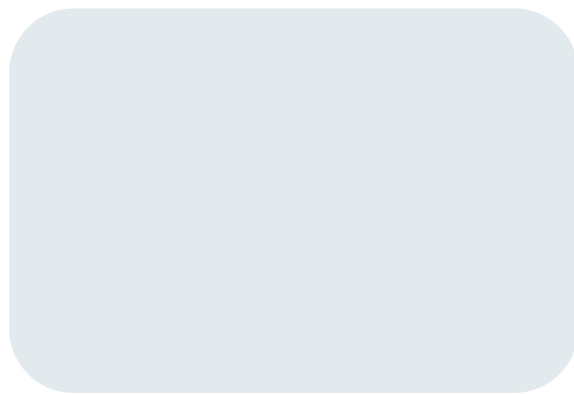


Free Schools in 2013

Application form



Completing your application

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

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

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

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

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

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

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

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2013@education.gsi.gov.uk**.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template.

Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

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

Free Schools Applications Team

Department for Education

3rd Floor

Sanctuary Buildings

Great Smith Street

London SW1P 3BT

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

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

Due Diligence Team

Department for Education

4th Floor

Sanctuary Buildings

Great Smith Street

London SW1P 3BT

Data Protection

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

APPLICATION CHECKLIST

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012

Checklist: Section I of your application

9. A copy of **Section A** of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012



A: APPLICANT DETAILS

Main contact for this application								
1.	Name: <Redacted> [REDACTED]							
2.	Address: [REDACTED], [REDACTED] HAMPTON [REDACTED]							
3.	Email address: [REDACTED]							
4.	Telephone number: [REDACTED]							
About your group								
5.	<table border="0"><tr><td rowspan="6">Please state how you would describe your group:</td><td><input checked="" type="checkbox"/> Parent/community group</td></tr><tr><td><input type="checkbox"/> Teacher-led group</td></tr><tr><td><input type="checkbox"/> Academy sponsor</td></tr><tr><td><input type="checkbox"/> Independent school</td></tr><tr><td><input type="checkbox"/> State maintained school</td></tr><tr><td><input checked="" type="checkbox"/> Other – with support of London Diocesan Board for Schools</td></tr></table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group	<input type="checkbox"/> Teacher-led group	<input type="checkbox"/> Academy sponsor	<input type="checkbox"/> Independent school	<input type="checkbox"/> State maintained school	<input checked="" type="checkbox"/> Other – with support of London Diocesan Board for Schools
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group							
	<input type="checkbox"/> Teacher-led group							
	<input type="checkbox"/> Academy sponsor							
	<input type="checkbox"/> Independent school							
	<input type="checkbox"/> State maintained school							
	<input checked="" type="checkbox"/> Other – with support of London Diocesan Board for Schools							
6.	If Other, please provide more details:							

7.	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8.	If Yes, please provide more details:	
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>London Diocesan Board for School :</p> <ul style="list-style-type: none"> • to date (and on-going): advice and support on curriculum, staff appointment, policies, school development plan, financial planning • possibly future project management • future: building and design worker and design support 	
Details of company limited by guarantee		
11.	Company name: Hampton St Mary Academy Trust	

12.	Company address: [REDACTED] [REDACTED] London [REDACTED]
13.	Company registration number: 07956455
14.	<div style="display: flex; justify-content: space-between;"> <div data-bbox="264 622 1034 701">Does the company run any existing schools, including any Free Schools?</div> <div data-bbox="1102 622 1203 725"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div> </div>
15.	If Yes, please provide details: N/A
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):

	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name:

Company directors

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

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

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

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

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free

Yes

No

	School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>London Diocesan Board for Schools (LDBS): Company Number 0198131, Charity Number 313000. The LDBS will offer advice and support on curriculum, staff appointment, policies, school development plan, financial planning. Its previous experience in developing both new and existing schools will be useful future project management, building and design work and support.</p> <p>Grow Education Partners Ltd: Company Number 02874636. Grow Education Partners is an education support company offering leadership support services, training courses, and HR support and is a trading subsidiary of the London Diocesan Board for Schools. Grow Education Partners will play no direct role in the creation of the school, but will be able to assist with staff CPD and leadership support once established.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international).</p> <p>St Mary's Parish Church, Hampton – Church of England (Anglican)</p> <p>London Diocesan Board for Schools – Church of England (Anglican)</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes

		<input type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

Please tick to confirm that you have included

all the items in the checklist.

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

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

Signed:

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

Print name:

Date:

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

B: OUTLINE OF THE SCHOOL

1.	Proposed school name:	St Mary's Hampton Church of England Primary School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of	Christian: Church of England (Anglican)

	the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	London Borough of Richmond
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	London Borough of Hounslow Surrey County Council
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

SECTION C: EDUCATION VISION

C1: VISION

1. SUPPORTING EVERY CHILD TO ACHIEVE THEIR VERY BEST

St Mary's Hampton Church of England School will provide a first class primary education: children will be enriched by the school experience and be very well-prepared for secondary education

- The Primary school (4 -11 years) will be small (one class of 30 for each year group= 210 children). This leads to every child being known and individually encouraged. The children will be happy, safe and love learning – good attendance will be achieved;
- The school will offer an education of the highest quality founded on the National Curriculum and using professionally qualified teachers but taking advantage of the flexibility that Free School status provides (such as high-lighting the arts). Our ambition is to be a school that celebrates outstanding achievements;
- The school will place importance on the skills of literacy and numeracy whilst providing a broad and balanced and exciting curriculum which meets the needs of all learners;
- The school will inspire each child with an appreciation and enjoyment of music and the arts, and a love for the natural world and a desire to relate to it in sustainable ways.

2. SERVING LOCAL FAMILIES AND COMMUNITY

St Mary's Hampton Church of England School has grown out of awareness of local needs and after wide consultation. When it opens it will continue to be a collaborative and active member of the Hampton Community seeking to play a full part in local life.

- The school will be based in Hampton, (in the London Borough of Richmond). We have identified a possible site: [REDACTED], [REDACTED], Hampton, [REDACTED] - an unused small EMB Primary School;
- The school will give priority admissions to families in Hampton South – in which there is limited choice of schools at present;

- The school will increase the diversity of educational provision in Hampton /Hampton Hill – in which there are no other church schools;
- St Mary’s Parish Church is a committed and active member of the Hampton community; the school will operate in a similar way, and will seek to be part of the local family of schools;
- The school will be responsive to community needs and parents’ requests. It will seek to serve the community and to use its resources in the education of children.
- The school will have a wider vision than ‘schooling’ that will include e.g. Parenting Groups and sustaining the youth club that presently the Church runs on the premises.

3. SHARING CHRISTIAN VALUES

St Mary’s Hampton Church of England School will bring to Hampton a Church of England school: a school founded on a Christian vision of human worth and ethical values – open to all.

- The school will welcome and include families of all faiths and none, who support its aims and ethos;
- The school will value each child as unique and a bearer of God’s image, worthy of care and having the potential to make a special contribution to the school and the wider community;
- The school will have deserved a reputation for good pastoral care; no child will be bullied;
- The Christian faith and heritage will be positively celebrated, alongside recognising other traditions and beliefs. The school’s collective worship will be illuminating and inspiring;

The school will embrace Christian values, for the staff and the children (See Christian Values [Annex 1](#)). The children’s education will build not only knowledge and skills but character too.

St Mary's Church of England School will be a Christian school for the whole community.

The school aims to create an outstanding learning experience for all its pupils.

Our ambition is for a small, fully-inclusive school which serves the local community and uses it and the wider environment to provide a focus for community spirit and activities and fosters a sense of belonging.

1. A DISTINCTIVE VISION FOR EACH CHILD

The education of the whole child will be at the heart of the school. Christians believe that each person is made in the image of God, equally worthy of our care and has a valuable contribution to make to the school and wider community.

From this belief comes a determination to meet every child's individual needs through an understanding of those needs and providing appropriate teaching, support and resources.

As a Christian School, the Christian faith and heritage will be celebrated alongside recognition of other traditions and beliefs. Children will be encouraged to learn to express their own identity and beliefs and respect those of others through an environment of understanding, discussion, critical thinking and engagement. We will be effective in preventing bullying. The quality of the pupils' spiritual development will be strong and will contribute to developing personal characteristics of co-operation, emotional maturity, a sense of responsibility and a sense of awe and wonder.

2. A DISTINCTIVE VISION FOR THE SCHOOL

As a small school it will be friendly and welcoming. Every adult will know each individual child and, where appropriate, their family. Care will be taken in the development and support of the whole child.

Children will learn through whole-class teaching, group work, individual support, extension activities, regular class visits and ICT resources.

As a Church of England school St Mary's will seek to order its working life along Christian principles and impart Christian values to the children. This ethos will be linked to Worship and PSHCE, and will form the basis of the Staff Code of Conduct and our Behaviour Policy.

3. A DISTINCTIVE VISION FOR LEARNING IN THE COMMUNITY

A distinctive feature of the education experience will be the way the local environment and community will be used to augment learning across the curriculum, born out of the Christian belief that strong relationships and community create the best context for good, healthy and stable living, and learning.

Pupils will engage with the community groups in their learning which will help them to develop mature relationships based on mutual respect, appreciation and a caring attitude to others. These might include singing at Hampton Care Home, taking harvest gifts to the elderly at the nearby Linden Hall, laying a wreath at the annual Act of Remembrance in [REDACTED], talking to the elderly at St Mary's Teatime Fellowship, running a stall at the Church Summer Fête, helping environmental-working groups in Bushy Park, attending with their family a church social event or taking part in a service.

In this way there will be an emphasis both on the practical value of learning and real opportunities for children to put into practice skills developed in the curriculum. So they will learn to be a part of the community and good citizens.

4. A DISTINCTIVE VISION FOR THE FAMILY

The school will seek to engage parents and carers constructively so that children can learn effectively. Emails (or letters) will be sent to parents each half term informing them what their children will be learning and ways in which they can support this. The information will also be posted on the school website. Each child will have a home-school diary for the sharing of information and comments and there will be termly Parent and Teacher meetings. Special needs and concerns can be shared/discussed as they arise.

Parents will be encouraged to be involved in school life to enrich the learning environment. They will have opportunity to help on a weekly basis with reading, art activities, extension activities, arts, music and special skills. They will also be a valuable help on school visits.

We see the school to be a resource for more than the children. The facilities will be used for other events and activities that build up family life e.g. parenting courses, father/sons events, carers and toddlers' drop-in and money-management courses. The centre will be available for other community use including the highly-regarded MTV youth club (see [Annex 7](#)), operated by St Mary's Parish Church and local police officers.

SECTION D: EDUCATION PLAN – PART 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

	Current number of pupils	2013	2014	2015	2016	2017	2018	2019
Reception		30	30	30	30	30	303	30
Year 1			30	30	30	30	30	30
Year 2				30	30	30	30	30
Year 3					30	30	30	30
Year 4						30	30	30
Year 5							30	30
Year 6								30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		30	60	90	120	150	180	210

1. CURRICULUM PRINCIPLES

To achieve the vision for an outstanding learning experience for all pupils the curriculum will be planned on the following principles:

- a. Our vision is to provide a quality education for every child. The curriculum will be broad, balanced and exciting, embracing a wide range of learning opportunities and with cross curricular links. It will be based on the National Curriculum and beyond – particularly in Arts /Music.
- b. There will be a curriculum of Y5 and Y6 to enable children to reach Level 6.
- c. Christian perspectives and principles will be integrated naturally within the context of the planned learning outcomes of a scheme of work, as and when appropriate. The spiritual development of the children is essential to our school's vision.
- d. The Curriculum Plan envisaged by the proposers, in Annex 2, is based on best practice in London Diocesan Board for Schools (LDBS) and Richmond Borough schools.
- e. A cross curricular approach to topics will run in parallel with daily teaching in the discrete subjects of Literacy and Numeracy with an integrated use of ICT across all subjects. The topics will be led by Science, History and Geography; one which will be different each year. The topics will also include Literacy and Numeracy as much as appropriate.
- f. One of the Spring Half term topics will be designated as a whole school topic. It will be led by the Arts or a topic such as Olympics, Diamond Jubilee, Books or another appropriately chosen topic. This will be particularly effective in immersing the pupils in challenging experiences, sharing ideas and diverse skills and resources whilst working together as a school.
- g. Our school will be an integrated member of the local community (see our Vision). Termly or half-termly visitors and visits will be an essential part of each topic to further enhance the learning and put it in context.
- h. Flowing from our commitment to a small school, which our school vision describes, a two year 'curriculum cycle' for Foundation Subjects in years 1/2, 3/4 and 5/6 will be followed. A two year cycle provides the flexibility to help ensure that the most able are stretched and for intervention with any children

who fall behind, so it will support the learning of children of all abilities. Further it will offer the staff the opportunity to share resources and ideas and plan together. There will be opportunities for whole class teaching and both mixed ability and ability groupings across the years providing extra flexibility in teaching and organisation. This will also help the costing and organisation of school visits and events.

- i. St Mary's Hampton Church of England school has a vision for learning *in* Hampton. We will foster a love for God's natural world and an awareness of sustainability in the local and wider environment thus teaching children to appreciate and care for their home, school, local area (and wider world.)
- j. Enrichment activities will be the entitlement for all pupils and the programme will reflect the importance of developing the whole child. As we will have a mixed intake of children with a variety of interests and needs, by the time the school is full, we will offer art, dance, gymnastics, music, sports, gardening and ICT activities. These will be organised by teachers, parents and church volunteers. The Hampton School Foundation¹ has given us an early indication of positive support – this offers the possibility of their students providing other enrichment activities and the use of their premises (e.g. theatre) and sports grounds. (See letters from Headmasters at Hampton School and Denmead Preparatory School – Annex 13)

¹ Hampton School Foundation: A leading independent boy's day school, with Denmead Preparatory School: <Redacted>

2. KS1 AND KS2: THE CORE SUBJECTS

The Curriculum Plan in Annex 2 shows an emphasis on the core subjects of literacy and numeracy. Children will experience daily at least one discrete hour of teaching and learning in each of these subjects in whole class and group sessions. This will enable appropriate learning experiences and monitoring of each child's progress.

A. LITERACY

English is the key which gives access to all areas of the curriculum, enabling each child to understand, communicate, interpret and appreciate the world.

Starting in Reception and continuing through the school we will teach reading mostly through a range of strategies with an emphasis on phonics which enables all children to understand and apply the English language. Our parents will have a suggested reading list for each year.

Wherever possible literacy will be introduced into cross-curricular topics.

We will aim to teach all children to:

- listen attentively with understanding and appreciation;
- speak confidently with clarity and to use appropriate language for different occasions;
- love books and read fluently with understanding, enjoyment, feeling and discernment ;
- communicate in writing with confidence pleasure and a sense of purpose for a range of audiences;
- express ideas using spelling, punctuation and grammar competently;
- take a pride in presentation, using a cursive script that is clear, legible and well formed

B. NUMERACY

Children will take part in a daily mathematics lesson. Emphasis will be placed on the mental strategies and key concepts to provide a sound basis for calculations.

Whenever possible, mathematics will be introduced into cross curricular topics. Throughout the school, children will be regularly introduced to problem solving activities linked to real-life scenarios to promote logical thinking, making maths real.

For the more able mathematicians we will offer an extension club and take up opportunities from the Borough, banks and other schools to deepen and broaden their experiences.

We will promote the skills involved in maths as a vitally important part of everyday life and teach our children to develop a positive attitude to this subject, offering 'fun' activities whenever possible.

The National Curriculum includes the following areas:

- Number
- Measurement
- Algebra
- Shape and space
- Handling data

Information Technology will be used to support the teaching and learning of maths. Children will use computer databases and spread sheets, calculators and a programmable 'Roamer Robot'.

The learning of multiplication tables will be an intrinsic part of the curriculum plan, initially taught through practical apparatus and the exploration of mathematical patterns.

Children will learn about mathematics through a variety of methods, including practical experiences and will be taught how to record their work in a range of appropriate ways. We will use the *Abacus Evolve*² primary maths programme.

C. SCIENCE

Science will teach an understanding of natural phenomena. Its aim will be to stimulate the children's curiosity in finding out why things happen in the way they do. It will teach methods of enquiry and investigation and stimulate creative thought. Children will learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level.

Children will learn to predict, hypothesise, carry out a fair test, observe, evaluate and record their findings in a variety of ways including the use of the computer.

They will learn about:

- life and living processes
- materials and their properties
- physical processes
- the nature of the solar system, including the earth

² Abacus Evolve: <http://www.pearsonschoolsandfecolleges.co.uk/Primary/Mathematics/>

Children will be given opportunities to explore and develop the school grounds and so have experience of living things and growth in a small garden and vegetable patch. They will investigate the possibility of keeping small animals such as rabbits and chickens.

We will use the grounds to combine science and geography, look at weather and consider climate and climate change and investigate how we can use sustainable sources of energy at the school. We will promote energy conservation and recycling, and teach the children to set up experiments and scientific investigations.

They will look specifically at 'water' in a combined topic (Y3/Y4 Cycle B – Spring) and make use of the Hampton Water Treatment Works and the River Thames which are both adjacent to the school.

3. KS1 AND KS2 FOUNDATION SUBJECTS

Whenever possible the learning experience will be enhanced by using the buildings and the grounds as well as the surrounding area which includes:

- Hampton Village
- Hampton Court Palace
- Garrick's Temple to Shakespeare
- Bushy Park
- the River Thames
- Local Museums (e.g. Twickenham and Richmond)
- Galleries (e.g. Orleans House Gallery, Twickenham)
- Local churches
- Hampton Public Library.

Lessons will be practical in order to engage all the children and stretch their imagination. Children will be presented with real problems and issues so that they are engaged in learning and it becomes fun and accessible and thus promotes the highest possible standards.

Communication in all its forms is vital so reading and writing will be given a very high priority, children will also have the opportunity and encouragement to communicate through other subjects such as music, art and drama.

In order to be successful learners children will be taught in a variety of ways. Some teaching will use formal methods which will include subject delivery, explanations and questioning. Teachers will make excellent use of an Interactive Whiteboard. Most children need to want to learn and one of our aims will be to engage children in their own learning in such a way that they are excited and inspired learners and set high standards for themselves. For most of the foundation subjects children will be

taught in their class groups. Activities will be appropriate to their abilities and include extension and support where appropriate.

The school will aim to help children to become better members of society, with an understanding of the history and culture of their neighbourhood, and the world around them. They will learn about other people's religions and history and learn to understand and empathise with cultures that are different from their own.

A. INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)

The children will work with computers from Reception. ICT will be taught as a stand-alone subject throughout the school this will include an introduction to the basic concepts of computer programming and to writing simple code instructions. ICT will also be used in the teaching and learning of most other subjects – it will be an integral part of learning. There will be network of PCs throughout the school and a trolley of laptops. There will be an interactive whiteboard in every classroom (we will seek sponsorship for ICT in addition to the budget allocation). Whiteboards will allow teachers to use software programmes, DVDs and the internet to support all areas of the curriculum. We will help children to understand the potential dangers and misuse of websites and the Internet. We will also have an awareness-raising evening for parents to encourage monitoring of responsible internet use.

B. THE ARTS AND MUSIC

The Arts and Music curriculum will be very wide-ranging and will be a particular focus for the school, making use of those with ability in the local community. Our vision is that all the children, from whatever background, will discover aspects of art and music which excite them and inspire them, affecting their overall attitude, interest and self-esteem. Over the year each child will have an opportunity to experience the Arts as part of a small group, Key Stage or whole school activity.

Activities which may happen include a series of drama, dance and music workshops or instrumental group performances, a focus on architecture, (local noteworthy buildings, personages and heritage), theatre links and the river. Children will have the opportunity to be involved in creative art skills and learn musical instruments either in timetabled activities or part of the enrichment/ after school activities.

Friday afternoons will be 'activity/creative afternoons' across the school. This will allow for a 'carousel of activities'. They will vary each half-term but will include art, drama, music, fabric/craft and PE. This will involve parents and volunteers from St Mary's Parish Church, and will facilitate smaller groups and mixed ages. It will be a part of our distinctive curriculum and of our enrichment programme and particularly support the children who find learning difficult.

In some years the whole-school topic will have an arts focus.

Music will be part of the integrated topic work. All children will have weekly class music following the *Music Express*³ scheme. They will have the opportunity to learn a musical instrument. We will subscribe to the *Richmond Music Trust*⁴ to benefit from their peripatetic teachers and musical events. Music will have a special place in the school and will be a part of Collective Worship and special services. It will provide opportunities to celebrate and perform together and be a corporate experience.

C. HISTORY

This will be the lead subject in one of the six half-term topics. Children will develop an appreciation of time and past events through stories and themes based on first hand experiences such as homes and toys. In KS2 they will learn about important episodes and development in Britain's past and how it affects our lives today. Hampton itself is in a historical setting and so a part of the curriculum will be linked to the heritage of the area e.g. Hampton Court Palace, Hampton Village, Garrick's Temple to Shakespeare, Bushy Park (World War Two), art galleries, local churches, Hampton Public Library and Ham House (National Trust).

D. GEOGRAPHY

Another of the topic leads – children will explore the school and its environment and learn to draw simple maps. In KS2 we will help children acquire geographical knowledge and understanding about settlements, population distribution, the vulnerability of natural resources, weather and physical features and climate. The local area will enrich the curriculum by using Hampton Village, the River Thames, Hampton Water Treatment Works, Hampton Court Palace and grounds, Richmond Town Centre and Bushy Park.

E. RE

The close link with St. Mary's Parish Church, Hampton will enhance RE provision in the school. This link will support the children in their exploration of the Christian faith. Children will also gain an understanding of other religions, and knowledge and practice of tolerance and respect towards people of all faiths. RE will be taught using

³ Music Express : A&C Black : <http://pages.bloomsbury.com/musicexpress>

⁴ Richmond Music Trust : <http://www.richmondmusictrust.org.uk/>

a topic framework and a wide variety of resources providing breadth and depth and relating the teaching to their daily lives.

Daily Collective Worship will further enhance their knowledge, understanding and experiences. Children will learn to worship, pray and reflect. It will be a time for singing and music, celebration of achievement and just being together. It will be a spiritual experience.

The Parish Clergy will work collaboratively with the teaching staff to enrich the RE provision and collective worship.

F. DESIGN AND TECHNOLOGY

This will offer the children a practical context in which to learn about their world and how things work. They will learn about techniques of design through identifying needs and opportunities. They will generate a design proposal, plan and make, evaluate, refine and plan for future action. Children will develop their technical skills and understanding using both traditional materials and computer- based simulations.

G. PE

Children will be encouraged to take part in a wide variety of sports and physical exercise – from competitive team games to dance, movement and gymnastics. Athletics will also be taught in Years 5 and 6 and swimming in Year 3. These activities will be part of the planned day and extension activities/clubs. The site has excellent facilities and green space. We will make great use of this for outdoor games for games such as football, basketball, netball and other ball games; there is also good space for athletics, cycling proficiency, orienteering and to develop climbing apparatus and other suitable activities. For swimming we will use Hampton Open Air heated pool.

H. PSHCE

This curriculum area will be founded on the Christian belief that each person is made in God's image and has a valuable contribution to make, but that we all make mistakes. We will make use of circle time and use the SEAL resources. We will seek to help children to recognise their abilities and learn to use them well, to create an environment in which it is safe to make mistakes and where both adults and children value themselves as learners and where they learn to respect their minds and bodies. We will also seek to encourage them to respect others as individuals, groups and cultures.

Some activities will extend opportunities for children to develop new social skills or to experience new social situations and develop as citizens. We will seek to use links with local community groups (e.g. Darby and Joan Group) conservation at Bushy Park Stockyard, senior care homes, local businesses and borough opportunities to provide these experiences.

I. FRENCH

French will be taught as part of our broad and balanced curriculum. The activities will have an emphasis on singing, speaking and listening. *Rigolo Primary French*⁵ will be one of the resources used. French or another language may also be an enrichment activity. We will use specialist teachers and native language speakers to support these activities.

J. THE ENVIRONMENT: HOME, SCHOOL, COMMUNITY AND THE WIDER WORLD

⁵ Rigolo Primary French : <http://www.nelsonthornes.com/rigolo/>

This will be an essential part of the daily curriculum and enrichment activities to engender a sense of awe and wonder in each child. This will include care of the environment - recycling, gardening, growing, cooking, and caring for animals and birds. The Oldfield Road site is set in a Green Belt area and has great scope for various environmental projects (animal and vegetable.) Similarly nearby Bushy Park offers a dedicated centre for education visits.

We will share with the children our church's link with Mandimba (Mozambique) and Manicaland (Zimbabwe) where we actively support the health and education projects of the community with visits, ideas and finance.

4. ENRICHMENT

We believe that children appreciate and learn from a curriculum which values children as individuals and offers opportunities for a wide range of subjects. For some able pupils it is important for them to be able to extend and deepen their learning while for those who find school a difficult place, enrichment activities may well provide a spark and encouragement that they need. Friday afternoons and after-school activities will offer opportunities for children to experience a range of activities and opportunities and enrich their learning in an exciting and enjoyable way. When possible specialists, (parents, teachers and others) will work with the children in groups, appropriate to the activity.

5. TRANSITION FROM THE LOCAL NURSERIES AND PLAY GROUPS

It will be important to provide as smooth a transition into the Reception Class as possible. We have good relationships already with most of the local nurseries and play groups (having positively engaged with them to help publicise the proposed school). This will make it possible for the Reception teacher to arrange visits to see the children in their familiar settings. We will also arrange a welcome meeting for the parents to talk to them about the school, the pattern of the day for the children, the things they need to know and how they can help their children prepare for the change during the summer holidays. We will be there to answer parents' questions as this can be an anxious time for them and provide them with a book of information. We will invite them to send/bring a photograph of the child so that the teacher can learn their names and to display for the first week. We will invite the children to spend some time at the school, playing, talking, meeting the teacher and becoming familiar with the new surroundings. We will welcome them and reassure them that we will be there to support them and their child throughout their child's time at the school and especially during the first few weeks.

6. TRANSITION TO SECONDARY SCHOOLS

Children move onto a wide range of schools from Hampton. The teachers will be aware of the need to prepare the children for a smooth transition to Secondary Schools. Children move onto a wide range of schools from Hampton. They will ensure that the children reach the appropriate standards, visit the local schools and have lessons in subjects like Science and Art, making use of their laboratories and equipment.

We will also invite Secondary teachers to come and talk to the children about their schools and bring ex-pupils to share positive experiences. We will place importance on instilling confidence in each child and encouraging them to value their ideas and abilities and take their confidence into their new schools.

Able mathematicians will be taught using the Y6 to Y7 progression materials which will enable them to move into appropriate groups after transition.

D2: SCHOOL TIMETABLE AND CALENDAR

We will follow the Richmond upon Thames Borough (LBRUT) Guidelines. We will do this to support parents with children in other Borough Schools but our term dates may vary slightly to cater for teacher training days and some religious holidays.

The children will attend school for 190 days and teachers up to 200. (allowing for extra staff training.)

The school year will be divided into three terms which will be as equal as possible, with a half term-break

Infant children will have a week of 21 hours and Juniors 23.5.

The following table shows the percentage of time which will be allocated to each subject in KS1 and KS2.

	KS1	KS2: Y 3 & 4	KS2: Y 5 & 6
Literacy	30	28	28
Mathematics	21	22	22
Science	10	10	10
ICT	4	4	4
French	2	2	2
History	3.5	3.5	3.5
Geography	3.5	3.5	3.5
Art	5	5	5
DT	3	3	3
Music	5	5	5
PE	6	7	7
PSHCE	3.5	3.5	3.5
RE	3.5	3.5	3.5

On a half-term basis the percentage will vary, particularly in Science, History and Geography depending on the topic lead. The figures show the percentage across the year.

Full timetables for Reception, Y1/2, Y3/4 and Y 5/6 can be found in [Annex 3](#).

Extended hours

These will be for enrichment of the curriculum and to support the needs of working parents.

We will offer parents a Breakfast Club for up to 45 minutes before the start of school for all ages and after school activities for 30 – 60 minutes depending on the age of the children and the activity. This will open as soon there is sufficient demand. These will be organised by paid staff, volunteers, parents and teachers. There will be a cost for some of the activities, e.g. for breakfast or for special materials or tutors.

Activities on offer will range from gymnastics, dance, football, netball, art, choir, orchestra, allotment / growing or an additional language.

These activities will be offered to appropriate ages and will be voluntary.

CURRICULUM ORGANISATION

1. Once the school is full there will be in 7 classes of 30 children – Reception to Y6 . Children will be in classes according to their age and the class teacher will have prime responsibility for their pastoral care and educational progress. There will be possibilities when teaching the foundation subjects for the year

groups to be mixed and taught in different size groups appropriate to the activity.

2. A two year 'curriculum cycle' for Foundation Subjects in years 1/2, 3/4 and 5/6 will be followed. A two year cycle provides the flexibility to help ensure that the most able are stretched and for intervention with any children who fall behind, so it will support the learning of children of all abilities. There will be opportunities for whole class teaching and both mixed ability and ability groupings across the years providing extra flexibility in teaching and organisation.
- Reception will be staffed by one professionally qualified teacher and a nursery nurse/classroom assistant
 - Years 1 and 2 will be staffed by one professionally-qualified teacher each and a shared classroom assistant.
 - Years 3 to 6 will be staffed by one professionally-qualified teacher per class and will share 2 classroom assistants.
 - There will be an additional classroom assistant with a roving role to support teaching, children's welfare, resources and ICT.
 - There will be a head teacher and an Inclusion/SEN Co-ordinator.

Classroom assistants may be used to support literacy and numeracy to allow small groups. In Reception the teacher and assistant will work closely together in the planning, delivery and assessment of the curriculum.

A two year rolling programme for Topic Work will enable the year groups 1 -6 to work together and to allow for sharing of ideas and expertise between staff.

Literacy and Numeracy will be taught in whole-class groups with the support of an additional adult for some activities. The teacher will know the ability of all the children and will plan to teach, support and share. In group work children will discuss and learn together, and activities will be appropriate to the ability of each child allowing for support and extension. All children should know that they have made some progress during the lesson.

St Mary's Parish Church will provide volunteers, alongside the parents/carers, who will be eager to offer their expertise to provide activities and to assist groups and individuals. This would include visiting the school to support literacy and numeracy, as well as people with particular careers or skills to demonstrate.

The school will grow from one class to seven classes over seven years. One of the challenges will be to ensure that the school is able to provide an excellent educational experience at all times. We consider that the links with the Church and the community will enable us to meet any challenges that will arise. We also have

links with an LDBS school in Teddington and have had conversations with the local Infant and Junior schools who will liaise with us to support and share.

The school will have a functional and innovative leadership team to ensure high standards of teaching and pupil achievement as outlined in this proposal. There will be clear delegation of responsibilities and teachers at all levels will be fully accountable.

D3: ENSURING THAT THE NEEDS OF PUPILS WITH DIFFERING ABILITIES ARE MET

1. ASSESSMENTS

The 'entry level' of all children will be assessed using the 'Foundation Stage Profile' within the first half term of their entry to school. From this their targets can be set and the teachers will plan to meet each child's needs. Class teachers will alert the Inclusion/SEN Coordinator at this point of any possible concerns or needs. From this assessment onwards it will be possible to measure the *Value Added Progress* at strategic points in their career.

*Assessment for Learning*⁶ will be used across the school. Teachers will continually track the progress of the pupils (APP) in frequent formative assessments, formal summative assessments and some government assessments. They will assess:

- day to day to plan the next steps
- periodically to inform future planning
- at transitional points to recognise achievements and identify any need for intervention

Informal assessment of learning will be on-going and monitored against the learning intention of lessons and schemes of work. Staff will be expected to use careful questioning to extend children's learning and also as a vital tool for monitoring progress.

In addition to national benchmark assessments, summative assessments will be focused around termly and end of year targets in KS1 and KS2. Progress will be formally monitored against these targets in Literacy, Numeracy and Science.

⁶ Assessment for Learning: <http://www.assessmentforlearning.com/>

Children will be encouraged to 'own' their targets and to identify the next steps in their learning through conversations with their teachers. Through regular meeting with teachers, parents will similarly be encouraged to engage with their children's progress and contribute to the setting and reviewing of targets.

If early intervention is necessary to support the learning of individual children the Inclusion Coordinator/SENCO will be involved and will support the planning and monitoring of progress.

The use of ICT will be central to this assessment strategy. The Management Information System will be used to record formative and summative assessment data for teachers and the head teacher to review children's progress regularly. It will assist when talking to parents and sharing the child's progress. The ICT system will allow teachers to use electronic mark-books in entering their assessments.

Staff and Governors will be aware that they are accountable for the progress of all children.

2. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

All children will be welcome at St. Mary's Hampton Church of England Primary School. We believe that all people are made in God's image and all are equally worthy of care and able to contribute to the life of the school.

We are very aware that the school will have children with a wide range of abilities. We will appoint a teacher with responsibility for inclusion so that all children are treated as special. (This may be the head teacher in the first few years). We will develop a curriculum that meets the needs of all children and plan extension activities for the most able pupils and activities and additional support for those with learning needs. Our proposed school building is all on one level so fairly accessible for children who may have a physical disability and it will be compliant with accessibility for all. We will adapt the building, as and when necessary to meet the needs of a child or staff member with a disability. Our admissions policy will give priority to those with a statement of need.

We will make use of **ICT** to support the learning and achievement of all children. Electronic whiteboards will enhance both the learning and the teaching in the classroom and also make use of online learning resources which can be used by all children. ICT will be used for collaborative and interactive learning and provide additional and challenging materials to support learning and promote interest.

We will plan to use specialist tutors, church and other volunteers (such as VIth Formers from Hampton School) as well as the particular skills, interests or expertise

of parents, carers and teachers to provide support for varying abilities and interests both within the school day and in the extended hours.

For **gifted and talented** pupils, who will be identified by observation, appropriate check lists and discussion with child and parent, we will meet their needs within the appropriate year's planning. In addition when the particular abilities are identified, the teacher will provide extension activities, and the child will be challenged in its thinking and learning. We will have a particular welcome at the SHINE scheme run by Hampton School for gifted but otherwise disadvantaged children. There are other possibilities: able mathematicians will be encouraged to take part in the Maths Challenge held annually for Richmond schools. Towards the end of Year 6 there are maths activities available through the primary framework to extend the children and prepare them to be fast tracked in their Secondary school.

Opportunities to enrich their learning experiences and skills acquisition will also be available in the extended school day.

In the community from which the children will come there are very few who have **English as an additional language** but this number may grow. It will be vital to value these children and respect their first language and culture to help these to flourish. It will be essential to assess their abilities in all areas as far as possible and address any temporary difficulties with English and thus ensure their development in other areas and promote their full integration. Their progress may be slower initially but they should not be confused with children with SEN. They need the conversation of able children and their support in lessons and in play to help their development of English and progress within the day to day curriculum. Classroom assistants can help these children with appropriate vocabulary for lessons so that they can understand ideas and concepts as well as content. Careful planning and provision of vocabulary lists and differentiated activities will support their learning. It will be essential to involve parents, if possible, to support their children to teach the new vocabulary in their first language and to keep the language alive ensuring that the child understands and develops a language for thinking and conceptual learning alongside English. The parent will be encouraged to come to the school as often as possible to be confident in what the child is learning. The advice of a specialist teacher will be sought when necessary.

A small percentage of children may come from a **deprived background**. (Around 9% of pupils are eligible for Free School Meals in the Hampton Ward, rising to 20% in Hampton North Ward). It will be vital that these children are integrated into

friendship groups and that they are encouraged to attend breakfast club and to join in the activities offered in the extended day. Staff should be aware of any particular need and be particularly sensitive towards them. The Hampton Fuel Allotment Charity⁷ will provide funds to provide financial support for any additional costs that can be more easily met by other children (such as school trips /journey) Financial considerations must not hinder these children from taking part in everything on offer.

Children who are in care will be given priority in admissions and all staff should be aware of them and their particular needs. Good communication with their carers will be important. The school will liaise with a virtual head teacher or whoever has responsibility for 'in care' children in the Borough of Richmond. We will make links with Buttle UK⁸ to enhance continuity of provision.

For learners with **social, emotional and behavioural difficulties** it will be essential to understand the difficulties, and the triggers for problem behaviour. We will talk to parents and, with specialist advice, identify their difficulties and produce a plan of support with appropriate strategies. All staff within the school will be aware of the difficulties, the triggers and the agreed strategies for dealing with the behaviour and to provide continuity of support. If these problems escalate it may be necessary to work through the SEN stages and seek additional funding and/or a Statement.

Pupils with **SEN and /or disabilities** may come to the school with a Statement of Special Educational Needs or this may be identified at a later stage within the school. It is vital that these children can access the entire curriculum. These children will be supported through the stages of the Code of Practice appropriate to their needs (the Class Teacher, School Action, School Action Plus, Referral and Statutory Assessment) All parents will be involved with any decision about the child's needs, made to feel included and kept informed. It will be necessary to address the needs with support, patience and understanding. We will ensure that everyone, all adults and all children, have an informed understanding of the needs of a disabled child and are well prepared to support and befriend. Through education and adult awareness we would expect to tackle any previous prejudice and ensure that there is no discrimination or harassment. Where the needs are physical a classroom assistant may be appointed for that child. Where there are learning difficulties, *Toolkit of Strategies to Improve Learning* (The Sutton Trust) recommends that the

⁷ Hampton Fuel Allotment Charity : a large local grant-making trust for the relief of poverty, social welfare and education <http://www.hfac.co.uk/>

⁸ Buttle UK : National grant-making trust <http://www.buttleuk.org/>

children have an allocation of support of a teacher and that this is provided within the classroom wherever possible. Children will stay with their peers, learn with them and be supported by them in order to enhance their mutual self-esteem and confidence. They will have differentiated activities that will enable them to learn, achieve and make progress. A short programme of intervention and withdrawal might be appropriate to teach a particular area of difficulty. Early intervention will be the norm so that difficulties can be addressed and met early in the child's education.

D4: DEFINITIONS AND MEASURES OF SUCCESS

We will measure success against our vision which sets out our expectations for an outstanding school.

- Pupils are happy and have a love for learning
- Excellent behaviour nurtured by shared Christian based values
- Shared Christian values nurture outstanding behaviour
- Pupils appreciate and enjoy arts and music and are caring for their environment
- Excellent attendance
- The school will have an outstanding reputation in the community that it serves
- Education of the highest quality
- Pupils achieve their very best

1. PUPILS ARE HAPPY AND HAVE A LOVE FOR LEARNING

This will be observed and measured by evidence of:

- No bullying – arising out of anti-bullying policy
- Excellent attendance and no un-authorised absence
- Responses from parents' and pupils' questionnaires
- Ofsted observations and conversations
- Responsiveness and pride in their own learning in class

2. SHARED CHRISTIAN VALUES NURTURE OUTSTANDING BEHAVIOUR

This is linked to 1 above

- Behaviour will be observed throughout the school and will reflect the values which we will teach and encourage on a daily basis.
- Outstanding behaviour is essential for all the children to thrive, be happy and achieve.
- Our behaviour policy will state our high expectations of behaviour.
- Visitors from the community will be aware and comment on the positive behaviour, and the care, support, trust and friendliness that staff and children

extend towards each other.

- There will be supporting evidence of care towards families going through a difficult time or with a specific problem. Parents will know that teachers and the head teacher will listen to their problems and find ways to support or help if needed.
- There will be excellent staff well-being and evidence of supportive team work
- This will be measured by Ofsted and by the SIAS Inspection and to be successful will achieve Grade 1. This will also be observed by the positive comments in Parental and Staff Questionnaires.

3. PUPILS APPRECIATE AND ENJOY ARTS AND MUSIC AND ARE CARING FOR THEIR ENVIRONMENT

Evidence of achievement in music and the arts seen by:

- certificates and successful participation in competitions and celebration events

Evidence of participation and enjoyment in music and the arts seen by:

- after school activities
- each child in Key stage 2 learning / or has learnt a musical instrument
- art and displays around the school
- comments by pupils following art or music events or visits

Evidence of caring for the environment seen by:

- vegetables growing in the allotment, trees and flowers cared for,
- birds fed, animals loved.
- no rubbish around the school
- pupil questionnaires

4. EXCELLENT ATTENDANCE

We will be in the top 5% nationally, there will be no exclusions and given Grade 1 by Ofsted.

There will be below average percentage of persistent absence.

5. THE SCHOOL WILL HAVE AN OUTSTANDING REPUTATION IN THE COMMUNITY THAT IT SERVES

Children will show respect for each other, respect for the community, respect for disabled, respect for the environment and respect for God – this will be recognised by the community and we can measure it by:

- parent and child questionnaires
- positive feedback from parents, community, and church
- a waiting list for places in the school
- excellent attendance at Parent meetings
- an active Parent/Teacher Association
- everyone – child, staff, parent and community will be proud to be a part of the school
- a clear policy to work with ‘hard to reach’ parents

6. EDUCATION OF THE HIGHEST QUALITY

This will be measured by evidence of:

- Ofsted Grade 1 for leadership and teaching, governance, quality of learning, relationships between staff and children, staff and staff, children and children, staff and parents.
- Teacher performance will be 100% good or better with 40% outstanding
- Excellent Continuous Professional Development (CPD)
 - good peer support and observations
 - appropriately planned and monitored targets
 - targets achieved
 - achievements assessed and recognised
 - CPD budgeted, managed and monitored by head teacher and governors
 - Key Performance Indicators – excellent staff attendance, low staff turnover
- Governors appropriately trained and involved with the life of the school
- Pupils consistently make more progress than the expected norms (see 7.)
- The school is a welcoming and attractive place

7. OUTSTANDING PUPIL ATTAINMENT

- Ofsted Grade 1 (Outstanding)
- Results show good value added

- Targets are set for each year group and regularly monitored by the teacher and termly by the head teacher and senior staff
- Good communication between staff ensures knowledge of all to support targeted progress
- End of Key Stage 2 Targets are challenging and are set and benchmarked against local Infant and Junior schools. (These are matched against LBRUT results which are significantly higher than the national average).

Percentage Achieving:	
Level 4 Maths 90%	Level 5 Maths 50%
Level 4 English 90%	Level 5 English 48%
Level 4 or above in BOTH English and Maths 86%	
Level 5 or above in BOTH English and Maths 43%	
Percentage of Pupils :	
Making expected progress in English	91%
Making expected progress in Maths	91%
We will achieve an Average Point Score (APS) of +14 from KS1 SATs results	
Average Point Score of 30.5	
At the end of Year 4 there will be a minimum standard of 6 APS points progress with the aim for 7 points, and around 3A / 4C about 24 APS.	

To achieve this see **Details about the schools assessment policy and Assessment for Learning in the first section of D3.**

The head teacher will report to the Governors the mid-year and end of year results for each class and check with them that year groups are meeting set targets. Action will be taken to give added support to the teacher or year group if there are concerns.

A. RATIONALE

Families who live in Hampton South are disadvantaged in the choice of Infant School. The two nearest Community Schools are oversubscribed and the cut-off distance, at the nearest, for Reception 2011 fell to 588m (about 50% of 2008). The Borough has provided an extra class at a school (for many children) over 2km away. Children are being educated outside their community. The present situation does not therefore allow parents the choice of a *local* school and this means children are being educated outside their community.

In the area of Hampton and Hampton Hill there are no Church of England schools. So parents do not have this choice either. Further, the nearest schools are larger separate Infants and Juniors (Hampton Infants, Carlisle Infants, Hampton Juniors and Hampton Hill Juniors) – there are no smaller through-primary schools.

So we are seeking to serve the local community by providing a choice of a **local, small** school, and the choice of a **Church of England** School.

To achieve this ambition we propose using two ‘priority areas.’ Many schools would use proximity to the school site.

If we used a simple distance criterion – because Hampton Infants is relatively close, our close-to-school geographical area would overlap with theirs *and* still not reach the south and east of Hampton. Parents from e.g. [REDACTED] would have the choice of two schools very close, and those in [REDACTED] still not have the choice of a local school.

[REDACTED]

Another strategy would be to create a proximity point at a distance from Hampton Infants e.g. in [REDACTED] or [REDACTED]. This might be possible but would

- give the impression that the new school’s focus would be in the owner-occupied housing and not include the nearer social-housing estate off [REDACTED]; and
- throw up the possibility that children who live nearest the [REDACTED] might not be admitted.

3. ADMISSIONS CRITERIA

Publicly announced number (PAN): 30 at Reception.

We will admit a child with a statement of Special Educational Needs (SEN) who name our school as the one they wish to attend, even if the school is oversubscribed.

We will be part of the Local Authority's (LA) process for allocating children to schools.

B. OVERSUBSCRIPTION CRITERIA

After the admission of pupils with statements of Special Educational Needs⁹ where the school is named on the statement, the criteria will be applied in the order in which they are set out below:

- i. 'Looked after children'.¹⁰
- ii. From September 2014 only, children with a sibling¹¹ already on-roll at St Mary's Primary School who will be on roll when the child is admitted.
- iii. Children whom the Governors accept have an exceptional medical or social need for a place at the school.¹²
- iv. Children who live in Priority Area 1 (Hampton South) – see Annex 4 for a map and listing of streets. The area is adjacent to the school, and runs continuously to the east, to include families that are disadvantaged at present. It includes a mixture of housing.
 - if there is a situation of oversubscription places will be allocated by a random selection process.
- v. Children who live in Priority Area 2 (Broadly the rest of Hampton) – see Annex 4 for a map and listing of streets. . The area is north of the school, with Area 1 is similar to the LA Hampton Ward. It includes a mixture of housing.
 - if there is a situation of oversubscription places will be allocated by

⁹ Children with a statement of special educational need that specifies the school as the placement school will be allocated a place through a separate procedure, in accordance with the special educational needs code of practice.

¹⁰ Governors will ask for written evidence from the responsible agencies.

¹¹ Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

¹² If you apply for a place because of medical or social needs you must explain how St Mary's School meets your child's special circumstances. Along with your application, you should submit supporting evidence which sets out the particular reasons why St Mary's School is the most suitable, the difficulties that could be caused if they were to attend another school, and the link between the need and the school. This will normally be in the form of a report from a suitably qualified professional, such as a doctor or social worker for example. Please note that hospital appointment letters cannot be accepted as proof.

a random selection process.

- vi. Other children, with priority to those living closest to the school, measured 'as the crow flies' from the home address to the entrance to the school.¹³

¹³ Distance will be measured in a straight line from the front door of the child's home address (including flats) to the main entrance of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving higher priority. In the rare event that applicants' distance measurements are exactly the same, in blocks of flats for instance, the place will be allocated randomly. Any offer of a place on the grounds of proximity is conditional on the child being resident at the address provided at the closing date for application. A business address, a child-minder's address, or any address other than the child's home will not be accepted. The Governors reserve the right to seek verification of the information parents have given on their application form and to withdraw places if false information has been given. Proof of address will be sought and may be the subject of further investigation.

One of the major themes of the gospel is the unique value of individual human beings and their importance in the eyes of God. Within a Church school the basis on which human relationships are built will be this belief. Everyone in the school from the four-year-old just started in Reception to the Head teacher is a uniquely valuable human being whom God loves. They are all entitled to the love and respect which that fact demands.'

A Shared Vision by [REDACTED]

1. BEHAVIOUR

The school's approach to developing behaviour management will stem from the Christian vision of the school. In particular, the Christian understanding that a nurturing but disciplined environment is important, that justice for all depends on consistency and clear boundaries, that there is an important place for forgiveness and mercy, and that interventions must be enforced in an environment of trust and respect and out of concern for the individual and the community.

This approach will demand the following standards:

- respect for other people of all ages
- self- respect and awareness of own strengths and weaknesses
- respect for the environment
- politeness and understanding
- awareness of the vulnerability of others and tolerance of peoples' differences e.g. shyness, disabilities, boisterousness
- a desire to be helpful and friendly
- awareness of responsibility of one's actions and words
- ability to forgive and accept forgiveness
- acceptance of authority understanding of values
- ability to listen to peers and adults and respond positively
- a daily acknowledgement of Christian standards

The school's policy on behaviour and attitudes will apply equally to adults as to children. It will be based on setting the highest expectations of good behaviour and positive attitudes to each other and by insisting that these standards are maintained. Adults will be expected at all times to act as good role models for the behaviour they wish to see in the children.

Each class will discuss and agree a set of Golden Rules at the beginning of each year. It will be visible in the classroom and integral to classroom life. This emphasis on standards connects directly back to our vision 'to share Christian values'.

Children will be encouraged and supported in good behaviour by a system of rewards and praise appropriate to their age group. In the community of the school where adults and children know and trust each other well inappropriate behaviour will be minimised. There will be an emphasis on personal and group responsibility for good behaviour. This will include methods such as circle time, the 'friendship bench' and restorative justice techniques. This system puts at its centre the importance of taking personal responsibility for one's own and for others' actions; we believe that every child should be challenged to achieve their best in behaviour, as well as in academic subjects.

Sanctions will be used fairly and firmly where necessary. They will be age-appropriate and graduated. Where sanctions become a frequent occurrence, a broader strategy for behaviour modification will be developed which addresses the child's particular situation and which will involve the Inclusion Co-ordinator and the parents/carers.

Only in cases where the combination of rewards and sanctions has proved insufficient or where there is clear danger to other members of the school, will exclusions (internal or external) be considered. In resolving such incidents the emphasis will always be on finding ways in which the school can meet the child's needs better.

The aim is to ensure that by working closely with the families to provide a stable, consistent and loving environment for each child, the incidence of bad behaviour will be few and the impact on learning minimised. We see that parents as integral to the community aspect of the school. Our vision to be a small school community will attract parents who wish to be engaged in their children's education.

A draft of a more detailed behaviour and discipline policy is in [Annex 5](#). This will be developed further by the head teacher and governing body prior to opening.

2. ANTI-BULLYING

In our Vision we state that :

- the school will embrace important Christian values for staff and children;
- we will expect excellent behaviour and respect towards everyone;
- children's education will build knowledge, skills and character.

The approach we have outlined here will be a firm basis on which our vision will develop and come to fruition. We also state in our vision that the children will be happy and that we will value each child as unique – it will therefore be our responsibility to ensure that no child is bullied and that if difficulties arise we will have strategies to tackle the problem and good pastoral care. See the anti-bullying policy in [Annex 6](#) for further details.

3. PUPIL WELL-BEING

Our small-school ethos emphasises the children's well-being. Pastoral care will be the responsibility of every adult in the school. It will be the particular responsibility of the class teacher and the classroom assistant, head teacher and inclusion teacher. Particular cares and concerns will be shared in weekly Staff Meetings to ensure consistency of support. Each class will also have two 'school council' members and part of their responsibility will be to support the children in the class and share with the teacher any concerns. New children to the school will be allocated a 'special friend' to help them in the first few weeks. There will also be a 'buddy system' in the school. This will be used for Reception children when they first come to school, and for children who find friendship in the playground difficult and sometimes for a paired older and younger child to support daily reading.

Children will be encouraged at all times to share a concern with an adult they can trust and for adults and children alike to 'look out' for other people.

If there are more serious concerns than day to day issues the inclusion teacher or head teacher must be informed and strategies can be discussed and acted on. It is usually right to involve the parents before any other action is taken, should this become necessary.

It is important that all staff and governors receive appropriate training in order to achieve a good whole school approach and understanding. They will be involved in discussions prior to producing and writing the policy and its features will be shared with the parents in writing and website and copies made available for them.

Children will know that they are individually valued – this is a cornerstone of our vision - and that care is available for them if it is needed. The aim will be for children to be confident with this and feel secure. This confidence will enhance their ability to learn and enjoy school which will improve their learning and achievement.

The Head teacher (or Deputy Head teacher when appointed) will be responsible for liaison with external support agencies e.g. EWO and Social Services.

4. SAFEGUARDING

The school will comply fully with all national requirements around the safeguarding agenda and there will be a designated governor. If the bid is successful we will ensure that LDBS undertakes a rigorous safeguarding audit of all procedures by a qualified LDBS inspector.

5. ATTENDANCE

Behaviour, pupil wellbeing and attendance are linked in schools because of their effects on children's learning and achievement.

Our vision states that we will offer an education of the highest quality – children will have a desire to attend school if the learning and teaching are outstanding. Our vision is to inspire them with a love for learning in a school where they feel safe, happy, accepted and included.

We will celebrate attendance whilst being understanding of sickness and unavoidable absences. No child should feel inappropriate pressure. Attendance will be celebrated with certificates each half term for excellent or improving attendance. Mention will be made in celebration assemblies of children who make particular progress to encourage them and boost their self-esteem. A gold award will be given for a year of full attendance at the end of the year. The 'Class of the week' for attendance will be displayed prominently in the school.

Parents/ carers will be expected to notify the school if the child is absent and the reason. This can be in a phone call or e-mail. A first day rule will apply and a phone call will be made if the reason for absence is unknown.

Parents will know that there is an expectation that every child will attend every day unless they are ill or have an unavoidable appointment. Whenever possible dental appointments etc. should be made for outside school hours. If a doctors/hospital appointment is necessary the child may be taken out of school and returned after the visit. Parents must request absence for holidays in advance and will be expected to have a special reason for the request. Governors will be informed of the absence.

Parents and children will understand the implications for their child of excellent attendance and so will be eager to support the policy.

Should there be a problem with a child's attendance the school will talk to the parent informally in the first instance, then if the problem continues a more formal meeting. We will work hard together to resolve any problem that the child has which may be causing the problem. If there is a family issue we will work with the parent to support them and seek external help if necessary.

It will be our aim to establish excellent behaviour, support pupil wellbeing and achieve excellent attendance. This will help us to deliver our vision for outstanding achievement for each child.

D7 : LOCAL COMMUNITY

1. ST MARY'S PARISH CHURCH KNOWS THE LOCAL COMMUNITY WELL

A. THE BID TEAM

The team which is seeking to establish St. Mary's Hampton CE School are from [REDACTED], Hampton (Church of England) and this school will be in our ecclesiastical parish. The balance of the church congregation represents that of the local community and so includes a large group of young families.

The Free School team is chaired by [REDACTED] who has been [REDACTED], and includes three former teachers in the area (one a head teacher), three parents of under-threes and a former ward councillor. We started this project with an in-depth knowledge of the local community and school in the area.

B. THE CHURCH'S ENGAGEMENT WITH CHILDREN AND YOUNG PEOPLE

There is no provision for community activities on the [REDACTED], adjacent to the [REDACTED]. As part of our Parish Action Plan we set out to see if there was anything the church could do to help the situation. In the summer of 2010 church members visited homes and conducted a series of interviews with local residents to ask how the church might help in the area.

As a result, the church employed a professional youth worker to run football/fitness training for young people. He and the [REDACTED], a member of the bid team) and the local PCSO worked with this group of, largely, boys with the support of the local Youth Centre. In August 2011 that developed into a club for older children / young people (8 -14 yrs), in collaboration with the Police Service. The club runs on Friday nights and is largely staffed by volunteers from St Mary's Parish Church. This has been widely recognised as of great benefit to the young people and a timely response to the needs of the community (see [Annex 7](#) for report from local newspaper, although the report underplays the church's role). The Parochial Church Council was the sole funder of this work in 2011 but now the project has assistance from the Hampton Fuel Allotment Charity, allowing it to fund more youth worker hours and admin support. All this development work demonstrates the Church's willingness to address local need and in-depth understanding of the community adjacent to the possible school site.

Additionally St Mary's organises a Baby /Carer/Toddler group for the community and parenting courses. There is a drop-in for young parents/carers every week in the church hall: Oasis. It is open to the whole community, and church members are in the minority. The style is deliberately relaxed, open and calm. This has the extra advantage that volunteers have ample opportunity to befriend and talk to the

parents/carers, discussing their situation and concerns. The team leader of this group, [REDACTED], is a member of our bid team.

Growing out of this group, the church has organised a series of parenting courses: three in the last 18 months. Once again, in an informal setting there have been many discussions about parents' hopes for their children's education. [REDACTED] who have run these courses are members of our bid team.

This means we can claim with some confidence that we understand our local community, where our pupils will come from.

B. THE COMMUNITY DESCRIBED

The preferred site for our school in [REDACTED] is outlined by significant boundaries on three sides ([REDACTED]). At present it is served by one road ([REDACTED]) from the east. Although the road carries on to the west there is no pavement there.

The local government ward of Hampton is smaller than our Priority Areas One and Two combined. In the 2001 Census there were 9429 residents in the ward with slightly above the London average number of children under 10 (13.3% to 13%) – however in recent years this percentage is likely to have increased – see Rt Hon Dr Vincent Cable's letter of support in Annex 13.

The Ward has pockets of deprivation (8.7% children overall are eligible for Free School Meals, 1.5 % have SEN statements.)

The immediately residential property near to the preferred site is bisected by [REDACTED]. On the south is an estate of about 200 properties managed by Richmond Housing Partnership. This area is comparatively deprived – the 3rd most deprived educationally in the Borough. On the north there is a range of owner-occupied houses; some part of a new development. Running further east there continues this mix of social housing (eg. [REDACTED]) and (mostly small) owner occupied. **In summary there is a mixture of housing – but with significant deprivation in part; that deprivation is concentrated in an 'out on a limb' estate.**

[REDACTED] is a very good reputation and is a lovely place in which to live. It has [REDACTED] into London so many of the adults commute daily. It is a friendly [REDACTED] there are a high percentage of families, some elderly folk and [REDACTED] people. Most of the community is white British with a few mixed race families and a few 'others'.

A. EDUCATION IN HAMPTON - NOW

Most families in Hampton place education high on their list of priorities and are looking for an excellent education for their children.

There are 5 primary community schools (3 Infant and 2 Junior) which serve our area. We have been aware over the last two years of the concerns of the parents in the southern end of Hampton (so in our parish) who are not able to get their children into the two Infant schools of their choice and are being allocated places at schools between one and a quarter and three miles away.

Parents move into the area with small children believing that the excellent local schools will be open to them, and are dismayed when they are not. (See for example the stories in Annex 13). Naturally the parents outside the now perceived 'catchment area' are extremely anxious about this and their children's future prospects for a school.

In 2011 a local campaign was begun by local parents: 'Children without Choice'. The organisers leafleted the households most affected in Hampton South. This led to meetings with Ward Councillors, Borough Officials and with the constituency MP Vince Cable. [REDACTED], was part of a letter-writing campaign. Although the Borough conducted a review and a possible solution was put to the local schools – in the end no extra school places were provided for Hampton South children near to their homes and the schools did not change their admissions policies.

There is no Church of England School in either Hampton or Hampton Hill. Our research shows that there are parents in the community who would value the choice to send their child to such a school. (Again, see [Annex 13](#))

B. OUR PROPOSAL

After considerable thought and discussions with children, local parents, head teachers, governors, nurseries, ward councillors, friends, MP, LBRUT and the London Diocesan Board for Schools, we have concluded that a small one-class entry Church Primary School would meet the needs of the community.

Parents have observed that the Church of England schools in our Borough have 'Outstanding' reputations and would like one in Hampton for their children, they are keen to have an all-through 4 -11 school where the children do not have to transfer at 7, they like the idea of a small school as they recognise that it will be a community where their children will be known by everyone and appreciated and valued as individuals. In talking to local schools and the Borough and looking at their numbers we have concluded that a one-form entry school will meet the needs of local families

and will not cause unnecessary pressure on the existing local schools, while extending the choice and diversity on offer.

In our plans for education we have taken into consideration the needs of all the children and families in the community and we have developed a broad, balanced and exciting curriculum which will stimulate, inspire and extend the able pupils and will make the most of the grounds around the school and the local environment, which is rich in heritage.

It will at the same time excite, stimulate and support the needs of children who may come from educationally impoverished homes. It will provide an education that meets the needs of all by being aware of local and individual differences and having high expectations for all. It will also advance community cohesion thus improving the relationships and opportunities for everyone in Hampton.

We will build on the excellent relations that the church has in the community and extend these to the school. We will develop working relationships with local Care Homes and Day centres for the elderly, with local shops and businesses, and with local charities for mutual support.

We will build on our relationships with local LEA, and independent schools which have already extended their support to us (Hampton School, Denmead Preparatory School and Twickenham Preparatory School). We will make use of the expertise available in other schools to support us especially in the first few years. For example buying ICT support from Hampton School and sharing some of their expertise and resources. We will work with the Hampton Academy and Bishop Wand Church of England School to support our secondary transfer transition programme and we will liaise with the local nurseries and play groups over the transition of their children to us. We will make the most of the opportunities available from LBRUT and become part of the Hampton Cluster of schools for mutual support.

We will be a member of the Church School Heads' Group in Richmond. Schools of which massively out-perform national and Richmond averages.

We plan to work with the local grant-making trust, Hampton Fuel Allotment Charity for help and advice with our wider projects, with the Hampton Care Home adjacent to the school site for Citizenship and befriending opportunities, with Waitrose (newly opened) at the end of the road, with Bushy Park, the Hampton Association, Hampton Peoples' Network and the community Police who work with us in our Church Youth Project.

The school will of course have excellent relations with the St Mary's and the other local churches who will support us with clergy and with volunteers, especially for our Friday Activity Afternoons and with the Breakfast Club and with the Extended Day

activities. St Mary's will also through its magazine (which is delivered free to every house in the parish) offer a channel of communication to the wider community.

D8: SHOW HOW THE NEEDS OF ALL CHILDREN (WHETHER OF A PARTICULAR FAITH OR NONE) ARE FULLY PROVIDED FOR WITHIN THE EDUCATION PLAN.

Our vision establishes that we have a comprehensive, all-inclusive welcome for all children. The school will have a Christian ethos and will seek to commend the principles of the Christian faith – but is primarily a service to the local Hampton community.

Our admission policy has no regard to faith – the school will be open to any pupils of any faith or none. Our recruitment for enrolment has been primarily on the basis of location. At our drop-in sessions we have responded positively to parents of other faiths and they have welcomed our approach.

The school's aims and ethos set out our religious approach. The Christian faith will be part of the everyday life of the school and will be reflected in the behaviour and attitudes throughout the school.

The RE Curriculum will be broadly Christian, but will introduce children to the other major World Faiths. People of other faiths (children, parents and other visitors) will be invited to share their customs and beliefs within the RE classes.

We will celebrate Christian festivals as a school; other faiths' festivals will be recognised. We will encourage children of other faiths to bring in artefacts and talk about their festivals.

We have allocated 3.5% of the Timetable for RE. There will be a daily act of Collective Worship which will be wholly Christian, and will include some further Christian teaching. However this will be inclusive and sensitive to the needs of children of all faiths (or none.) Of course, parents will be able to absent their children from Collective Worship – but our hope is that we organise this aspect of our school's life so that everyone can participate.

Although some positions for governors are reserved to nominations by St Mary's PCC – others e.g. the Parent Governors would be open to people of other faiths or none.

SECTION E: EVIDENCE OF DEMAND AND MARKETING

E1: EVIDENCE OF DEMAND

1. CONFIRMATION FROM PARENTS THAT THEY WILL SELECT ST MARY'S CE PRIMARY SCHOOL AS THEIR FIRST CHOICE

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	30	38		126%	30	24		80%
Year 1					30	38		126%

We asked parents whether they would choose our new school as their first choice if the school opened – see [Annex 8](#) for webpage and paper form.

2. ENGAGING...

A. ...DIRECTLY WITH THE COMMUNITY

- conversation and correspondence about needs with Cllrs Suzette Nicholson, Gareth Roberts, Janet Langthorne and MP Vincent Cable
- meetings with [REDACTED], Head of School Commissioning, LBRuT
- b. meetings with local head teachers: [REDACTED] conversations and correspondence with community leaders such as [REDACTED]...with Parents
- December 2011 website went live : [REDACTED]. Has the option to register for the school, or offer general support for the bid. [REDACTED] December 2011 Facebook group created : [REDACTED]

- On-going communication through Hampton Peoples' Network [REDACTED] and the Richmond and Twickenham Times (Annex 9).
- Christmas Eve 2011: first flyer (Annex 10) was given to those who came to Children's Carol Service – advertising Drop-in 12 and 14 Jan 2012
- Delivered second flyer (Annex 11) to 1500 houses in Hampton South, and through local nursery schools – advertising Drop-in 12 and 14 Jan 2012
- Drop-in mornings of Thurs 12 Jan 201 (attended by 30 who signed register) and Sat 14 Jan 201 (attended by 56 who signed register)
- Delivered third flyer (Annex 12) - to 3000 houses in Hampton, some of East Sunbury, plus through nurseries – by personal contact to heads, advertising Drop-in on Sat 4 February.
- Drop-in afternoon on Sat 4 Feb 201 (attended by 18 who signed register)
- Letters of support from potential Parents ([Annex 13](#))

3. EVIDENCE OF WIDER SUPPORT

- Letter from Rt Hon Dr Vincent Cable MP
- Letter from [REDACTED]
- Letter from the [REDACTED]
- Letter from Cllr Suzette Nicholson
- Letter from Cllr Janet Langhorne
- Letter from [REDACTED]
- Letter from [REDACTED]

Of all see [Annex 14](#)

- Expressions of support on campaign website

See [Annex 15](#)

- London Diocesan Board for Schools have been involved in advice and support for the bid using experience of successful Free School bids in 2010 and 2011.

E2: DEMONSTRATE HOW YOU INTEND TO REACH OUT TO THE WIDER COMMUNITY

1. THE LEA AND NEED

Our school has been crafted to be attractive specifically to the Hampton community and in particular to parents in the Hampton South area.

We have had a number of conversations with [REDACTED] in Richmond Borough. The council's view is that their strategy will permanently provide sufficient of primary places in the 'Hampton / Hampton Hill Quindrat' after a number of difficult years.

However the outcome for parents in Hampton South is that they will most likely be offered places at a school over one mile away (at Buckingham or Hampton Wick.) (Of course children with special needs/cared for or with siblings in Hampton South will get a place at Hampton Infants.) [REDACTED] estimates the number of children who will *not* get a place to be in Hampton Infants to be in the range of 13-15.

2. MAKING THE SCHOOL ATTRACTIVE TO PUPILS OF DIFFERENT BACKGROUND AND ABILITIES

So our first 'constituency' to reach has been the **families who live in Hampton South**. We have reached out to them directly by two door-to-door leafleting campaigns to invite interested people to three drop-in sessions. We believe that we have been successful in reaching this group because we have secured 14 First Choice Preference (for 2013) from this area – which is approaching the complete cohort estimated by [REDACTED]

The comparatively small 'first constituency' allows us to create a *small* school – we *agree* that there is not a need for a large school. The nearby Hampton Infant School and Hampton Junior School are larger than average (320 and 323 respectively). In our parent consultations a number of parents have spoken about the attraction of a smaller through Infant /Junior school. We intend to make our small size a virtue.

Our second constituency will be families who would like a **Church of England School** education for their children. To reach these people we have again run a leaflet-drop (across the whole of Hampton) as an invitation to a drop-in session, we have set up a website and Facebook group, there have been articles in the local newspaper, we have advertised the school on the community website and we have circulated the information to all the local nursery schools and local churches. In all our publicity we make it clear that there will be a free admission policy – without regard to faith or church attendance.

With regard to contacting deprived and disadvantaged families – our publicity has been delivered to every household in our target area. We have not advertised more widely – either in the local newspaper or Borough magazine which are not delivered to the housing estates – because we are sure we have reached every household we want to connect with by our leaflet drops. Further, through contact with young people and their parents at the MTV youth club based in the largest area of social deprivation we have spread the word ‘face to face.’

All these points of communication can be continued naturally and steadily. St Mary’s Parish Church delivers a parish magazine to every household in Hampton South and beyond every 3 months. At the very least, on-going information can be supplied within the magazine, or as an extra supplement.

We have established warm relationships with eleven local nursery schools. We plan to visit each of them again to share further information and encourage registrations.

We will take particular care to reach the two pockets of deprivation in our priority areas. Through door-to-door visiting, co-operation with the Tenants Association, recommendations from the Ward Councillors and networking from one family to another we will aim to highlight our welcome to all who live locally.

3. THE SCHOOL AS RESOURCE OF THE WIDER COMMUNITY

As is practical, as the building is developed we will aim to share the facilities with others in the area.

At present Hampton Junior School uses part of the playing fields – that will naturally continue, and might lead to some helpful collaboration. We have ambitions to develop the site to offer gardening and animal husbandry opportunities. These would be facilities other local schools might like to share.

Similarly the grounds might be an excellent resource for nearby elderly at Linden Hall or Darby and Joan club – for exercise, or other recreation.

There is an on-going need for community-use facilities and with appropriate safeguards there would be possible use of the building by the Hampton Horticultural Society, local musicians, the Residents’ Association, the present MTV Youth Club, church groups, money-counselling and parenting courses.

School administrative staff and the Caretaker would be responsible for managing outside groups’ use of the grounds or building.

SECTION F: CAPACITY AND CAPABILITY

F1: APPROPRIATE AND SUFFICIENT EDUCATIONAL EXPERTISE

Name	Skills and experience	Commitment (Day/ Month)
██████████	██████████	4
██████████	██████████	4
██████████	██████████	2
██████████	██████████	2
██████████	██████████	1
██████████	██████████	1
██████████	██████████	.5
██████████	██████████	4
██████████	██████████	.5
██████████	██████████	.5
██████████	██████████	1
██████████	██████████	2
██████████	██████████	1

██████████	██████████	.5
██████████	██████████	1
██████████	██████████	.5
██████████	██████████	2
██████████	██████████	2
██████████	██████████	
██████████	██████████	4
██████████	██████████	0.5
██████████	██████████	1

F2: ACCESS APPROPRIATE AND SUFFICIENT FINANCIAL EXPERTISE

1. We will use group members' expertise (see above) where this relates to financial matters. On the establishment of the Shadow Governing Body, a Finance Committee will be set up chaired by ██████████, an experienced school governor and Chartered Accountant, and involving ██████████ and ██████████ for their professional expertise. They will be guided in setting up the financial systems and checks by ██████████, an experienced head teacher who has led the establishing of five new academies including two Free Schools.
2. London Diocesan Board for Schools offer an Advice Service and School Improvement package which will cover the legal aspects of appointments and financial regulations.
3. We will appoint a Finance Officer before the opening of the school, ideally three months, to assist the headteacher in financial planning and such matters as outsourced contracts, pensions and insurance.

Thus, through the expertise of the proposers' group supported by the New School experience of our partners at LDBS, we are confident that all aspects of school budget planning and management will be extremely well covered.

F:3 ACCESS RELEVANT EXPERTISE TO OPEN THE SCHOOL

In addition to finances covered above, we have identified the main challenges of opening the school to be:

1. education planning. The lead here will be [REDACTED], former primary headteacher assisted by the six other former or current teachers. Specific Early Years expertise will be provided by a specialist from LDBS who set up St Luke's School, Hampstead in Round 1 of the Free School programme.
2. marketing (particularly to parents). Here [REDACTED] will take the lead supported by [REDACTED]. Their work will be guided by [REDACTED] successful strategies for marketing new schools in academies and free schools since 2006.
3. legal and human resources. Here the group will rely largely on LDBS whose HR support team have considerable experience of setting up new schools, including free schools. [REDACTED] will lead for the proposers group.
4. staff recruitment. Again the LDBS staff, with their wide experience of appointing school staff, will be key. For the proposers group [REDACTED] and [REDACTED] will take the lead.
5. governance. The focus in the governing body will be on holding the school accountable for standards and on strategic planning. [REDACTED], as a former OFSTED inspector, will take the lead on accountability and [REDACTED] will lead on strategic planning.
6. school management. [REDACTED] will work closely with the Head Teacher Designate prior to opening to ensure that all systems are in place for successful school management.
7. site and premises. It is expected that technical support for premises and ICT will be provided by Partnerships for Schools. For the proposers group, scrutiny will be provided by the [REDACTED], and [REDACTED] (ICT professional).

It can be seen that there is a very good match of skills between the members of the proposers group and the challenges of setting up a new school. The support of the LDBS, as an experienced and successful academy sponsor, provides the 'safety net' to ensure that nothing is missed.



F4: STAFFING STRUCTURE

The chart below shows the staffing structure over the first seven years as the school grows to full capacity

St Mary's Hampton Church of England Primary School							
Staffing Structure 2013 - 2019							
School Year	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Staff (FTE)							
Leadership team							
Headteacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Headteacher			1.0	1.0	1.0	1.0	1.0
Assistant Headteacher							
Class Teachers							
Class Teacher reception	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Class teacher reception					0.4	0.4	0.4
Class teacher Y1		1.0	1.0	1.0	1.0	1.0	1.0
Class Teacher Y2							
Class Teacher Y3				1.0	1.0	1.0	1.0
Class Teacher Y4					1.0	1.0	1.0
Class teacher Y5						1.0	1.0
Class teacher Y6							1.0
Teacher PPA cover and Intervention Support			1.0	1.0	1.0	1.0	1.0
Education Support Staff							
TA/Nursery Nurse	1.0	1.0	1.0	1.0	1.0	1.0	1.0
KS1 TA		1.0	1.0	1.0	1.0	1.0	1.0
KS2 TA				1.0	1.0	1.0	1.0
KS2 TA						1.0	1.0
Support Staff							
Finance Officer (leadership team)	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Administrator	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Administrator	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Caretaker	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Cleaner Site staff			0.6	0.6	0.6	0.6	0.6
Cook	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Lunch supervisor	0.4	0.4	0.4	0.4	0.4	0.4	0.4

Points to note are:

1. The headteacher has a significant teaching load in the first two years whilst the school is small;

2. The deputy headteacher is an early years/KS1 specialist who will also teach Y2;
3. The leadership team is kept deliberately small, but there is the flexibility to appoint a teaching assistant headteacher, if required, to ensure a higher level of experience and expertise;
4. Each class is served by a qualified teacher full time equivalent;
5. Teaching assistants are shared by key stages;
6. In line with recommendations of the Sutton Report, a qualified teacher is provided for intervention rather than using teaching assistants from the third year. Thus the focus is put on ensuring that no pupil falls behind without specialist intervention being available;
7. Administration cover is provided for the full week enabling the school office to be staffed and first aid cover provided for the extended school day;
8. Teaching staff will be expected to carry out lunchtime supervision in line with the academy contract of employment, so there is less need for lunch time supervisors;
9. A finance officer (part time) is employed from the start who will form part of the leadership team;
10. The staffing structure matches the growth of pupil numbers and is affordable within the projected budget set out in Section G.
11. From year 3 there is the budget for a promoted post specifically for SEN expertise. Prior to that the headteacher will perform the SENCO function.

This structure ensures that the emphasis is on achieving high standards consistently and thus meeting the vision set out by the proposers and supported by the parents who have indicated that they will be choosing this school.

F5: REALISTIC PLANS FOR PRINCIPAL, STAFF AND GOVERNORS

1. HEADTEACHER AND STAFF

We will use the LDBS recruitment service to advertise nationally and to use contacts in the LDBS family of schools to identify suitable candidates. The appointment process will be managed by LDBS thus inducting the governors in best practice.

2. GOVERNORS

Proposed structure of Governing Body (Gb)

No of places	Nominating Group
7	Parochial Church Council of St Mary's, Hampton
1	School Staff
1	London Diocesan Board for Schools
2	School parents
3	Co-opted (by the Gb)
1	The Head Teacher (ex-officio)

F6 : THE ROLES OF THE COMPANY MEMBERS, GOVERNING BODY AND THE HEADTEACHER DESIGNATE

1. Members of the Company

- ensure compliance with company and charity law;
- hold AGM to review strategic achievements and to agree financial returns to Companies House.

2. Directors of the Company / Governors

- set aims and objectives for the school;
- set policies for achieving those aims and objectives;
- set targets for achieving those aims and objectives; and
- monitor and evaluate progress in the school towards achievement of the aims and objectives set and regularly review the strategic framework for the school in the light of that progress.

3. The head teacher designate

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

- advises the governing body in relation to the establishment and review of the strategic framework, and in particular the head teacher shall:
 - formulate aims and objectives for the school, for adoption, with or without modification, or rejection by the governing body;
 - formulate policies for the school for achieving those aims and objectives, for adoption, with or without modification, or rejection by the governing body; and
 - formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the governing body.
- shall report at least twice every school year to the governing body on the progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set.

4. PROPOSED MODEL OF DELEGATED AUTHORITY

The law gives the Governors a choice as to whether to carry out their functions themselves or delegate them to the head teacher, a committee or an individual. Wherever possible we would like to delegate decisions to the head teacher. See proposed Statement of Delegated Authority [Annex 16](#) for a full description of allocation of responsibilities.

G: INITIAL COSTS AND FINANCIAL VIABILITY

G1: SHOW HOW THE SCHOOL WILL BE FINANCIALLY VIABLE AND OFFER GOOD VALUE FOR MONEY UP TO THE POINT WHERE THERE ARE PUPILS IN EACH YEAR

See Excel spread sheets

The school will be financially viable in its years of growth, as shown by the financial plan and the sensitivity (90%) spread sheets. The first few years are obviously the most financially vulnerable years as variations to income or expenditure can have a disproportionately large effect on a small total budget. To minimise this risk the following are key assumptions:

- The head teacher teaches between 40 and 50% of the week
- No Deputy Head is appointed until Year 3
- Cautious assumptions have been made about Free School Meals and SEN rates
- 'Upper end', worst case figures have been used in calculating non-payroll costs.
- The school achieves good value for money with surpluses at around 10% of income which build up to a healthy 'safety net' against unforeseen events. As this accumulated surplus builds up the Governors will be able to assess the reduced risk and release some of the caution in the assumptions. In particular, it will be possible if the school is performing well financially to appoint some key staff one or two years ahead of the plan, e.g.
- Deputy Head in Year 2
- Teacher support post in Year 2
- Or, to reduce the teaching load of the head teacher
- Thus the focus will be on spending which contributes directly to assuring high levels of pupil achievement.

G2: SHOW HOW THE SCHOOL WILL BE FINANCIALLY SUSTAINABLE ONCE THERE ARE PUPILS IN EACH YEAR.

The Financial Plan spread sheet shows that the school will be financially viable once all year classes are populated.

G3: SHOW HOW THE SCHOOL WILL BE FINANCIALLY RESILIENT TO REDUCTIONS IN INCOME.

The second spread sheet shows that the school will be financially viable even if the school roll is only 90% full, in all year groups. Year 1 has a very small surplus so there would be the risk of a deficit outturn. In this case the governors would be able to:

- Reduce elements of non-payroll expenditure, notably curriculum materials
- Fall back on the 5% contingency
- Reducing future payroll costs by making some part time rather than full time appointments

All these are adjustments which can be made 'in-year', to avoid the risk of a deficit. Thus the impact on the pupils would be minimised and the high quality education would be protected.

G4: PROVIDE REALISTIC FINANCIAL PLANS THAT ARE CONSISTENT WITH OTHER ASPECTS OF YOUR APPLICATION.

The financial plans match the staffing plan which in turn is designed to meet the needs of the pupils as the school grows.

The staffing structure reflects the experience of another C of E Free School which opened in Round 1, St Luke's Hampstead. Some contingency has been built in as a result of their experience particularly the difficulty of appointing staff to exactly match the staffing plan.

G5: PROVIDE SOUND FINANCIAL PLANS THAT ARE BASED ON REALISTIC AND EVIDENCED ASSUMPTIONS ABOUT INCOME AND EXPENDITURE.

The proposers have been supported and advised by the LDBS staff who have been involved in starting four new academies since 2007. They are, therefore, well aware of the potential pitfalls and of the need to be both realistic and cautious in the assumptions. The budget has been compiled using real data from two similar sized Diocesan schools in London to provide good benchmarking. The summary below shows that the main analytical measures of financial performance, e.g. staff salaries as a percentage of income, are within the normal range. Further the level of provision for pupils (as shown by PTR and contact ratio) is appropriate for a primary school.

<REDACTED>

H: PREMISES

We have identified a possible site: the [REDACTED], Hampton, [REDACTED]. This is a property owned by the London Borough of Richmond. The land is 17,689 sq. m. (not counting the field allotted to Hampton Junior School.)

Our proposal is directly related to a very specific circumstance, the lack of local provision in Hampton South. This site is ideally located to solve the problem of lack of places in a local school.

This former EMB special school is at present not used by the LEA. It has been used occasionally by various groups for a few years, but has no major use now except for the [REDACTED] runs there every Friday.

The site is surrounded by green space, and contains small buildings – that were built for 60 pupils. There is a caretaker's residence.

We do *not* propose demolition and rebuilding a new school. The present building needs only to be extended. At present there are four main classrooms that have been subdivided. It would be possible to enlarge all of these rooms. The hall similarly needs to be extended. Some new classrooms – perhaps Early Years – would need to be constructed. We consider that although not suitable at present for final size of the school it does offer potential, with great value for money.

The site is predominantly 'green' with ample space for playgrounds and playing fields and mature trees, and views beyond the main road to the river.

Transport – we would not encourage parents to bring their children to school by car, but where practical' walk to the school. New pavements would need to be created near the school – but the green verge is very wide at present. There is a parallel local initiative to close the road near the school to through traffic. Similarly there is a plan to bring in a road near the school from [REDACTED].

There are no nearby residential properties likely to be affected by noise. Although there is a nearby industrial estate, there will not be any disruption to the school.

We have discussed this site with the Local Authority, and the relevant officer (see below) is aware of our interest.

The land is Green Belt. Our proposal will only extend the footprint of the building, and not produce major change to the grassed area. We are not expecting to build two floors. We believe that our proposal will be acceptable to the Planning Department of LBRuT. We have the explicit support of the local ward councillors and MP (See [Annex 14](#)).

In conclusion: this site is an under-utilised resource for Hampton. Our proposal brings it back into community use, and solves a local problem of limited choice of schooling. A small school such as our proposal disrupts the neighbourhood marginally and interferes minimally with the green belt area.

Contact Details:

██████████ Twickenham, ██████████

Tel: ██████████

Email : ██████████



1. Christian Values
2. Curriculum Maps
3. Timetables
4. Admissions: Supporting Documents
5. Behaviour Policy
6. Anti-Bullying Policy
7. Press Cutting re MTV
8. Registration Form (Paper and Website)
9. Press Cuttings re School proposal
10. First Flyer
11. Second Flyer
12. Third Flyer
13. Letters of Support from Perspective Parents
14. Letters of support from Community Leaders:
 - [REDACTED] The Rt Hon Dr Vincent Cable - MP for Twickenham
 - Cllr Suzette Nicholson
 - Cllr Janet Langhorne
15. [REDACTED] Expressions of community support from school website
16. Headmaster's Delegated Authority