
100	50	50	50	50	50	70	100	
55	30	20	20.00	20	20.00	18	25	607

Table 11 Final Distribution KS2 (part 2)

Weekly allocation in minutes for KS1 Aim

	English literacy text focus	Phonics	Maths	Science	Science thro' ICT lab	PE	ICT skills	Spanish MFL	Spanish MFL Theme: Environment alism	Humanities/Art & DT Topic Lang focus
Time in mins	225	200	300	90	35	95	40	120	40	60
% Subject allocation	14.9	13.1	19.7	5.9	2.3	6.2	2.6	7.9	2.6	3.9
Language allocation in English per individual subject %	100	100	60	50	50	40	50	0	0	100
time in mins (English)	225	200	180	45	17.50	36	20.00	0	0	60
Language allocation in Spanish per individual subject %	0	0	40	50	50	60	50	100	100	0
Time in mins(spanish)	0	0	120	45	17.5	59	20	120	40	0

Weekly Hrs teaching time (incl registration and assemblies) 25hr 25mins

School day 9.00- 15.20 allows for 45 mins lunch and 20 mins break

Reception will take into account EY Foundation Stage and subject will be taught as part of Topics and continuous provision. APART from English, Phonics , Maths, Science and ICT skills which will be taught as discreet subjects.

Table 12 Final Distribution KS1 (part 1)

Weekly allocation in minutes for KS1 Aim Pg.2

Humanities /Art & DT Topic lang	Bilingual Achievement /collective	PSHE and global	Career and Industry webquest	World Religion and	Philosophy, Reasoning and Human Problem Solving (Life Skills)	Music	Registration time	TOTAL
55 3.6	60 3.9	40 2.6	0 0.0	40 2.6	45 3.0	45 3.0	25 1.6	1515 99.44
0 0	50 30	50 20	0 0.00	50 20	50 22.50	40 18	0 0	894
100	50	50	0	50	50	70	100	
55	30	20	0	20	22.5	27	25	621
								1515

Table 13 Final Distribution KS1 (part 2)

4.2.5 ¡Bienvenido al día!

The children will be welcomed into their bilingual classroom every morning and settle in both English and Spanish. The start of each day will be very important to our school and it is imperative that the children are made to feel happy and comfortable and immersed in bilingual learning from the moment they step into the classroom. Each day will begin with a “bienvenido” session where the children will be welcomed to the new school day and the routines and schedule for the day will be shared in both English and Spanish and the register taken.

4.2.6 English Literacy

Each day, the children experience one period of English Literacy following the English National Curriculum and Primary Strategy. The children learn through immersion in texts of a variety of genres, looking closely at grammar construction and application in a range of interesting and exciting contexts. Immersion in texts and appealing to imagination is something which is central to the Literacy curriculum and the school will resource each classroom with lively texts through which to teach the learning goals of the English National Curriculum. In the EYFS and KS1, the children will learn phonics in a daily session as part of literacy provision using the highly effective “Read Write Inc” synthetic phonics programme and will be assessed and moved on at their individual level. Guided reading will take place in each session either led by the teacher or teaching assistant with excellent questioning skills high on the agenda for the learning facilitator of the session.

Outside of Literacy sessions, the school will place strong emphasis on literacy skills application across the attainment targets to all areas of the curriculum in both English and Spanish. This will ensure that topic work challenges children to apply their bilingual capacities in speaking and listening, reading and writing, providing them with meaningful immersive contexts to do so.

4.2.7 Spanish

A strong load (see Distribution subject and language input spreadsheet, page 29) of Spanish as a modern foreign language (MFL) will be delivered weekly to children who start in reception or Year 1 in 2012. The children learn all aspects of Spanish Grammar and Application in speaking, reading and writing. By the time the children who have begun their school life at the Brighton Bilingual Primary School just after nursery are ready to leave us at the end of year 6, our expectation is that all of the children should be aiming to be at least Level B2 in Spanish. (Common European framework for language²).

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For older children who come from other schools in 2012 Spanish MFL will be supported by differentiated activities with the support of TA's. Furthermore when new children arrive in subsequent years the input of Spanish as an additional language will be distributed according to individual levels, based on assessment, to ensure contextualised value-added standards achievement for all. They will also use Spanish vocabulary in other educational contexts following the CLIL approach, but tailored to their ability. Although these children will not have the same level of proficiency in Spanish by KS2 as the younger cohort, they will nevertheless have had a much better preparation for MFL in secondary school.

4.2.8 Numeracy

The children will also have a daily Maths lesson following the National Curriculum and Primary Strategy. KS1 will focus on acquiring the basic skills that underpin core mathematical processes. Similarly to phonics input in literacy, 10 minutes per day will be dedicated to carrying out a revisit to the yearly focus objectives even though the area of study may differ e.g. Focus area: Data Handling Booster of key objective – Number bonds for 10 minutes. Problem solving will feature heavily and where possible real –life concrete contexts will provide the background. We aim to use Numicon as a main resource for promoting mathematical thinking and are currently investigating 'Maths makes Sense' as a potential scheme.

Aside from discrete lessons opportunities for mathematical thinking and reasoning will be applied cross-curricularly.

4.2.9 Example of Bilingual Curriculum Application: Science

The children will follow the NC objectives of SC2-4 through the medium of SC1 investigative science approaches. Each investigation will be approached by teaching the associated technical vocabulary in both languages simultaneously. Subject knowledge at the end of each topic-set of investigations will be assessed bilingually and cross curricular levelling of literacy will take place alongside content assessment.

4.2.10 Example of Excellent offer of Spanish Development for children joining the school in 2012 from Y2 to Y6. Science

The children will follow the NC objectives of SC2-4 through the medium of SC1 investigative science approaches. Concepts and investigations will be introduced in English and investigated in English. In reviewing learning, Spanish vocabulary will be introduced and discrete Spanish Lengua lessons will tie in with the themes covered in Science for one half term, (switching focus to another curriculum area, i.e. literacy genres for the next half term and gymnastics the next half term and so on.)

Through this approach, both full immersion cohorts will learn to apply their acquired

Spanish language and English language and literacy across the curriculum.

The objectives of the National Curriculum and Primary Strategy will be followed in all subject areas using the two speed model above until September 2017, when the school would be a fully bilingual immersion school following the curriculum breakdown as outlined in excel spreadsheet named Distribution subjects & language input.

This model would be replicated using the full breadth of Primary National Curriculum subjects, full schemes of work for which, would be developed by the school.

4.2.11 Humanities Topic Incorporating Art, Design and Technology

Each half term, the focus will change from Geography to History. Humanities knowledge and development will be the main focus and will incorporate strands of associated art, design and technology skills development. The idea behind this is that the children deepen their understanding of the facts and human science knowledge acquisition through the medium of designing, making and reviewing art and technology pieces associated with the topic.

Alongside content and conceptual knowledge, over the course of a half term, after the first cohort of 50% language immersion pupils, delivery of fifty per cent will be in Spanish. Weekly spelling tests and vocabulary lists will be themed by the topic work and key questions planned by teachers relating to enquiry around the topic will make explicit use of the weekly vocabulary being learned by the children at home.

4.2.12 World Religions and Cultures

Each half term, the topic changes to explore a new religion and associated culture/s. New Spanish vocabulary and themes are brought into the topic by bilingual teaching input from the class teacher and/or the bilingual Teaching Assistant to ensure that a half-termly delivery of 50 percent English/Spanish is achieved.

4.2.13 PSHE and Global Citizenship

Exploring the social and emotional aspects of learning with each individual child will be integral to the learning of all children at the Brighton Bilingual Primary School. Being able to express issues and deal with them with calm, emotional intelligence is the first step, we believe, to creating productive, caring global citizens. We will link the children's immediate emotional needs in a creative way to more global topics and themes. This allows teachers the opportunity to get to know each class and develop the PSHE curriculum using the DFES SEAL outcomes to tailor creatively towards current local, national and global themes.

We believe that global citizenship requires moving with the times and we trust in the creative abilities of our teachers to make creative links between the immediate social and emotional needs of the children and wider emotional needs in the world. Again, opportunities to express feelings and solve issues in Spanish will take place, accounting for 50 percent of the curriculum experience over a half term.

4.2.14 Philosophy, Reasoning and Human Problem Solving (Life Skills)

Another important aspect of cross-curricular English and Spanish provision at the Brighton Bilingual Primary School will be the weekly session relating to Philosophy, Reasoning and Human Problem Solving. The topic will change every half-term and pupils will be encouraged to think about the reasons why certain issues occur globally and what they could and would do to change certain aspects of life for citizens across the world in certain predicaments. In addition everyday dilemmas that the children may encounter will be addressed. (See below)

In terms of English development, the children will be encouraged to make presentations and written campaigns to challenge or change philosophical situations that may affect the lives of citizens across the world. Teachers will submit their themed topics and these will be current to global topics such as climate change, inter-nation mutuality, civil rights, and childhood experiences across the globe. Particular attention will be paid to Hispanic nations and cultures and, over the course of a half-term, Spanish language around the theme will be developed through content study.

4.2.15 Everyday Dilemmas

It is well established that good schools, for all ages, will achieve high standards and results, but in our general approach to learning we want to go beyond this. On many occasions children that are able to problem solve at an academic level are not able to do so at a life skill level e.g. what would you do if you got home and no one was there? What would you do and more importantly what should you *NOT* do? Children will be developed as learners. As they progress through the school, pupils will be taught and gain a better understanding that there may be the possibility of more than 1 choice and from those choices there is a best decision, underpinned at all times by the safest, to be taken having considered all the circumstances. Children will broaden their experiences in a secure environment for their personal development, from motor skills to emotional growth.

The following are examples of 'Life skills Dilemmas' that would be covered at different age groups

Example of human problem solving and philosophy in Reception:

Beginning with a story about a child lost at the shopping centre, the children would be given opportunities to make decisions about which of three adults would be the best person to talk to at the shopping centre in order to solve the problem of being lost. The children would be guided towards making safe choices, i.e. find a woman with a shop uniform to help rather than approaching a group of teenagers or a single male in ordinary clothes. The children could then hypothesise as to what might happen next, once they have enlisted the support of the best-choice adult and talked about the process of solving the problem.

Example of human problem-solving in Year 3:

A story about a child who has been left alone in the playground. What should he do? How long should he wait before he tells someone? Who should he tell? What would happen if.....? (prepare children for the different things that could happen from social services help, police help, and best case scenario that mum is contacted and she is on her way stuck in traffic. The aim would be to raise awareness that there are different sources of help in this situation but that the initial responsibility for raising the problem is with the child.

Example of Human Problem Solving in Year 6:

At the train station, you see a rucksack left on its own by a plant-stand in the corner. What do you do? Why do you not open it? What are the possibilities as to why the bag is there? How do you try to locate the owner safely? Who do you talk to, to check the bag out? Why do you have a citizenship responsibility to do something about the potential problem when you have noticed it?

4.2.16 Personal Learning and Thinking Skills (PLTS)

The Brighton Bilingual Primary School plans to embed Personal Learning and Thinking Skills (PLTS), into its core curriculum. PLTS provides a framework for describing the qualities and skills needed for success in learning and life. The PLTS framework has been developed and refined over a number of years in consultation with employers, parents, schools, students and the wider public.

The framework comprises six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

The aim of the PLTS framework is to better equip children with the study and thinking skills required to be in control of their learning journey through school. If we begin providing children with an awareness of the skills they are developing and those which are necessary to achieve particular goals from reception age, they will be well equipped to use them throughout their secondary school life, (and beyond!). PLTS are relevant in all areas of learning and life and in any language, therefore there are plenty of opportunities to identify areas where these skills are being utilised within a bilingual education. We feel strongly that teaching our children how to study and to recognise the areas in which their strengths lie from an early age will be a great tool for enabling them to make choices about their learning, that best suit their abilities. Many children at secondary school are unable to take notes, have no understanding of what research is or how to revise. Many dislike reading and often

few are happy to present their ideas to the class. At present PLTS are just being implemented in secondary schools but it is more difficult to teach children these study/life skills when they have already been studying for several years. We believe these fundamental skills can be incorporated into normal teaching/learning methods from primary school age, in a similar respect to learning in two languages at an early age, and this will better equip them for study at secondary school and further education. This will enable them to take more control of their learning journey. If they have the skills and motivation to study, they can learn almost anything!

*We understand that the QCDA will be closing soon and therefore plan to follow any guidelines with reference to PLTS that arise after this time. ³

4.2.17 Bilingual Collective Worship

Each day, the children will participate in collective worship. This will be presented always by the Head and /or Deputy with at least one other person and led entirely bilingually so that the children are able to come together and be immersed in both Spanish and English. The importance of this is such that the children value the bilingual nature of their environment and see the school's figure – heads giving thanks and celebrating all that life has to offer in both languages.

In collective worship sessions, the children will celebrate all religions, cultural events and special days in the global calendar and will be given opportunities to present in front of the whole school, their learning in both languages in half termly related themes which relate to curriculum learning. Every Friday, parents will be welcomed into a special achievers assembly to celebrate the most excellent learners and their achievements as nominated by the teachers of each class group.

4.2.18 Physical Education and Sports

We plan to offer the possibility of up to 4 hrs PE per week (including extended service provision).The variety provided will range from traditional strands such as gym, multi -skills to more innovative strands e.g. circus skills and street dance. The curriculum will also include sports which allow us to participate in local and county school competitions. Pupils will gain understanding of health and fitness and have an opportunity to reflect and discuss their performances. Sports after school clubs will also be offered.

4.2.19 Healthy Choices

Embedded within the curriculum and school life, we aim to promote healthy life choices at all times. We believe that lessons learned at a very young age, regarding healthier options for everyday living activities, can remain with children for life. Areas such as Personal Health, Keeping Safe, Relationships and a Healthy and Safe

³ [REDACTED]

Environment will be the main areas covered. For example in P.E the Brighton Bilingual Primary School will promote the enjoyment of exercise through various activities, we will also incorporate health topics within many subjects such as Science, PE discussion time, PSHE, Life Skills, History and also mealtimes. For example, within Science topics related to the human body there would be some discussion time about how to keep your heart healthy, (regular exercise and healthy food choices etc), allowing pupils to come up with ideas for doing so. (The focus would be different, depending on the age group being taught). These ideas would then be put into practice when food technology and PE lessons take place, allowing children to be part of the planning process for their own education. This enrichment method consolidates learning by putting ideas and theories into practical contexts. We will also invite many outside speakers into the school to enrich the learning of health topics, such as a tooth brushing teacher, a nurse, a paediatrician, a paramedic and a health visitor. (The above group are an example of practitioners who have already expressed an interest in offering this service). Meal times will be of particular importance in promoting healthy life choices and education regarding the importance of nutrition for optimum learning ability, will be a focus. A Mediterranean breakfast event will be held where we will invite parents to sit and enjoy a healthy breakfast with their children and a nutritionist will be invited along to explain the benefits of healthy balanced eating habits to all.

4.2.20 Information and Communication Technologies and Digital Literacy

Although ICT at present is contained within KUW and the NPC the intention is that it will be embedded as part of every subject throughout school.

The Brighton Bilingual Primary School will develop its children as citizens of the digital age, with a good understanding of safety and privacy and encouraging responsible online behaviour from an early age.

In addition, talented children will have the opportunity to develop more sophisticated understanding of computing and programming through a computer club where they will explore software such as Scratch (██████████).

4.2.21 Music and Drama

Music and Drama will be integrated within the Humanities topics and discrete Spanish lessons. In addition Drama will be part of the Literacy curriculum.

These activities allow children to act out situations and to express themselves playfully in different languages, with language becoming anchored through intrinsically motivating child-centred activities. Music and drama activities also promote cohesion in the classroom and we will be utilising these subjects to promote:

- Integrated language learning into song and action and role-play.
- Spanish/English singing in classrooms, Choirs, songs at assembly.
- Diversities of origins, cultures and history explored through music and drama.
- Regular Plays and Performance Arts.

4.2.22 Webquests

For one weekly session, the children will take a teacher-led webquest approach to learning to allow for learners to lead the path to learning outcomes through collaborative, web-based learning. At the Brighton Bilingual Primary School, we will make full use of internet researching tools to allow the children the freedom to explore learning resources at hand on the internet in a safe and controlled environment, with increasing independence as they move through the school.

With a termly-changing theme, the children will make cultural and geographical comparative studies and make proposals in groups as to how they would tackle certain industrial, job related issues. Again, themes of study will be proposed by our creative teaching staff and learning plans created at each year level to ensure that repetition is avoided and all subject matter remains relevant to the ever-changing demands of industry across the world.

Particular attention will be paid to industrial innovations that are relevant to Hispanic nations, allowing for contextualised Spanish language development to form 50 percent of study. Webquest allows children to present innovations and ideas and at the Brighton Bilingual Primary School, 50 percent of final presentations will be assessed in line with CEFR levels adapted for children by the school in Spanish and in line with AT1 Speaking and Listening attainment levels of the UK National Curriculum.

4.2.23 Examples of other Extra Curricular Opportunities

- Links with Spanish schools e.g. live link ups / correspondence with children
- Excellence and Enjoyment days where children experience different Hispanic countries and cultures and all objectives are fed through those themes.
- Gifted and Talented Bilingual 'Webquest' groups

4.2.24 Pastoral activities

Regular assemblies will bring the whole school together in order to keep everyone updated on school news, celebrating achievements and praising behaviour. These will also mark beginning and endings of terms and recognise and celebrate cultural festivities and days/events of significance (national, international and specific to the Hispanic world.)

We will use our pastoral activities to ensure pupils feel that their personal interests and cultural horizons are well respected. We will encourage the formation of a daily schedule of after school activities. For example art, language and sports clubs, action groups such as Eco-Awareness Groups as well as Peer-support groups and homework clubs.

4.2.25 SEN and Intervention

The first principle of the school is to provide a bilingual education for all of its pupils, and to maximize their potential to learn, whatever their starting point. () found that her data did not support any limitations for either English speakers or Spanish speakers. She even found that students with special needs or

learning difficulties were able to progress in TWI (Two Way Immersion) education, unless they had a serious speech delay in their first language. Research evidence suggests that a bilingual education is no more problematic than monolingual education for the learning of children with SEND, (Special Educational Needs and Disabilities). In fact, there is some evidence that it can be beneficial. Children with dyslexia, for example, benefit from learning a more orthographically transparent language - such as Spanish⁴. However, as described above, both class teacher and specialist teaching assistant will monitor pupils' progress, paying particular attention to development in each language, and consulting with specialists where necessary. Where it is considered appropriate, one-to-one language support will be put in place.

The Brighton Bilingual Primary School's policy with regard to identifying and supporting children with SEND is based on the broader school principles that:

- what pupils and their parents have to say matter, and that the quality of our provision, including SEND support improves as a result of regular consultation with them.
- children's individual needs, including SEND, is the business of all staff in the school, and consequently as a minimum each member of staff will have an awareness of common SEND issues, and will know where to draw on specialist support.
- each pupil is entitled to equal access to the curriculum.
- including all children is our starting point rather than adding children with SENs and disabilities to a system and context that has been devised for children without SENs; including those with needs that do not come under the category of SENs e.g. refugee children, Gifted & Talented, EAL
- equal access to the curriculum is but one aspect of inclusion
- diversity in all its forms is welcomed and valued at the school
- the school will look to embed and practise inclusion and seek to remove or at least minimise barriers to learning wherever and for whomever they arise

We have developed our SEND policy with reference to:

- the Green Paper SEN support and aspiration: A new approach to SEN and disability
- the Achievement for All (AfA) framework
- specialist advice provided by [REDACTED] of [REDACTED], and [REDACTED] of the [REDACTED]
- research findings on effective support for children with SEND

We will structure support around the school's SENCO, to broaden the capacity to support pupils and school staff effectively. In order to achieve this, we will identify a

⁴ [REDACTED]

member of staff to develop knowledge and skills for each area of SEND, including: global learning difficulties; autism spectrum disorders; dyslexia/specific learning difficulties; speech, language and communication difficulties (SLCD); behavioural, emotional and social difficulties; sensory impairment; physical difficulties and medical conditions. In each case, the member of staff will engage with available support, guidance and resources from specialist organisations. In the case of SLCD, for example, the member of staff will complete the SLC framework to identify existing knowledge and skills and identify training needs, and will draw down resources for their own and colleagues' learning from specialist organisations, such as I CAN. This will include familiarisation with and implementation of specialist resources and approaches to teaching and learning, including specialist software.

In many cases the general ethos and policies of the school will support the more targeted interventions for children with SEND. For example, we will ensure the school's policy on managing behaviour is understood and carried out consistently among all members of staff, a particularly important aspect of the school environment for children with BES or on the autistic spectrum. We will also ensure children with SEND are able to engage fully in pupil voice activities by providing advocacy support where it is needed. Consultation with pupils will not only help inform our approach to teaching and learning, and how we provide support to children. We are also aware of its value in ensuring we arrange the physical environment to enhance their learning most appropriately. This may be from ensuring ease of mobility, to providing quiet spaces, to ensuring children are comfortable and feel safe in the classroom environment.

Another aspect of the school ethos that is critical for the success of children with SEND is our commitment to parental involvement. High parental involvement will be encouraged for all families at the Brighton Bilingual Primary School with respect to dual language learning and will therefore automatically provide this support to children with SEND. In addition to induction and ongoing CPD for staff in engaging parents' participation in their child's learning, we will develop practise in liaising with parents specifically around issues of SEND. This will include, for example, ensuring relevant members of staff are fully briefed on a child's background and their particular needs, medical background if relevant etc, before conversations with parents, ensuring significant items arising from the conversation are agreed and recorded etc.

A significant advantage of being a bilingual school is that our systematic assessment of pupils' languages skills will complement and be co-ordinated with diagnostic, and ongoing assessment activities around SEND – including APP. This means we are better placed to identify whether a pupil's lack of progress in learning is the result of SEN, or more general language acquisition and use, and tailor support accordingly.

The pedagogies our teachers will employ – not least those appropriate to language learning - also have features identified by research⁵ as important for supporting children with SEND. Our teachers will structure learning so that, among other things, it:

1. includes social interaction
2. is context-based
3. is multi-sensory.

Providing challenge for all children will also be a central feature of our approach to teaching, and is particularly important in the area of SEN, where assumptions about a child's general intellectual ability can be falsely made on the basis of a particular need⁶. Our teachers will create a balance between support and challenge, so all children experience success as well as risk-taking in their learning. Again, collaborative learning has an important role to play here⁷.

We will implement a system for identifying and assessing needs and then for devising and implementing a personalised plan for teaching and learning which a) involves the pupil and parents as well as school staff and others as appropriate, b) is regularly monitored and reviewed and c) takes into account the SEN Code of Practice, relevant legislation and subsequent guidance.

In practice, we will liaise with parents and previous education settings to ensure we have existing information of known SEND, but also teaching staff will monitor progress via APP for early indications of learning difficulties. Once a child has been identified as requiring SEND support we will implement school action. The appropriate specialist will work with the class teacher, other relevant staff, and parents, to tailor learning appropriately. This might include, for example, adapting resources, arranging additional and/or one-to-one support, considering seating

⁵ eg [REDACTED]

⁶ [REDACTED]

⁷ [REDACTED]

arrangements, raising awareness among classmates etc. The class teacher will be responsible for monitoring progress for children with SEND, and discussing this at regular intervals with the specialist teaching assistant, planning future interventions accordingly. If the class teacher and SENCO consider that a particular pupil is not making adequate progress, they will seek external advice from the local authority, health authority, specialist organisations etc, and develop more detailed planning accordingly (school action plus). This will be summarised in the child's IEP. The action plans will target pupil progress in one or two of the areas of: attendance, behaviour, bullying, developing positive relationships, increasing participation.

4.2.26 The Role of the Senco

The SENCO will be responsible for following policy developments on SEND, and will arrange the review of the school policy, and oversee appropriate CPD arrangements in the light of these, such as changes to SEN identification levels. We will also review our SEND policy on an annual basis, and if issues with the policy arise, paying particular attention to the perspectives of pupils and parents, along with the experiences of school staff.

The SENCO will be responsible for following policy developments on SEND, and will arrange the review of the school policy, and oversee appropriate CPD arrangements in the light of these, such as changes to SEN identification levels.

If a child is identified as having special educational needs and does not progress sufficiently with extra help from their classroom teacher, the SENCO will become involved.

Key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy which will be reviewed annually
- liaising with parents of children with special educational needs
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- make sure that an individual education plan is in place
- overseeing the records of all children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and
- voluntary bodies

4.2.27 Support for children who have EAL (English as an Additional Language)

Through our systematic assessment of pupil's languages skills and on-going assessment we will identify pupils with EAL. Where the first language (L1) is Spanish, the curriculum will support ongoing development of Spanish skills, as well as ensure children make good progress in English. Where L1 is a language other than English or Spanish, we will put in place additional support. We will always encourage a child and their family to continue developing skills in L1, to include wherever possible literacy development in L1, as research shows the importance of a solid foundation in L1 supporting language development in additional languages⁸ - including English. This may consist of identifying complementary learning opportunities, for example language teaching provided by community groups, or simply encouraging parents to read and share books in L1 with their child.

The underlying principle of our approach to teaching and learning, is that teachers will provide a balance of scaffolding and challenge, that will apply equally to EAL learners – paying attention to their particular learning needs. In addition, as bilingual practitioners, our teachers' understanding of language acquisition and pedagogy means they will have at their fingertips strategies proven to support EAL pupils learn, such as building children's metalanguage to accelerate the development of their language skills, and effective communicative activities in the classroom⁹.

In addition we will also provide targeted support in the school for children with EAL, including:

- collaborative activities among children with the same L1
 - deploying a teaching assistant or volunteer proficient in L1 to support EAL pupils wherever possible
 - one-to-one support - working with a teaching assistant on improving his language skills.
- working with target groups – class teacher and teaching assistant focus support on a specific group of pupils during main part of the lesson to provide preparatory teaching to support children in better accessing a lesson..
- resource provision and development – identifying resources and software which support learning in the languages our EAL pupils speak. There will be for example, afterschool support clubs using ICT language resources.

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- making links in the curriculum to the culture and language of the EAL pupils. As respect and awareness of other cultures is one of the principles of our school, integrating the culture and language of EAL learners will reinforce this principle.

In our survey we have identified 5 children without either English or Spanish at home.

The bilingual nature of the school will benefit those learning EAL, whether it is Spanish or another first language, due to our systematic assessment of pupils' language skills and on-going assessments. Additionally EAL pupils learning will be supported by our approach to learning which is social, context-based and multi-sensory.

Once a learner of EAL has been identified, individual targets will be set according to the child's level of English and age. An Individual Educational Plan (IEP) will be made to monitor the child's progress and support until the SENCO considers the child has acquired sufficient independence to succeed within the bilingual system. Following the guidance from the National Strategy, EAL support will include:

- one-to-one support - the child will work with a teaching assistant on improving his/her language skills. Teaching assistants will be bilingual and therefore will be more aware of the EAL learner's needs and understand language barriers.
- working with target groups – the class teacher and teaching assistant focuses support on a specific group of pupils during main part of the lesson to provide preparatory teaching to support children in better accessing a lesson.
- resource provision and development – the teacher and classroom assistant will design and modify specific resources to support the learning by sourcing basic materials in the home language of the pupil that can be quickly mastered by the teacher or TA. The school will ensure access to the necessary resources and software to complement and support EAL learning.
- team teaching – teachers and the SENCO department will work together to prepare strategies for engaging EAL pupils across the curriculum. These will include links within the curriculum to the culture and language of the EAL pupils. As respect and awareness of other cultures is one of the principles of our school, integrating the culture and language of EAL learners will reinforce this principle.

4.3 Organisation of pupils

The pupils will be in classes that start in Reception and continue to Year 6.

In the first year we will Group year 3 & 4 and year 5 & 6 in the same classes. In 2013 we will group year 4, 5, & 6 together. However we anticipate as the school grows in popularity that numbers in these year groups particularly for year 4 will increase. So, we would then divide the KS2 classes as in the 2012 model. As previously mentioned the children would be vertically grouped for maths and English. A potential risk is that in 2012 we do not obtain projected pupil figures for year 2. If this case arose we would group year 2 & 3 together and years 4/5 & 6.

Heavy marketing for year 3 pupils (2012) will take place to try to increase pupil numbers.

4.3.1 Academic Ability Grouping

In line with 'stage not age' approach, we are open to the possibility that children could be grouped vertically. We would be especially keen to implement this in Numeracy and Literacy. In the case of the Read Write inc phonics scheme, this will be determined once initial formative assessment has been carried out. This will be approx after 5 weeks for Reception/year 1 children. The ability groups would be contained within the same key stage as far as possible. However, it will always be based on groupings in adjacent year groups.

4.3.2 Non-Academic Groupings

4.3.2.1 Family Values

The aforementioned Family system will have further reaching effects. One of its aims will be to ensure that the effects of family values have an impact on the future lives of the children that they will carry through into adulthood. The main principles that will be nurtured and underpin the pupils attitude towards life will be as follows;

- Respect
- Responsibility & Caring
- Loyalty
- Flexibility
- Resilience
- Challenge

Hispanic culture places great emphasis on family values and these are held in high esteem within Hispanic societies. The reality of modern family life in the UK can sometimes mean that parents, through no fault of their own, i.e. the demands of working hours or the realities of feeling disenfranchised from education and the workplace due to adult's own experiences of education or lack of aspiration within their own families, need a great deal of support to instil these values into their children at school. At the Brighton Bilingual Primary School, we will work tirelessly to ensure that all young people feel a sense of responsibility to themselves to not only achieve, but to be aware of the needs and concerns of others, to work cooperatively and understand and appreciate difference, that all of our young people feel that achievement, hope and outstanding citizenship are attainable and important goals.

We believe by encompassing these attributes the children will become exemplary role-models that will have a positive effect on issues such as racial tolerance. The children's pastoral care will be catered for by the introduction of a Family System. In the case of the school, for example, being one form entry from Reception to Year 6 with 30 pupils in each class, pupils will be placed into vertical families.

Approximately four children from each class will be placed together in Family Groups and given a Family identity name such as Mexico Family, Spain Family, Guatemala Family and so forth. Each group will have a member of the teaching team as their pastoral "Family Leader". Family events such as sports days, problem solving days, enterprise days and global citizenship days would be held whereby the children would be taught in their vertical groups and experience academic and enjoyment activities with their family members and family teachers. Within the pastoral care of the system, positions of responsibility for older children will be created who will take responsibility for co-leading on activity days with the careful planning, guidance and collaborative supervision of the Family Leader. Each family leader will also take part in overseeing the academic, social and behavioural tracking of the children in each family, overseen by senior management. This allows for vertical progression and the tracking of contextualised value-added for each vertical cohort, alongside the year group stage-tracking which is overseen by the leadership team. This means that age-stage tracking takes place alongside a through-school vision for ensuring progress is made socially and academically for the children. Social responsibilities and a sense of care for younger children would be intrinsic within older children who would gain greater understanding of the need to nurture and develop the young within wider society, having positive impacts on behaviour in school and sense of community and social responsibility in the wider social context.

In order to further embed the Family Pastoral Structure, there will be opportunities for children to be recruited to Family leadership roles.

A playground PALS team will be created so that older children will become responsible for leading play activities in the playground at break and at lunchtimes. The school leadership team will train them in playground games to support their development as play leaders. The aim is to ensure that older children take responsibility to ensure inclusion for all children is at the heart of the peer-led ethos in the playground. Experienced play leaders will be responsible for the training of subsequent teams, giving them opportunities to develop younger peers as they apply to join the team. The School Leadership team will also train a team of children each year in becoming mediators to help solve problems that happen between children in the playground. They will be known to all members of the school community so that their peer-support services are totally accessible to all.

The School Council will be the initial leadership team and will meet regularly with play-pals and mediation teams to gain valuable feedback and agree action to ensure that social problem solving and inclusion is a part of the way that children manage within the school. All such activity will be guided and supported by the school leadership team who will help to arrange their meeting agendas and act as observer

in all meetings to ensure that school values are adhered to at all times and guidance about decisions and action is provided.

There will be a zero-tolerance approach to bullying and all of the above structures will make sure that children themselves feel that they have responsibilities to combat bullying in the playground. As part of the pastoral management team in school, children will be encouraged to ensure that swift action is taken to stop any bullying issues and it will be clear that within the management structure of which they are an integral part, transparent and caring relationships with each other and with the teaching and leadership team will ensure that there is always someone to go to if necessary to support any bullying issues that may arise, that they can be consequently dealt with and moved on from in a decisive and caring way.

4.3.2.2 A Rights Based Approach

The UN Declaration of the Rights of the Child will underpin all school policies, particularly non-academic policies. See below

- 1 All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.
- 2 You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
- 3 You have a right to a name and to be a member of a country.
- 4 You have a right to special care and protection and to good food, housing and medical services.
- 5 You have the right to special care if handicapped in any way.
- 6 You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
- 7 You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

Your parents have special responsibilities for your education and guidance.
- 8 You have the right always to be among the first to get help.
- 9 You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work

which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

- 10 You should be taught peace, understanding, tolerance and friendship among all people.

4.3.2.3 School council

Each year group will have a school council representative. The school council will meet half – termly with SMT and School governors. The school council will be the main vehicle for pupil's voice.

4.4 Pupil development and achievement

4.4.1 Clear definition of success

Measuring Success

The success criteria for the school will be that the pupils leaving will not only be able to operate in 2 languages but be happy, responsible, caring citizens who will always try their best and thus always achieve their full potential.

Comparison and analysis of results obtained from formal testing will provide empirical data which will allow the Brighton Bilingual Primary School to be evaluated formally.

Spanish Language

The Brighton Bilingual Primary School will aim for 100% of children to be able to start GCSE Study in Y7 and to take the exam at the end of Year 9. This percentage will alter according to SEN pupils but only once assessment and analysis has been carried out will the Brighton Bilingual Primary School be able to give actual predictions. The Brighton Bilingual Primary School will aim for 90% children to reach at least Level B2 equivalent according to Common European Framework criteria by the time they leave the school.

Mathematics and English

The Brighton Bilingual Primary School will aim for at least 92% children achieving Level 4 in Maths and English, again these figures can only be accurately predicted once assessment has occurred. Nonetheless the Brighton Bilingual Primary School is aiming for 100% value added provision once the child has been assessed.

The Brighton Bilingual Primary School will achieve these high standards through efficient use of resources-particularly human. For example the Deputy Head will ensure booster groups are in place for September for Year 6 children to support them in their SATs. Intervention strategies will utilise Teaching Assistants across year groups to target. Physical resources such as the purchase of intervention schemes will be evaluated. (This also includes technological resources e.g. software)

4.4.2 - Assessment

Individual pupil assessment is at the centre of the educational ethos of the school. Pupils' progress will be tracked closely throughout their life in school. Particular emphasis will be given to reading, writing and mathematics using APP assessment criteria. Pupils will be made aware of their individual targets to enable them to own a part of their learning and facilitate their aims and subsequent progress. Assessment will be linked to National Curriculum levels and based on Government /statutory recommended testing allowing for objective comparisons to be made both internally and externally.

At the time of writing this signifies that the school will carry out obligatory QCDA SAT testing at end of KS2 as well as optional testing for the other year groups. APP will also be carried out. The Brighton Bilingual Primary School will use the key stage 1 Assessment and reporting arrangements guidelines supplied by the QCDA. However since the QCDA is closing the Brighton Bilingual Primary School will use the guidelines stipulated by the DFES as and when the information is released. Tests will be administered by the teaching staff , however the Brighton Bilingual Primary School leadership team will carry out planned 'spot checking' on the administration and marking of tests carried out by every teacher in order to ensure reliability and accuracy. Moderation will take place in line with government recommendations. In addition the Brighton Bilingual Primary School will seek to form links with other schools in the Brighton and Hove area in order to form a cluster group that specifically deals with moderation throughout the year.

Through school self-evaluation informing the school development plan, school targets will be made clear to all stakeholders in the school community. All stakeholders as a result will be able to answer key OFSTED questions; What is it we are good at and why? What are we working towards –why and how? These will be key questions to instil accountabilities for all staff, leadership and school governance. Success will be measured via data analysis using standard benchmarking tools such as RAISE online. The results of which will lead to further target setting which as a result is a performance indicator.

A great importance will be attached to baseline testing to allow the school to measure and analyse value added. As the school population grows, we will work towards establishing setting for English and Maths which could cross adjacent year groups. This will allow the teacher to closely focus on matching level of work to pupil's individual needs. The groups will be monitored by Teacher, Family Leaders

and the Assessment Manager / Deputy Head, who will ensure that there is as much fluidity as the pupil's progress demands. That is to say that the school will not rely on the traditional method of relying on half – termly assessment to regroup a pupil. Instead the Assessment Manager will move a child on as soon as the teacher has identified that they have met all the targets for that particular group / set of learning objectives. One of the teacher's weekly responsibilities will be to inform the Family Leader and in turn the Assessment Manager of children that they have identified who could potentially move up a group (or need intervention). The Assessment Manager will then have the responsibility of investigating and put in appropriate procedures for that child.

The Assessment Manager will also be the Special Needs and disability Coordinator (SENCO). We feel that it is vitally important that these two key roles are held by one leader as it is they who collate and track the progress of all children in the school and advise or make recommendations to teachers based on rigorous achievement data generation and analysis generated by e.g. RAISE online. We strongly believe that data is important only to the extent that its analysis informs our professionals of next steps for all children.

Peer and self - assessment will form part of the assessment process this will again empower pupils to take responsibility for their own learning. For example at the outset of an agreed area of learning the children will be asked to submit what they think would be suitable targets, initially as a whole class and then individually for personalised learning. The targets would at all times be guided by a teacher to ensure suitability for high attainment (so a child would never be able to set a target that is beneath his/her capability).

The assessment will feed back in to planning both short and medium term.

Parents will at all times be aware of pupils' targets through home-school contact books, in which a parent will be encouraged to make comments about how the child may show evidence of meeting one of those targets at home. E.g. To use more intonation when reading. A parent's comment could be '*Charlie used his deepest voice when reading what the giant said to Jack*'. The school will hold regular parent presentations to model how they can support at home with pupils' progress. The Assessment coordinator/SENCO will ensure that a termly review of progress takes place with parents on the SEN register. One of these annually will seek to involve all professional agencies known to the school to be involved in the education and life of the child.

The expectation that all achievements are celebrated and all next steps identified in these meetings is central so that there is transparency between all stakeholders involved in children's academic, social and emotional development. All statements and future suggestions made by the school will be supported by objective data or documented objective evidence.

4.4.3 Draft Brighton Bilingual Primary School assessment policy.

4.4.3.1 Aims

- To inform future priorities for the school.
- To inform teachers' planning.
- To involve the learners, so that pupils are aware of the criteria by which they are assessed and that they are provided with feedback so that they can learn more effectively.
- To use a wide range of assessment techniques.
- To provide comprehensible and meaningful information to parents.
- To keep records which are significant, consistent, useful and manageable.
- To raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards.

4.4.3.2 Objectives

- To give positive feedback to the learner with clear ways forward.
- To diagnose difficulties in learning in order to provide intervention strategies.
- To identify gifted and talented children.
- To encourage increasing skills of self assessment.
- To keep records of attainment that will inform the reporting process.
- To keep validated assessment data to inform target setting and to raise expectations and standards.
- To keep record of attainment that will inform the reporting progress.
- To ensure consistency of levels of work collated by teachers.
- To analyse performance of different groups of children e.g. gender

4.4.3.3 Types of assessment:

- Formative assessment of pupils i.e. assessment for learning, assessment that is used to inform subsequent learning and teaching. How this is achieved: Pupils' written work is marked, verbal contributions and pupil participation through observation. Formative assessments of pupils are available in teachers' own files/record books, annotations in pupils' books and summarised in the form of individual and curricular targets. We will record Reception on line electronically as required (currently termly).
- Summative assessment of pupil performance: Work is evaluated and assessed using the best fit principle when necessary. For example statutory and optional SATs at the time of writing. The Brighton Bilingual Primary School will follow latest government guidelines including the KS1 Reading test. How this is achieved: Assessment information and analyses are recorded by the [REDACTED] on [REDACTED].
- Formative assessment of staff practice as a continuous process throughout the school year which will be cross referenced with a Performance Management Policy and the School Development Plan. Formative staff assessments will be kept in individual staff folders in the Head teacher's office.

- In the event of assessments giving rise to cause for concern with regard to individual pupils reference should be made to the SEN policy, the Behaviour policy or the Child Protection policy.
- Summative pupil assessment: Statutory (Literacy, Maths and Science) and optional SATs testing (Literacy and Maths).
- Formative staff assessment: observation of teaching, analysis of planning, book trawls, pupil interviews.

4.4.3.4 Collation of assessment

- Formative assessments of pupils are available in teachers' own files/record books, annotations in pupils' books and summarised in the form of individual and curricular targets. In Year R these are recorded electronically in line with the National policy. This information is readily available to SMT, line managers and subject co-ordinators.
- Summative pupil assessment information and analyses are recorded on the Assessment Manager I.C.T system/PAT, and as hard copies in class files kept in the Head teacher's office.
- Formative staff assessments are kept in individual staff folders in the Head teacher's office file. These are available to line managers and subject co-ordinators.
- Built into the school year are opportunities to collectively assess and report to the SMT on aspects of the core subjects that have been targeted as a result of analysis of assessment data. E.g. Key Stage and Phase meetings, moderation meetings.

4.4.3.5 Reporting procedures

Parent/carer interview where feedback will be given cover child's strengths and weaknesses and future targets. Parents/carers of Reception pupils will have more in-depth meetings with staff during the autumn term to share pupils' strengths and areas for development. There will be 3 parent meetings a year. Parents will of course be welcome at other times to meet with teachers. SENCO's will make regular appointments with children on their register.

Written reports: There will be a short written report in February outlining strengths and areas of development along with targets. One for each of the core subjects plus a personal / PSHE target. At the end of the academic year an annual report will be produced.

Examples of Assessments. APP - guided reading/phonic/writing/maths key objectives.

Samples of work will be annotated and levelled 4 times per year. This will be stored in a record of achievement profile book that will travel with the pupils throughout their time in the school. The Brighton Bilingual Primary School aim for this to be similar to the Foundation stage 'Learning Journeys'

4.4.3.6 Assessment in (Bilingual) Learning

Entry level baseline assessments by the school leadership team would determine the children's capabilities on entry to the school including 2nd language experience.

The School will develop an individualised language application assessment framework based upon the Common European Framework of Reference for Languages. Currently, the framework and associated testing materials are aimed at adults and the school would seek to adapt the framework and develop its own assessment materials in line with the context and experiences of the bilingual primary learner.

Each individual child will be made fully aware of their educational language targets and be engaged in continuous, goal orientated motivation towards attainment. Celebration in relation to goal-centred achievement will be integral to classroom life as the level of Spanish capability in the school rises continually as the school establishes itself as fully bilingual and immersive.

Through continuous assessment subject attainment in English will be prioritised at all times. As a result the % of provision in Spanish input for an individual pupil may decrease if at any time the professionals involved deem it necessary.

4.4.4 Success Benchmarks: School Self Evaluation, Performance Management and Shared Accountability.

The School will use Self Evaluation to reflect and ensure all teachers and school leadership are aware of what it is we are doing well and what it is we need to work on to improve. From the SEF and with the engagement of teaching staff, the School Strategic Development Plan will be drawn up.

Cohesive approaches to school development will be nurtured and expected. By involving teachers in the school development plan, targets will be made transparent and shared accountabilities to improve on areas of development will be explicit.

The School will introduce a Performance Management Policy which will also be tied in with the School's Professional Development Policy. The school will aim for 85% teaching to be either good or outstanding. Staff will be led through a professional target setting process with the Senior Leadership Team (SLT). All in-house and bought-in training will be tailored towards school development priorities as on the strategic development plan. The SLT will tie in monitoring activities regularly, such as the scrutiny of children's work, observation of practice in class, monitoring of work on display boards to gather evidence that teachers are embarking upon developmental practice and being held to account by the development plan and to adapt practice in line with training developments. All Professional development targets will relate directly to this and Supervisory Management meetings will

appraise the extent to which the practice of individual teachers moves on in relation to school priorities with the clear expectation that evidence can be presented or has been found to support this.

In cases where continual evidence suggests that practice is not impacting at individual classroom level as school priorities require, a Performance Support Model will be implemented which will be a more intensive support mechanism whereby drop-in observations and more regular feedback leading to the modelling of best practice from another teacher or school leader is put into action. Supervisory Management meetings will take place each week to appraise progress made.

In cases where an individual teacher is unable to adapt with the priorities of the school, Capability Procedures would be put into place whereby improvement is demanded within a time bound period or dismissal from the school would be the final outcome. Initially contracts will incorporate a probationary year.

4.5 Behaviour and Attendance

4.5.1 Positive behaviour reward system

A climate of respect and responsibility through awareness of consequence of action will prevail. This will be achieved through consistency of high expectations from ALL staff involved in the day to day running of the school. The reward/ sanction system in place (outlined below) will be used throughout school.

We plan to adopt the positive reward system encompassing whole school participation in Golden Time. This focuses on promotion and celebration of 'good behaviour'. Staff will be fully trained to employ 'language of choice' strategies to empower children to correct their behaviour when necessary. [REDACTED] has worked very successfully with this system in a socially deprived area in Essex.

The children will all be working towards 30 minutes of 'Golden Time' per week. Within this half an hour a range of activities will be offered which would have been put forward by the school council. E.g. Karaoke/ sports activity/ cooking/ helping in the school office. This will involve all staff in school.

Each child will be the owner of a 'credit card'. There will be 4 colour cards. These 4 colours will correspond to 4 different groups within the class, the groups will be organised into 'best working' dynamics taking into account a mixture of personality traits and different intelligence capabilities.

The pupils will work towards completing a credit card. Each space on the credit card is earned by a positive behaviour which is mainly linked to positive. E.g. towards a peer, an adult or their learning. In FS and Key stage 1 the cards will be displayed on the wall and in key stage 2 the cards will be directly where the children sit. (Allowing children to instantly record their reward)

Once a 'credit card' is completed it is posted in the box. At the end of the week the TA responsible for 'Behaviour Reward System' will count up the credit cards for each pupil. Both individual and group totals will be recorded. The child will receive a credit card (these will vary and have increasing importance directly related to the number of full credit card the child accumulates over the year). The group with the most credit cards completed will have first choice from a group of activities. The activities will have limited spaces. This will encourage children to get as many credit cards as possible during the week as the children will quickly realise that they will be able to obtain the activity of their first choice.

Alongside this system will be the sanction system. It will consist of losing an incrementing amount of Golden Time. The first time the child demonstrates inappropriate behaviour the child will be under the warning heading then 2 minutes, 5 minutes etc of golden time lost. At any point the child can choose to modify their behaviour in a positive way; the child then moves 'down' the board from 15 minutes lost to 10 to 5 and so on until they come off the board. The child will not be able to earn any stamps for their credit card whilst they are on the board. This means a decrease in their chance of obtaining their first choice of the Golden time activities offered that week. So for example a teacher could say 'Well done Tim you listened very well to the introduction to our topic, you have earned a stamp for your credit card. However, as you know you are 'on the board' I can't give it to you but I can move you down to 5 minutes from 10 minutes lost. Keep up the good behaviour and you will soon be off the board and earning those stamps'

All staff including non-teaching will be able to use the system – this will ensure good behaviour and attitude throughout the school not just within the classroom.

This is a system with proven success which places emphasis on the benefits of positive behaviour. It is immediate and thereby reinforces good behaviour, promoting more of the same. The system is very visual and there is a healthy content of peer competitiveness both from an individual but particularly reinforces working as a team for an end goal.

4.5.2 Ensuring Discipline

Aside from this reward system the school council will have a strong input into behaviour. Should any serious behaviour issues be identified (these will be pre – specified within the code of conduct policy) the pupil involved will be invited to meet with appropriate members of the school council in order to discuss their behaviour and next steps. By including this layer the school aims for children to get a real sense of their impact of inappropriate behaviour and its impact on the rest of the school community allowing them to take responsibility for behaviour modification.

Parents at all times will be kept up to date as to their child's behaviour. The school will make it clear that a team effort is required involving support from home as well as in school.

Another unique aspect to the school will be the establishment of a vertical family structure. This system promotes responsibility for older children to look after and be role models for younger children. The school structure for Pastoral care involves instilling an innate sense of Citizenship and care within older children towards

younger children in their shared educational environment. Both [REDACTED] and [REDACTED] are working with this system. It will also help 'break' barriers for mixing of age groups that may be necessary in order to cater for individual learning journeys. See Family Values section for further detail.

Time outs will be utilised for confrontational or emotionally charged pupils; safe, structured and relevant welfare spaces will be provided where pupils can calm down, speak about their difficulties and eventually return to the classroom.

The Brighton Bilingual Primary School will develop a strong anti-bullying policy. Playground PALS, peer mediators will also be in place. A daily homework diary, with any behaviours of note, provides a means of informal, fluid contact and communication between parent, school and pupil.

The school will have robust measures to ensure excellent behaviour which will be achieved through the credit-card system previously outlined. Further to this, to ensure the support and responsibility for behaviour is promoted with consistency between home and family, the school will pioneer a number of initiatives to engage families in said consistent approaches. These will include;

The signing of a behaviour contract between school and home in individual, annual counselling sessions with parents, children and class teachers present will be a key requirement.

The extension of outreach services for parents requesting support to ensure good behaviour at home. In particular cases of need and urgent requirement of intervention measures, the school leadership team would offer home visits to parents in need of further behaviour support at home and establish reward and sanction systems in the house which can be appraised in school where improvement is made.

The extension of parental training on behaviour management at home to underpin and reinforce consistency and show the school and parents in partnership to ensure fine citizens are made of all of our children both at school and at home.

Nothing less than the finest example of school and wider community citizenship will be expected, required and celebrated.

4.5.3 Attendance

Regular attendance at school is essential to ensure uninterrupted progress and to enable children to achieve their potential. Attendance is monitored weekly, and targets set as explained elsewhere. The school will work actively with parents to ensure a regular pattern is maintained.

Non-attendance is an important issue that is treated seriously. However each case is different and the school acknowledges that no one standard response will be appropriate in every case before deciding what intervention strategies to apply.

In every case, early intervention is essential to prevent the problem from worsening. It is essential that parents keep the school fully informed of any matters that may affect their child's attendance.

Parental/Carer Responsibility

Parents/Carers will be informed of their responsibility to ensure their children attend regularly in school presentations and correspondence – e.g. in newsletters - or at parent presentations. The importance of punctuality will also be highlighted as lateness impacts on learning not only for the individual, but the class as a whole.

Attendance will be discussed with each parent at consultation evenings, with the current percentage attendance being reported to the Governors on a regular basis

Parents will be informed that they have a legal obligation to ensure their children receive a full time education.

When a child is unwell, parents should contact the school before 9.15am on the first day of absence informing the school of the reason for absence. They will be able to leave a message on an answer phone or send an email.

School Responsibility

The Senior Management Team and all teaching staff will create a positive atmosphere that ensures a high level of enjoyment and commitment to learning which will promote regular attendance.

There will be a person responsible for attendance e.g. the Deputy Headteacher, who will work closely with administration staff.

Where school attendance problems occur, the school will endeavour to work with parents in the interests of the child to achieve a resolution. Regarding punctuality the parent/carer will be encouraged to bring their child to Breakfast Club.

Attendance will be recorded and data stored and analysed using the school's MIS system.

It is a statutory duty for class teachers to call and maintain accurate registers; these are legal documents, and may be called for as evidence by the court.

Class Teachers are legally responsible for marking their class attendance register twice per day at the start of each session. A child will be marked as late if they have arrived 10 mins after the start of school.

The Headteacher will authorise absence. The Brighton Bilingual Primary School will adhere to the DfEs guidelines for authorising absence. Absence for any reason during term time will be discouraged.

Absence known to be for the following reasons would be authorised:

- Illness
- Religious observance
- Attendance at medical appointments which cannot be made outside school hours
- Family bereavement

When it has become necessary to make a referral to the Education Welfare Officer [EWO], all further absences will be unauthorised pending investigation. The EWO liaises with the school regarding absences following contact with the parents.

Calls from parents regarding absence are logged. After registration, checks are made to ensure that all children are accounted for. Telephone calls are made to parents of children who are not in school to ensure that children are safe; this will form part of our Child Protection procedure.

Penalty notices for absence from school will be issued according to the statutory guidelines and they will be outlined in this policy closer to the opening of the school in order to be able to include the most up to date requirements.

Family Holidays during Term Time

Holidays during term time are strongly discouraged due to the inevitable disruption caused to learning.

Regulation 8 Education [Pupil Registration Regulation 1995 (Amended)] gives schools discretionary power to grant leave for the purpose of an annual holiday during term time. Parents will be informed that they do not have an automatic right to withdraw pupils from school for a holiday and in law, have to apply for permission in advance. Such permission is granted in accordance with arrangements made by the governing body and no more than one period of holiday of no more than ten school days in any academic year can be authorised. Holidays are not authorised in September or May.

When application is made for authorised absence during term time, the Headteacher will give consideration

to:

The age of the child

The nature of the parent's wishes

The timing of the proposed absence

The attendance pattern in the present and previous academic years

The attendance percentage – e.g. if below 93% the absence will be refused

The child's progress

When an absence is authorised, parents will be provided with written evidence which can be presented in the event of being stopped as part of a truancy sweep.

Rewards

The Brighton Bilingual Primary School will celebrate punctuality and attendance in the following ways

Individual children

Certificates will be awarded to all pupils who achieve 95% attendance in the termly attendance assembly. Parents will also be invited and receive a certificate designed by the pupils. These certificates will increment from a Bronze – Gold if the same attendance is achieved in subsequent and adjacent terms. Those who achieve 100% will be rewarded with e.g. a special lunch with Governors and the Senior Leadership Team.

Individual sticker rewards may be used as an additional incentive where appropriate.

Attendance Mascot -

Will be awarded weekly to the class with the highest overall attendance.

4.5.4 Exclusion policy

A full exclusion policy will be developed following best practice and guidance from

DfE.

The school will have an early intervention approach within the Common Assessment Framework. Exclusions will be the last resort after all mediations, interventions and other alternatives have been exhausted before considering this course of action. The key aim of exclusions will be the protection of the welfare of the pupil and others in school.

Possible alternatives in addition to regular SENCO intervention:

- Restorative justice
- Internal exclusion: Changing pupil to a different group or setting
- Managed consensual move to another school
- Referral to specific support service
- Voluntary Parental contracts or *in extremis* parenting orders

A thorough and balanced investigation will be carried out by the deputy head with good record keeping, in consideration of the rights of the child, including Race Relations Act and Disability Act.

The school lead will then consider the case, and if s/he decides an exclusion is appropriate parents will be contacted immediately, and also given written notice with full details, including how to appeal the decision. Pupil participation in the process will be encouraged to increase reflection and responsibility.

There will be good liaisons with LA and other external agencies such as the Children's Trust, and our school will participate in the local Pupils at Risk Panel.

Fixed term exclusions of the shortest period possible (typically 1-3 days up to a legal maximum of 45 days per year) will always be preferable with the aim to ease reintegration.

The Brighton Bilingual Primary School will fulfil its educational obligations towards excluded pupils. ICT with parental consensual involvement will be the preferred method. There will be a reintegration interview and follow up, which must be carried out by a senior member of staff with thorough knowledge of the pupil's personal progress.

Permanent exclusion will only take place after truly exhausting all other options. In a primary setting we cannot see the likelihood of "first offences" warranting permanent exclusion.

Appeals will be heard by a LA panel following DfE recommendations and current legislation.

Records will be kept of all incidents, progress will be tracked, and the Board of Trustees will be informed as part of the regular school monitoring.

4.6 Community Engagement

The Brighton Bilingual Primary school is clear in its responsibility to act in line with The Equality Act 2010. Our Equality and Discrimination Policy will reflect the most up-to-date guidance from The Equality and Human Rights Commission (EHRC). We also have due regard for the Equality Duty which came into April 2011 which set out to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people from different groups; and
- foster good relations between people from different groups.

In line with the development of our Equality and Discrimination Policies (which include Disability and Inclusion), the school will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

We are committed to equality of opportunity, which we reflect in our admission policy which strives to provide the opportunity for a bilingual education to children from the whole of Brighton & Hove. For our children to have the best experience of learning, we are committed to each child achieving his or her potential, developing skills essential to life and for each child to exercise the right of choice with a voice that is heard. We also believe that all children have a right to participate fully in the life of the school.

Our school's vision has a strong focus on excellence and attainment for all pupils. Our policies will ensure that pupils from all ethnic backgrounds, of different socio-economic statuses, abilities and interests are treated with respect and supported to achieve their full potential.

Our school's vision and ethos drive the school's approach to tolerance, acceptance and celebrating diversity in our school and communities. Our vision places the rich experiences of opening up the world to our pupils, using bilingualism to create opportunities for children to explore the wider world with a broad understanding and appreciation of diversity. Learning any primary language in the curriculum can promote communication skills essential for intercultural understanding and the role of global citizenship.

Our duty to promote community cohesion begins with the cohesion around the school vision. Pupils learn respect for diverse cultures, religions or beliefs, ethnicities

and social backgrounds in the UK and globally, through the curriculum and engage locally, through the wider relationships of the school and home.

As a centre of bilingual education and cross-cultural understanding, we seek to forge strong community relationships at 2 specific levels: with local community groups in the inner catchment LSOAs, and cultural organisations that work across the city. Through our objective that the school will become a flagship point of reference for excellence and aspiration in foreign language teaching in Brighton and Hove, we will forge links with local schools to promote MFL learning and build a supporting schools community.

We will also continue to build links with a variety of local businesses, particularly those with international links (such as American Express) through which our pupils will experience the life-long value of bilingualism. We are already starting to work with Albion in the Community, the charitable arm of the local football team.

Building unique relationships with parents, is crucial to the school as they will be one of our most important groups of collaborators both for their children's education and promotion of the school throughout their communities.

Below is listed the ways in which we seek to identify, reinforce and positively motivate parent and community relationships.

4.6.1 Parents/Carers Participation

Bilingual schools require higher levels of involvement from parents, and this is a question frequently raised in our outreach events.

The Brighton Bilingual Primary School will promote innovative ways of working with parents, raising the standards and expectations of children. We aim to provide emergent bilingual students with continued and meaningful opportunities to reflect on their learning in their home languages, in particular for those who are only exposed to Spanish in the school environment. We aim to encourage an engaged and active PTA in order to support and develop language skills at home as well as participate in school life.

- Adult lessons and support evenings
- Parental “buddy / mentoring” collaboration on projects, activities, homework, adult language practice.
- An annual survey carried out along with the informal ‘afternoon tea’ sessions for feedback around the schools performance and practice, of which the outcomes could help inform an annual action plan.

4.6.2 Sharing Responsibility for a child's education

Traditionally a parent passes the responsibility to a teacher at school at 9.00. At 15.00 the teacher passes the responsibility of that child back to the parent. The Brighton Bilingual Primary School aim is to break these perceived barriers down and make the education (both academically and socially) of the whole child the responsibility of the school, the parent and the child. We will do that by:

- Parent/ school communication to be fluid and frequent at all times.
- Home/ school contact books will be in place.
- In the first term a 'meeting' will be held whereby the teacher and parent will discuss attitudes to learning, peers and other adults, behaviour both at home and previous year/school if applicable.
- Teachers, parents and children will participate in a special assembly at the very beginning of each term whereby all communicate their commitment to try their best – this could be in the form of singing a school anthem that contains these and other of the school's values
- Parent support homework club, how to help your child with homework, a weekly piece of homework for the family to carry out as a task
- Parent presentations showing parents how we e.g. teach children to read

The underlying aim is that the Brighton Bilingual Primary School is to be 'more than just a school', more a community and at all times the school will offer their support, help and advice to a parent in areas concerning their child's education. This would also include the helping with strategies to help behaviour at home and in extreme cases the teacher in charge of behaviour management would visit homes to help set up and implement strategies and expectations.

The school will encourage parents to come in and be a part of the community at many levels. E.g. Assisting with curriculum activities such as DT / art projects, bringing their experience and expertise into school. E.g. Speaking to children (if Spanish speaker the parent will be asked to communicate in Spanish) about historical/cultural events that they may have been a part of; A parent who is in a particular area of industry will come and speak to children about the responsibilities that they hold.

4.6.3 Solidarity work

Each year, as well as holding fund raising events for the school, the school council will lead in a project whereby all the children are involved in choosing a charity which other fundraising events will contribute to for that year. A different parameter will be given to the children from which to choose from. E.g. Local Charity; International Charity; Local animal/environmental charity; International animal/environmental charity.

These will rotate on a six yearly cycle. Wherever possible, a speaker will be invited in to speak to children about their charity in order for them to be able to make a choice. Once a choice has been made it will be the responsibility of the school council to

regularly communicate update on developments that charity. By holding exhibitions, giving talks, writing bulletins etc. If local, the school will organise trips to the centre whereby children can help with tasks.

The nature of these tasks will increase in complexity as the children move through the school. When this is not possible international web video links will be organised so that people working for the organisation can make the children have a greater perception of involvement and impact.

4.6.4 Work Experience

We aim to place students (y6) in appropriate work placement to gain an insight into the 'real world'. Parents with or working for businesses will be encouraged to come forward and offer their place of work as an option. The school SMT will visit each workplace to risk assess. It is likely that 2 children will attend each work place.

4.6.5 Community Speakers

People who have an important part to play will be invited in to speak about their roles. E.g. Emergency services, traffic safety awareness, The Mayor etc

4.6.6 Cycling Proficiency

Cycling Proficiency and other such initiatives that the council provide FOC will be fully utilised.

4.6.7 Forging partnerships and community belonging.

- The school as a centre promoting and supporting the development and dissemination of academic and practical knowledge on multilingual education working with other schools.
- Promoting and supporting multilingual cultural and educational activities and materials, such as multilingual library and educational resources, cultural exchange, open days, talks and potentially as a unique centre for social and educational researchers to observe students in bilingual play and learning.
- Home culture, heritage, folklore and history talks by parents and grandparents in native languages for history, geography classes and school festivals and celebrations of world cultures.
- For the continuity of our pupils' learning we plan to explore the possibility of opening a bilingual secondary school in Brighton and Hove.

5 Section 5: Evidence of demand and marketing

5.1 Evidence of parental demand

We currently have [REDACTED]'s registered by parents who have an interest in sending their children to Brighton Bilingual Primary School. (See table of postcodes/ages below). We have established a strong parental and community demand for the school we propose through a comprehensive marketing and outreach strategy. We have had an overwhelmingly positive response in the relatively short time we have been running our campaign of around 7 weeks. The evidence has been gathered by the use of parental surveys (see list of questions below), both on our website and through face-to-face contact. Additionally we have organised public information events and outreach meetings for community consultation and feedback. We have also generated extensive support through word of mouth, local press, local radio, community websites, networking with key community members and approaching nurseries as potential feeder sites to the school. Committee members have also leafleted many housing estates on foot. We have also organised volunteers to leaflet and gain surveys at all local playgrounds, parks, libraries, children's centres, community centres and doctor's surgeries in each of Brighton and Hove's wards. We have also set up information stalls at local events such as The Children's Parade.

The direction of our focus in ascertaining parental demand, has been based on a realistic city-wide campaign (reflecting our admissions), with our website and social media generating its own levels of local, national and international interest.

5.1.1 Surveys.

Surveys

Our surveys have been enormously successful in gauging parental demand. We have two main outreach points for these surveys, the website and our print version (both of which are the same) which we use to carry out face-to-face surveys.

We researched the best questions to include using NSN advice, other websites that use surveying techniques and other free school websites. We attended 3 of the free school conferences organised by the NSN and incorporated advice from the [REDACTED] of the [REDACTED].

Our questions contain the crucial information we need to plot our parental demand, such as the age of the child and the postcode of the family (for social demographic use). The questions also allow us to understand and demonstrate the level of parental demand for our school as parents also have the option of identifying our school as a realistic choice for their child if it were available. The survey responses also show the future demand for places based on the preferences of school from parents of children, not of school age in 2012. These numbers amount to 287 registered children not yet at school age, as at September 2012.

We have 790 completed surveys from parents who would send their children to our school.

5.1.2 List of questions included in our parental survey:

- Your name
- What is your postcode
- Your email

About your children:

- How many children do you have?
- What is your child's date of Birth & gender (space for up to 6 children)?
- Language(s) spoken at home.
- Would you be interested in sending your child to a Spanish/English bilingual school?

-Yes definitely

-Maybe, I would need more information

-No, I am happy with our local school provision

- Would you consider changing your school age children to our proposed Spanish/ English bilingual school?

-Yes definitely

-Maybe, I would need more information

-No, my child/ren is/are happy at their current school

- If concerned about sending your child to this school, what are those concerns?
- What primary schools are local to you?
- How did you hear about us?
- Would you be interested in joining the project or assisting us in any capacity?
- Would you like to be kept informed of our progress?

1.1.2.1 Numbers of registered children.

Table displaying total numbers of each age group of children within each postcode.

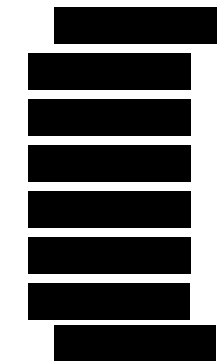
POSTCODE	UNDER 5	AGE 5	AGE 6	AGE 7	AGE 8	AGE 9	AGE 10	AGE 11	OVER 11	TOTAL
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The following areas are located within the postcodes on the table above. The areas in red indicate areas of known deprivation. [REDACTED] are areas within Brighton and Hove. [REDACTED] and [REDACTED] are relatively small areas whereas [REDACTED] cover the majority of Brighton and Hove. As you can see below, there are an even spread of numbers of children within all postcode areas in Brighton and Hove.

Towns/Areas in [REDACTED]:



Towns/Areas in [REDACTED]:



Towns/Areas in [REDACTED]:



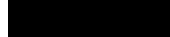
Town/Area in [REDACTED]:



Town/Area in [REDACTED]:



From this link you can see where the surveys are from, representation is shown from all over B&H:



5.1.3 Survey strategy

When we were satisfied with the information we were going to obtain from the survey questions, we designed a flyer using the logo and set a date to launch our publicity campaign proper. We decided on the date of the Brighton Marathon, (10th April 2011), as it is very well attended with a broad cross section of the community including large numbers of families. We obtained approximately 100 surveys from this event alone.

We found that face-to-face surveying was the most successful method of obtaining evidence of parental demand as we were able explain the project to parents in detail. We quickly learnt the most appropriate wording to use and how to approach people. From this we were able to 'train' other committee members to carry out the surveys effectively.

We then devised a strategy to cover the whole of Brighton and Hove. We separated the area into wards and assembled a pack for each ward. This included a map of the ward, a list of all the nurseries (including their postcode to enable people to determine which nurseries were in their ward), a list of main family events across Brighton and Hove, flyers and surveys. We then appealed to committee members to take a ward each and set them a target of 100 surveys per ward, (during the run up to proposal submission). Approximately $\frac{3}{4}$ of wards have been taken, over a period of 2 weeks. The rest are being partly covered by core working group members, in addition to their own ward.

Time spent in surveying our local wards has proved to be a very successful outreach tool and diversified our parental reach. Talking to parents and leafleting local parks and playgroups has also proved successful as parents follow up our interaction at home by registering their children online.

We focused a large proportion of the campaign on local nurseries not only to engage possible prospective parents but also to begin forming links with nurseries across the city. We have already had positive feedback from several possible feeder nurseries such as Growing Up Green, Beaconsfield Villas, Brighton and Little Angels, Whitethorn Drive, Brighton.

5.1.4 Demographics of surveys and outreach

Whilst gathering evidence of parental demand we have received strong support from a wide range of parents of various social backgrounds. This has been largely down to our strategy of dividing the area into separate wards which enabled us to cover the whole of Brighton and Hove. Our vision is for the school to cross all cultural and social divides and we therefore strongly believe in the importance of attracting parents from as wide a social/cultural range as possible. This will support our vision further by facilitating pupils to become tolerant, open minded citizens. In light of this, we have been focusing much of our outreach programme in areas known to include disadvantaged children as these parents may be more difficult to engage. For example, we have leafleted the whole of Whitehawk, which is the most deprived area in Brighton and Hove, according to identified Lower Layer Super Output areas. A team of committee members posted leaflets through the door of every accessible household, in every road, on the whole of the Whitehawk estate. We also held several outreach events including one at the Whitehawk Children's Centre and also St Cuthman Church, which is situated in the centre of the estate. [REDACTED], informed us that [REDACTED] had been very recently refurbished and he was also in the process of reaching out to the local community. He was very keen on our project and gave us permission to use the [REDACTED] for further outreach events if necessary. Hollingbury is another area described as deprived and we have also leafleted each household on this estate. We held another information event at Patcham Library, which is easily accessible to the residents of Hollingbury. It was

widely advertised in and around Hollingbury and Patcham. Further events we have attended have been in Hangleton and Portslade which are both areas known to have pockets of deprivation. We plan to continue our information events targeted to areas of deprivation from now until the schools opens. One major factor in obtaining interest from parents and children from these areas is the addition of [REDACTED] ([REDACTED], [REDACTED]), to our supporters list, (see letter of endorsement on page145) [REDACTED] is a very well respected [REDACTED] in [REDACTED] having been [REDACTED]. [REDACTED] is well recognised as being an influential tool in crossing boundaries and uniting people of all social sectors. We hope [REDACTED] presence and [REDACTED] will help engage all sectors of the Brighton and Hove community, particularly those that may otherwise be disinterested. ([REDACTED] has already been involved in a [REDACTED] article in the local newspaper The Argus. See business section below for more details).

In addition to our marketing and outreach strategy, we have an allocations criterion in our admissions which relates to the Lower Layer Super Output areas near the school's proposed site. (See admissions section for more details). This is to ensure a fair distribution of school places across the city.

5.1.5 Supporting evidence for demand.

5.1.5.1 Population

The Office for National Statistics, 2008 based Sub-national Population Projections, (see appendix in page 163), indicate a steady increase of 0-4 year olds over a twenty year period from 2008 to 2028. From **14,200** in 2008 to **15,700** in 2028, an increase of **1,500** potential primary school places.

In addition, The Joint Strategic Needs Assessment Summary for Brighton and Hove, 2010, states:

'Births have also been increasing over recent years in Brighton and Hove from 3,045 births to resident mothers in 2005 to 3,303 in 2008 – almost 300 more births per year in the city.'

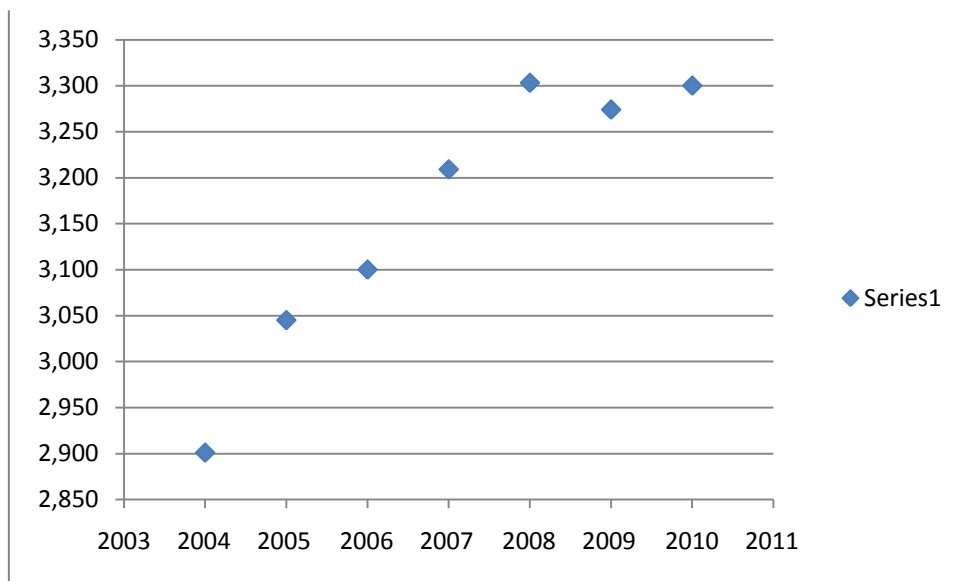
This statement is supported by the following data table outlining live birth rates for Brighton and Hove over a 6 year period (Office of National Statistics).

Table 15 Live births in Brighton and Hove

	Brighton and Hove	South East	England
January 2009 to December 2009 ¹ Count 3,274	103,669	671,058	
January 2008 to December 2008 ¹ Count 3,303	104,024	672,809	
January 2007 to December 2007 ¹ Count 3,209	101,238	655,357	
January 2006 to December 2006 ¹ Count 3,100	98,566	635,748	
January 2005 to December 2005 ¹ Count 3,045	93,919	613,028	
January 2004 to December 2004 ¹ Count 2,901	93,635	607,185	

This data indicates a steady increase in births for the city of Brighton and Hove over the past years and thus an increasing demand for primary school places. The Brighton Information Services¹⁰ gives an estimated figure of 3300 live births for 2010, thus pointing to the lower figures for 2009 seeming to be a temporal dip.

Table 16 Live Births growth



There is currently a shortfall of primary places in the city. The LA is opening 90 new infant school places in West Hove, [REDACTED], to bring the total offer to 2910 school places. However, these will only provide a 2 year respite. Besides, the junior places to follow up on these in 2014 are not secured and there are concerns about a shortfall of junior places by then. This would support our city wide admissions of older children. After 2015 there is a general shortage of places in the city and no provision in sight.

¹⁰

[REDACTED]

Table 17 Local Authority Projections beyond 2012

<i>Projection assuming 50 new primary places needed per year</i>			
Academic Year	Reception Pupil Numbers	Reception Places	
2012/13	2916	2910	Shortfall of 6 places
2013/14	2836	2910	Surplus of 74 places
2014/15	2886	2910	Surplus of 24 places
2015/16	2936	2910	Shortfall of 26 places
2016/17	2986	2910	Shortfall of 76 places
2017/18	3036	2910	Shortfall of 126 places

The projected number of school demand by the LA is based on previous data from GP registrations, which give slightly lower projections. In further support of our proposal, [REDACTED], [REDACTED], indicated that it makes sense for us to start the school in 2012.

Also DfE research¹¹ has information in support of greater growth predictions:

Overall pupil numbers (aged up to and including 15) in state funded schools are in decline but they are projected to increase from 2011 onwards.

Pupil numbers in maintained nursery and primary schools have started to rise and are expected to continue to rise. By 2018 numbers are projected to reach levels last seen in the late 1970s.

The following article printed in the leading local newspaper for Brighton and Hove 'The

¹¹ <http://www.education.gov.uk/rsgateway/DB/STR/d000940/index.shtml>

Argus' (16th March 2011¹²), points out that a predicted population 'explosion' in Brighton and Hove will have an impact on school provision.

Brighton and Hove faces population explosion.

'The population of Brighton and Hove is to rocket by more than 40,000 people over the next 15 years.

Council officials believe by 2026 the number of residents will have grown to 295,000 - more than the equivalent of every person in Southwick, Newhaven and Peacehaven moving to the city.

The 16% increase, which works out at an extra seven people settling in the area every day, will put further strain on a city which already has 11,500 people on its housing waiting list.

Last night, business leaders and politicians warned of the need to take urgent action now to prepare for the surge.

The figures were revealed in a [REDACTED] report detailing how the area s transport infrastructure needs to adapt over the next 15 years.

*It also highlights the **need for extra schools**, health facilities and homes in the cramped city.*

[REDACTED], of the [REDACTED], said: "This raises two issues: where will we house people and where will they work?"

Brighton Kemptown MP Simon Kirby [REDACTED] said: "We need to make sure there is sufficient planning towards the changes so we have the services to meet the demands of the population'

¹² [REDACTED]

5.2 Consultation and equality of opportunity

5.2.1 Who will we consult?

Our target groups for consultation would be: local primary schools, local secondary schools, residents, local community groups, youth and children's groups, community venues, local politicians and local authority post holders, plus the database of parents and carers who have expressed an interest in our proposal, nurseries, early years childcare providers, multi-lingual language services for children, local faith groups and Spanish speaking community groups.

5.2.2 What info would we provide them with?

We would publish a leaflet detailing plans including vision, curriculum details, location, organization of pupils and admissions. To be made available in languages most widely spoken across the city. We would also refer them to our website via this leaflet.

5.2.3 Questionnaire

1. Do you support the proposal to open a new bilingual primary school in Brighton and Hove, to increase parental choice?
2. Do you support the core principles of the Brighton Bilingual Primary School?
3. Do you support the school's proposed teaching and learning methods which will follow the English National Curriculum to be taught in both English and Spanish?
4. Do you support our vision to be a centre of excellence in language learning?

5.2.4 How?

We will send the leaflet with the questionnaire incorporated and a freepost envelope to local community/residents via local free newspapers, The Leader and The Brighton and Hove City Council News monthly bulletin. The questionnaire will also be available online via our website and other local community websites such as 'What's On Brighton' and 'Child Friendly Brighton'.

We will post it directly to L.A representatives and local MPs, schools, community groups, children's groups, nurseries, Spanish speaking community groups and language providers.

We will additionally arrange a public meeting inviting stakeholders from the above groups, to attend and ask questions about our proposed school and the potential impact it will have on the community.

5.2.5 How will you respond to feedback?

- Allow one month for responses to filter back.

- Collate responses from the 4 simple questions with Yes, No, Don't Know possible answers and display in graphical form.
- Analyse data.
- Publish data on website.
- If any apparent major issues arise from the consultation, we would seek to address them by seeking advice from the DfE and Local Authority and through committee member consultation.

5.2.6 Feedback From Meeting

1. We will select strong representatives to host the meeting and fully prepare for all possible questions. We will seek advice from DfE prior to this meeting.
2. If any apparent major issues arise from the consultation meeting, we would seek to address them by seeking advice from the DfE and Local Authority and through committee member consultation.

5.2.7 Timing of consultation

We want the Brighton Bilingual Primary School to be successful in raising the achievement of its pupils in both English and Spanish and in its wider role in the community and will therefore aim to ensure it meets the needs of the community it serves. We have already held various information events and outreach meetings whereby parents and other members of the community have had the opportunity to attend and discuss the Brighton Bilingual Primary School proposal.

It is important that we continue to develop our links and our profile to cultivate a strong connection with both the local and wider community. To aid this process, in addition to the marketing and outreach strategy as outlined below; we will also hold four consultation meetings, morning and evening in two locations.

LOCATION	MORNING: 10.00-12.00	EVENING: 19.00-21.00
██████████, ██████████, Brighton, East Sussex	Beginning January 2012:TBC	Beginning May 2012:TBC

<p>██████████</p>		
<p>██████████ ██████████, Brighton, East Sussex ██████████</p>	<p>Beginning May 2012: TBC</p>	<p>Beginning January 2012:TBC</p>

The dates coincide with Brighton Admissions Calendar: 1/09/2011 -- 16/01/2012 parents apply with preferences, 30/04/2012 -- 18/05/2012 parents are notified and have time to accept or appeal. These are two key times to carry out the consultation meetings as parents across Brighton and Hove will be either considering school places for their children, (Jan 2012) or have notification and may be dissatisfied with their allocated school, (May 2012).

We have chosen the above locations as one is ██████████, (██████████, ██████████) and the other is a ██████████ easily accessible to the whole of Brighton and Hove, (██████████) This reflects our broad admissions code.

From these consultation meetings we will consider any necessary changes outlined as required by the majority of the members of the public. For example, if there was majority demand for a change in term dates, we will look at offering alternatives. We will preserve at all times the vision for the Brighton Bilingual Primary School but will strive to incorporate the community 'voice' within that vision.

We will be fully prepared for and indeed welcome, any difficult or challenging questions that may arise during the consultation meetings. We aim to address these and allay as many fears/concerns as is possible.

The initial consultation period will begin in January 2012 from when the first meeting is held. Two weeks before the next round of meetings in May 2012 – we will circulate our consultation questionnaire and advertise that it can be accessed via our website also. Two weeks after the consultation meetings in May 2012, we will end the consultation period and begin to analyse data collected. We will combine the information gained from the meetings and questionnaires and publish the feedback on our website within two weeks of the end of the consultation period.

5.3 Marketing Strategy

The marketing plan is a continuation of our current activities.

5.3.1 Target audience

We want to be accessible to all, as the Brighton Bilingual Primary School will aim towards a socially balanced intake of pupils, benefiting children from the local area, independently of the final location of the school.

From our postcode analysis we have discovered that our surveys are widely spread across Brighton & Hove. Therefore the focus for our target audience will be recruiting children in our Inner Catchment Zones (for reference, see admissions). The second key target group will be the children of Years 2 and 3 ages in 2012; as these children will be the determining factor for having value for money and a completely full school in September 2016.

We will continue to market the school across the city, but more specifically aimed at the nearest deprived area to the final school location, as we feel this target audience may require more tailored outreach work. We will hold further coffee mornings and family 'fun' days for example, in and around the area.

5.3.2 Contacts Database

Once we have obtained approval for the school we will transfer our contacts database to a professional grade Customer Relationship Manager software (e.g. [REDACTED]) and arrange the training of the marketing team in its use.

5.3.3 Elevator Pitch

Our 'elevator pitch' will include information regarding a new primary school in an area where there is a growing shortage of primary school places, following the English National Curriculum but taught in two languages. We will offer outstanding education whilst providing students with a rich cultural environment which will improve their life chances and experiences. Our vision is to be a centre of excellence for language learning with a strong emphasis on family inclusion. We envisage firm local community links and also with local schools and schools in Spain or other countries abroad. As one parent said 'the fact that your school will be free is fantastic for single parent families like mine, whom may not be able to afford second language tuition or holidays abroad, it could offer many children chances they would otherwise not be able to access'.

5.3.4 Maintaining Support

We will use our social media tools to assist in keeping in touch through on-going communications and updates. We will continue to e-mail our growing list of parents to

keep them informed of our progress as we work towards the opening of the school. We will also continue to hold outreach and social events to maintain our contact and presence within the wider community and also our registered parents. (Also see business section for further media support to build, maintain and update our data list of contacts.) We currently use Facebook to communicate with our supporters and committee members. We have two pages, one for our 28 committee members whom assist with outreach events, flyering and obtaining face-to-face surveys from parents as well as offering their services such as maintaining the website. The other page is for general supporters of which there are currently 133 members. The general supporters are an excellent networking tool as they post our news in their personal Facebook pages which reaches all of their contacts as well. Potentially we can reach thousands of Facebook users via this networking method. Through Facebook and our website we have acquired a wide range of experts offering their help and sending in C.V's for possible future employment. For example [REDACTED], [REDACTED] ([REDACTED]). ([REDACTED]).

Once open, we will ensure supporters are invited to visit the school and participate in workshops/ extra-curricular activities, school plays etc, throughout the school year. We will encourage parents, grandparents and the wider community to be active participants in school life such as assisting with learning support or school trips and sharing their expertise to enrich the children's topic learning, for example holding knitting design workshops or talking about their own differing cultural childhood experiences. We will also hold many annual events at the school such as Summer Fairs and English/Spanish festival days for the wider community as well as the school community.

It is our intention, in the future, to form further links and generate support from local primary schools as we offer our language expertise as a possible part of their curriculum provision. We have made contact with an Ofsted outstanding primary school and the Language Specialist secondary School in Brighton and Hove, and have had positive feedback so far about the vision for the Brighton Bilingual Primary School in Brighton and Hove. Support from other local schools is reassuring for our target audience and a key part of our social standing; so gathering on-going and fresh support in this area will be another key focus for us.

5.3.5 Outreach Events

We have held public meetings in East Brighton at [REDACTED] ([REDACTED]), Drop-in information events at [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. They have proved invaluable (particularly in promoting and explaining to monolingual families the benefits of a bilingual education). Some of these areas, which include the highest deprivation wards in Brighton & Hove, are only serviced by Whitehawk Primary School which has a 60% under capacity, as parents opt out altogether.

Feedback from parents has concurred that in the ward of Whitehawk, close to our [REDACTED], there has been a severe lack of school choice. It is limited to an under-performing school (Whitehawk Primary School) or faith and independent fee paying schools. As a consequence parents say they will move to find a better school. We conducted outreach at the local [REDACTED] to talk to parents about our proposed school, to huge support. As we aim to work in collaboration with our local schools and retain parents in areas local to our school, we felt that we had found positive support from parents in areas of local deprivation. The fact that we also have admission criteria which allocates a percentage of school places to children of families in areas of local deprivation, it was hugely important to receive certain indication of parental demand and support in these areas.

[REDACTED], [REDACTED] is in contact and met with us on 9th March. She has shown interest and has issued this quote in support of the proposed type of school we plan to offer, 'This is a positive proposal for a unique kind of education that would enhance the diversity of school provision available in Brighton and Hove'.

Some of the local schools within the 2 mile walking distance to our preferred location are generally oversubscribed. For example St Luke's Primary School offered 90 places and were named as a choice by 293 parents/carers. In contrast, the school that directly covers a large part of our inner catchment area is severely undersubscribed. Of 90 places available at Whitehawk Primary only 28 parents/carers named it as a choice.

We have attached (see appendix page 143) the primary schools allocation table for September 2011 to illustrate how parents have selected schools in the area. We add these statistics to demonstrate and reflect the local message we received which was more demand from parents for a choice of school, and criteria which would allow a secure percentage of those families to attend a new local school.

We have also organised several outreach events held in local halls, community centres and local parks. We feel it is essential to offer children from communities that may not otherwise have access to second language learning and/or have the opportunity to mix with different cultures through foreign holidays, the chance to attend the Brighton Bilingual Primary School. We intend to carry out more of these events across the city, our most recent one being the Children's Parade on May 7th 2011. It was a huge success bringing in approximately 150 completed surveys. This is a huge family event involving all the primary schools in the city and is attended by a very large proportion of Brighton and Hove's families.

We have also held project recruitment events to help build our capacity as proposers. This has provided us with a culturally diverse group of committed people and parents from all walks of life.

We have plans to engage more parents through further outreach events across the city including The Kemptown Carnival on 4th June 2011, People's Day on 18th June 2011 and Tarnerland Nursery Open Day on 3rd July 2011. We also have more outreach

events in the community and children's centres planned soon. Our public events will take on a different focus once we are given the go ahead, as the drive will focus on retaining current interest and re-directing this into parents selecting our school as their first choice school to send their children to for 2012 entry.

5.3.6 Social media - BLPSP Website, Facebook, Twitter.

The website's main function is to enable visitors to sign our survey online and locate our school information easily via internet access. It provides comprehensive information regarding research into bilingualism, the school ethos, parental views, current news and events etc. Visitors can also ask questions about the project or leave a brief C.V. if they are interested in working with us. They can join our Facebook page and follow us on Twitter from here as well. It allows us to reach out to those interested who may not be able to make an outreach event or sign a survey in the street. We encourage all our Facebook friends to pass on Brighton Bilingual Primary School updates and 'register their children and interest' to their own 'friends' to spread the word. This is an effective, free networking mechanism. People can access the survey from here and leave messages which can be quickly responded to.

In addition, once the proposal has been accepted, we plan to change the current 'BLPSP' website to a working, live school website. This will include day-to-day information on the school calendar of events as well as general school information such as policies and curriculum content. It will have links to specific school year groups including current learning topics, homework set or special events. It will also include the current vocabulary for all year groups, in both Spanish and English, to enable all learners, including parents, to practice at home. This will enable parents to actively participate in language teaching and learning, themselves. It will also include links to other schools including Spanish Speaking schools across the world.

5.3.7 Prospectus

We will publish a school prospectus which will be sent to all interested parents. To save costs we will first promote an online version available for parents to download. This will include information on the school vision and ethos, curriculum, relevant policies and admissions criteria, summaries of any Ofsted reports, the school day and general school arrangements such as lunch provision, information specific to a bilingual education and research behind this, information regarding SEN provision, access and Gifted and Talented provision, examples of extra-curricular activities on offer and parent support sessions. It will also include any prior exam results and intake information. Details of any other language services the school provides, (e.g. summer language classes or summer school for reception children due to start in the coming September as well as adult evening classes) will also be included.

5.3.8 Branding and Logo

One [REDACTED] and has developed the BLPSP logo. It features a blackboard background with 2 speech bubbles joining together. The

logo signifies learning in 2 languages, side by side. An adaptation is the poster which features the speech bubbles with the words 'Hola' and 'Hello' inside them. (Poster not for public use at present).



5.3.9 Media

Once approved, we plan to roll out a local and national media campaign directed not only towards our target audience, but also to raise the profile of our school and the bilingual teaching methods we propose. We already recognise that there is huge national and international interest in our project and plan to capture and utilise this interest; particularly as we wish to promote our school as the leading bilingual school in the country. It may also serve as a benchmark for other primary or secondary schools in the UK to adopt bilingual teaching methods or higher MFL inclusion. We are aware that this may mean television coverage as well as radio and newspaper interviews and we will allocate one main figure to be the face of the project. We are prepared for negative feedback and coverage as well as positive.

5.3.9.1 Community Websites

We currently send our press releases to all websites publishing local listings, community information and family related information. We have been published on 4 different sites including: What's On Brighton, Child Friendly Brighton also linked to Visit Brighton and Brighton and Hove Free Press. This has led to developing contacts within this community website which has led to many parental and community enquiries and online surveys filled out. We will continue to liaise with these community websites.

5.3.9.2 The Local Press

We send our press releases to local magazines and newspapers and have been published three times in the main local newspaper, The Argus, and ABC family magazine. We are advertised in the Family Grapevine magazine as well. We are in contact with the community reporter's organisation which publishes all the local newsletters and we negotiate the publication of our school project as local news.

5.3.9.3 Local Radio

We have sent information to 6 local radio stations, and had a live interview on Radio Reverb, which was broadcast 4 times a day, and is now available as a podcast and a feature on their website. We have been invited to participate in further follow up interviews outlining our progress as well. We also have a contact at Juice FM, with whom we are liaising with.

5.3.10 Raising our profile

We have found that people have often already heard of the project either through friends, colleagues or published articles/information. This shows that the marketing strategy we have been using is starting to be successful. We always ask people who have expressed an interest to pass the information on; many say immediately that they know of many people who would be interested in the project.

5.3.10.1 Local Businesses

We have been targeting locally based, large corporations for support and have had some success. We have contacted American Express (Amex), which has a huge bi/multilingual community including a very large Spanish community. Although Amex itself has not agreed to support us as yet, we have managed to make successful links with the director of its ██████████, which has over 200 members. They have been passing on fliers and invitations to outreach events for us.

We have also sent letters and copies of the press release to Brighton and Hove Albion, the local football club. We have been lucky enough to engage the ██████████, ██████████. (The local football team Brighton and Hove Albion have a huge community initiative). ██████████ is very supportive and has offered to help us involve other corporations/businesses also, with whom he has many links himself through various community initiatives and projects. ██████████ said he could very easily envisage the project 'rolling out Nationwide'. Having a ██████████ as an ██████████, ██████████, ██████████, ██████████ will be of enormous benefit in ██████████ the school.

Additionally we plan to form further links with local nurseries offering 'taster' immersion Spanish sessions to their children including story-time/song-time 'lessons'. This will enable parents to experience what lessons in the school will be like and should be an effective marketing tool. Several nurseries have already expressed an interest in the

offer of this partnership including Little Angels Nursery, (██████████, Brighton), Growing Up Green Day Nursery, (██████████ and ██████████, Brighton), Tarnerland Nursery School, (██████████, Brighton) and Royal Spa Nursery, (██████████, Brighton). Tarnerland Nursery has also agreed to let us have a stall at their Summer Fair on 3rd July 2011.

5.3.10.2 Other Children's Language Services

There are a wide variety of services providing Spanish lessons for children and Spanish immersion childcare in Brighton and Hove. The number of providers is increasing, to cater for the demand from parents who are interested in giving their children the benefit of learning another language. Spanish is the most popular choice of language. The ██████████, of one such Spanish lesson provider called Little Fidgets, ██████████, agreed to hand out fliers and ask parents if they would like to complete our survey. To promote this collaboration we put a link to Little Fidgets on the BLPSP website and a mention on our Facebook page.

"After a successful spring term for our Spanish classes for fidgets, four families renewed their classes and three new families joined for the summer term. Spanish classes are definitely becoming more popular!" (██████████, ██████████).

We have contacts within several of the above language learning groups around Brighton and Hove such as Arco Iris, Language Monkeys, Little Fidgets and several Spanish speaking child care providers such as Amiguitos Childminding and La casita. We are continuing to build on these relationships on the basis that we would be the perfect choice of primary school for children already learning to speak Spanish. We would hope to be of mutual benefit to these organisations, as parents may well choose early language learning as an option for their child, when our immersion programme becomes fully established and known across the city. In addition to other Spanish language providers for children, we have firm support from Franglophones, French Association promoting the French language and culture in East Sussex and hope to make further contacts with other language specialist providers such as Italian, German and Arabic etc.

5.3.10.3 Public Relations

We have had two meetings with ██████████, (██████████) and are also in contact with ██████████, ██████████. Both were supportive and enthusiastic about BLPSP in its operational vision and its capacity to provide future primary school places in the city, ██████████ saying we were likely to be 'oversubscribed very quickly'. We are in constant contact via e-mail to update the LA of our progress and have made enquiries about the possibility of 'buying' their services for The Brighton Bilingual Primary School. The Future Schools

department has offered their assistance in exploring site/premise options and also in our placement in the parents' prospectus for school choice in Brighton & Hove. As [REDACTED], [REDACTED] has also given us the support of [REDACTED] ([REDACTED]) and permission to gain advice from [REDACTED], which we will use to further inform our future strategies.

We have the support of the local MP for Kemptown, Simon Kirby, [REDACTED]. We have also made contact with [REDACTED], ([REDACTED]) and [REDACTED], who feels this is a very worthwhile project.

5.3.10.4 International Support

We have the support of the Spanish Embassy and hope to become a 'twin' with schools on the continent, particularly Spain. We will be offering children the chance to participate in exchange student programmes with our linked Spanish schools. (See letter of support in appendix page 142.)

5.3.11 Further research to inform marketing plan

We will continue to research our target audience in terms of any changes in community group populations, the housing market and fluctuations in the economy which may cause changes to populations. We will also keep up-to-date with current affairs in other local schools to inform our possible student intake 'market'.

5.3.12 Cost implications

Currently the costs are maintained within the group through fund-raising at public events and donations. Future costs incurred will lie in the realm of publicity and generated by the maintenance of the website design, design and print of brochures, human resource cost for research and administration. These will be within the general running costs budget. Where possible, we will continue to use our current BLPSP committee members who have volunteered their time, (website design and logo/branding).

6 Section 6: Organisational capacity and capability

6.1 Legal Requirements

6.1.1 Established Company

The project steering group established the **Company Limited by Guarantee** and identified [REDACTED] [REDACTED] with relevant skills in [REDACTED].

We have used the 'model articles' form Companies House in its entirety for a private company limited by guarantee. (See Appendix, page 134)

The Directors of the Company have been selected on the basis of their individual and collective skills, capacity and commitment to secure the delivery of our education vision and proposals. We will broaden this group once the school is given the go ahead, as some of the [REDACTED] having expressed an interest in becoming [REDACTED] later on. Conversely, one of the [REDACTED] has expressed an interest in working for the school in the future and transferring her responsibilities.

6.1.2 Current Company Directors

[REDACTED]
([REDACTED])

[REDACTED]. [REDACTED].

[REDACTED].

[REDACTED]

[REDACTED].

[REDACTED].

[REDACTED]

██████████. ██████████.

The Members / Directors of the Company will, on signing the Funding Agreement, become the Academy Trust and formally appoint the Governors. Meetings will be held as often as required during the initial period of opening and establishing the school. Once established there will be an Annual general Meeting and a cycle of Governing Body meetings every term with Committee meetings on a similar cycle.

The project steering group has overseen the process of identifying and engaging key individuals with the required skill sets, knowledge, and experience to serve as effective members of the Academy Trust and Governors. The Members / Directors of the Company will exercise their overall responsibilities through delegation to the Governing Body.

A range of key individuals have agreed to serve as Trustees and Governors during the critical phases of developing the proposals, application, business case and operations. Other positions such as staff, additional parent and LA governors will be recruited through nomination or election when the school is open.

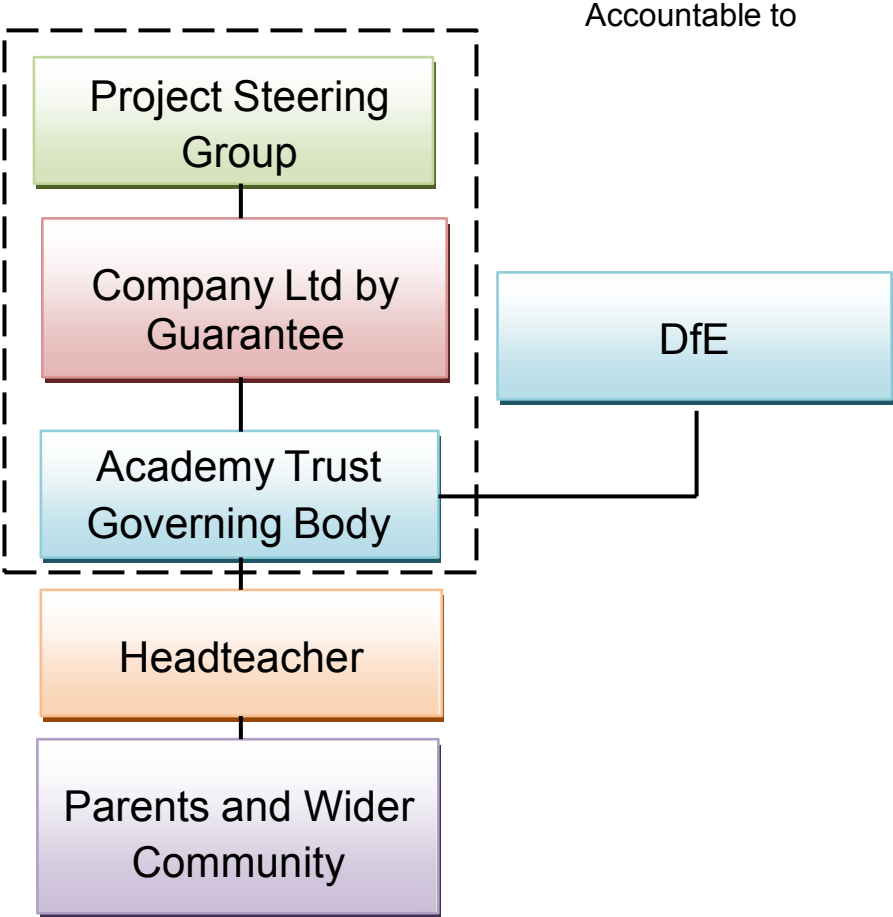
The project also managed to attract a lot of interest from academic and policy experts, as there is a dearth of bilingual experience in England, with much research being carried out abroad. We now have an amazing support network which we will consolidate into an Advisory Board.

6.2 School Model

We are proposing an Applicant Run (Promoter Run) school model. We are a group of parents (both multilingual and monolingual), educators and members of the local community who have developed this proposal and if successful, will manage the business, set up all the operations required to open and run a highly effective school focussed on driving continuous improvement in performance.

Within our group we have a core of expertise and experience in bilingual education, finance, law, non-profit management and premises, and where applicable we will obtain external help for specific skills required to ensure successful realisation of our vision and proposals.

School Model: Promoters



6.3 Roles, Responsibility and Accountability

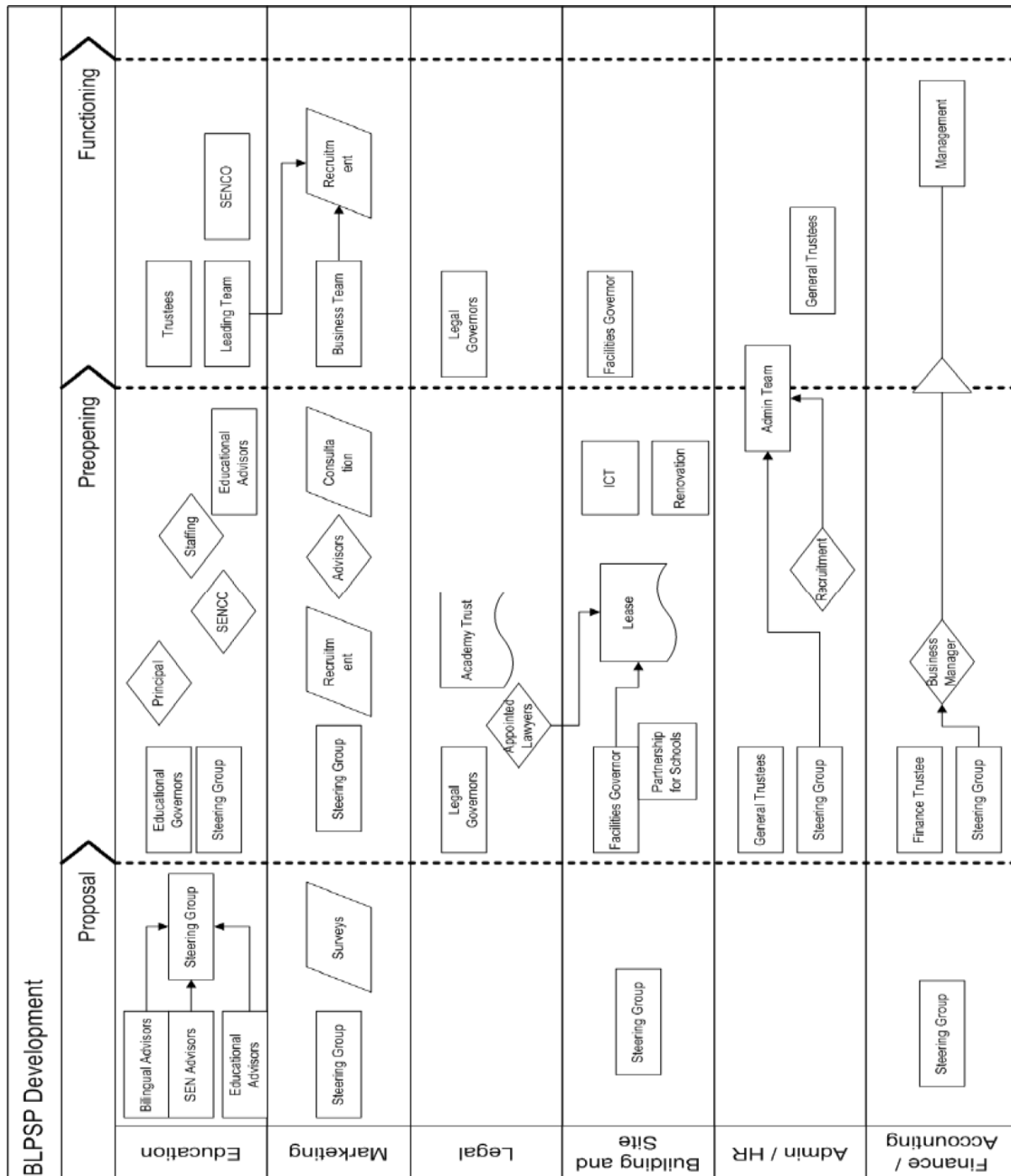
This project was started by a small group of educational practitioners and bilingual parents who in the past had already started pooling resources towards a bilingual nursery. It quickly attracted teachers and other parents without previous direct experience of bilingualism, and we now have over 30 people directly involved in the broader BLPSP committee. We meet regularly, with participants helping in many ways: discussing plans, organising outreach events, looking for premises, making contacts, etc. A smaller co-ordinating group that is in daily communication works on the actual proposal and will be following the next stages as the steering group.

Within our group we have individuals that have extensive experience in bilingual education, from local early years provision to running sections of one of the most successful schools of this kind in Europe. This experience, along with new ideas arising from the Free Schools programme and elsewhere has shaped the structure of our proposals and model. The structure has been developed to ensure clarity of roles, lines of accountability and delivery of our educational vision. We have identified the key skills, knowledge and experience required to;

- Develop all aspects of the proposal to complete the application
- Progress the business case and set up the operations required for education delivery and management
- Run the school including oversight of the management and performance.

In areas where the group does not have enough experience or skills we will procure external support. Below we identify several such areas.

6.3.1 Summary of key skills throughout the project



6.4 Project Steering Group

Our project team has been carrying out the following tasks:

- Campaigning and establishing demand for the school
- Developing the vision, ethos and educational plan for the school
- Securing wider support and capacity via governors and advisory board
- Identifying key tasks required for the education delivery and management of the school prior to opening and for long term operation.
- Researching and identifying potential sites for the school.

6.4.1 Subgroups

The composition of the working subgroups shows we have the skills required:

6.4.1.1 Marketing and outreach

[REDACTED] ([REDACTED])

- From [REDACTED], [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED] [REDACTED] [REDACTED]
- [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

6.4.1.2 Education

[REDACTED] ([REDACTED])

- [REDACTED]
- [REDACTED].
- [REDACTED].

[REDACTED] ([REDACTED])

- [REDACTED]
- [REDACTED].
- [REDACTED].

[REDACTED]

- [REDACTED].
- [REDACTED]
- [REDACTED].
- [REDACTED].
- [REDACTED].
- [REDACTED].
- [REDACTED].

[REDACTED]

- [REDACTED].

- [REDACTED]
- [REDACTED]

6.4.1.3 Finance

- [REDACTED]
- [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

- [REDACTED]
- [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

6.4.1.4 Project management and proposal co-ordination

- [REDACTED] ([REDACTED])
- [REDACTED]

[REDACTED] ([REDACTED])

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

6.4.1.5 Premises

[REDACTED] ([REDACTED])

- See prior details
[REDACTED]
- See prior details

6.4.2 Time availability of steering group

Key Member	Now weekly hours	Pre-opening hours	Opening
[REDACTED] ([REDACTED]) [REDACTED], [REDACTED], [REDACTED], [REDACTED]	20 (works 4 days/week)	F/T employed by project (available from September) 30 if not-funded Monthly [REDACTED] meetings + Bi-weekly project meeting + Working groups as needed	F/T employed by school ([REDACTED]) TBA Otherwise [REDACTED] hours (termly meetings)

<p>██████████ (██████████)</p> <p>██████████, ██████████</p>	16 (works F/T)	8 (mostly ██████████)	██████████ hours (termly meetings)
<p>██████████ (██████████)</p> <p>██████████</p>	16 (work F/T)	Monthly ██████████ meeting + ██████████ group as needed	██████████
<p>██████████ (██████████)</p>	16 (works F/T)	F/T employed (available Jan 2011)	F/T Employed
<p>██████████ (██████████)</p>	10 (works F/T)	F/T employed Beginning two terms before opening	F/T Employed
<p>██████████ ██████████, ██████████, ██████████</p>	30 (works 2 day/week)	F/T or P/T employed as required	F/T or P/T employed by school as required (██████████)
<p>██████████ ██████████</p>	16 (works P/T)	16 if not-funded Bi-weekly project meeting + Working groups as needed.	TBA
<p>██████████ ██████████</p>	16 (works P/T)	P/T employed from May 2012	F/T or P/T employed by ██████████ school – (██████████) TBA
		6 if not-funded (██████████) Bi- weekly project	

		meeting + Weekly progress monitoring	
██████████ ██████████	16 (works 22.2 hours/week)	10 Monthly ██████████ meetings + Bi-weekly project meeting + ██████████ group	F/T employed by school – (██████████) TBA
██████████ ██████████	15 (works 3 days/week)	10/8 Bi-weekly project meeting + Weekly progress monitoring	Possibly employed, dep. on training.
██████████ ██████████	10	4 ██████████ capacity	██████████ capacity
██████████ ██████████	10 (F/T employed)	10 Bi-weekly project meeting + Weekly progress monitoring	TBC
██████████ ██████████	2	2	N/A
██████████ ██████████	5	5	As required

6.4.3 Specialist Educational Support

We have received pro-bono advice on the general Free School process and support in writing the proposal from [REDACTED] ([REDACTED]). [REDACTED] has a [REDACTED]. [REDACTED]. [REDACTED].

We understand that in future stages paid support will be openly tendered following government procurement procedures.

6.4.4 Bilingual Education Advisors

BLPSP has attracted some of the best experts in the field in the UK. We will consolidate this support into a permanent advisory board.

- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED]).

6.4.5 SEN Advisors

[REDACTED]

- [REDACTED].
- [REDACTED].
- [REDACTED].

- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]



6.4.6 Requirements for external support

The key skill we will look to procure at the earliest in pre-opening stage will be dedicated project management as the person currently taking on that role will move to a governance position.

We will also procure some educational support in specific areas, such as establishing the school individual target and monitoring system, including training of teachers in the use of the chosen software.

The statutory consultation is one area where we will consider some help.

Our preferred building does not require any construction or refurbishment, but if we have to look for alternative premises we will have to procure suitable support. We do however have a person in the governing body ready to oversee these aspects.

The [REDACTED] will be contracted as soon as possible. We do have an internal option, as [REDACTED], but we may also consider an open recruitment.

We will appoint educational specialist lawyers as required, such as [REDACTED] or [REDACTED].

6.4.7 Other people who have given us extensive information or support

- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED]). [REDACTED].
- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])
- [REDACTED] ([REDACTED])
- [REDACTED]
- [REDACTED] : [REDACTED], [REDACTED], [REDACTED]
- [REDACTED] ([REDACTED])
- [REDACTED] – [REDACTED]

- [REDACTED] ([REDACTED])

6.5 Capacity and capability to run the school

One the school is

6.5.1 Proposed Structure of the Governing Body

Governor Type	Proposed	Status
Local Authority	1	Nominated by LA
Parent	2	Elected by eligible parents for 2 years
Staff	2	Headteacher – ex officio Staff member elected by eligible staff for 2 years
Directors / Members	3	Representatives of the Academy Trust
Expertise	3	Appointed by Academy Trust, also involved in pre-opening
Total	11	

6.5.2 Preliminary List of Governors

We have sufficient people with the right skills committed to become governors once the school opens. We will continue to build this list with the help of our key contacts in the [REDACTED], wider community and [REDACTED].

See attached extra appendix section for Governors' CVs

Name	Area of Expertise	Background
[REDACTED]	[REDACTED]	[REDACTED], [REDACTED], [REDACTED]

Name	Area of Expertise	Background
		[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED], [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED], [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED], [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED], [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED], [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED], [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Name	Area of Expertise	Background
[REDACTED]	[REDACTED]	[REDACTED].
[REDACTED]	[REDACTED]	[REDACTED].

6.5.3 Leading team

One of the main challenges for a bilingual school is to find a bilingual leading team with both the experience and enthusiasm, we are lucky to have such a team. [REDACTED] and [REDACTED] have worked collaboratively on a [REDACTED]; one of Europe's leading British Schools. Between them they are [REDACTED]. They are used to [REDACTED]. Children leave the school with English and Spanish qualifications and year upon year, achieve some of the highest GCSE English results in the world, including first language English students. 99% of the students' home language is Spanish. All children leaving the sixth form last year entered the University of their Choice whether that is in Spain, UK or elsewhere in the world.

[REDACTED].
[REDACTED].

See Appendix section for Lead team CV's

6.5.4 Staffing and recruitment



6.5.4.1 Sustainable Teacher Recruitment

We believe in the importance of teaching. First and foremost, we would seek to employ outstanding classroom practitioners who are capable of delivering an inspiring and creative curriculum with high academic standards at its core.

To accomplish successful teaching and learning, teachers at the Brighton Bilingual Primary School will:

- Be outstanding Practitioners
- Be fully committed to continued professional development in line with the school's priorities for continued improvement.
- Show commitment to a bilingual model and enthusiasm in its use in the classroom and in lesson planning.
- Hold communicative competence and academic language proficiency in the first language and second language.
- Display knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Some of these teachers will be competent in Spanish themselves, in the very best case scenario. We would seek to target initially, recent graduates with two to three years post qualifying classroom teaching experience in the UK national curriculum and who have specialised in Spanish MFL provision as part of their initial teacher training. We would, however, wish to make it clear in our recruitment strategy that the main thing is that teachers are outstanding and standards focused.

Recruitment links with MFL Primary Teacher Trainee Universities such as Hull University will be made so that Newly Qualified Teachers could be seen on their final teaching practices and awareness of the school raised at Initial Teacher Training Institutions. This will only start once the school is settled after natural turnover.

We have [REDACTED] bilingual teachers and teaching assistants registered with us.

We also count with the insight and experience of [REDACTED]. Some of them will be joining the project as [REDACTED].

The key to ensuring the levels of Spanish embedded across the curriculum that we propose would be in the recruitment of bilingual Spanish/English Teaching Assistants in each classroom. An excellent teacher would plan the curriculum and activities which

they themselves, initially, would deliver in English but it would be their responsibility also to ensure that the deployment of the Teaching Assistant throughout the week is such that children receive their entitlement to learning and acquiring concepts in Spanish. This could take place in small groups and would also allow for intensive support and differentiation for children from bilingual families to be stretched in both languages and for SEN children to be supported in language acquisition development.

Highly skilled practitioners will therefore plan the lessons and organise the learning activities in Spanish for the TA, engaging them in teaching and learning.

When termly and weekly plans are submitted to senior management, the leadership team will expect to see a breakdown of time spent learning in both languages in the medium and short term. Subsequent monitoring of children's work would focus on the volume of work in children's books being reflective of the required time distribution in each language and teachers would be appraised accordingly.

Any outstanding teachers employed by the school would also be given support to learn and develop their own Spanish competence with the expectation that language development is apparent in their ongoing lesson observations by the leadership team and that progress in Teacher Spanish Level would be a standard focus of any lesson observation.

6.5.4.2 Staffing Rationale

There will be 1 class teacher for every class. In addition there will be another full – time teacher to release class teachers for the required 10% non – contact time. Depending on numbers it may be that this teacher releases 2 class teachers at a time with the support of 2 teaching assistants (TA). This will be exclusively in the afternoon since the mornings will be dedicated to core subject teaching; making a financial saving. The Deputy Head will release the remainder of the time although it is envisaged that this will not be for more than the equivalent to 1 day. This is because the Deputy Head will be responsible for Teaching and Learning as well as hold the SENCO role. Because the school will be new the Deputy's main responsibility from September will be to quickly coordinate the assessment of all children in order to start tracking pupil's progress immediately. The Deputy Head will also be responsible for preparing year 6 classes for SATS. Reception classes will have a full time class teaching assistant. The rest will, as a minimum, have the equivalent of part time teaching assistant (mainly mornings). However the TA's will not be exclusively assigned to a class. The Leadership team plan to use the TA's for ability setting whereby the TA will take small groups and concentrate

on achieving the given target that the teacher has planned for. The Brighton Bilingual Primary School does not intend to recruit NQT's in its initial year. It will aim for an average of Point 3 on the main pay scale. As natural turnover occurs and standards are established the Brighton Bilingual Primary School will then be in a position to recruit high quality NQT's, and in turn financial efficiency will increase.

6.5.5 Teaching Staff Numbers

The number of teaching staff is based on the class groupings of children of different ages, which in turn are based on our survey data.

Def	Maybe	weight for maybes	weighted to add to	Def & Maybes proportion	Rounded class numbers
4T	63	50%	31.5	72.5	60
16	71	50%	35.5	51.5	52
17	57	33%	18.81	35.81	30
1T	22	20%	4.4	15.4	16
6	20	20%	4	10	10
8	19	20%	3.8	11.8	12
5	15	10%	1.5	6.5	7
					187

class groupin g 1	class grouping 2	2012
30	30	60
30	22	52
30		30
	16	16
	10	10
12		12
7		7
		187

		2013
30	30	60
30	30	60
30	22	52
30		30
	16	16
	10	10
	12	12
		240

class grouping 1	class grouping 2	2012	90%
30	24	60	54
30	17	52	47
27		30	27
	14	16	14
	9	10	9
11		12	11
6		7	6
		187	168

		2013	90%
30	24	60	54
30	24	60	54
30	17	52	47
27		30	27
	14	16	14
	9	10	9
	11	12	11
		240	216

	2012	90%	2013	90%
FT teacher	7	8	8	9
PT (0.5) teacher	0	0	1	0
FT Tass.	7	5	8	7
PT (0.5) T.Ass	2	2	3	3

Assumptions/Methodology:

The 'Definites' were added to a decreasing proportion of the 'Maybes' and then rounded down to an acceptable class size, then reduced to 90% intake. NB. Due to demand received since 2 May, there may be a small increase in pupil numbers of children in years Yr3-Yr6 joining in 2012.

			2014
30	30	60	
30	30	60	
30	30	60	
30	22	52	
30		30	
	16	16	
	10	10	
		288	

			2015
30	30	60	
30	30	60	
30	30	60	
30	30	60	
30	22	52	
30		30	
	16	16	
		338	

			2016
30	30	60	
30	30	60	
30	30	60	
30	30	60	
30	30	60	
30	22	52	
30		30	
		382	

			2017
30	30	60	
30	30	60	
30	30	60	
30	30	60	
30	30	60	
30	30	60	
30	30	60	
30	22	52	
		420	

		2014	90%
30	24	60	54
30	24	60	54
30	24	60	54
30	17	52	47
27		30	27
	14	16	14
	9	10	9
		288	259

		2015	90%
30	24	60	54
30	24	60	54
30	24	60	54
30	24	60	54
30	17	52	47
27		30	27
	14	16	14
		338	304

		2016	90%
30	24	60	54
30	24	60	54
30	24	60	54
30	24	60	54
30	17	52	47
27		30	27
		382	344

		2017	90%
30	30	60	54
30	30	60	54
30	30	60	54
30	30	60	54
30	30	60	54
30	30	60	54
30	22	52	47
		412	371

	2014	90%		2015	90%		2016	90%		2017	90%
	11	11		13	13		15	14		15	15
	0	0		0	1		0	1		1	1
	10	7		12	7		13	7		14	7
	3	4		4	6		4	7		5	8

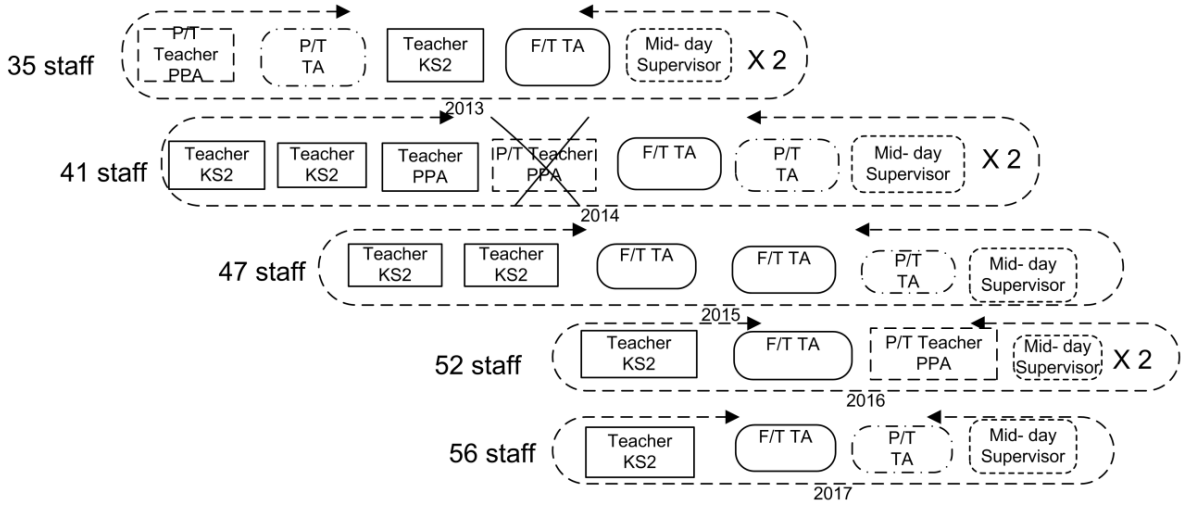
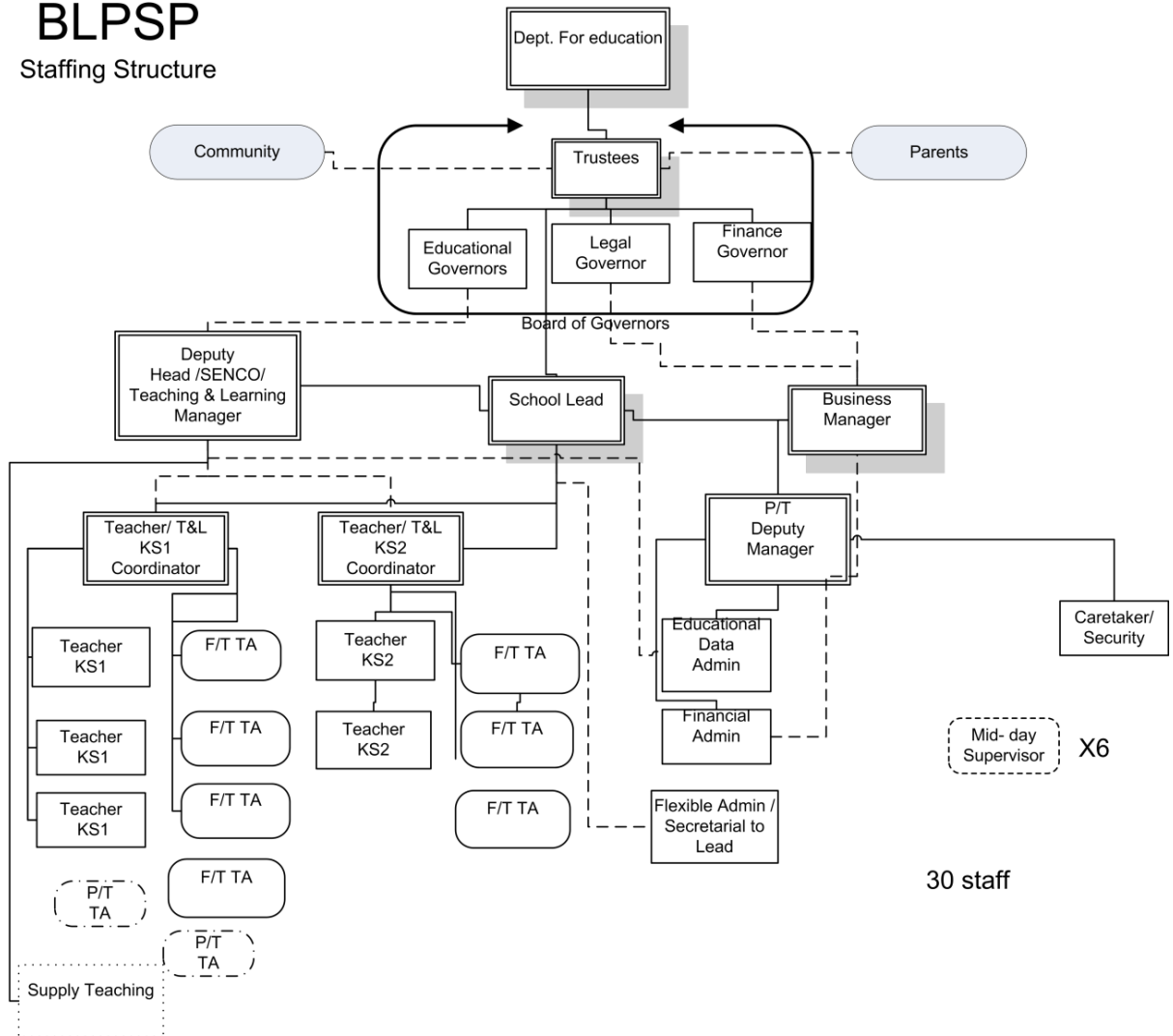
		2018	90%
30	30	60	54
30	30	60	54
30	30	60	54
30	30	60	54
30	30	60	54
30	30	60	54
30	30	60	54
30	30	60	54
		420	378

2018	90%
15	15
1	1
14	7
5	8

We can see an overview of the full staffing structure and accountability in the next page.

BLPSP

Staffing Structure



7 Section 7: Premises

7.1 Steps Taken

We have taken several steps to search for suitable sites for the school.

- We have made contact with [REDACTED], ([REDACTED]) – no suitable sites were put forward.
- We have been in firm contact with [REDACTED], ([REDACTED]), since October 2010, the press release advising of their intention to sell was released in December 2011.
- We have extensively searched for other suitable sites using property search websites [REDACTED] and [REDACTED]. We have registered details of our requirements with [REDACTED] across the city. Using this method we identified 8 possible alternatives to the [REDACTED], 3 of which are no longer available.
- Committee members have also 'scouted' the city for any potential sites, (the newly listed site below was found via this route).
- We were visited by [REDACTED], ([REDACTED]). He viewed 3 properties with us and was 'driven past' 2 further properties we were unable to gain access to. [REDACTED] commented that the [REDACTED] was 'too good an opportunity to miss'.

7.2 Available Sites

7.2.1 Preferred site: [REDACTED] - [REDACTED], Brighton [REDACTED]

(Further details set out in following section)

- [REDACTED] is closing in summer 2011
- There is capacity for 420 children with efficient use of space
- It is currently set up as a [REDACTED], (with a [REDACTED] included)
- The building is only 3 years old
- It is fully accessible
- It has extensive outdoor facilities, a very large [REDACTED] and large [REDACTED] (unique in this built up area of the city)
- The [REDACTED] and the [REDACTED] are keen for the site to be kept as a [REDACTED]
- It has been marketed with closing date for sealed bids set for 20th May 2011
- It is believed to be worth an estimated [REDACTED] based on the [REDACTED] figure that [REDACTED] paid for the whole site 2/3 years ago, which included the [REDACTED]
- The Local Authority have confirmed that there are no other sites like it in the city
- [REDACTED] are interested in acquiring the site as

temporary offices while major development work is being undertaken at the [REDACTED] site next door to the [REDACTED]

Contacts:

- [REDACTED]: [REDACTED]

[REDACTED]
[REDACTED]

Tel/Direct: [REDACTED] | Fax: [REDACTED] | Mobile: [REDACTED] [REDACTED] | [REDACTED]

- [REDACTED]: [REDACTED]

7.2.2 2. [REDACTED] Property: [REDACTED], Brighton, [REDACTED]

Freehold marketed at [REDACTED]

- Solid brick, twentieth century, two storey residential building
- Approximate gross internal area: Total 5445 sq ft/505.9sq m
- There are 5 bedrooms suites, large hall and reception rooms with library
- Space for 7 classrooms catering for 30 pupils with minimal adaptation
- Suitable outdoor space
- Potential for expansion by approximately 2000 sq ft, subject to planning permission
- Does not have D1 use
- Is due to be rented for the next 6 months, (contract ends September 2011)
- Fully accessible by public transport
- Catchment area includes HOVE (area with specific need for primary school places)
- Catchment could include HANGLETON (includes areas of social deprivation and close to [REDACTED])

Contact:

[REDACTED]
[REDACTED]
Email: [REDACTED]

7.2.3 [REDACTED], [REDACTED], [REDACTED], Hove, [REDACTED]

(Flexible refurbished [REDACTED] with on-site parking)

The premises are TO LET for a term to be agreed. The entire suite is available at a rental of [REDACTED] per annum exclusive.

- Recently refurbished [REDACTED]
- 4,330 sq ft /402m sq
- Situated in established commercial location
- Off the [REDACTED]
- Good access to public transport, [REDACTED], parks and beach
- [REDACTED]
- Partition walls which can easily be removed to create 7 classroom sized rooms
- Does not have D1 use
- Catchment would include PORTSLADE (which has identified areas of social deprivation)
- Catchment would include HOVE (which is an area identified as in need of primary school places)
- Plans attached

Contact:

[REDACTED]
Brighton office – Tel [REDACTED]
Email: [REDACTED]

7.2.4 [REDACTED] Property – [REDACTED], [REDACTED], Hove, East Sussex

Freehold marketed at [REDACTED]

- Contemporary residential building on two storeys with separate annexe
- Total internal area – 5832 sq ft/500 sq m
- 4 double bedrooms plus master suite
- Open plan with good natural lighting
- Space for 7 classrooms with minimal adaptation, hall and library
- Adequate flat outdoor area with secure, private access to [REDACTED].)
- Has planning permission for a swimming pool and a glass belvedere on the roof
- Access to [REDACTED] running alongside the garden area
- Secure front access with electronically operated gates, alternative entrance from [REDACTED]

- Does not have D1 use ([REDACTED] is next door)
- On main bus route, the property has a drive that can accommodate up to 8 cars
- Catchment area includes HOVE (area identified by the Local Authority as in need of primary school places)
- Catchment could include PORTSLADE and HANGLETON (areas identified as having pockets of social deprivation)
- The current owners have agreed to allow us time to see if our proposal is approved (September)

Contact:

[REDACTED] (Tel: [REDACTED])

Email: [REDACTED]

7.2.5 Newly listed property: [REDACTED]

The whole building is available on a new lease. Offers in the region of [REDACTED] per annum exclusive.

- Total floor area of 7,661 sq ft or 711.71 sq metres
- Self contained building with easy access drop off/ pick up point
- 30 car parking spaces to the rear which has potential to be converted to playground area. Additional smaller parking area available to front of building
- Space for 1 form, 30 pupil entry intake
- Light and airy rooms which have been well kept having been redecorated in 2009
- Air conditioned
- Easy access from most parts of the city as very close to the bypass
- Situated within Hollingbury, (area identified as having pockets of social deprivation)
- Easy access to bus routes.
- Within walking distance of a [REDACTED].

Contact:

[REDACTED]
Brighton office – Tel [REDACTED]
Email: [REDACTED]

7.2.6 Newly listed property: [REDACTED], Brighton

Currently disused and has been for several years.

- Extremely large semi-detached property formerly used as flats or offices – currently disused.
- Excellent location within easy walking distance from parts of Hove, (area identified by the Local Authority as in need of primary school places), Hollingdean, (area of social deprivation), Preston Park/London Road areas and Patcham.
- On main bus route and within [REDACTED], which enables pupils from Portslade, (area identified as having pockets of social deprivation) Hove, (area identified by the Local Authority as in need of primary school places), Fishersgate, (area identified as having pockets of social deprivation), to access the school easily.
- On [REDACTED] – heavy traffic is normal here.
- Very large drive through driveway, enabling safe pick up/ drop off of children, additionally possible to use as playground.
- Very large garden to rear which currently has [REDACTED] in it. Potential to convert to small playing field suitable for school use.
- Within 5 minute walk to [REDACTED]. All of which could be used by the school.

7.3 Preferred Site.

7.3.1 What is the rationale for this choice?

The Brighton Bilingual Primary School have chosen [REDACTED] as its preferred choice of site as it is perfectly suited for the requirements as set out in our school vision. (For contact details see section 7.1).

- The [REDACTED] is set in 2 acres of land
- The building offers 17,200 sq ft or 1,600 sq metres of space
- The [REDACTED] is newly built and in perfect condition. The [REDACTED] have fantastic amounts of natural light and are well ventilated. It meets all relevant, up to date building regulations/ health and safety requirements having been built in the last 3 years
- It features an integrated double height multi-purpose [REDACTED]
- It has a long driveway with a very safe access point for pick up/ drop off
- The purchase would include all fixtures, fittings, furniture and equipment as it is. We would only need to purchase I.T equipment. [REDACTED]
- It has extensive outside space which is very unusual in this area of the city These include a [REDACTED]
- Brighton and Hove Open Space, Sport and Recreation Study 2009 concluded that Brighton and Hove has a relatively small stock of outdoor sports facilities, this conclusion being supported by public consultation findings
- In terms of value for money, this site, (as far as we can gather from the

'estimated' figures we have been given), is most definitely the forerunner as almost nothing will need to be done in order for it to be ready for our school

- It has space for a 60 pupil intake per year. This is a perfect size as dictated by our demand figures and would therefore be most financially viable
- The [REDACTED] are already set out in a suitable layout and would need little adjusting
- The [REDACTED] itself can be used to generate income in the preceding year before opening
- It has a small [REDACTED]. There is scope to utilise this additional building and land to generate an income for the school
- The nearest local schools are either heavily oversubscribed, faith or fee paying schools. (See primary school allocations document in Section 5)
- It is located next to the most deprived area of the city known as [REDACTED]
- We have viewed the site several times and have extensively researched the surrounding area for suitability as a site for the Brighton Bilingual Primary School. This includes population, lack of other primary school provision, community interest and financial viability.
- The plans for the site are included with this document

We submitted an expression of interest to [REDACTED] on 20th May 2011, their deadline for submission of bids, on the advice of [REDACTED]. [REDACTED] explained that additional late bids may still be considered after the deadline. Therefore there could still be an opportunity to acquire this fantastic site, despite the difficult timings, (See copy letter in appendix page 146).

7.4 Sources of Financing.

We currently have no other sources of financing the acquisition of a site.

8 Section 8: Financial Plan

[REDACTED]

8.1 [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

8.2

[REDACTED]

[REDACTED]

8.3

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

8.4 [REDACTED]

[REDACTED]

8.5 [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

8.6 [REDACTED]
[REDACTED].

8.7 [REDACTED]
[REDACTED].

8.8 [REDACTED]
[REDACTED].
[REDACTED].

8.9 [REDACTED]
[REDACTED].
[REDACTED].

9 Section 9: Suitability and Declarations

This section has been completed by each of the members and directors of the Company Limited by Guarantee (also commonly known as Academy Trust) separately.

The completed declarations have been returned by registered post to:

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

10 Appendices

10.1 Company Articles and Memorandum

Our company uses the standard articles.



FILE COPY CERTIFICATE OF
INCORPORATION
OFA
PRIVATE LIMITED COMPANY

Company No. 7413872

The Registrar of Companies for England and Wales, hereby certifies that

BILINGUAL PRIMARY SCHOOL PROJECT LTD

is this day incorporated under the Companies Act 2006 as a private company, that the company is limited by guarantee, and the situation of its registered office is in England/Wales

Given at Companies House on 20th October 2010



N07413872J



INO1

Application to register a company

A5 Situation of registered office 1

Please tick the appropriate box below that describes the situation of the proposed registered office (only one box must be ticked)

England and Wales (*ticked*)
Wales
Scotland
Northern Ireland

1 Registered office

Every company must have a registered office and this is the address to which the Registrar will send correspondence


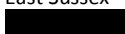
For England and Wales companies, the address must be in Wales, Scotland and Northern Ireland respectively

A6

Registered office address 2

Please give the registered office address of your company

Building name/number
Street
Post Town
County/Region
Postcode


Brighton
East Sussex


2 Registered office address

You must ensure that the address shown in this section is consistent with the situation indicated in section A5.

You must provide an address in England or Wales for companies to be registered in England and Wales.

You must provide an address in Wales, Scotland or Northern Ireland for companies to be registered in Wales, Scotland or Northern Ireland respectively

A7

Articles of Association 3

Please choose one option only and tick one box only

Option 1

I wish to adopt one of the following model articles in its entirety. Please tick only **one** box

Private limited by shares
Private limited by guarantee (*ticked*)
Public company

Option 2

I wish to adopt one of the following model articles with additional and/or amended provisions. I attach a copy of the additional and/or amended provision(s). Please tick only **one** box

Private limited by shares
Private limited by guarantee
Public company

Option 3

I wish to adopt entirely bespoke articles I attach a copy of the bespoke articles to this application

3 For details of which company type can adopt which model articles, please go to our website www.companieshouse.gov.uk

A8

Restricted company articles 4

Please tick the box below if the company's articles are restricted

4 Restricted company articles

Restricted company articles are those containing provision for entrenchment. For more details, please go to our website www.companieshouse.gov.uk

CHFP000
05/10 Version 4 0



COMPANY NOT HAVING A SHARE CAPITAL

Memorandum of association of Bilingual Primary School Project LTD

Each subscriber to this memorandum of association wishes to form a company under the Companies Act 2006 and agrees to become a member of the company

Name of each subscriber *Authentication by each subscriber*

[Redacted]
[Redacted]
[Redacted]

Dated 12th October 2010



10.2 Statement of Accommodation

Please find link (below) provided by [REDACTED] ([REDACTED]) from [REDACTED], provided as guidance towards our own Schedule of Accommodation specifically referring to outdoor space. Following further consultation through [REDACTED] from [REDACTED], please see below for further guidance on indoor space.

Source: [REDACTED]

Extract from the Education (School Premises) Regulations 1999. This particular extract is about the size of playing fields a school is required to have based on the number of pupils in the school who have attained the age of 8. This is primary legislation and therefore unlike BB98 and BB99 has to be complied with.

Outdoor Space.

SCHEDULE 2

Regulation 24

playing fields

1. In this Schedule any reference to a school is a reference to a school to which regulation 24 applies.

2

2. - (1) Subject to sub-paragraph (2), the grassed area of team game playing fields provided for any school shall be such that it can sustain the playing of team games thereon by pupils at the school for 7 hours a week during school terms.

(2) This paragraph shall not apply in relation to so much of team game playing fields as exceeds the minimum area specified in paragraph 3.

3. - (1) The team game playing fields provided for any school shall be of a minimum total area determined (subject to sub-paragraph (2)) in accordance with the following Table by reference to the number of pupils at the school who have attained the age of 8 years and that area shall be the area specified opposite the entry in column (1) of the Table within which that number falls -

(a) in column (2) thereof, in the case of a school with pupils who have not attained the age of 11 years; and

(b) in column (3) thereof, in the case of any other school.

(2) Should the number of pupils at the school who have attained the age of 8 years exceed 1,950, the team game playing fields shall be of a minimum total area equal to the aggregate of -

(a) 70,000 m², in the case of a school mentioned in sub-paragraph (1)(a), or 75,000 m², in the case of any other school; and

(b) 5,000 m² for each complete 150 by which the said number of pupils exceeds 1,801.

TABLE Minimum area of team game playing fields for schools

	<i>Minimum total area in m²</i>	
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
<i>Total number of pupils who have attained the age of 8 years (entries to be construed inclusive of both numbers specified)</i>	<i>Schools with pupils who have not attained the age of 11 years</i>	<i>Other schools</i>
100 or fewer	2,500	5,000
101 to 200	5,000	10,000
201 to 300	10,000	15,000
301 to 400	15,000	20,000
401 to 500	20,000	25,000
501 to 600	25,000	30,000
601 to 750	30,000	35,000
751 to 900	35,000	40,000
901 to 1,050	40,000	45,000
1,051 to 1,200	45,000	50,000
1,201 to 1,350	50,000	55,000
1,351 to 1,500	55,000	60,000
1,501 to 1,650	60,000	65,000
1,651 to 1,800	65,000	70,000
1,801 to 1,950	70,000	75,000

(3) For the purposes of this paragraph any part of team game playing fields which has an all weather surface, (that is to say a hard porous surface, a synthetic surface or a polymeric surface) may be treated as if it were twice its actual area.

Indoor Space.

pupil places	420			pupils
number of classes	14			classes
Forms of Entry (FE) and type	Maximum Group size	Average area m ²	2 FE No. of rooms	primary total area m ²
basic teaching				
reception class	30	66	2	132
KS1 classbase	30	60	4	240
KS2 classbase	30	60	8	480
specialist practical				0
food/science/D&T	15	38	1	38
ICT suite	(no. of computers)		(30)	68
Halls				
main hall (used for dining)	30		1	150
small hall	30	80	1	80
Learning Resources				
Learning Resource Centre	15 to 30		1	40
small group room (SENco)	6	12	1	12
small group room	6	9	3	27
TOTAL TEACHING AREA				1267
staff and admin.				
head's office/meeting room			1	16
senior management office			1	8
staff room			1	58
general office			1	14
sick bay (adjacent)			1	3
entrance/reception			1	5
copier/reprographics				8
SEN therapy/MI room		12	1	12
interview / social services			1	8
storage				
class storage (reception)		3	2	6
class storage (infant and junior)		1.5	12	18
specialist stores		8	3	24
PE store (adjacent to hall)		12	1	12

PE store (external)	4	1	4
non-teaching storage			
central stock	8	1	8
cloakrooms/lunch box storage	3		42
dining chair/table store		(3)	16
ging/appliance store		1	8
community store	4	1	4
caretakers/maintenance store		1	7
cleaner's store	1.5	3	4.5
TOTAL NET AREA			1552.5
non-net area			
kitchen (full-service)		1	77
servery			8
toilets (and personal care)			
reception toilets		3	12
other pupil toilets			60
accessible toilets/hygiene facilities			16
staff toilets			14
circulation	net x 22.5%		349
plant (incl. server)	net x 3%		47
partitions net x 5% 29	partitions net x 5%		78
TOTAL GROSS AREA			2213.5
External Areas			
pitches			8400
soft play (informal & social)			1850
games courts (hard surfaced)			1440
hard play (informal & social)			1030
habitat			620
float			2100
TOTAL NET SITE AREA			15440
TOTAL GROSS SITE AREA			17653.5

10.4 Letter of support from Consejeria De Educación. (Spanish Ministry for Education)

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

CONSEJERIA DE EDUCACION

To whom it may concern,

We have been requested by Bilingual Primary school Project Ltd to express our position in relation to their application to set up a free school in Brighton & Hove.

We support the project in principle as we consider that bilingual education offers great opportunities for the future of children belonging to both language-majority and language-minority populations. It is generally accepted that this education approach not only allows students to master academic content, but also, while doing so, become proficient in two languages - an increasingly valuable skill in the early twenty-first century.

In recent years, countries across Europe have seen an increase in bilingual education as a way of preparing young people for future work, study and life in an increasingly multilingual and integrated world. Our support for bilingual education is not simply theoretical -- the Spanish Ministry of Education has first-hand experience of the different bilingual programmes run with great success by the Education Authorities of the Autonomous Governments in Spain.

We have also read with great interest the proposal submitted by Bilingual Primary School Project LTD. In our view, the document is realistic and at the same time ambitious in its aims and objective and shows the necessary understanding of the principles, methodology and assessment of bilingual education.

We look forward to the success of the Bilingual Primary School Project LTD in their application for free school status and to the possibility of a closer collaboration with them in the future.

May 9th, 2011

[REDACTED]

[REDACTED]

Consejeria de Educacion
Spanish Embassy

[REDACTED]
[REDACTED]

[REDACTED]
London [REDACTED]
TEL: [REDACTED]
FAX: [REDACTED]

10.5 Allocation of Primary School Places for Brighton and Hove September 2011

Allocation of Infant/Primary School (Reception) places September 2011

Places at the Community Infant and Primary Schools in Brighton & Hove were allocated as set out in the tables below. Please refer to pages 20-23 of the School Admissions booklet for the council's admission priorities. Places at church schools in Brighton & Hove were allocated according to each school's admission priorities. Please contact the governors of the school you are interested in if you would like full details. This factsheet only refers to ontime applications.

School and number of places	No. of 1st preferences	No. of 1st preferences	No of 3rd preferences	Total number of preferences
Aldrington CE Primary - 30	37 (29)	50 (1)	31 (0)	118 (30)
Balfour Primary - 120	144 (120)	133 (0)	152 (0)	429 (120)
Benfield primary - 60	15 (15)	1817	28101	61 (22)
Bevendean Primary - 60	44 (44)	14 (0)	6 (0)	64 (44)
Carden Primary - 60	29 (29)	12 (3)	30 (4)	71 (36)
Carlton Hill Primary - 30	34 (21)	30 (3)	48 (6)	112 (30)
Coldean Primary - 60	37 (37)	14 (1)	9 (1)	60 (39)_
Coombe Road Primary - 60	25 (25)	21 (4)	27 (2)	73 (31)
Cottesmore St Mary RC Primary - 60	59 (56)	31 (2)	26 (2)	116 (60)
Davigdor Infant - 120	172 (113)	107 (6)	89 (1)	368 (120)
Downs Infant - 120	117 (107)	154 (9)	73 (4)	3+4 (120)
Elm Grove Primary - 60	84 (56)	104 (4)	93 (0)	281 (60)
Fairlight Primary - 60	39 (39)	28 (5)	35 (12)	1 02 (56)
Goldstone Primary - 90	74 (73)	104 (11)	89(6)	267 (90)
Hangleton Infant - 90	98 (87)	78_{3}	62 (0)	238_{90}_
Hertford Infant - 60	55 (53)	26 (4)	82 (3)	163 (60)
Middle Street Primary - 30	31 (25)	50 (3)	52 (2)	133 (301)
Mile Oak Primary - 90	65 (65)	29 (10)	9 (2)	103 (77)
Moulsecoomb Primary - 90	24 (24)	8 (0)	4 (0)	36 (24)_
New Hove School - 90	37 (37)	98 (30)	88 (23)	223 (90)
Our Lady of Lourdes RC Primary - 30	43 (30)	42 (0)	17 (0)	102 (30)
Patcham Infant - 90	102 (85)	67 (4)	37 (1)	206 (90)
Peter Gladwin Primary - 30	55 (29)	44 (1)	31 (0)	130 (30)
Portslade Infant - 120	54 (54)	90 (9)	105 (9)	249j_8
Queens Park Primary - 60	52 (40)	81 (14)	104 (6)	237 (60)
Rudyard Kipling Primary - 60	32 (32)	22 (3)	s (0)	59 (35)
Saltdean Primary - 60	56 (50)	14 (4)	21 (6)	91 (60)
St Andrews CE Primary (Community places) - 12	32 (12)	60 (0)	45 (0)	137 (12)
St Andrews CE Primary (Foundation places) - 48	49 (46)	2 (0)	5 (2)	56 (48)
St Bartholomew's CE Primary - 30	18 (18)	7 (1)	12 (3)	37 (22)
St Bernadette's RC Primary - 30	32 (29)	23 (0)	22(1)	77 (30)

St John the Baptist RC Primary - 30	26 (26)	1412)	9 (2)	49 (30)
St Josephs RC Primary - 30	26 (26)	11 (0)	10 (0)	47 (26)
St Luke's Primary - 90	128 (87)	108 (3)	57 (0)	' 293 (90)
St Margarets CE Primary - 30	38 (25)	45 (5)	30 (0)	113 t30)
St Mark's CE Primary - 30	35 (28)	20 (2)	6 (0)	61 (30)
St Martin's CE Primary - 30	23 (23)	8(1)	20 (2)	51 (26)
St Mary Magdalen RC Primary - 30	29 (26)	20 (2)	25 (l)	n JO
St Mary's RC Primary - 30	26 (26)	20 (2)	23 (l)	7-4 tj
St Paul's CE Primary	27 (23)	20 (2)	2:8 13	?9 30
St Peter's Infant - 30	31 (25)	49 (5)	29 (0)	.09 (30)
Stanford Infant - 90	131 (88)	111 (1)	109 (1)	351 (90)
West Blatchington Primary - 90	25 (25)	12 (0)	33 (3)	70 (28)
West Hove Infant - 120	178 (114)	99 (4)	111 (2)	388 (120)
Westdene Primary - 90	99 (83)	105 (7)	40 (0)	244 (90)
Whitehawk Primary - 90	25 (25)	3 (2)	1 (0)	29 (27)
Woodingdean Primary - 60	63 (57)	37 (1)	22 (2)	122 (60)

Numbers in brackets are the numbers of preferences offered at this school. Please note that the schools showing spaces may now have been filled with directions of pupils who were not offered any of their three preferences.

The numbers given in the tables below of children considered under 'Exceptional Circumstances' are those where the Local Authority agreed there were exceptional circumstances.

Please note that there was a new priority added to Primary Phase allocations this year – a new Priority 4 – Children transferring between a linked infant and junior school. Therefore 'Other Children' became the new Priority 5. No allocations shown within this document were made using the new category 4 as this applies to Junior School entry only.

Balfour Primary School – 120 places

Balfour admitted children from priorities 1, 2, 3 and 5. The furthest child offered a place in priority 5 lives 867.19 metres from the school. Children from priorities 1, 2 and 3 who have not been offered a place at Balfour have been offered a higher preference.

Priority	No of applications	No of places offered
1) Looked after children	0	0
2) Exceptional reasons	1	1
3) Sibling link	60	60
4) Linked Infant / junior	N/A	N/A
5) Other children*	368	59

* 249 of these children were offered a higher preference

Carlton Hill Primary School – 30 places

Carlton Hill admitted children from priorities 1, 2, 3 and 5. The furthest child offered a place in priority 5 lives 634.51 metres from the school. Children from priorities 1, 2 and 3 who have not been offered a place at Carlton Hill have been offered a higher preference.

Priority	No of applications	No of places offered
1) Looked after children	0	0
2) Exceptional reasons	1	1
3) Sibling link	11	11
4) Linked Infant / junior	N/A	N/A
5) Other children*	100	18

* 56 of these children were offered a higher preference

10.6 Letter of endorsement from [REDACTED]



May 2011

To whom it may concern

Re: Bilingual Primary School Project for Brighton & Hove

When I first heard about the Bilingual Primary School Project, I thought it was such a good idea that I am amazed no one has thought of it before.

If they have, it is incredibly disappointing that, as I am aware, it hasn't yet been put into practice anywhere in the UK.

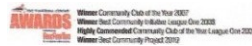
Which is why I am wholeheartedly in support of such an original educational concept.

Bilingual education at this age group is the best possible time for young children to become immersed in two language and cultures, so that it becomes a natural part of their lives. The fact that the proposed Brighton & Hove project will be a Free School makes this initiative even more accessible and ground breaking.

Following the recent Free School legislation passed by Parliament, I strongly recommend that this very worthwhile project gets the state funding support that it fully deserves.

Yours sincerely

[REDACTED]



[REDACTED]
Brighton [REDACTED]

[REDACTED] d and Wales 5122343. Registered Charity 1
[REDACTED]

10.7 Expression of interest for [REDACTED] site

Thursday 19th May 2011

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
London
[REDACTED]

[REDACTED],
Brighton
[REDACTED]
Tel: [REDACTED] Mob: [REDACTED]

Dear [REDACTED],

FREEHOLD SALE OF [REDACTED]

Due to the incompatibility of the Department for Education's timescale, in being able to make an offer for the [REDACTED] before the 20th May, the Bilingual Primary School Project Limited has been advised to express interest in the purchase of the [REDACTED] site.

This will be subject to the approval of the free school proposal submitted by the Bilingual Primary School Project to the Department for Education.

Free school application schedule for 2012 openers

The deadline for proposal submission is 1st June 2011.

The Department for Education review all proposals throughout the month of June.

Partnership for Schools will then look at the sites proposed.

Applicants will be informed whether they have been invited to attend an interview by the end of July 2011

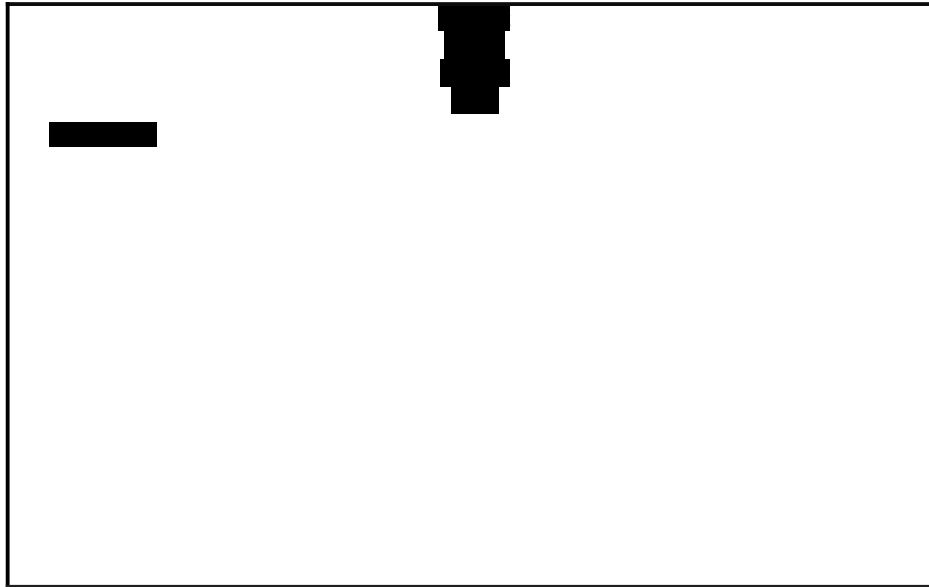
Successful applicants will know by the end of September 2011.

We will of course keep you fully informed if at any time the situation changes.

Yours sincerely

[REDACTED]
[REDACTED]

10.8 Lower Layer Super Output Areas Maps 1-16



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]















10.9 Brighton and Hove Population

**Table 2c: 2008-based Subnational Population Projections by sex and quinary age
All local authorities within London, South East and South West GORs**

Notes on data:

These projections, for areas in England, published on 27 May 2010 are based on the revised 2008 mid-year population estimates (published 13 May 2010).

These population projections reflect the local government structure in place at mid-2008, from when the projection commence. They do not include unitary authorities which came into force in April 2009. As these unitary authorities are based on a single former district, or aggregations of two or more former districts, population projections for these unitary authorities can be derived by aggregation. Please note however that internal migration figures for these unitary authorities are not available as components of population data, cannot be calculated in a similar way as migratory moves between former districts within a unitary authority area are included.

Long term subnational population projections are an indication of the future trends in population by age and sex over the next 25 years.

They are trend based projections, which means assumptions for future levels of births, deaths and migration are based on observed levels mainly over the previous five years. They show what the population will be if recent trends in these continue.

The projections do not take into account any future policy changes that have not yet occurred. They are constrained at a national level by the national projections published on 21 October 2009.

For details about the methodology used to produce the 2008-based Subnational population projections please see the Methodology Guide at the following web page:

The data are Crown Copyright. They may be reproduced freely within your organisation, but they must not be used for commercial use. For further information please see the Data Licence Agreement and Terms and Conditions of Use which accompany these projections. Commercial Use licences can be obtained from ONS - please email [redacted]

For further information and data please email [redacted] or see our website:

Source: Subnational Statistics Unit, ONS. Crown Copyright.

AREA	AGE GROUP	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Brighton and	0-4	14.2	14.5	14.7	14.9	14.9	14.8	14.7	14.7	14.7	14.8	14.9	15.0	15.1	15.2
Brighton and	5-9	11.9	12.0	12.2	12.4	12.7	13.1	13.4	13.6	13.7	13.7	13.6	13.5	13.5	13.6
Brighton and	10-14	12.1	11.8	11.7	11.5	11.4	11.4	11.5	11.7	11.9	12.2	12.6	12.8	13.0	13.1
Brighton and	15-19	16.3	16.5	16.1	15.6	15.3	15.1	14.8	14.7	14.5	14.3	14.3	14.3	14.4	14.7
Brighton and	20-24	26.4	27.3	28.5	29.5	29.8	29.8	29.6	29.2	28.7	28.3	28.0	27.8	27.5	27.2
Brighton and	25-29	20.7	21.4	21.8	22.2	22.6	23.4	23.9	24.5	24.9	25.1	25.0	24.9	24.6	24.2
Brighton and	30-34	19.3	18.6	18.6	19.1	19.7	20.1	20.7	21.1	21.4	21.9	22.5	23.0	23.3	23.7
Brighton and	35-39	22.1	21.6	21.1	20.3	19.4	18.7	18.4	18.4	18.8	19.3	19.6	20.2	20.6	20.9
Brighton and	40-44	21.0	21.1	21.0	20.8	20.7	20.6	20.2	19.8	19.1	18.4	17.8	17.5	17.6	18.0
Brighton and	45-49	16.8	17.6	18.2	19.0	19.5	19.6	19.7	19.6	19.4	19.3	19.2	18.8	18.4	17.8
Brighton and	50-54	13.6	13.8	14.1	14.5	15.0	15.6	16.3	16.9	17.6	18.0	18.1	18.2	18.1	17.9
Brighton and	55-59	11.9	11.7	11.8	11.9	12.0	12.3	12.5	12.8	13.2	13.6	14.2	14.8	15.3	15.9
Brighton and	60-64	11.4	11.6	11.6	11.5	10.9	10.5	10.3	10.4	10.5	10.6	10.9	11.1	11.4	11.7
Brighton and	65-69	8.7	8.6	8.5	8.8	9.5	9.9	10.1	10.1	10.0	9.5	9.1	9.0	9.1	9.2
Brighton and	70-74	8.0	8.0	8.0	7.7	7.4	7.5	7.4	7.4	7.7	8.3	8.7	8.8	8.9	8.8
Brighton and	75-79	7.2	7.0	6.9	6.9	6.8	6.7	6.8	6.8	6.6	6.4	6.5	6.4	6.5	6.7
Brighton and	80-84	5.8	5.8	5.7	5.6	5.6	5.6	5.5	5.5	5.5	5.5	5.5	5.5	5.6	5.5
Brighton and	85-89	4.1	4.1	4.0	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	4.0	4.0
Brighton and	90+	2.4	2.4	2.6	2.8	2.8	2.9	2.9	3.0	3.1	3.2	3.2	3.3	3.4	3.5
Brighton and	All ages	253.8	255.6	257.3	258.8	260.2	261.5	262.7	263.9	265.1	266.4	267.7	269.0	270.2	271.5

10.10 Teaching Payscales

[REDACTED]

[REDACTED]

Excellent Teacher salaries

[REDACTED]

Allowances

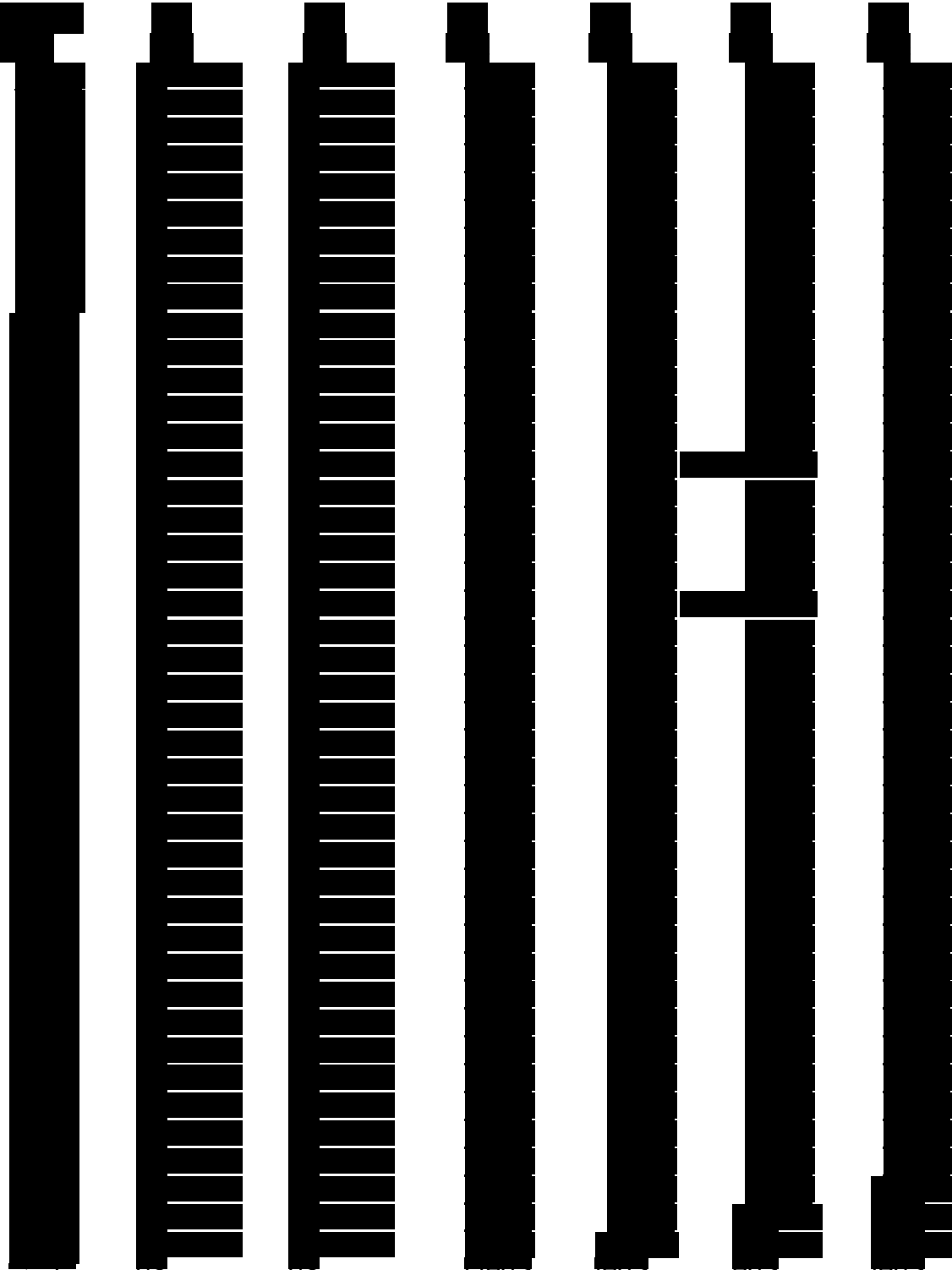
[REDACTED]

[REDACTED]

Special Needs allowances for classroom teachers

[REDACTED]

Spine for leadership group in England and Wales (excluding London and Fringe)



10.11 Payscale Non-teaching

Source NAVCA 2009-10 ([redacted])



10.12 Brighton and Hove Local Authority Services Contract for Two Form Schools

Average based on 3 schools in 2010-11. For confidentiality we cannot disclose names of schools, but it is real data.





