

THOMSON HOUSE SCHOOL

Free Schools in 2013

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

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

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

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

[Redacted]
Department for Education
[Redacted]
London [Redacted]

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

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

[Redacted]
Department for Education
[Redacted]
London [Redacted]

Data Protection

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

Application checklist

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

Section A: Applicant details

| Main contact for this application | |
|---|---|
| 1. | Name: [REDACTED] |
| 2. | Address: [REDACTED] London [REDACTED] |
| 3. | Email address: [REDACTED] |
| | Telephone number: [REDACTED] |
| About your group | |
| 5. | Please state how you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> Parent/community group <input checked="" type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other |
| 6. | If Other, please provide more details: We are primarily a teacher-led group, with parent/community members also. |
| 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 10. | If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: |
| Details of company limited by guarantee | |
| 11. | Company name: STAMP EDUCATION Ltd. |
| 12. | Company address: |

| | | |
|---|--|--|
| | [REDACTED], Bromley, Kent, [REDACTED] | |
| 13. | Company registration number: 7916297 | |
| 14. | Does the company run any existing schools, including any Free Schools? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 15. | If Yes, please provide details: | |
| Company members <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p> | | |
| 16. | Please confirm the total number of company members: Four | |
| 17. | Please provide the name of each member below (add more rows if necessary): | |
| | 1. Name: [REDACTED] | |
| | 2. Name: [REDACTED] | |
| | 3. Name: [REDACTED] | |
| | 4. Name: [REDACTED] | |

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: ██████████ |
| | 2. Name: ██████████ |
| | 3. Name: ██████████ |
| | 4. Name: ██████████ |
| 19. | Please provide the name of the proposed chair of the governing body, if known: ██████████ |

Related organisations

| | | |
|-----|---|--|
| 20. | Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|-----|---|--|

| | |
|-----|---|
| 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>For Andrew Parmley:</p> <ul style="list-style-type: none"> - St Nicholas' Training Centre for the Montessori Method of Education Limited, Company Number 00531204 - St Nicholas Montessori Training Limited, Company Number 06429337 - Parmley International Associates Ltd, Company Number 7088910 <p><i>No formal role envisaged for above organisations in relation to Thomson</i></p> |
|-----|---|

| | | |
|---------------------------|--|--|
| | <i>House.</i> | |
| 22. | <p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>██████████, ██████████ is an ██████████. There is no connection with our application.</p> | |
| Existing providers | | |
| 23. | Is your organisation an existing independent school wishing to become a Free School? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 24. | Is your organisation an existing independent school wishing to establish a new and separate Free School? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 25. | Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 26. | If Yes to any of the above three questions, please provide your six digit unique reference number here: | |
| 27. | If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity: | |
| 28. | If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: | |
| 29. | If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: | |
| 30. | If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: | |

| | |
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| | |
|--|--|

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: [REDACTED] (*handsigned in hard copy only*)

Position: [REDACTED]

Print name: [REDACTED]

Date: 22.02.2012

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

Section B: Outline of the school

| | | |
|----|---|---|
| 1. | Proposed school name: | Thomson House School |
| 2. | Proposed academic year of opening: | September 2013 |
| 3. | Specify the proposed age range of the school: | <input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify: |
| 4. | Date proposed school will reach expected capacity in all year groups: | September 2019 |
| 5. | Will your proposed school be: | <input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed |
| 6. | Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> NO NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. | |
| 7. | If Yes, please specify the faith, denomination, etc of the proposed school: | |
| 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: | First choice: [REDACTED] Second choice: [REDACTED] |
| 11. | Local authority area in which the proposed school would be situated: | Richmond upon Thames |
| 12. | If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities: | |
| 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

SECTION C: EDUCATION VISION

C.1 Our Mission Statement

C.1.1: Our name

C.1.2: Key characteristics

C.2 Our Rationale

C.2.1: Deficit of primary places in Richmond borough

C.2.2: Improving choice for parents

C.2.3: Our educational beliefs

C.2.4: Global challenges

C.3 Thomson House School, Our Proposal

C.3.1: Our vision for our pupils

C.3.2: Our ethos as a school

C.3.3: Why Thomson House's vision is suitable for our local pupil profile

C.1 OUR MISSION STATEMENT

Thomson House is a small school with a family ethos where we offer an outstanding, all rounded education for all pupils regardless of background. We aim for our pupils to develop the skills and spirit that will enable them to lead fulfilled lives. We see fulfilment as more than simple success. We see it arising from the achievement of excellent skills, personal wellbeing, and a dedication to the positive development of one's community.

C.1.1 Our name

Our name is a tribute to Peter F Thomson (1939-2011), a teacher who dedicated his whole life to the education of young people and to the service of his community. Peter's connection with our area goes back forty years. He was a resident of Barnes, once surmaster at St. Paul's, master of Emanuel, Principal of Harrodian and a tireless supporter of Fulham Football Club. Peter was an indefatigable champion of charities, particularly the Star and Garter Hospital in Richmond and The Homestead in Cape Town, South Africa, a charity aimed at educating street children. He embodied the idea of excellent skills, strong spirit and dedication to community. He was an inspiration to us all.

C.1.2 Key characteristics

Thomson House will:

- Be a **mixed, non-denominational, 4-11 primary school**
- Be located in the **Mortlake/East Sheen/Barnes** area
- **Grow gradually from Reception** (two new reception forms each

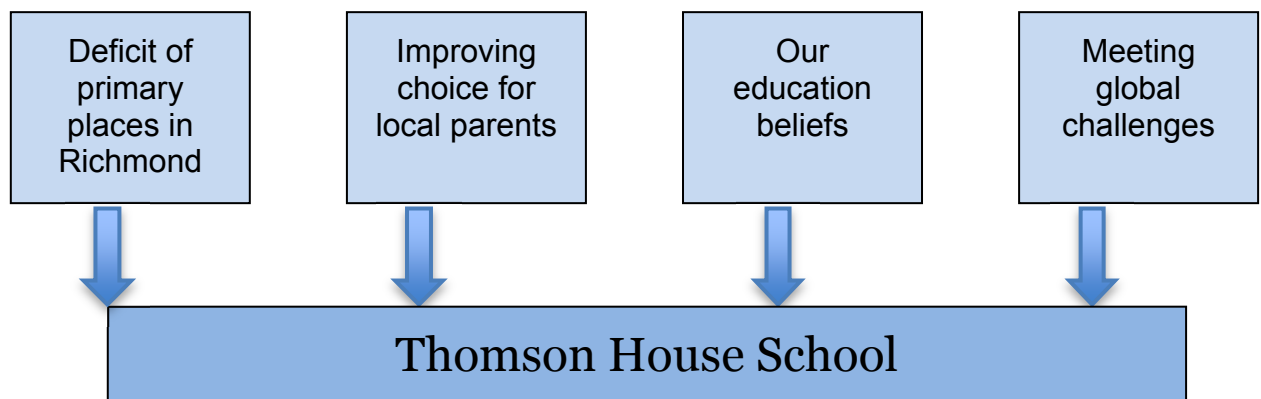
year), so we can build a family school and embed our strong ethos in our pupil body

- Have **two small forms of 24 pupils** each, allowing personalised attention
- Grow to an overall pupil **population of 336** by 2019/20
- Offer an **all rounded** education with **high academic standards**, **physical education every day**, and **two hours of music a week** for all pupils, in addition to other enrichment activities
- Focus on integration with the community, including through our unique **Richmond Award Scheme**.

C.2 OUR RATIONALE

There are **four main factors**, as outlined in the diagram below, that explain our rationale in setting up Thomson House. The first factor, the deficit of primary places, explains why we are proposing a new primary school for our community. The following three factors explain why we are *specifically* proposing Thomson House as the best approach to meet the needs of our local community.

Why we are setting up Thomson House



C.2.1 Deficit of primary places in Richmond borough

Richmond suffers an acute shortfall of places at primary level and the Council has serious concerns regarding the provision of sufficient high-quality primary places to meet forecasted demand. Further information on our meetings with the Council is outlined in Section E.2.3.

Despite a programme of school expansions that has seen 21 additional permanent Reception forms of entry provided within the borough's primary schools since 2000, Richmond Council is still predicting a large shortfall of places over the next few years.

In September 12/13, three additional 'bulge' classes, providing for approximately 90 children, will be needed if all children are to be allocated.

Bulge classes place stress on the infrastructure of existing schools. In light of considerable permanent expansion over the past decade in existing schools, further scope for bulge classes is limited.

With the continuing economic downturn, the high quality of primaries in the borough, and new planned housing developments in the Mortlake area, it is highly probable that the shortfall will increase in size. The Council's 10-year Strategy¹ suggests that if no remedial action is taken, by 19/20 the deficit will range from 361 to 541 places.

In 2011, 168 children did not receive an offer at the initial allocations stage in April, although they were eventually placed by July due to the provision of bulge classes. 59 of these children (35%) were in the Mortlake/East Sheen/Barnes area. This area accounts for only three out of 18 wards in the borough but for over a third of children that did not get an offer at the initial allocations stage. The Council also notes its experience that some parents are opting to struggle to meet the costs of private education or to move out of the area.

The three schools most suitable for Mortlake/Barnes/East Sheen parents wanting a non-denominational choice in a one-mile radius of both our proposed first (██████████) and second choice (██████████) site are oversubscribed with very small catchment areas. In 2011/12 these were: 404m for Barnes Primary, 504m for Sheen Mount and 525m for East Sheen.

The secondary school system in our borough is not under the same stresses as at primary level, and there is still space within the system. Discussions with the Council on the stress points within overall education provision in the borough have shaped our proposal for a new free **primary school** as the approach to meet immediate needs. Guidance from the Council has also shaped our thinking on the most appropriate location for Thomson House in the **Mortlake/East Sheen/Barnes area** – where the deficit of places is particularly concentrated.

We believe we can support Richmond Council in easing pressure on the primary system, and meet its statutory requirement of providing a primary place for every child.

C.2.2 Improving choice for parents

The local primaries within a one-mile radius of our first and second choice sites are almost all at least good, but we believe we can offer parents improved choice through the specific characteristics of Thomson House.

¹ *Choice and diversity: Putting policy into practice, the Authority's 10-year strategy for providing high quality primary school places*, London borough of Richmond upon Thames,

Following our community engagement effort, in particular meetings with parents, two community centres, the local MP, [REDACTED], and with [REDACTED], a clear picture emerged of parental wishes for primary schools in the area. Apart from a consistent anxiety about pupil places, parents in our Borough are looking for:

- A focus on academic excellence matters to local parents. Our focus on rigorous standards in English and Maths and excellent teaching standards addresses this concern.
- Parents in maintained primaries do not want their child to miss out on a strong focus on sports and other enrichment activities often badged as extra-curricular, and carrying a cost in maintained primaries. We are offering physical education *every day* and two hours of music a week at Thomson House as part of our curriculum for all pupils, within core hours and at no extra cost. This is a *distinctive characteristic* of Thomson House, not offered by other primaries.²
- Parents in our borough have a growing awareness of the importance of instilling in children a sense of community, and integration with their local community for their wellbeing. This is also a particular priority for the Council. Unlike other schools, we offer a curriculum *distinctively characterised* by dedication to the community, through service learning.
- Our MP indicated that the educational issue that he receives most concern on from his constituents, in the form of letters and emails, is behavioural standards. At Thomson House, the behavioural policy (Section D.6) is positive but strict, based on the principle of respect for all. We include parents in delivering this policy, through our open door commitment, and with three parents on our Governing Board.
- Class size matters to parents. What this means for pupils and is *distinctive* to Thomson House is our smaller class sizes, with a maximum of 24 pupils per class, than other local primaries (which tend to be between 28-30 pupils per class). We believe this to be essential for us to deliver the level of individual attention we aim to offer pupils and in creating a school with a family feel.
- Of the 40 existing primaries in our borough, 15 are faith schools. 4 of the primaries within a one-mile radius of our proposed first and second site are schools with a religious affiliation. Thomson House offers a non-denominational option and will be open to all children irrespective of personal belief. This is a key demand of new schools from the local

² Other local primaries tend to offer 40 minutes of music a week with other optional music activities (which will also be available at Thomson House). We are the only local primary making a commitment to physical education every day for all pupils as part of our core curriculum.

Richmond Inclusive Schools Campaign (RISC)³. RISC has over 3000 members within the borough, and the overall balance of faith vs. fully inclusive non-denominational schools in the borough has become heavily debated.

- Given the elongated shape of the borough with the River Thames cutting through it, few crossing points, and consequent high traffic density, offers of places more than a mile from home can be particularly difficult for parents. We want to increase local parent's prospects of a place at a school within a one-mile radius of their home.

C.2.3 Our core educational beliefs

Having taught and led different types of schools, spanning Montessori, private and state, UK and international, the educationalists in our Steering Group have strong educational beliefs that have shaped our vision. Our core belief in the paramount importance of nurturing the individual talent within each child to develop their confidence and love of learning, underlines Thomson House's curriculum, in particular our holistic approach to education – without sacrificing academic standards. We believe that:

- a. Every child has a right to an outstanding education, irrespective of background. At primary level, we believe this to mean an education that equips pupils with the excellent skills, strong character and an altruistic disposition that will allow them to:
 - Succeed in their chosen further education
 - Flourish as individuals, enabling them to lead fulfilling lives.
- b. Every child has talent: they need the opportunity to explore it and develop it.
- c. Every child will fulfill their talent if they have a love of learning. This is the motor to self-development: it motivates pupils to overcome the challenges of learning and allows them to build the resilience necessary to grow.

Our educational beliefs are an important factor in our personal motivation to set up Thomson House and in shaping its characteristics.

C.2.4 Global challenges

Our community in Richmond cannot ignore the major challenges of our times: social, economic and environmental. At Thomson House we offer an education equipping pupils to meet and address these challenges as they progress through their lives, primarily through our focus on developing independent thinking, resilience and confidence.

³ [REDACTED]

Increasingly, these skills will be important in a 21st century workplace that values the ability to think independently and creatively, communicate effectively and collaborate as part of a team.⁴

Thomson House will be a green school and we aim for our pupils to be fully aware of the impact, both negative and positive, they can have on their environment through the choices they make. During pre-opening, we have enlisted the *pro bono* support of a local parent who is a sustainable engineer to advise on the adaptation of our site. Our pupils will be encouraged to contribute to the positive development of their environment through community development and enrichment activities. We believe this is an important model for 21st century schools to adapt.

C.3 THOMSON HOUSE SCHOOL, OUR PROPOSAL,

We provide full detail on our vision for our school and pupils, including Key Performance Indicators in Section D.4. The below provides a summary of the headlines.

C.3.1 Our vision for our pupils

We aim to enable our pupils to flourish and become fulfilled human beings. To access that potential, we aspire for our pupils to achieve the following outcomes (Our KPIs are outlined in full in Section D.4):

- 1. Excellent Skills:** our pupils have the power to form and communicate **personal judgments**. They have a **rigorous basis in English and Maths**, are **lifelong learners**, **disciplined** and **creative thinkers** and **confident communicators**.
 - Over 90% of pupils achieve Level 4 in English and Maths and more than 67% achieve Level 5 in English and 78% achieve Level 5 in Maths
 - All pupils take part in one Extended Enquiry project per term

- 2. Strength of Character:** our pupils **understand themselves** and are **confident in their own potential**. They have an **outward looking disposition**, are **inquisitive** and approach the world with **courage**. They **recognise opportunities**, and have the **drive** and **resilience** to pursue them. They have the keys to personal wellbeing.
 - All pupils benefit from at least 40 minutes physical education per day, through lessons/and or enrichment activities
 - All pupils achieve Grade 2 in a musical instrument by the end of KS1

- 3. Dedication to the community:** our pupils are **dedicated to the service**

⁴ Sir Ken Robinson work has influenced our thinking, in particular, *Out of Our Minds, Learning to be Creative, 2001*

and positive transformation of their community. They understand that its wellbeing is inextricably linked to their own.

- All pupils complete Richmond Award Scheme (primary level Duke of Edinburgh scheme we are developing with the Council)

C.3.2 Our ethos as a school

We don't think that delivering excellent skills and a truly all rounded education is a balancing act between two extremes. Educating the whole person is a necessary step in creating a **love of learning**, nourishing **confidence** and in enabling pupils to achieve an understanding of the **habits of mind and spirit associated with excellence and personal wellbeing**.

For this reason, our ethos rests on the following four cornerstones:

1. **A truly all rounded education:** Our focus on a truly all-rounded education stems from Professor Howard Gardner's theory of multiple intelligences. We are dedicated to cultivating our pupils' individual abilities in all areas, so as to identify and nourish each child's individual gifts. As Sir Ken Robinson writes, "when pupils find something they enjoy and which they can excel in, they do better in education generally." For this reason, we offer **Individual Learning Profiles for all pupils**, as well as **at least forty minutes of compulsory exercise every day** and an excellent **provision for art, drama and music**. We celebrate success in all areas of learning, for we believe that the arts and habits of excellence are common to all subjects.
2. **Love of learning:** inspiring a love of learning underpins everything that we do, for we believe that dedication to life-long learning is the key to personal development. To achieve this:
 - **We make outstanding teaching and learning our bottom line:** our classroom teachers are our best resource. In them, we look *in primis* for passion and total dedication to the pupils and to their own professional practice. We then invest heavily in their continued development.
 - **We model the ethos of 'life-long learning':** we believe that for pupils to become life-long learners, they need to see that attitude in the adults around them. In addition, we will organise learning opportunities for parents and neighbours, and conferences for local and non-local teachers, using our school premises as a resource.
3. **Focus on family:** this manifests itself in several ways:
 - **Small class sizes,** for we want our pupils to learn in a place where people know each other well, treat each other with respect, and where nobody falls through the cracks. Our classes are small with a maximum of 24 pupils only.

- **A mindfulness of the challenges faced by modern families.** We have extended school provision through wrap-around care from 7.30am-6pm.
- **Café:** In our community engagement meetings, the community centre manager indicated that the starting of a very simple, small café area in the Castelnau Community Centre was instrumental in getting parents more involved with it.
- **Open Door Policy**
We aim to have an open door policy at Thomson House. Parents have the opportunity to speak to teachers at the beginning and end of any day, for the same reasons detailed above. They are invited to join our assemblies.
- **Governors**
Three parents are members of the governing body.
- **Early Morning Parent Classes**
Classes for parents, delivered in the morning, ranging from IT, to yoga, to sessions on the topics being covered in class are an effective means of getting parents involved in the school community. Our meeting with Richmond Housing Partnership confirmed this.

4. **Commitment to Excellence:** We believe that the route to delivering an outstanding all-rounded education for our pupils requires effort, commitment and a solid partnership with families. For this reason we make an explicit commitment to delivering excellence in everything that we do.

C.3.3. Why Thomson House’s vision is suitable for our local pupil profile

Thomson House provides an inclusive environment for pupils from a range of backgrounds and of differing abilities. We have built up a picture of the likely characteristics of our pupil body through the following sources:

- Census and local authority data;
- The Department of Education’s school comparator tool;
- Meetings with the [REDACTED], the [REDACTED], [REDACTED], Castelnau Community Centre, Richmond Housing Partnership, Barnes and Mortlake Community Associations and our MP.
- Direct contact with local parents at our public meetings.

Section D.3 provides further information on the demographic profile and educational needs of pupils within our borough, and our strategies for meeting individual learning needs. Section D.7 provides further information on our local community.

Characteristics of our pupil body

Data for our borough indicates that approximately 9% of our pupils will be eligible for Free School Meals. Although parts of the borough are characterised by affluence, there are also relatively deprived pockets. Seven areas are amongst the 20% to 40% most deprived areas in England, including in the Barnes and Mortlake area.⁵

Thomson House provides an all-round education, with excellent academic standards, as well as a strong focus on sports and creative arts at *no cost* to parents as these are integrated into the core curriculum. This is valued by *all* parents.

Data for our borough⁶ suggests approximately 18.8% of pupils have English as an additional language (EAL). 2% will have special needs with statements, and 9.9% special needs without statements. Section D.3 outlines specific strategies we will implement to meet the needs of pupils with special learning needs, including EAL. We believe that Thomson House's offer of small class sizes, with no more than 24 pupils per class, is crucial in ensuring no child is lost and personalised attention can be delivered by our outstanding teachers. No other local school is delivering class sizes this small.

The pupil demographic in the borough is 78% white and 22% from ethnic minorities, primarily composed of 8.4% mixed, 6.8% Asian, 2.6% Black and 0.8% Chinese. Thomson House's non-denominational character is appealing to pupils from all backgrounds. We believe our holistic educational offer, with no compromise to educational standards, will appeal to parents from a wide range of backgrounds.

⁵ *Borough Profile*, London Borough of Richmond, 2009

⁶ Statistics on Special Educational Needs, English as an Additional Language and Ethnicity for state funded primary schools, produced by the Department for Education in January 2011.

Section D: Education plan – part 1

The table below outlines Thomson House's **proposed numbers in each year group at the point of opening** and **how pupil numbers will build up over time**.

| | Current number of pupils (if applicable) | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------|--|-----------|-----------|------------|------------|------------|------------|------------|
| Reception | | 48 | 48 | 48 | 48 | 48 | 48 | 48 |
| Year 1 | | 0 | 48 | 48 | 48 | 48 | 48 | 48 |
| Year 2 | | 0 | 0 | 48 | 48 | 48 | 48 | 48 |
| Year 3 | | 0 | 0 | 0 | 48 | 48 | 48 | 48 |
| Year 4 | | 0 | 0 | 0 | 0 | 48 | 48 | 48 |
| Year 5 | | 0 | 0 | 0 | 0 | 0 | 48 | 48 |
| Year 6 | | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Totals | | 48 | 96 | 144 | 176 | 240 | 288 | 336 |

Thomson House will open in September 2013 with two Reception classes of 24 pupils each, giving a total of 48 pupils.

In line with our aim of building a family school, and also to allow gradual growth and a full bedding down of our vision, we will grow on a yearly basis, with a new pupil intake at Reception every year of 48 pupils in total.

Section D: Education plan – part 2

SECTION D: EDUCATION PLAN – PART 2

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D.1. THOMSON HOUSE'S CURRICULUM PLAN

Introduction

In this section we will:

1. Outline our overall strategic approach to delivering the curriculum in line with our stated pupil outcomes of *excellent skills, strong spirit and dedication to community*;
2. Outline our teaching strategies in the *classroom delivery* of that curriculum;
3. Outline the Early Years Foundation Stage (EYFS) curriculum in some detail, due to its statutory nature;
4. Describe the Key Stage 1 and Key Stage 2 curricula per subject, giving some details of the content and aims for each area. For Key Stage 2, we give details of content and outcome for Year 6, given its importance prior to the transition to secondary schooling and our statutory obligations with regards to assessment at the end of KS2;
5. For all stages we describe the allocation of time to each subject, who will be teaching it and explain why particular elements of the curricula are important for the delivery of strategy.

D.1.1 Overall Strategy

In order to deliver our stated pupil outcomes of *excellent skills, strong spirit and dedication to community*, we base the structuring and delivery of the curriculum on our four cornerstones of an **all-round offer, instilling a love of learning, focus on family and commitment to excellence**:

1. We create **more time for learning** so that it is **rigorous** in all its elements, from English to Sport, and **broad**, to include enrichment activities and the Richmond Award Scheme – a Duke of Edinburgh for primary. This builds **community service** in the curriculum. We believe all our pupils' aptitudes need to be challenged, allowed to flourish, and **excellence** celebrated wherever it is manifest, in order to instil a **love of learning** and nurture **confidence**.
2. We ensure that our offer is impactful by recruiting and developing **outstanding teachers**. They can ensure **excellent progress**, nourish **strong spirit** and would role-model the **joy of learning**
3. We establish strong **partnerships with families** so that we can develop the children in a **warm atmosphere** and **close community**: parents are partners, so we have an **open door policy** and offer **classes open also to our families**.
4. We embrace a **culture of excellence**: we dedicate ourselves to achieving that everyday, in everything we do, so that we can ensure pupils grow in a positive and energetic environment.

D.1.2 Teaching Strategies

We will ask our teachers to use the following approaches in the delivery of our curriculum:

- **Use of the language of multiple aptitudes**: using a multi-aptitude framework is especially useful to inform, describe and evaluate our work. Are we focusing on all of a child's aptitudes? It is the language the school speaks.
- **Identifying certain kinds of aptitudes in unexpected areas**: e.g. identifying resilience or team spirit in a Maths lesson. It is important to consider it as an approach and frame of mind rather than for it to become a straightjacket into which everything is inappropriately squeezed.
- **Individual Learning Profiles**: Each pupil will have an Individual Learning Profile with their form teacher as the lead on monitoring, which will track their progress throughout their schooling. It will include academic progress, preferred learning styles, extra-curricular involvement and social development. This will help us to highlight their strengths while providing early detection and intervention of any barriers to their progress. The pupils and parents will be involved in reviewing the Individual Learning Profiles on a termly basis in conjunction with the classroom teachers. Individual SMART targets will be set to help focus their educational experience and ensure that all parties are engaged in the journey towards the pupil's personal

fulfillment. The contents of Individual Learning Profiles are detailed further in D.4.3.

Thomson House School will set high expectations and clear targets for all pupils and this regular review of Individual Learning Profiles will:

- Support pupils to be reflective learners, a key component for successful life long learning
 - Provide early detection and intervention of learning needs
 - Support the ethos of excellence through goal setting
- **Assessment and reporting:** The classroom teacher's pastoral report is a key element in our assessment and tracking of each pupil. **It is** structured according to our pupil outcomes of Excellent Skills, Strength of Character and Dedication to the Community (as outlined in Section C.3.1). The assessment of each child, every academic year, begins with a meeting where parents inform teachers of their child's personal development over the summer⁷. The child is then assessed according to that framework on a termly basis following an individual meeting with their teacher or assistant teacher. Since a number on a scale is not appropriate to describe the development of character traits, the comments will be qualitative. The constant framework, nevertheless, will provide a means to track the development of the child in areas we deem to be important.
 - **Language and culture of self-improvement:** we want to instill in our pupils an understanding that with effort they can develop their capacities and habits of mind. For this reason our language in school must be imbued by the idea of the possibility of self-improvement in all areas: we want children to benefit from what Dweck calls 'learned optimism'⁸. It is notable that this is a key characteristic of those international educational systems which consistently score at the top of international rankings. Our culture of self-improvement encourages confidence, drive, resilience and a striving for accuracy.
 - **High standards for all:** all our teachers adopt [REDACTED] statement that the '**curriculum should embody rigour and high standards**'⁹. Our focus must be on high standards, at all times and for all,. Teachers should strive for and expect work that shows evidence of active engagement, well executed, well presented. We teach our children to love challenges, enjoy effort and keep learning. Our focus on high standards encourages confidence, drive, resilience and a striving for accuracy.

⁷ This has proved to be a very effective practise at Geelong Grammar School in Melbourne, Australia, which pioneered pupil wellbeing and holistic education.

⁸ Dweck, C.S. (2008) 'Mindset : The New Psychology of Success'. New York: Ballantine Books.

⁹ Department for Education, National Curriculum Review, 2012.

- **Fun and hands on:** our teachers must transmit their passion for learning and should imbue their teaching with fun, humour and energy. We strive to identify the practical applications of learning, so that children can always see the relevance of what they are doing and so they can learn also by doing. They are also careful to identify the magical and wondrous in the world around us. Our everyday approach to learning engenders in our pupils love of learning, active curiosity, a sense of awe and a sense of humour.
- **A focus on questions:** our teachers need to be practitioners skilled in the art of questioning. They facilitate higher-level thinking and create an environment where children are comfortable in asking questions. Each child learns to question, engage and think critically about possibilities. This educates pupils towards confidence, independence, inquisitiveness and teaches them the importance of listening to others; they can think flexibly and creatively and a capacity to listen to others with understanding. It is also a skill for lifelong learning and a key capacity in working with others.
- **Presentation and oral skills:** oral skills are a particular focus in the English curriculum, but in all areas of learning pupils are asked to present in front of an audience wherever possible. It is notable that a focus on oral language skills is a characteristic of international education systems which perform highly in general literacy. Our culture of performance and public speaking engenders confidence, self-reliance, control of one's skills and ultimately creates confident and skillful communicators.
- **Spending time conversing with the children:** our teachers must spend time conversing with the pupils. Not only does this play an especially critical role in developing children's vocabulary, their knowledge of the natural world, and their appreciation for the power of the imagination; it also is the means to get to know a pupil in a meaningful manner, so as to be able to support them in their education.

D.1.3 Early Years Foundation Stage (EYFS) Curriculum

Principles

Our Reception Year will be organised and delivered according to the principles guiding the Early Years Foundation Stage curriculum:

- **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

- **Enabling Environments** – the environment plays a key role in supporting and extending children’s development and learning.
- **Learning and Development** – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.¹⁰

The above are consistent with Thomson House’s desire to deliver a school which has a “*focus on family*” (*positive relationships and enabling environments*), aims to inspire a “*love of learning*” also via **personalisation** (*learning and development*) and considers the nourishing of “**strong character**” (*a unique child*) as a key outcome for our pupils.

The Reception Year curriculum is articulated according to the statutory early learning goals, divided in the following six areas of learning:

1. Personal, Social and Emotional Development
2. Communication, Language and Literacy
3. Problem Solving, Reasoning and Numeracy
4. Knowledge and Understanding of the World
5. Physical Development
6. Creative Development

The statutory aims above are consistent with Thomson House’s own planned outcomes for its pupils as shown in the table below.

¹⁰ Pg. 9, Statutory Framework for the Early Years Foundation Stage, Department for Children, Schools and Families,

EYFS aims related to Thomson House's pupil outcomes

| Strong Character | Excellent Skills | Focus Beyond the Self |
|--|---|---|
| <ul style="list-style-type: none">• Personal, Social and Emotional Development | <ul style="list-style-type: none">• Communication, Language and Literacy• Problem Solving, Reasoning and Numeracy• Physical Development• Creative Development• Knowledge and Understanding of the World | <ul style="list-style-type: none">• Personal, Social and Emotional Development• Knowledge and Understanding of the World |

It should be noted that whereas certain elements of the EYFS do fit in the third stated pupil outcome for Thomson House school, i.e. *Focus Beyond the Self*, this is supplemented by further targeted work, detailed below.

Review of the EYFS

We are aware that the EYFS learning goals are currently under review, following the Tickell Review of 2011. These recommend a simplification of the early learning goals to which we can easily and seamlessly adapt. We are choosing to follow the current framework not only because it is statutory, but also more detailed.

EYFS Curriculum Model

| Reception | 40 minute periods | Hours per Week | Percentage | Weeks Per Year | Total Hours Per Year |
|---|-------------------|----------------|------------|----------------|----------------------|
| Art of Communication (including Phonics, Story and Show and Tell) | 10 | 6 2/3 | 25.0% | 38 | 253 1/3 |
| Mathematics and Problem Solving | 5 | 3 1/3 | 12.5% | 38 | 126 2/3 |
| Extended Enquiry (includes ICT) | 7 | 4 2/3 | 17.5% | 38 | 177 1/3 |
| Creative Arts | 4 | 2 2/3 | 10.0% | 38 | 101 1/3 |
| Music | 3 | 2 | 7.5% | 38 | 76 |
| PE | 5 | 3 1/3 | 12.5% | 38 | 126 2/3 |
| Independent Learning | 2 | 1 1/3 | 5.0% | 38 | 50 2/3 |
| Form Time (PSHE/ Reflection / Assembly) | 4 | 2 2/3 | 10.0% | 38 | 101 1/3 |
| Total | 40 | 26 2/3 | 100.0% | | 1013 1/3 |

Notes: the main focus of the table above should be the percentage of time allocation per subject. Duration of periods is indicative only for we understand the need to allow children to expand on their interest and the possibility to lead on their learning.

NB: For a timetable example of the EYFS see D2.

Delivery of the Curriculum

The classroom teacher will deliver the majority of the curriculum. There will be specialist teachers for PE and for Music. The teaching of one of the classes will be shared between the Principal and a PE teacher who will be experienced in EYFS. The other school will be taught full-time by an EYFS specialist. They will allocate their time as they deem suitable and according to individual preferences and skills.

Strategies in allocation of curriculum time

- The amount of time dedicated to the **Art of Communication** is considerably longer than other subjects for we believe that to be important in acquiring *excellent skills*, which is a key part of our offer. However, it should be noted that in this time allocation we are including the following: Show and Tell, Story and an hour and twenty minutes of Phonics. These are key in developing *oral communication skills* and reading and writing.
- We have more time dedicated to **Mathematics and Problem Solving** than is usual practice. We do this because we want our pupils to develop excellent numeracy skills, as per our planned outcomes. We believe that getting pupils used to dealing with numbers and problem solving is fundamental in achieving that. We are keen for this to be taught in a fun and engaging manner, also by the use of play, as detailed in the Teaching Strategies above. We see the development of

numeracy and problem solving as fundamental skills to have in the 21st century.

- We are dedicating a considerable amount of time to **music**. We believe that teaching music frequently, in relatively short bursts and dividing it in vocal and rhythmic skills can engender a love of the form and foster the children's *creativity*.
- The time dedicated to **Extended Enquiry** is focused on topic based learning, so that children can acquire an *outward looking* disposition, *gain a love of learning* and foster *creativity*, as outlined in our intended pupil outcomes. This will also set the foundations in our pupils for the later development of *independent learning* strategies. As per the later stages of the school, there will be a connection with work focused on 'dedication to the community'. This is detailed further in the KS1 and KS2, please refer there for details.
- **Wellbeing** is fostered by allocating more time to PSHE than is usual practice. This is in line with our desire to focus on our pupils' understanding of themselves and on celebrating their achievements to nourish confidence.
- **PE** is given one full 40 minute a day period. We follow the Perceptual Motor Programme (detailed further in the KS1 and KS2 section) so that our pupils can develop excellent motor skills and confidence in themselves.
- Every morning there will be a **story read** by the teacher or show and tell, so as to ease children into the school day and make their experience fun.

Details of the EYFS curriculum

1. Form Time (Personal, Social and Emotional Development)

Rationale

Successful personal, social and emotional development is critical for reception children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. We are keen that pupils are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. We will provide support for children's emotional wellbeing to help them know themselves and what they can do.

Details

Some of the areas we will focus on are detailed below, with examples of practice:

- **Developing positive dispositions and attitudes:** children are involved, persistent, curious, motivated; they are developing

confidence to speak and the ability to maintain attention and concentrate. We will achieve this, for example, by:

- Encouraging children to explore
 - Encouraging children to talk about their learning experiences and ideas
 - Providing activities which stretch them but are achievable
 - Giving children the opportunity to speak by sharing and describing their experiences and to listen to others, focusing on the importance of paying attention whilst others are speaking.
- **Developing self-confidence and self-esteem:** children are aware of themselves, their needs, feelings and views and they are able to express them and communicate them appropriately. They are proud in themselves and they are sensitive to the needs, feelings and views of others. We will achieve this, for example, by:
 - Inviting people from a range of backgrounds, lifestyles and professions to share aspects of their life
 - Supporting pupils in talking about their own experiences
 - Making a display with the children showing all people making a community
 - Planning circle times when children share their feelings and understand why people do things differently.
- **Making relationships:** children are able to value and they can contribute to their own wellbeing and self-control, they form positive relationships with adults and peers and they work as part of a group understanding the need of agreed values and shared codes of behaviour. We will achieve this, for example, by:
 - Supporting children in connecting with others to seek and offer help and information
 - Involving children in agreeing codes of behaviour and taking responsibility for implementing them
 - Providing activities which involve turn taking and sharing
 - Ensuring that children and adults make opportunities to listen to each other and explain their actions.
- **Developing positive behaviour and self-control:** children are able to understand what is right, what is wrong and why it is so, they consider the consequences of their words and actions, they are aware of the boundaries set and of behavioural expectations whilst showing the confidence to stand up for themselves. We will achieve this, for example, by:
 - Providing and discussing stories about characters that follow and break rules and the effects on themselves and others.
 - Encouraging children to think about issues from multiple viewpoints
 - Making time to listening to children raising issues about injustices and involving them in identifying issues and solutions
 - Affirming and praising positive behaviour, linking it to the happiness of others and, consequently, our own.

- **Self-care:** children are able to operate independently and show confidence in asking and offering support and guidance, they appreciate the need for hygiene and can manage their own independently, they can use activities and resources independently. We will achieve this, for example, by:
 - Giving children the opportunity to be responsible for setting up and clearing activities
 - Praising children's efforts to manage their needs
 - Providing opportunities for self-chosen activities
 - Discussing with children the benefits of hygiene and consequences of poor hygiene
- **Sense of community:** children are aware and have an interest in cultural and religious differences, they enjoy joining in with family customs and routines, they understand that people have different cultures, beliefs, views and treat them with respect, expecting also their own to be treated with respect. We will achieve this by:
 - The work detailed below in Extended Enquiry, with dedication to community.
 - Celebrating children's different cultures and faiths, strengthening their impressions of their own culture
 - Focusing on combating negative bias
 - Giving the children opportunities to contribute positively to their communities, encouraging a sense of service
 - Discussing the positive impact and benefits individuals draw from their communities.

2. Art of Communication (Communication, Language and Literacy)

Rationale

The ability to express oneself correctly and persuasively, both orally and in writing is a key area of focus for Thomson House School. We believe that a focus on communication must begin at an early age. It is key that we also develop their confidence to do so. Therefore we believe in providing our pupils with the opportunity and encouragement to use these skills in a range of situations and for a range of purposes. At Thomson House we are dedicating much time to developing the ability to speak in public. We do this via activities like Show and Tell. At Thomson House we believe in a rigorous approach to teaching literacy: therefore, the teaching of phonics will have a key place in our curriculum.

Details

This area of the curriculum includes listening skills, thinking and understanding and speaking in different situations and for a variety of purposes; it also includes reading with a particular focus on phonics and a strong encouragement to the appreciation of books and writing. The areas of learning below are structured as per the current EYFS statutory guidance, as these are usefully detailed, but they can easily be reorganised according to the recommendations made by the Tickell

review¹¹. We include some of our learning goals with examples of practice:

- **Language for Communication:** children sustain attentive listening and do so with enjoyment, responding to stories, rhymes and poems, asking for clarification if necessary; children have the confidence to speak to others and do so clearly and audibly, showing awareness of the listener; they use vocabulary and forms of speech influenced by their experience of books and they develop simple stories and use simple grammatical structures; they express views about events and characters. We will achieve this, for example, by:
 - Setting up collaborative tasks, helping children to talk about how they will plan
 - Providing opportunities for talking, such as in presentations, explanations, instructions;
 - Providing word banks and writing resources for indoor and outdoor areas
 - Giving time for children to initiate discussions and have conversations

 - **Language for Thinking:** children begin to create patterns in their experience through linking cause and effect, sequencing, ordering and grouping; they can reflect on past experience; they can imagine possibilities, often connecting ideas. We will achieve this, for example, by:
 - Setting up displays reminding children what they have experienced
 - Asking children to think in advance about how they will accomplish a task
 - Using stories from books to focus children's attention on predictions and explanations
 - Providing for imaginative play and role-play, asking children to act out scenarios in character
 - Focusing discussion also on how children think

 - **Linking Sounds and Letters:** children hear and say initial sound in words and know which letters represent some of the sounds; children link sounds to letters, naming and sounding the letters of the alphabet; they can write simple regular words and make phonetically plausible attempts at more complex words. We will achieve this, for example, by:
 - Demonstrating writing so that children can see spelling in action
 - Providing regular phonics sessions, making them multi-sensory
-

- Planning fun activities and games that help children create rhyming strings of real or imaginary words
- **Reading:** learning to read is a fundamental skill for life. Children are taught the sounds made by individual, pairs and clusters of letters. They read graded books with strongly patterned language and picture cues. There are also regular phonics sessions that assist them to recognise letters, understand the sound they make and blend these sounds together to create words. Alongside this they learn to instantly recognise by sight the most common words in the English language. Many of these words are not phonically regular and it is important that they develop automation in their sight vocabulary. They see a word and instantly recognise it, without trying to sound it out. This automatic sight recognition of common words is crucial, as they appear so regularly in all the texts they encounter. By the end of the EYFS, children enjoy a wide range of books, they are able to retrieve information from books and computers; they experiment with sounds, words and text; show an understanding of the elements of stories, such as main character, sequence of events and openings and how information can be found to answer questions about where, who, why and how; they retell narratives in the correct sequence and describe the main events. We will achieve this, for example, by:
 - Planning several opportunities to read with the children
 - Providing story boards and props which encourage children to talk about the sequence of events
 - Providing picture books, with flaps, hidden words
 - Helping children identify the main events in a story and to enact stories
- **Writing:** children use their phonic knowledge to write simple regular words, making also phonetically plausible attempts at more complex words; write their own names; attempt writing for different purposes, using features of narrative in their own narrative. We will achieve this, for example, by:
 - Playing games that encourage children to link sounds to letters and then write the letters and words
 - Planning occasions where you can involve children in organising writing
 - Providing word banks for segmenting and blending to support children to use their phonic knowledge.
- **Handwriting:** we feel it is important to support children to develop neat, attractive and consistent handwriting. The development of an efficient, legible style assists pupils in all forms of written recording. If success is achieved here they have **pride in their written work**, tend to be better at spelling and are more motivated to write. Getting the right habits

established early on is key to future success. We appreciate that some children find this more difficult than others and **will offer additional support or alternative ways** of recording when necessary. We aim to use the Nelson handwriting scheme. **Short, focused handwriting sessions** are taught on a regular basis. Handwriting has a high focus and a high status at our school. By the end of the EYFS years, children will begin to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. We will achieve this, for example, by:

- Giving children practice in forming letters correctly
- Providing opportunities to write meaningfully, also in game situations
- Encouraging children to practise letter shapes as they paint, draw and record.

3. Maths and Problem Solving (Problem Solving, Reasoning and Numeracy)

Rationale

One of our stated aims for our pupils is to inspire in them a sense of curiosity for their world. We are keen to contextualise maths in the world around them, always highlighting its relevance to their lives. We aim for all children to enjoy problem solving and maths and find it fun, using real life situations and the physical environment. We aim for children to explore, enjoy, practice and gain confidence in their understandings and use of numbers.

Details

This area of the curriculum includes the understanding of numbers and counting, being able to calculate, and the understanding of shapes, measures and space. We encourage children to recognise patterns, work mentally, and to explain their thinking when solving mathematical problems. We focus on providing them with opportunities to talk about their developing skills, mathematical concepts and ideas. We include some of our learning goals with examples of practice:

- **Numbers as labels and for counting:** children will recognise, count, order and write numerals up to 20, also making estimations and checking their accuracy; they will use mathematical ideas and methods to solve practical problems. We will achieve this, for example, by:
 - Encouraging estimation
 - Encouraging use of mathematical language
 - Provide collections of interesting things for children to sort, order, count and label in their play
 - Making books about numbers that have meaning for the child
 - Creating opportunities for children to experiment with a number of objects and written numerals.

- **Calculating:** children are able to share objects in equal groups; they begin to relate addition to combining and subtraction to taking away; use the vocabulary involved in adding and subtracting; they use their own methods to work through a problem. We will achieve this, for example, by:
 - Providing children with a wide range of number resources and encourage them to be creative in thinking up problems and solutions in all areas of learning.
 - Make number lines available for reference and encourage children to use them in their own play.
 - Encourage children to make their own story problems for other children to solve.

- **Shape, space and measures:** children are able to use language such as 'greater', 'smaller', 'heavier', 'lighter' to compare quantities; they can talk about, recognise and recreate simple patterns; they can describe shapes. We will achieve this, for example, by:
 - Provide examples of the same shape in different sizes
 - Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station
 - Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment
 - Provide a range of natural materials for children to arrange, compare and order

4. Extended Enquiry (Knowledge and Understanding of the World)

Rationale

We believe that children must be supported in developing the knowledge skills and understanding that help them to make sense of the world. We want to offer pupils the opportunity to encounter creatures, people, plants and objects in their natural environments and in real-life situations, also undertaking practical 'experiments' and working with a range of materials. We will imbue this section of the curriculum with 'dedication to the community' work. For more details, please refer to that in the KS1 and KS2 section of the curriculum.

Details

In this area of learning, children develop the knowledge, skills and understanding to help them make sense of the world. This area of learning lays the foundations for later work in science, design and technology, history and geography. We will create a stimulating environment encouraging children's interest and curiosity and we will make effective use of the outdoors, including our neighbourhood. Activities will encourage first-hand experience, experimentation, observation, problem solving. Children consequently become more confident in asking questions about artefacts, living and non-living objects suggesting what they might be used for, or their characteristics and in making accurate comparisons between modern and old objects and between living things from different habitats.

Some of the areas we will focus on are detailed below, with examples of practice:

- **Exploration and investigation:** children investigate objects and materials by using all of their senses as appropriate; they find out about, and identify, some features of living things, objects and events they observe; they look closely at similarities, differences, patterns and change; they ask questions about why things happen and how things work. We will achieve this, for example, by:
 - Helping children to notice and discuss patterns around them, for example, rubbings from grates, covers, or bricks.
 - Encouraging children to raise questions and suggest solutions and answers.
 - Examining change over time, for example, growing plants, and change that may be reversed, for example, melting ice
 - Providing a range of materials and objects to play with that work in different ways for different purposes, e.g. egg whisk.
 - Encouraging children to speculate on the reasons why things happen or how things work.
 - Comparing photos of children at different ages, talking about birthdays, talking about what children can do now and when they were babies
 - Getting children to use language such as 'yesterday' and 'past', and look at the differences between 'long ago' and 'now'

- **Designing and making:** children build and construct with a wide range of objects and they can select the tools and techniques they need to shape, assemble and join the materials they are using. We will achieve this, for example, by:
 - Providing opportunities for children to practise skills initiate and plan simple projects and find their own solutions in the design and making process.
 - Ensuring that the organisation of workshop areas allows children real choices of techniques, materials and resources.

- **ICT:** children find out and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning. We will achieve this, for example, by:
 - Providing a range of programmable toys, as well as equipment involving ICT.

- **Time:** children will find out about past and present events in their own lives, and in this of their families and other people they know. We will achieve this, for example, by:
 - Making the most of opportunities to value their histories, also involving families in sharing memories.
 - Providing long-term growing projects, for example, sowing seeds or looking after chicken eggs.
 - Providing reference material for children to use, for example, comparing old and recent photographs.
 - Drawing on the local community to support projects about the seasons. Tapping into the knowledge and expertise of local gardeners and working on our own allotment.

- **Place:** Observe, find out about and identify features in the place they live and the natural world. Find out about their environment, and talk about those features they like and dislike. We will achieve this, for example, by:
 - Providing stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.
 - Giving opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.
 - Helping children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.

- **Communities:** children begin to know about their own culture and beliefs as well as those of other people. **We will achieve this, for example, by:**
 - Providing opportunities for children to sample food from a variety of cultures, such as a traditional Caribbean dish.
 - Providing books that show a range of languages, dress and customs.
 - Using appropriate resources at circle time to enable children to learn positive attitudes and behaviour towards people who are different to themselves
 - Ensuring the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented.
 - See Extended Enquiry in the KS1 and KS2 section for more details of our approach.

5. Physical Education (Physical Development)

Rationale

The physical development of children must be encouraged through the provision of opportunities for them to be active and interactive and to

improve their skills of coordination, control, manipulation and movement. At Thomson House, sports and the acquiring of confidence through movement and interaction with one's environment are key parts of the offer. Children need also understand the importance of physical activity and of making healthy choices in relation to food. We will follow in the initial years a programme called Perceptual Motor Programme, developed in New Zealand and used widely both there and in Australia. See PE in the KS1 and KS2 section for more details of our approach.

Details

Children acquire basic skills of coordination, from writing and pencil grip to skipping in time to music; they also learn to make healthy choices in relation to healthy eating and exercise. We will focus on building their confidence in taking manageable risks in their play, we will motivate them to develop movement through praise, encouragement, games and guidance; we will help them understand how exercise, eating, sleeping and hygiene promote good health. We include some of our learning goals with examples of practice:

- **Movement and Space:** children move with confidence, imagination, in safety; they move with coordination, and show awareness of space, themselves and others. We will achieve this, for example, by:
 - Encouraging children to persevere through praise, guidance or instruction when success is not immediate
 - Encouraging children to use the vocabulary of movement
 - Talk with children about body parts and bodily activity, teaching the vocabulary of body parts
 - Helping children to think about how their movements and actions can impact on others
 - Providing time and space to enjoy energetic play daily
 - Providing opportunities for children to repeat and change their actions so they can refine and improve them
 - Ensuring children know the rules for being safe in different spaces daily

- **Health and body awareness:** children recognise the importance of keeping healthy, and those things, which contribute to this; they recognise the changes that happen to their bodies when they are active. We will achieve this, for example, by:
 - Finding ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.
 - Discussing with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.

- Planning opportunities, particularly after exercise, for children to talk about how their bodies feel.
- **Using equipment and materials:** children are able to use a range of small and large equipment and they can handle tools, objects, construction and malleable materials safely and with increasing control. We will achieve this, for example, by:
 - Providing children with a wide range of materials that encourage manipulation and with a range of tools, including ones designed for left handed people.
 - Providing a range of construction toys of different sizes made of different materials
 - Talking with children about what they are doing, how they plan to do it, what worked well and what they would change the next time.

6. Creative Arts and Music

Rationale

One of our focuses at Thomson House School is the nourishing of children's creativity, by supporting their curiosity, exploration and play. We are keen to foster creativity by enabling children to make connections between one area of learning and another, also extending their understanding. We want to create an environment where children feel safe in taking risks, learn new things and be adventurous.

Details

We include some of our learning goals with examples of practice:

- **Being Creative - Responding to Experiences, Expressing and Communicating Ideas:** children express and communicate their ideas thoughts and feelings by using a widening range of materials and suitable tools, role-play and movement; they respond in a variety of ways to what they see, hear, smell, touch and feel; they respond to comments and questions about their own creations. We will achieve this, for example, by:
 - Supporting children in expressing opinions about their work
 - Providing children with resources and materials so that they can make their own choices to express their ideas
- **Exploring media and materials:** children will explore colour, texture, shape, form and space in two or three dimensions. We will achieve this, for example, by:
 - Providing resources for mixing colours, joining things together and combining materials
 - Alerting children to changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed
 - Helping children to develop a problem-solving approach to overcome hindrances as they explore possibilities that media combinations present.

- **Creating music and dance:** children recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music. We will achieve this, for example, by:
 - Supporting children’s understanding of the ways in which paintings, pictures and music and dance can express different ideas and feelings
 - Providing stimulus for imaginative recreation and composition

Note: our approach to Music is given in more detail in the curriculum section for KS1 and KS2

- **Developing imagination and imaginative play:** children can play cooperatively as part of a group to act out a narrative; they can use their imagination in art and design, music, dance, imaginative and role-play and stories. We will achieve this, for example, by:
 - Carefully supporting children who are less confident
 - Providing opportunities indoors and outdoor and support the different interests of children in role play, encouraging narratives to develop

D.1.4 The KS1 and KS2 Curriculum

Principles and Strategy

- To deliver excellent skills across the curriculum we dedicate **more time to learning**, increasing contact time and distributing it in such a way as to maximise its effectiveness. This allows us to foster excellent skills from English to Music, allowing us to expect all our pupils to achieve at least a grade 2 in the playing of an instrument at the end of KS1.
- A **thorough programme of phonics** allows for the building of the ability to read and write skillfully.
- We **enhance the National Curriculum** programmes with elements taken from **high performing jurisdictions**, such as the Massachusetts English Curriculum and the Perceptual Motor Skills PE programme widely and successfully used in Australia and New Zealand.
- We **personalise the offer** with a varied programme of **enrichment activities** and the **Richmond Award Scheme**, a Duke of Edinburgh for primary which is the main vehicle for the **nourishing of strong spirit** and **dedication to the community**.
- Our **extended enquiry project** is imbued in citizenship and delivers creativity, a love of learning and reinforces the understanding that our wellbeing is linked to that of our communities.
- We dedicate more time to PSHE to deliver a unique **Wellbeing programme** which focuses on building the habits of mind, the strength of spirit necessary for fulfillment.

- We offer **Mandarin Chinese** from Year 4, in a once a week lesson which leads to the achievement of a certification at the end of Year 6.
- Towards the end of key stage 2 our curriculum is focused also on the **facilitating the transition to secondary school**, via:
 - **A strong core of English and Maths**
 - **Independent learning** in Extended Enquiry
 - The learning of a **complex language** (Mandarin) to enhance the understanding of the structures of language
 - **Extended PSHE** to discuss the pastoral challenges transition entails
 - Classes focused on the 11+ curricula delivered as a lunchtime enrichment activity.

Curriculum Model Lower School (Year 1, Year 2, Year 3)

| Lower School Yr 1, 2, 3 | 40 minute periods | Hours per Week | Percentage | Weeks Per Year | Total Hours Per Year |
|---------------------------|-------------------|----------------|------------|----------------|----------------------|
| English | 9 | 6 | 21.2% | 38 | 228 |
| Maths and Problem Solving | 9 | 6 | 21.2% | 38 | 228 |
| Science | 5 | 3 1/3 | 11.8% | 38 | 126 2/3 |
| Creative Arts | 3 | 2 | 7.1% | 38 | 76 |
| Music | 3 | 2 | 7.1% | 38 | 76 |
| PE | 5 | 3 1/3 | 11.8% | 38 | 126 2/3 |
| Extended Learning (+ICT) | 5 | 3 1/3 | 11.8% | 38 | 126 2/3 |
| PSHE | 3.5 | 2 1/3 | 8.2% | 38 | 88 2/3 |
| Total Per Week | 42.5 | 28 1/3 | 100% | | 1076 2/3 |

NB: For a timetable example of the Lower School see D2.

Curriculum Model Upper School (Year 4, Year 5, Year 6)

| Upper School (Yr 4, Yr 5, Yr 6) | 40 minute periods | Hours per Week | Percentage | Weeks Per Year | Total Hours Per Year |
|---------------------------------|-------------------|----------------|------------|----------------|----------------------|
| English | 9 | 6 | 20.6% | 38 | 228 |
| Maths and Problem Solving | 9 | 6 | 20.6% | 38 | 228 |
| Science | 5 | 3 1/3 | 11.4% | 38 | 126 2/3 |
| Creative Arts | 3 | 2 | 6.9% | 38 | 76 |
| Music | 3 | 2 | 6.9% | 38 | 76 |
| PE | 5 | 3 1/3 | 11.4% | 38 | 126 2/3 |
| Extended Learning (+ICT) | 4 | 2 2/3 | 9.1% | 38 | 101 1/3 |
| Languages | 1 | 2/3 | 2.3% | 38 | 25 1/3 |
| PSHE | 4.75 | 3 1/6 | 10.9% | 38 | 101 1/3 |
| Total Per Week | 43.75 | 29 1/6 | 100% | | 1089 1/3 |

NB: For a timetable example of the Upper School see D2.

Details of the KS1 and KS2 curriculum

English and the Art of Communication

Rationale:

- We aim to instill a **culture and enjoyment of reading**
- To develop the children's **comprehension skills**, even identifying **patterns between texts and authors**.
- We believe in founding our reading and writing on **phonics**, for we believe that children need to have the skills to **work independently** and work things out for themselves.
- We will teach more **grammar**. We consider it important for children to understand how speakers and writers arrange words to communicate meaning. To do this, they need to learn and use the conventions of grammar, usage, and syntax employed in English. Explicit instruction in grammar, usage, mechanics, and spelling, as well as practice in identifying and analyzing how speakers and writers put words together, **enhances pupils' command of language. It develops excellent skills.**
- We will dedicate space and time for the pupils to develop public speaking skills: learning and reciting poems by heart; show and tell; public speaking competitions; reading diaries. But also, simply, by spending time conversing with children. ***An effective English language and literacy curriculum develops pupils' oral language.***
- **Our curriculum content follows the National Curriculum**, enhancing it with some of the principals followed by **high performing systems, particularly the Massachusetts curriculum**. Massachusetts is a jurisdiction that performs particularly highly in international rankings for the standard of literacy its pupils reach by the age of ten. It does so also via its focus on oracy and grammar. Given that **delivering excellent standards of literacy by the end of KS2 is an area of focus for us**, it made to adopt some of its practices. ¹²

KS1 Outcomes:

By the end of Year 1 and Year 2, pupils will be able to:

- **Writing:**
 - Spell key words and have a go at spelling more difficult ones
 - Use capital letters and full stops correctly
 - Use question marks and exclamation marks
 - Begin to use commas in a list
 - Begin to use speech marks

¹² By the time Thomson House opens a new English National Curriculum will be in place. One of its stated aims is to incorporate good practice from high performance systems of education, so we accept that the incorporation of the Massachusetts curriculum may no longer be an aim by 2013.

- Write stories, lists, poems, letters, instructions and reports
- Start sentences in different ways
- Join sentences in different ways
- Write stories with a beginning, middle and end
- Write neatly
- **Reading:**
 - Rhyme and relate this to spelling patterns
 - Read on sight, a number of high frequency words
 - Recognise the critical features of words, e.g. length, common spelling patterns and words within words
 - Investigate and learn spellings of words with 's' for plurals and of verbs with 'ed' (past tense) and 'ing' (present tense)
 - Understand the terms *vowel* and *consonant*
- **Speaking:**
 - Recite by heart some poems of well-known children authors
 - Talk about some of their favourite things and pastimes in front of others, using language of increasing grammatical complexity.

KS1 Content

We will have achieved this, for example, by our work on the following areas:

- **Fiction and Poetry:** stories with familiar settings, with predictable and repetitive patterns; traditional stories and rhymes, fairy and fantasy stories, stories and poems with familiar, predictable and patterned language from a range of cultures, plays. Children will move to extended stories, look at a variety of poems on the same theme and different poems and stories from the same author.
- **Non-Fiction:** signs, labels, captions, lists, instructions, information texts including recounts of observations and non-chronological reports; texts with language play, e.g. riddles, tongue-twisters, humorous verse.

Children will apply the skills of reading, writing and public recitation to all of the above and they will learn to use simple dictionaries.
Show and tell. Reading diaries. Discussion of books

KS1 Assessment and Marking

Assessments are ongoing. We are aware of a reading test at the end of year 1 and we will work towards preparing the children for it.

End of KS2 outcomes:

- Punctuate writing, using full stops, capital letters, commas, question and exclamation marks, semi-colons, hyphens and speech marks correctly
- Recognise the subject-predicate relationship in sentences.

- Identify the four basic parts of speech (*adjective, noun, verb, adverb*).
- Identify correct mechanics (*end marks, commas for series, capitalization*), correct usage (*subject and verb agreement in a simple sentence*), and correct sentence structure (*elimination of sentence fragments*).
- Use well-chosen phrases, adventurous and precise vocabulary, sentence variation of figurative language to contribute to the effectiveness of their writing
- Secure control of complex sentences and manipulate them to achieve different effects
- Plan quickly and effectively, including a conclusion and paragraphs to distinguish the structure of different texts; in non-fiction structures, write appropriately, including relevant introduction and clear presentation of information leading to a well-drawn conclusion
- Edit work - enhancing, deleting and evaluating
- Read and analyse a range of fiction and non-fiction using inference, deduction and making reference to the text
- Spell using a range of rules, conventions and independent spelling strategies
- Write with appropriate pace and use a fluent, joined handwriting script
- Be able to speak in public using appropriate rhetorical structures and devices.

End of KS2 content

- We will have achieved this, for example, by our work on the following areas:
- **Comprehension and composition:** narrative, poetry, journalistic writing, biography and autobiography, persuasive writing and argument, formal writing and a range of non-fiction texts.
- **Grammar and punctuation:** complex sentences, use of colon, semi-colon, dashes and brackets, active and passive verbs, use of the conditional, language conventions in non-fiction writing, extending vocabulary. Phonics, spellings and vocabulary: to use, learn and consolidate different spelling strategies and rules. Analysis of the grammar of sentences.
- **Speaking:** understanding and deployment of rhetorical devices in oral communication, structuring of argument and identification of logical fallacies.

Out of school learning

We aim to make extensive use of London by arranging at least one theatre trip for each year group per year.

KS2 Assessment and Marking

Pupils' work will be marked and assessed at regular intervals using common abbreviations and in accordance with departmental guidelines. Types of

marking will include: right or wrong marking; directed marking and editing by pupil; quality teacher marking which will include positive comments and targets for improvement. Formal assessment will be by termly reading and writing tasks and an exam during the Summer Term.

Maths and Problem Solving

Rationale:

- Mathematical thinking is intrinsic to the patterns and rhythms of ourselves and the world around us.
- We aim to **apply these mathematical domains** to projects, problem solving, and planning on an experiential level, for this supports multiple ways of learning and **embeds skill development**, particularly in early part of primary school, thus also enhancing **love of learning**.
- For this reason, we will:
 - Try to use the physical environment as much as possible, particularly in the early years
 - Reinforce the vocabulary related to problem solving.
- At the same time, we consider it pivotal, to develop the **fundamental skills and strategies of arithmetic**. We aim to **make these automatic**, so that pupils can concentrate on using **higher level skills for problem solving**.
- The **use of ICT** in the teaching of maths, with programmes such as MyMaths will be useful in delivering our aims.

KS1 Outcomes:

By the end of Year 1 and Year 2, pupils will be able to:

- Read and write whole numbers to at least 100, using the vocabulary of comparing and ordering these numbers
- Know what each digit in a two-digit number represents
- Order whole numbers to at least 100
- Describe and extend simple number sequences
- Count on or back in ones or tens, starting from any two-digit number
- State the subtraction corresponding to a given addition
- Understand the operation of addition, subtraction and multiplication
- Use halving as the inverse of doubling
- Knowing the 2, 5 and times tables
- Using mental strategies to solve simple problems
- Developing and using vocabulary
- Comparing lengths, measure, mass or capacities
- Being able to talk about shapes (both 2D and 3D) with increasingly sophisticated vocabulary
- Know all coins, find totals and give change

KS1 Content:

We will have achieved this, for example, by our work on the following areas:

- Counting, properties of numbers and number sequences
- Place value, ordering, estimating, rounding
- Understanding + , - , x and ÷

- Mental calculation strategies
- Money and “real life” problems; making decisions, checking results
- Time
- Shape
- Measures, including problems and time
- Shape and space; reasoning about shapes
- Handling data
- Fractions

KS1 Assessment and Marking

In Maths, assessment is oral and written and includes mental maths tests, oral recall activities, written numeracy sheets, revision papers and termly formal assessments. Marking will include giving feedback to a pupil about how the work could be improved and what they have done well.

KS2 Outcomes

By the end of KS2 pupils should be able to:

- Multiply and divide decimals mentally by 10 or 100 and integers by 1000 and explain the effect
- Order a mixed set of numbers with up to three decimal places
- Reduce a fraction to its simplest form by cancelling common factors
- Use a fraction as an operator to find fractions of numbers or quantities
- Understand percentages as the number of parts in every 100 and find simple percentages of small whole-number quantities
- Solve simple problems involving time and money
- Carry out column addition/subtraction and short multiplication and division of numbers involving decimals
- Carry out long multiplication of a three-digit by two-digit integer
- Use a protractor to measure acute and obtuse angles to the nearest degree
- Calculate the perimeter and area of simple compound shapes that can be split into rectangles
- Read and plot co-ordinates in all four quadrants
- Identify and use the appropriate operations to solve word problems involving numbers and quantities, and explain methods and reasoning
- Solve a problem by extracting and interpreting information presented in tables, graphs and charts

KS2 Content

We will have achieved this, for example, by our work on the following areas:

- Place value, addition and subtraction, measures, shape and space, properties of numbers, times tables, division, fractions and decimals, handling data.
- In addition, time, percentages, proportion and probability
- The above topics are taught and revisited termly, progressing in level

of attainment and kinds of strategies involved. Problem-solving activities will be introduced in each term.

KS2 Assessment and Marking

- Marking is accompanied by a comment or explanation to help pupils correct their mistakes.
- Teaching staff is also available to help at break times and daily at lunchtime, by appointment.
- Formal assessments take place each term and there is an end of year examination.

Science

Rationale:

- We believe that for children to develop an understanding of mechanisms and workings of the world around them is important in more ways:
 - It is a means for them to develop the **fundamental skills of hypothesizing** on the basis of evidence and **testing theories**.
 - These are key if our pupils are to develop **excellent skills**.
 - It is also a way for them to understand the complexity and fragility of nature.
 - As global citizens in the 21st century we have an unprecedented responsibility to be **actively engaged in the effort to protect the environment**. This is pivotal for our pupils to understand that **their wellbeing is connected to that of their community**.
 - We present pupils with numerous ways to explore our planet's ecosystems:
 - Children **explore nature and environmental themes** through organic gardening, field trips, science experiments and art projects.
 - **Recycling initiatives** are embedded into all aspects of our program.
 - Children explore the **concepts of conservation and sustainability** and have opportunities to make choices that positively impact our program's "ecological footprint."

Our approach to the teaching of Science will follow the same principles of "dedication to the community" outlined below in *Extended Enquiry*. Please see that for further details.

KS1 Outcomes:

We will **embed the specific National Curriculum learning outcomes in our own programme**. Therefore, by the end of Year 1 and Year 2, pupils will be able to:

When working on a recycling project:

- Name some common materials and make observations of their properties

- Use their senses to explore and recognise the similarities and differences between materials and to recognise that some of them are found naturally
- Find out how the shapes of some objects can be changed by some processes including squashing, bending, twisting and stretching
- Identify everyday appliances that use electricity
- Understand how they can have a positive impact on their local community by promoting recycling.

When working on a sustainable food project delivered using, hopefully (site identification permitting), our allotment:

- Name some common plants and identify leaf, root, stem and flower
- Know that plants are living and need water and light to grow
- Locate parts of their body including sense organ
- Recognise changes that take place as animals get older
- Distinguish the properties of food i.e. proteins, carbohydrates, minerals, fibre and water to help growth and health
- Suggest how to test an idea and say what the result of the test shows

KS1 Assessment and Marking

Continuous informal assessment takes place through discussion and feedback between pupil and teacher. Formal assessments take place each term also via project work.

We will take a similar approach to the one taken above in the teaching of KS2. However, given our **statutory duty to prepare pupils for the end of Key Stage 2 exam**, teachers will pay close focus to the end of stage outcomes. We outline some below.

End of KS2 Outcomes:

By the end of KS2 pupils will also be able to:

- Know living things feed, grow and reproduce
- Be able to use alternative terms for micro-organisms *e.g. microbe, germ, virus*
- Recognise that some of these terms *e.g. germ* are used in an everyday but not scientific context
- Know forces can be measured in newtons (N) and to recognise a variety of forces and understand that forces act in particular directions
- Know words relating to forces and the measurements of forces *eg weight, gravity, upthrust, newton, forcemeter, still, stationary, at rest, not moving*
- Know that when light is blocked by some materials, shadows are formed
- Be familiar with representing data in line graphs
- Know how to make careful measurements of length
- Know that some solids dissolve in water
- Use words and phrases related to separating mixtures, to data handling, about changes of state

- Use terms *eg reversible, irreversible to describe changes*
- Be familiar with the ideas of habitats and feeding relationships
- Know what plants need in order to grow well
- Use words relating to plant growth, feeding relationships and words which have different meanings in other contexts *e.g. fertiliser, consumer, producer, key, suited, plant food*

Example of end of KS 2 areas of knowledge:

- Micro-organisms
- Forces in action
- How we see things
- More about dissolving
- Reversible and irreversible changes
- Interdependence and adaptations

Assessment and Marking

Classwork and homework will be marked with comments and explanations to help the pupil understand how to improve their work. End of unit assessments. Project work.

Extended Enquiry

Aims and Objectives

The distinctive nature and characteristics of our Extended Enquiry lessons need a more detailed explanation. We believe they develop the key skills and attitudes for success and wellbeing in the 21st century and are a powerful means for fostering a sense of citizenship. The main aims of the programme are:

1. **Developing pupils' creativity** by creating connections between different spheres of learning and different modes of engaging with a topic, as well as by giving the space for personal enquiry.
2. **Developing pupils' independent thinking** and the skills of hypothesising, questioning and investigating by learning to ask questions, research evidence, draw conclusions based on that evidence.
3. **Developing a focus beyond the self and dedication to community** by:
 - a. Nurturing a real understanding for our connections between **self**, family, **community** and the **world at large**;
 - b. Experiencing the connection between the knowledge and skills they acquire and the **positive impact they can have on the community**.
 - c. Providing the opportunity for reflection on the service experience.
 - d. Developing a sense of **empathy**.
 - e. **Involving local communities and families** in the teaching of the children.

We believe the approach above also **motivates pupils** in their quest for **knowledge**, allows them to **express themselves** and to fully **engage** in life and their societies.

As for all our programmes, the nurture of **oral communication skills** via the focus on individual and group presentations in front of the class will be an important element as will the developing of skills important for **group work**.

The course **uses the National Curriculum** as its foundation, bringing together the curricula for the Humanities – **History** and **Geography**, and **ICT**. The latter would be used as a tool for enquiry and production.

How it works:

- Extended Enquiry is a lesson focusing on the enquiry of topics, bringing together curricula of History, Geography and ICT.
- Distinctively, it also adds the **element of dedication to the community**, by connecting the learning to a project with relevance for the wellbeing of others. This is an approach also used by “service learning’ in the USA.
- Every half term pupils learn about a topic based on the curricula above, building **increasing levels of independence** and **group work**.
- The culmination of the half term work is a series of **performances**, special activities and interactive exhibitions, all with a **community-focused theme**.
- It is taught every Wednesday afternoon for the whole school and supplemented by additional lessons during school week for all year groups.

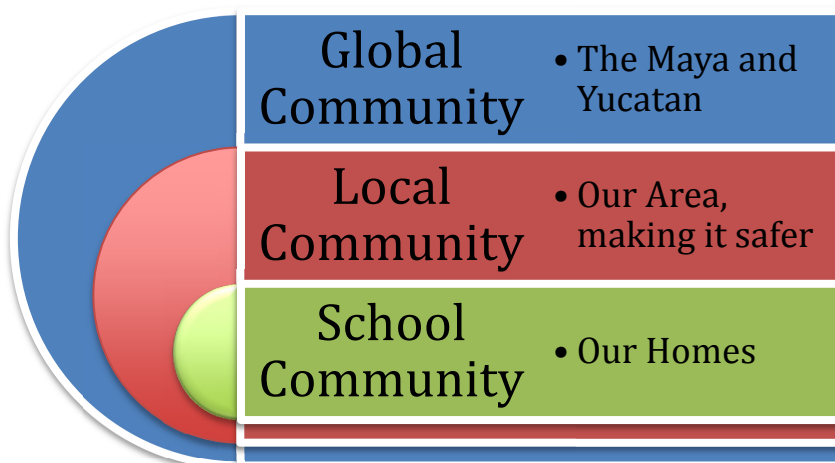
Example of the topics investigated and of potential ‘dedication to community’ projects:

| Topic | Possible extension to dedication to community |
|--|--|
| Homes and buildings in the local area – present and past | Preparation of a walk for tourists in the local area |
| Making our area safer | Presentation of local residents concerns and suggestions based on interviews |
| The Maya and Yucatan | Campaign for endangered species / people in that area |

There will be times when we change the focus of the individual topics, to respond to particular situations in the local community, such as, for example, the starting of new supermarket.

A widening perspective

As a principle, our focus will move from the school community to the global community. So, for instance, the topics above give us the opportunity to explore the way environments can shape communities and people. The focus moves from a local to a world perspective, allowing the children to build their awareness from their everyday world, to what is outside their realm of immediate experience, all the time tracing.



Independent Learning and Group Work skills

- In the last half term they pursue a topic **of their own choosing**.
- They will first work individually, supported by the teacher and family. Then they will move towards working in groups of two, always supported by teachers and family.
- Eventually, at KS2 they will produce work as a group of four with minimal support from teachers and family. Throughout KS2 there will be alternation between individual and group work.
- The topics will include explanation of, practice and use of ICT.

We will be able to incorporate the National Curriculum outcomes in our own approach. We outline some below.

By the end of Year 1 and Year 2, pupils will have achieved outcomes relevant to History, Geography and ICT:

History:

- Have developed their understanding of old and new and of different periods of time in the past
- Be able to identify, **for example**, features of homes today and at a time before living memory, including recognizing household objects from the past and present; know how the objects were used and in which room they belonged; handle, observe and draw the objects in order to find out about them
- Know about the lives of significant men, women and children, drawn

from the history of Britain and the wider world and what makes them famous

- Know some past events from the History of Britain and the wider world

Geography:

- Be aware that there are a variety of features that make up their local area
- Understand that the world extends outside their locality and be familiar with the contrasting environment from the UK
- Know how to use a simple globe or map to find geographical features and be able to make observations about where places are located

ICT:

- Be able to writing stories, including formatting text using basic Word Processing - including fonts, colours and WordArt
- Collecting and presenting data in a graph
- Creating a picture, exploring alternatives and correcting mistakes

As well as general skills linked to presentation and research:

- Use appropriate language when talking, writing and role-playing
- Using appropriate language when presenting to an audience
- Be able to compare, contrast and identify a variety of places and situations

We will take the same approach for KS2, incorporating the specific outcomes of those subjects, as far as possible and reasonable.

At the end of a project focusing on **deforestation in Brazil**, pupils would be able to:

From Geography

- Describe the human and physical features of Brazil
- Classify industrial activities
- Describe the different types of farm
- Describe the changes which have occurred in farming
- Recognise that farms have diversified into other areas of economic activity
- Identify key location in North and South America

And at the end of one focusing on the **Birth of Parliament** comparing it to our current system, they would be able to:

From History

- Describe the influence of the Magna Carta
- Indentify the main cause behind the development of Parliament
- Compare village and town life in the middle ages and now

From ICT

- Use advanced features of a word processor such as text wrapping and borders
- Use formulae to create a mathematical model on a spreadsheet

- Use advanced features of a multimedia authoring package such as recording sound and inserting hyperlinks

At the same time they would be enhancing their **communication skills**.

We take advantage of London's rich cultural heritage and diversity by making **numerous excursions** to different neighborhoods, museums and events throughout the city.

We will also take advantage of families who have the opportunity to travel, encouraging them to become "**investigators at large**" so that their cultural explorations and discoveries can be brought back to the classroom and woven into the curriculum.

Assessment and Marking

Children are assessed through group discussions, on the input that is made by each child, and on their ability to work in a group and collaborate with others.

Children are also assessed through their project work and presentations.

RE

Rationale

RE will be provided in the form of individual trips to places of worship which will take place throughout the year. We believe this to be a more effective way of learning about our religious heritage. We will also deliver assemblies focused on religious practices, festivities and celebrations.

KS1 Outcomes

By the end of Year 1 and Year 2, pupils will be able to:

- Write about the religion they belong to, if any
- Identify ways in which belonging can be shown
- Give a simple explanation about why water is used in baptism
- Communicate through talking and writing what they have learnt about Jewish beliefs and practices, including details about the Torah
- Know that the Torah teaches Jewish people how to live
- Know about the basic beliefs and practices of a religion and retell the events of the main festivals
- Name certain artifacts and understand how and when they are used
- Know that a church is a special place for many Christians and consider the reasons why
- Explore what or who guides them on how they should live
- Recognise that it is important to respect other people's special places and the things which are precious to them
- Know that Jesus told stories as a way of teaching people about God
- Understand the religious significance of a festival
- Identify the main ways in which the festival is celebrated
- Understand the main beliefs and practices associated with worship and the specific parts of a religious building

KS1 Content

We will have achieved this, for example, by our work on the following areas:

- Beliefs and Practices
- Celebrations: Why do Christians give gifts at Christmas?
- What does it mean to belong to Christianity?
- Services of Celebration
- What can we learn from visiting a church?
- Moses, Passover and Jewish Artifacts
- How do Jewish people express their beliefs in practice?
- Meaning in religious stories

Assessment and Marking

In Religious Education children are not formally assessed. Their progress is marked by input delivered in discussions and during trips.

KS2 Outcomes

By the end of Year 1 and Year 2, pupils will be able to:

- Know about the origins of Islam
- Know about the early life of Muhammad
- Understand how Muhammad became the messenger of Allah
- Know the five pillars of Islam
- Understand the Muslim belief in Jihad
- Have an awareness of Islamic patterns
- Have an awareness of the importance of the Qur'an
- Know about the Islamic food laws
- Understand the importance and significance of the Mosque as a building and a place of worship

KS2 Content

We will have achieved this, for example, by our work on the following areas:

- Islam: its beliefs and practices

Out of class learning

This will be the main means of delivering the curriculum.

Assessment and Marking

As above.

Sports and Physical Education

Rationale

The PE programme at Thomson House is more than a curriculum, which develops the physical skills of pupils. Our aim is to instill a passion for wellbeing that lasts a lifetime. We see the programme as a fundamental vehicle in the **development of strong character** – natural **optimism, resilience, calm confidence, drive** - a **dedication to one's wellbeing** and to that of those around us. It is a key and distinctive element in our offer, so needs to be outlined in some detail.

- Thomson House supports children in **developing a mind-body connection** through an environment dedicated to physical activity, emotional processing, and healthy life habits. Children in our program are aware of how their bodies and thought processes connect to a **personal sense of health, efficacy and resilience**
- We focus on the development and repeated practice of **motor skills, coordination and fitness**
- We dedicate time to reflection, focusing thus on the **development of the whole person**, particularly of **strong character**: we work with our pupils to help them develop **emotional competencies** such as **patience, perseverance, tolerance and impulse control** that will empower them to meet the demands of daily life.
- We incorporate **reflection on healthy life habits**, including healthy diet, physical and psychological wellbeing and positive attitudes
- Our programme is based on the **National Curriculum** but is supplemented with principles and practices taken by the **Perceptual Motor Programme (PMP)**, widely used in Australia and regarded as excellent practice. We give more details in the box below.
- Our programme starts by focusing on **skills and self-perception**, only later, once thought processes are automatic, do we focus on **higher level thinking, decision-making and competitive performance**.
- We believe that pupils who vividly **experience the physical capacity of self-improvement** will strengthen this key message across the whole curriculum, as indicated in the general introduction above (page reference).

KS1 Outcomes

By the end of Year 1 and Year 2, pupils will be able to:

- Demonstrate the basic skills necessary to develop movements
- Demonstrate other techniques such as stopping balls, throwing, catching, and kicking through a variety of game based activities
- Move around different environments in a variety of ways with confidence and displaying new ideas
- Display relevant techniques for the different activities covered
- Begin to develop the ability to link basic skills together, eventually in games situations
- Learn to work as a team and have fun
- Be able to demonstrate the basic skills necessary to take part in a variety of challenges and games (balance, co-ordination, timing, control, passing, shooting, dribbling, tackling etc.)
- Begin to develop tactics for small-sided competitive situations (e.g. 1v1, 2v2, 3v3)
- Begin to develop the ability to make correct decisions about what skill to perform (where, when and why?)
- Start to think about team play, communication, positioning, movement and how to create/deny space in invasion games
- Continue to develop confidence through positive feedback, practice and reinforcement and to feel the positive benefits of being healthy and active

- Begin to develop a greater sense of balance
- Control speed
- Perform confidently more complicated movement sequences, including take-offs
- Begin to develop language skills to talk about their physical and psychological feelings
- Take on more sophisticated social interactions typical of team games
- Feel more confident and resilient
- Be able to apply their knowledge to new situations and be able to talk about that with awareness.
- Work with others with increasing effectiveness
- Acquire strategies for problem solving
- Share readily and understand the use of rules in order to maximize enjoyment and participation

Perceptual Motor Programme (PMP)

PMP is a motor coordination programme for school age children, comprised of sequential movement activities across five different stations for classes of up to 30 pupils, ages 5 & up.

By revealing the "learning nexus" between the body and the brain, PMP isolates the five critical spheres of physical and sensory influence that prepare the brain for formal learning.

PMP gives children experiences by seeing, hearing, touching, making perceptual judgments and reacting through carefully sequenced activities including: running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling, spinning, sliding, and more.

PMP aims to be preventative rather than curative by diagnosing problems that undermine learning in the classroom.

How does PMP Work?

The PMP programme is divided into integrated, synchronised sessions, as follows:

| How does PMP work? | Floor Session : | Equipment Session: | Language Follow Up |
|--------------------|---|--|---|
| | - Preparation for equipment sessions. - Achievement in the equipment session depends on good preparation. | - Outcomes from PMP Model - Use starter and extension cards from Smart Start Model | - Transferring the concepts, knowledge and understanding to the classroom situation ie; |
| How often? | - 1 for every 2-3 sessions | - 3 sessions a week | - After each equipment session |
| When? | Any time of the day | Any time of the | Immediately after equipment |

KS1 Content

- Co-ordination and control
- Basic motor skills
- Health related fitness
- Gymnastics
- Dance
- Large ball skills and games
- Small Ball Skills
- Team games, invasion games
- Strike and field
- Athletics
- Rounders / Cricket
- Tennis skills
- Physical development in these years is about improving and refining the skills of co-ordination, manipulation and movement through practice, their gradual linking and their implementation within structured game situations.
- See PMP Box above for further details.

Assessment and Marking

Pupils are continually assessed in terms of their practical ability, theoretical understanding and general interaction.

KS2 Outcomes

By the end of KS2, pupils should be able to:

- Have explored all techniques and vocabulary relevant to the activities covered, developing practical and theoretical skills in order to be successful
- Continue to develop their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- Continue to develop skilful attacking and team play, developing fluency and timing in order to work well as a team when attacking and defending
- Think about how to use skills, strategies and tactics to outwit the opposition using team play
- Be confident to enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'
- Be making good decisions about which techniques to use in specific situations
- Begin to develop interpersonal skills pertinent to sport ie Communication skills, listening skills, sharing, co-operation and leadership

KS2 Content

We will have achieved this, for example, by our work on the following areas:

- Gymnastics, Swimming and Health Related Fitness
- Football, Netball and Basketball

- Health Related Fitness and Dance
- Rugby, Hockey, Basketball and Touch Rugby
- Swimming and Athletics
- Strike and field/net games e.g. Cricket, Rounders and Tennis

House Competitions

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime clubs in each sport to augment the contact time of each pupil per week.

Assessment and Marking

Marks will be given for attainment, quality of classwork and effort. Marks are accompanied by a comment or explanation to help the pupils and parents understand how to improve levels of performance. Pupils are continually assessed in four strands of learning - Acquiring and Developing Skills; Selecting and Applying Skills, Tactics and Compositional Ideas; Knowledge and Understanding of Fitness and Health; Evaluating and Improving Performance.

Art and Design

Rationale

Art will follow the National Curriculum. However, the skills being developed will be **applied to the areas of learning being explored in the Extended Enquiry curriculum**. This will further develop the pupils' **creativity**, by allowing them to apply **old knowledge to new situations** and by **reinforcing content and retention for all pupils** by delivering it through a range of media.

KS1 Outcomes

By the end of Year 1 and Year 2, pupils will be able to:

- Explore and use natural and man made materials to communicate ideas. Comment on similarities and differences between their own and others' work
- Investigate and use line, shape, colour and tone to communicate ideas and experiences in different media
- Communicate ideas and meanings in different ways
- Investigate and use drawing, collage and textile materials
- Explore ideas about sculpture; investigate and use materials and processes to communicate ideas and meanings in three dimensional form
- Make prints based on patterns in buildings
- Investigate and use collage and textile materials and processes to communicate their ideas about line, shape and colour
- Explore ways of framing images
- Have used tools safely to make a moving picture that incorporates a simple lever or slider
- Have successfully constructed a realistic model
- Have assembled their model with accuracy and be able to talk about

- how it is appropriate for the intended user
- Have constructed a model home, incorporating the main features of windows and doors, which shows evidence of understanding different types of buildings and their main features
- Say what they think or feel about their own work
- Suggest ways of improving their own work
- Explore and use natural and man-made materials to communicate ideas

KS1 Content

We will have achieved this, for example, by our work on the following areas:

- Investigating materials
- What is sculpture?
- Mother - Nature – Designer
- Homes
- Moving pictures
- Vehicles

Assessment and Marking

- Children are assessed on their creativity and their skills using different techniques.
- Children are taught to self-assess and suggest ways of improving their own work as well as commenting on other children's art work.
- Assessment is based on practical abilities as well as written plans, designs and ideas given in class discussion.
- Assessment is also gained by children demonstrating an understanding of how simple mechanisms related to moving vehicles work have made a wheeled vehicle which moves and which generally matches their design intention

KS2 Outcomes

We follow the same concept outlined in the rationale above. Nevertheless, within that wider strategy, pupils will be able to fulfill outcomes in line with the National Curriculum. Therefore, by the end of KS2, pupils will be able to:

- Be able to use a range of drawing and painting materials that will better equip their GCSE skills
- Identify different sources for project themes
- Be able to explore materials in a controlled and experimental manner
- Paint in a more controlled and purposeful manner

KS2 Content

They will have achieved this, for example, by their work on the following areas:

- **Still life Project Expressing gesture, feelings in hands or figures**
 - Looking at movements and approaches in the work of others
 - Drawing and recording in response
 - Line and tonal work

- Creating a final piece in various media
- **Figures in Art**
 - Drawing in a range of materials
 - Working from direct observation of art mannequins
 - Use of traditional trace and repeat / overlapping / creating groups and crowds
 - Create a series of figure drawings in sequences
 - Line and tonal work
 - Final piece in monochrome colour

Assessment

Continuous throughout the year.

Music

Rationale and key characteristics

Thomson House fully subscribes to the first recommendation in the recently published *The Importance of Music - A National Plan for Music Education*¹³: this states the importance of providing “children with a broad Music Education, which includes performing, composing, listening, reviewing and evaluating”.

Thomson House takes Music education seriously, for we believe it has a **fundamental role in the nurturing of *all-rounded pupils*** and it contributes to the ***enjoyment*** and ***personal wellbeing*** of our children.

- Our aim throughout Key Stage 1 is to keep the children engaged. For this reason, bearing in mind their reduced attention span, Music lessons last forty minutes only, with each lesson divided in sub-sections so as to maintain **high levels of concentration**. This develops ***excellent skills***.
- Lessons are repeated several times a week.
- Our initial **focus is on singing**, introducing **percussion** and eventually **recorders** later in KS1.
- **Through KS2** we introduce a **wider range of instruments**. The backbone of our work will be done on **keyboards**, but we will initiate the children to **orchestral instruments and guitars from Year 4**, when they will have developed **greater coordination**.
- Children continue to develop their music appreciation and the ability to express themselves through ***creating, singing, playing*** and ***listening***.
- We believe that by focusing on the element of fun in music lessons we can even **introduce theory by the late stages of KS1**. This allows for a **rigorous basis** to musical understanding and performance.

¹³ Department for Education 2011, *The Importance of Music - A National Plan for Music Education*, DFE-00086-2011, Department for Education, London.

- We follow the **Kodaly method** up to Year 3. This is particularly useful for singing, before introducing notation.
- Lessons will be divided in **whole class lessons** and in **small group lessons**, when the Music teacher will take pupils out of class to work with a small group at a time. We aim to concentrate these sessions outside English, Maths and Science classes.
- Children are always encouraged to **express themselves creatively** and music will be pivotal in promoting the ***school wide ethos of public performance***: for this reason they are exposed to many different types of music and the instruments of the orchestra, being given the opportunity to perform at assemblies and informal concerts.
- We **aim to link in to local schemes for individual tuition** for the financing of instruments. Because we are a school **sensitive to the needs of working families**, in order to keep prices reasonable, we would also **organise small group tuition**.
- Our teaching will be delivered by a **Music Specialist**.

Outcomes for KS1

By the end of Year 1 and Year 2, pupils will be able to:

- Compose their own songs
- Play simple tunes on tuned percussion
- Have a basic understanding of simple rhythm, beat, and pulse
- Be familiar with a large number of songs
- Have gained confidence in performing with and in front of their peers
- Be familiar with basic music notation
- Play simple tunes on tuned percussion
- Have a basic understanding of simple rhythms, beat, and pulse
- Be familiar with a large number of songs
- Have gained confidence in performing with, and in front of, their peers

KS1 Content

We will have achieved this, for example, by our work on the following areas:

- Explore how sounds can be used expressively using voices, body percussion, and instruments
- Explore how music can be changed by varying its speed, volume, and tone colour
- Explore the concept of high and low pitches through songs and compositions
- Explore different sounds made by wood and metal instruments and compose pieces with these instruments
- Sing a variety of songs, including rounds, popular songs, and songs from around the world
- Learn about the various classroom instruments and how they are played
- Take part in group and class performances of various pieces
- Listen to a wide variety of music in different styles
- Investigate different note lengths and rhythms, as well as beat and pulse

- Be introduced to music notation
- Compose pieces using tuned percussion
- Sing, play and compose using expressive effects on voices and instruments
- Take part in group and class projects to compose pieces
- Take part in group and class performances of various pieces

End of KS2 Outcomes

- Understand the elements of music in connection to orchestral music and club dance music
- Be able to notate compositional ideas through the medium of ICT
- Be familiar with a selection of songs and different genres of music
- Have gained confidence in performing with and in front of their peers

KS2 Content

We will have achieved this, for example, by our work on the following areas through the medium of performing, composing, listening and writing:

- Pupils will sing a variety of songs and take part in group and class projects, whilst also reinforcing the basic theory of Music.
- **The Folk Tradition:** In this topic will explore Folk Music, in particular singing Sea Shanties, discussing British Folk Music and World Folk Music. Pupils will have the opportunity to sing, compose and enhance their knowledge of basic musical theory
- **Dance Music:** Through the medium of composition and performance, pupils will learn about dances from the medieval period to Dances from the Latin America's. They will discover the features of the Pavane, Ball Room and Salsa. They will connect these genres to the elements of music, such as Form & Structure and Texture. This topic also allows pupils to learn ensemble work and conducting
- **Instruments of the Orchestra:** Pupils will explore the instruments of the orchestra, in particular the families of the orchestra and also some of the most prominent instruments. Pupils will form their own class orchestra and also study music by Holst to learn more about writing for orchestral instruments
- **Theme and Variation:** Pupils will be developing musical ideas through composing and performing. They will discuss the relevant structures, the varying melodies and generally how to compose and make their music interesting
- **Gospel Music:** Pupils will spend most of this module performing through the medium of song. They will discover the development and history of Gospel Music, but also establish their own Gospel choir
- **Reggae:** Pupils will be exploring the culture of Jamaican music in the form of Reggae Music. They will learn the features of this genre through listening to the likes of Bob Marley

KS2 Assessment and Marking

- Pupils will be assessed on a regular basis, through formative and self-assessment. Pupils are encouraged to take part in extra curricular

- activities to widen their musical understanding
- We also encourage pupils to use practice rooms during their free time.

Out of school learning

There will be opportunities for pupils to attend one of the following:

- Theatre Trip (such as Lion King / Legally Blonde)
- Classical / Jazz / Opera trip
- A specific workshop given by external professionals

Modern Foreign Languages and Mandarin Chinese

Rationale

At Thomson House, we believe in educating outward-looking children, able to engage confidently and openly with the outside world. For this reason, we will teach modern foreign languages. At KS1, pupils will experience the culture and language of other countries via:

Days dedicated to that country:

- There will be a France day, an Italy day, and a Spain day.
- One per term, repeated and reinforced every year. During that day pupils will gain exposure to the language of the country, its main sites, its cooking, selections from its literature.
- Assemblies where pupils will act out a scene in the target language focusing on some of its distinctive customs.
- The cycle will be repeated in Year 1 and Year 2.
- This will expose the children to other cultures, some basic foreign vocabulary and will allow them to draw comparisons between them.

Mandarin Chinese

With the teaching of Mandarin Chinese, Thomson House is delivering on its intended pupil outcomes of:

- Fostering an ***outward looking disposition***: we are focusing on a global language outside everyday's realm of experience
- Fostering skills ***relevant for the 21st century***: understanding of Chinese culture and the achievement of control over the basis of communication in Chinese are already prized skills.
- Building the ***foundations for success in secondary education***: the take-up of GCSEs and A-levels in Chinese is expected to grow and starting the language at a particularly malleable age will enable our pupils to be well-placed for the achievement of success.

Structure

- At KS2, we will introduce the **weekly teaching of Mandarin Chinese**.
- We have forged links with an **established and experienced provider** of Mandarin Chinese teaching targeted specifically at primary age.
- **Engaging** and **effective** course which delivers **good value** for

money.

- Weekly **40 minute lessons** and **online homework**
- **Two level course** to be delivered in year 4 (level 1) and years 5 and 6 (level 2).
- The teaching is aligned to the **National Languages curriculum** and its teaching material uses the **Primary Languages Framework** as a key reference tool.

Outcomes

By the end of KS2, pupils should be able to:

- Recognise and list China's main sights
- Use orally, understand and write key vocabulary in Latin script. Describe and compare family members and pets using comparatives and superlatives
- Express likes and dislikes on topics such as food and leisure activities
- Use the present tense and the perfect tense (for sets 1, 2 and 3) to describe current or past leisure activities
- Tell the time in Chinese, count in Chinese, give and understand dates and ages
- Take part in role-plays on the topics studied, such as asking someone to go out
- Use expressions of quantities when discussing food and drink, have a sound knowledge of basic Chinese grammar specifically the adjectival agreements, comparatives and superlatives, expressions of quantities, possessive adjectives, key question
- Words and the use of the present tense and perfect tense, irregular and regular verbs including reflexive verbs

Topics to be covered by the end of KS2

- Greetings and personal details
- Physical descriptions
- Family members
- Leisure activities and clubs
- Daily routine
- Food, drinks and mealtimes
- Going out to the restaurant and shopping for food
- Shops
- Organising to go out
- Numbers and telling the time
- Body parts and illnesses/at the doctor
- Travel and means of transport
- China

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests delivered online and in class discussions. There will also be an end of year exam at the end of Yr 4, Yr 5, Yr6.

D.1.5 Wellbeing Programme

At Thomson House School, we are committed to ensuring that our pupils achieve the habits and arts of excellence and wellbeing. Through our teaching of wellbeing, we will facilitate our pupils in the development of strong character and the keys to personal fulfilment through:

- An understanding of themselves
- Confidence in their own potential
- An outward looking disposition
- Inquisitiveness and courage in their approach to the world
- Drive
- Resilience

Aims of our wellbeing programme

The key aims of the programme are to enable our pupils to acquire the knowledge, attitudes and skills to:

- Recognise and manage their emotions
- Set and achieve positive goals
- Demonstrate caring and concern for others
- Establish and maintain positive relationships
- Manage difficult situations and times resiliently
- Make responsible decisions
- Handle interpersonal situations effectively.

Programme Structure

Wellbeing and resilience will be embedded within all aspects of the curriculum, in line with our ethos and aspirations for our pupils.

Each school day ends with a half hour pastoral time period, which will focus particularly on the development of personal wellbeing, happiness, resilience, confidence and the fulfilment of individual potential.

This will be delivered to reception pupils through the PSHE programme that is detailed above in the EYSA section, and to key stage 1 and key stage 2 pupils through the wellbeing and resilience programme.

Our programme has been developed guided by the research by with the Young Foundation and the Positive Psychology Centre at the University of Pennsylvania around developing positive emotions and resilience to support the spiritual, moral, social and cultural development of our pupils.

Through classroom-based activities, year group and whole school assemblies and the use of speakers and workshops, the following topics will be covered:

- Core Values: honesty, fairness, responsibility, support, cooperation, acceptance of others, respect, friendliness and inclusion

- Resilience
- Courage
- Optimistic and positive thinking
- Emotions
- Relationships
- Humour
- Bullying and discrimination
- Recognizing personal strengths
- Citizenship and global issues
- Body and mind
- Making choices and resolving conflicts
- Healthy lifestyles
- Health and safety
- Targets and goals

Outcomes of our wellbeing programme

The outcomes that we aim to achieve through our wellbeing programme are:

- High levels of pupil social and emotional skills and pro social behaviour
- Good mental health for all pupils and especially for those who could be considered at risk; a reduction of emotional distress i.e. anxiety and depression
- A positive, supportive, diverse and pro-social school culture that promotes inclusivity
- High standards of pupil behaviour
- Pupils contribute positively the school, local and global communities
- Greater likelihood of pupils offering peer support to friends and classmates
- Improvements in pupils academic learning outcomes
- High levels of teacher resilience and wellbeing

Monitoring and evaluating our wellbeing programme

Personal wellbeing and resilience will be embedded in all aspects of school life at Thomson House School, and its successful implementation will be evidenced, monitored and reviewed in the following ways:

| Area | Evidence |
|------------------------------------|--|
| Leadership and Management | <ul style="list-style-type: none"> • Emotional wellbeing and resilience language is evident in conversations, recorded meetings and school wide documentation • School policies reflect emotional wellbeing and resilience |
| Curriculum Planning and Resourcing | <ul style="list-style-type: none"> • Emotional wellbeing and resilience are reflected in curriculum objectives and learning outcomes • Learning opportunities build on emotional wellbeing and resilience |

| | |
|--|---|
| Teaching and Learning | <ul style="list-style-type: none"> • Pupils can discuss experiences of individual or group learning relating to personal wellbeing and resilience • Staff observe increased self monitoring of behaviour by pupils • Pupils feel safe and secure in taking up new opportunities and challenges • Form tutors see these advances through the tracking and monitoring of each child through their Individual Learning Profile |
| School Culture and Environment | <ul style="list-style-type: none"> • A respectful, positive and happy rapport exists between pupils and staff • High expectations of behaviour are recognised by all members of the school community and misbehaviour is dealt with quickly and consistently • Good level of attendance • Non structured play time reflects positive learning of emotional wellbeing and resilience with regards to pupils' interactions with each other • Pupils seek out and participate in leadership opportunities within the school |
| Giving Pupils a Voice | <ul style="list-style-type: none"> • Pupils are involved in monitoring and evaluating their learning of emotional wellbeing and resilience. • Pupils are consulted and feedback regularly with regards to behavioural management and are involved in its reviews |
| Staff Professional Development, Health and Welfare | <ul style="list-style-type: none"> • Staff are interested, enthusiastic and committed to the teaching of personal wellbeing and resilience • Staff have an understanding of emotional wellbeing and resilience and apply and role model it amongst themselves • Staff are involved in regular meetings and/or training on emotional wellbeing and resilience and its implementation in the school |
| Partnerships with Parents/Carers and the Community | <ul style="list-style-type: none"> • Information is clearly provided to parents/carers on the teaching of emotional wellbeing and resilience, and how it can be reinforced outside of school • Parents are asked to feedback on the emotional wellbeing and resilience education that their child is receiving • A happy, respectful and positive rapport exists |

| | |
|---|---|
| | <p>between the school and the community</p> <ul style="list-style-type: none"> • Feedback is sought from the community when the pupils engages in activities outside of school, to monitor emotional wellbeing and resilience • Pupils engage in community servicing and volunteering opportunities that are presented to them • Pupils seek out and report on volunteering and charity engagements outside of school • Pupils engage in charity events |
| Assessment, Recording and Reporting Achievement | <ul style="list-style-type: none"> • Parents/carers receive feedback about their child's emotional wellbeing progress on their Individual Learning Profiles, in reports and at parent's meetings |

D.1.6 Enrichment Activities

A holistic education requires exposure to a large variety of activities, to ensure that pupils are continually stimulated, offered the challenges of new experiences and the opportunity to learn new skills. Thomson House School will offer Enrichment Activities daily **during the lunch time period**, allowing for **40 minutes a day** for pupils to take part in their chosen areas. Through participation in this programme pupils will build confidence, expand their social interactions, discover hidden talents and learn skills that will enhance their future development.

The enrichment programme may include, but not be limited to:

- art, drama and music clubs
- sport squad training
- physical activity outside of the Physical Education curriculum
- debating
- book clubs
- science investigation
- maths challenges
- model and lego building
- card and board games
- learning languages outside of the curriculum
- ICT skills, stop motion animation
- Textiles and design
- Photography and media
- Pupil newspaper
- Yearbook design
- Committee meetings (pupil council, prefects, etc)
- Creative writing

- Cooking club

We will encourage any parents or community members with particular skills and interests to offer enrichment activities to our pupils, which will help to enhance the experiences on offer and strengthen connections amongst the school, family and local community.

We will ask pupils to sign up to at least **three activities per term**, although we expect our children **to sign up to more**.

D.1.7 Richmond Award Scheme

a) Overview

A key component of our enrichment activity programme is the Richmond Award Scheme (RAS); a tiered certificate course that supports our aspirations for our pupils to develop excellent skills, strong character and dedication to the community.

We have been working in consultation with a local adventure activities company, as well as Richmond Borough, to develop a programme that could be used, not only in Thomson House School, but eventually in all primary schools in the borough.

b) Our aims for the RAS

- a non competitive scheme for primary school pupils offering opportunities for feelings of success and fulfillment in an enrichment programme
- individualised for every child, where all pupils can progress at a pace appropriate for them, be challenged and experience success
- all rounded programme that provides opportunities to develop:
 - creativity
 - communication skills
 - confidence
 - resilience
 - organisation
 - family and community spirit
 - curiosity
 - leadership
 - respect

c) Implementation

When:

- each year group will have a dedicated timeslot **within the enrichment activity programme** for the Richmond Award Scheme
- aspects of the programme will also be incorporated in the curriculum
- trips and excursions will occur after school and on weekends (for the older years)

By Whom:

- the programme will be run and monitored by all teachers

- close family involvement and input from community leaders and volunteers will be encouraged

Where:

- the course will be based out of Thomson House School
- community service in the local community
- trips and excursions locally and nationally
- independent work at home

d) Structure

There are 3 levels to the award. Each level is designed to take two years, however can be extended past that on an individual basis. Our aim is that all pupils would achieve Bronze during their time at Thomson House School, with most also achieving Silver and many achieving Gold.



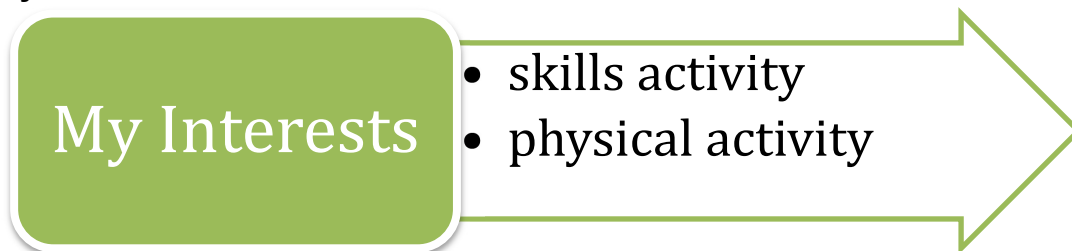
Each level of the course consists of three main sections that need to be fulfilled in order to gain the award.

The two activities in each section work together in delivering a complete and connected programme. For example, experiencing the environment helps to foster a sense of responsibility in protecting it, and learning non-physical skills balances well with the physical in developing a more enriched lifestyle in terms of mind and body.



Details of each section:

My Interests



This section is about developing personal interests and hobbies, an active lifestyle and planning and using leisure time positively for oneself. The skill and physical activities work together to help develop a more all-round, enriched set of personal skills and enjoyment of physical activity, as well as a chance to embrace new activities and achieve fulfilment.

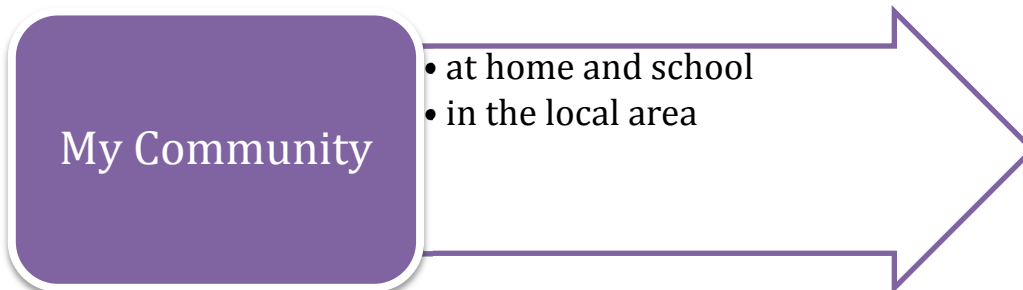
Skill Activity: Non-physical skills including learning a language, musical instrument, gardening, reading, writing, communication, including public speaking, and much more.

Physical Activity: Physical activities that help foster and maintain an enjoyment of an active lifestyle, confidence and a sense of fun.

Commitment at each level:



My Community

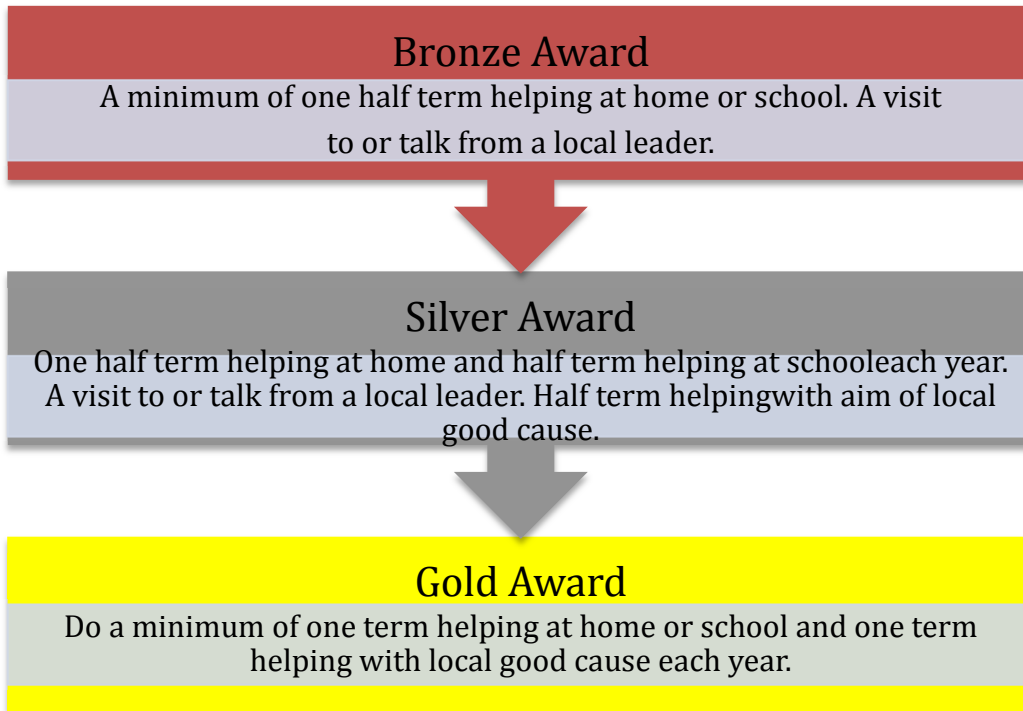


This section is about the importance of developing a sense of community, fostering kindness, respect for others and positive service to support those closest to us, at home, school and in the community. A focus on people in need and how we can support the aims of local causes.

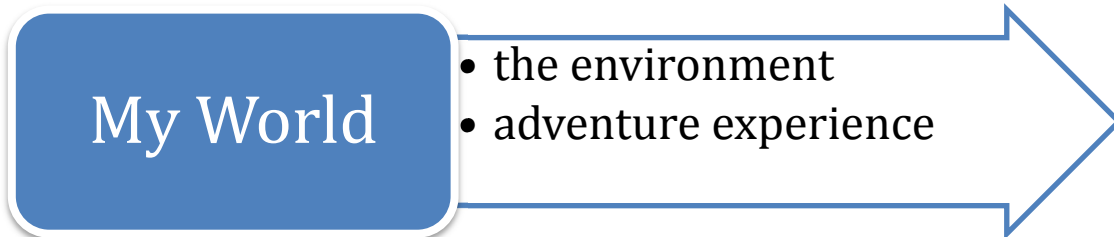
My home and school: Helping at home and at school. Examples can be: making own bed, washing up, gardening etc. Yr 5 and 6 can peer mentor and help Yrs 1 and 2 with reading etc. All about helping people closest to us.

In the local area: Develop an awareness and help to assist in the aims of local good causes or charities. Meet local police officers, charity leaders or fire fighters and report back to school as to how all can help with their aims.

Commitment at each level:



My World



This section is about the importance in experiencing the outdoor environment first hand through adventure activities, fostering an awareness of the nature around us and the powerful impact it can have. Aim of such experience is to help develop an appreciation of why we want to learn more about our environment and the ways in which we can help support its conservation for the future. Adventurous activities also to foster a greater sense of teamwork, communication, self awareness, resilience, confidence and leadership.

The environment: Learning about the environment around us. Examples include mini beasts in the playground, bird/trees identification, saving energy, recycling schemes.

Adventure experience: First hand experience of the environment with personal, team, and leadership development through adventure activities.

Commitment at each level:



D2 SCHOOL TIMETABLE AND STRUCTURE

D.2.1 Length and Structure of School Year

Term Dates

In keeping with our focus on family, our term dates will run in line with those of other local schools, in order to support our families who may have children, particularly older siblings, at other schools in the area.

The standard school year is 39 weeks; however, there will be 5 days throughout the year that will be INSET days for staff. This is in line with our focus on outstanding teacher development in order to deliver our vision.

Term dates 2013-2014

School terms and holiday dates are scheduled here for the school year 2013 to 2014. Five days within these general term dates will be identified as staff professional development days.

Term 1

Tuesday 3 September to Friday 25 October 2013

Half term holiday: Monday 28 October to Friday 1 November 2013

Monday 4 November to Friday 20 December 2013

Christmas and New Year holiday: Monday 23 December to Friday 3 January 2014

Term 2

Monday 6 January to Friday 14 February 2014

Half term holiday: Monday 17 February to Friday 21 February 2014

Monday 24 February to Friday 4 April 2014

Easter holiday: Monday 7 April to Monday 21 April 2014

Term 3

Tuesday 22 April to Friday 23 May 2014 (Spring Bank Holiday 5 May)

Half term holiday: Monday 26 May to Friday 30 May 2014

Term time: Monday 2 June to Wednesday 23 July 2014

The hours of allocated curriculum time, per subject and across all subjects, are illustrated in section D1.

D.2.2 Length and Structure of the School Day

Structure of the School Day

| | |
|------------------------------|---------------|
| Lessons Begin | 08:30 |
| Period 1 | 08:30 – 09:10 |
| Period 2 | 09:10 – 09:50 |
| Period 3 | 09:50 – 10:30 |
| Break | 10:30 – 10:50 |
| Period 4 | 10:50 – 11:30 |
| Period 5 | 11:30 – 12:10 |
| Lunch/Enrichment Activities | 12:10 – 13:30 |
| Period 6 | 13:30 – 14:10 |
| Period 7 | 14:10 – 14:50 |
| Period 8 | 14:50 – 15:30 |
| End of Day for Reception | 15:30 |
| Period 9 for Years 1, 2, 3 | 15:30 - 15:50 |
| End of Day for Years 1, 2, 3 | 15:50 |
| Period 9 for Years 4, 5, 6 | 15:30 – 16:00 |
| End of Day for Years 4, 5, 6 | 16:00 |

At Thomson House, the school day has been structured in a number of distinct ways, in line with our vision and pupil aspirations:

- The core school day will run from 8:30-15.30 for Reception (EYFS), 8.30-15.50 for Yr 1, Yr2, Yr3; 8.30 -16.00 for Yr4, Yr 5, Yr6. We have staggered endings to the day as:
 - A 16.00 ending is too long for Reception children, even considering the amount of free play-time at lunch;
 - As the children face a more demanding work-load as they approach the end of primary schooling, the end of KS2 assessments and the transition to secondary, more PSHE time at the end of the day is useful in supporting them and in developing excellent organisational skills, resilience and wellbeing.
 - We also think that a staggered ending allows for a calmer end of the school day, with fewer children exiting the building en masse at the same time, allowing teachers to engage with parents in a more effective way.

Rationale for our longer days

- Our days are longer so as to allow us more learning time per week. Pupils at Thomson House School are learning for at least 26 hours a week for our Lower School (minimum recommendation is 21 for this age) and 28 hours a week in the Upper School (minimum recommendation of 23.5). This will allow us to dedicate enough time to providing an all-rounded education. As detailed above, parents in our community are especially keen on:
 - Extensive opportunities for sport accessible to all (at no cost)
 - Focus on protection and nourishment of a sense of community

- Having the above without sacrificing rigorous academic provision. We believe that our extended day provides our families with that.
- More contact time better distributed: We are aware that our curriculum provide considerable more contact time compared to the National Curriculum. However, we believe that effective strategies in our distribution of subjects makes learning effective and enjoyable:
 - Core curriculum is taught in the mornings, when pupils are at their most alert and sport, extended enquiry, creative arts and pastoral time are in the afternoon. We believe this is in line with the natural rhythms of children.
 - We start the day immediately with lessons rather than with the traditional form time with the exception of Wednesday morning full school assembly. A number of schools in the UK follow this pattern effectively, as well as around the world.
 - We reserve reflection time, in the form of circle time and assemblies for the end of the day. Pupils can communally reflect on what they are grateful for in the day, reflect on the challenges they have had to face. It is a form of ‘communal worship’, a coming together of our community after a busy day.
- Longer lunch breaks for enrichment curriculum (including free play): 1 hour 20 minute daily lunch break to incorporate pupil involvement in enrichment activities during this time as well as unstructured free play. It is compulsory for pupils to select at least three enrichment activities, as monitored by the teacher. In our experience at our current school, pupils in Years 1 to 6 select in general at least four. We believe it is key for the pupils to have the opportunity to play freely as well.
- Extended Provision for working families: as detailed above, our neighborhood is one of working families with many obligations. All of the extended provision clubs in the five schools in our vicinity are oversubscribed, as indicated by [REDACTED], [REDACTED]. We want to offer the same service to our families, at low prices or free (when offered by volunteer parents, as explicitly suggested by many of our subscribed parents). It would be structured as:
 - Morning family classes (yoga, running, football),
 - Breakfast clubs from 7:30 am
 - Afterschool, supervised homework club and extended provision in an on-site afterschool club until 6:00 pm

Extended School Provision

In line with our commitment to supporting the needs of families, there will be extended school provisions each day to provide wrap around childcare, in the ways of a Breakfast Club and an Afterschool Club.

Breakfast Club

- from 7:30-8:30 am
- £3 per pupil, £2.50 for any additional siblings
- includes a healthy breakfast and supervised play

After School Club

Teaching staff will supervise Reception pupils waiting to be collected from school until 15:50pm, Years 1-6 until 16:15.

Afterschool Club

- open to all pupils
- from 15:50-18:00
- £3 per 'hour' per pupil, £2.50 per 'hour' per pupil for any additional siblings ('hour 1' 15:50-16:50, 'hour 2' 16:50-18:00)
- a healthy snack and drink will be provided

Afterschool Club will give pupils access to a range of activities, including:

- games
- crafts
- stories
- homework time

D.2.3 Timetables

Our timetables are structured in line with our vision and pupil aspirations:

- A holistic, broad and balanced curriculum structure to allow for greater enjoyment, focus and to provide services for which families often have to pay.
- Lessons structured in 40, 60 or 80 minute slots. This allows for subject like Music and Mandarin to be taught in smaller chunks so as to facilitate concentration.
- Music is taught with greater frequency, in order to maximize learning.
- Subjects like Art, Sport and Extended Enquiry are given more time, for practical delivery and learning reasons.
- Mathematics and English are taught daily, both for six hours a week.
- Mathematics is given more time, so that learning can be rigorous, goals ambitious, but the subject can be taught in a fun and engaging way, focusing also on problem solving.
- Mathematics and English are concentrated in the mornings when pupils are more energized and attentive, to maximize pupil progress and attainment

- Sport and either Music or Art are taught every day. This allows for subjects which parents traditionally outsource elsewhere to be taught in school time, democratizing their provision. They also provide for greater enjoyment in school and subsequently a greater engagement in learning.
- Creative arts and extended enquiry projects are concentrated in the afternoon to provide a varied and energizing school environment
- Extended enquiry is scheduled on Wednesday afternoon for the whole school, so as to allow for mixing of teachers across year groups if suitable for the specific topic: this encourages individual teachers to develop their command of a topic, developing a certain specialization and maximizing the use of teachers strengths and interests; it also widens teacher exposure to other pupils nurturing sense of community and familiarity.
- Twenty minutes of pastoral time (half hour for children in Year 5 and 6) is given at the end of each day to focus on pupil well being, resilience, celebrations of successes and as reflection time.
- Our Assembly timings are intended to allow family attendance and involvement, so they are mostly at the end of the day so parents can join before pick-up, with one on Wednesday morning at drop-off.

Examples of Weekly Timetables

| Reception | | | | | | |
|-----------|-------------|------------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Period | | MON | TUES | WED | THURS | FRI |
| 1 | 08:30 | Art of Communication | Mathematics and Problem Solving | Assembly/PSHE | Art of Communication | Mathematics and Problem Solving |
| 2 | 09:10 | Mathematics and Problem Solving | Art of Communication | Mathematics and Problem Solving | Mathematics and Problem Solving | Art of Communication |
| 3 | 09:50 | Extended Enquiry | Independent Learning | Art of Communication | Extended Enquiry | Extended Enquiry |
| Break | 10:30-10:50 | BREAK | | | | |
| 4 | 10:50 | Art of Communication | Music | Art of Communication | Art of Communication | Independent Learning |
| 5 | 11:30 | Music | Art of Communication | PE | PE | Art of Communication |
| Break | 12:10-13:30 | LUNCH/ENRICHMENT ACTIVITIES | | | | |
| 6 | 13:30 | PE | PE | Extended Enquiry | Creative Arts | PE |
| 7 | 14:10 | Creative Arts | Extended Enquiry | Extended Enquiry | Creative Arts | Music |
| 8a | 14:50 | Creative Arts | Extended Enquiry | Extended Enquiry | Creative Arts | PSHE/Reflection |
| 8b | 15:10 | PSHE/Reflect-ion | PSHE/Reflect-ion | PSHE/Reflect-ion | PSHE/Reflect-ion | PSHE/Reflection |
| | 15:30 | END OF DAY | | | | |

Years 1, 2, 3

| Period | Start of Lesson | Mon | Tue | Wed | Thurs | Fri |
|---------------|------------------------|------------------------------------|------------------|------------------|------------------|------------------|
| 1 | 08:30 | English | Mathematics | PSHE/ ASSEMBLY | English | Mathematics |
| 2 | 09:10 | Mathematics | English | Mathematics | Mathematics | English |
| 3 | 09:50 | Science | Science | English | Science | Science |
| Break | 10:30-10:50 | BREAK | | | | |
| 4 | 10:50 | English | Mathematics | Science | English | Mathematics |
| 5 | 11:30 | Mathematics | English | PE | Mathematics | English |
| Break | 12:10-13:30 | LUNCH/ENRICHMENT ACTIVITIES | | | | |
| 6 | 13:30 | Extended Enquiry | Creative Arts | Extended Enquiry | PE | Music |
| 7 | 14:10 | Music | Music | Extended Enquiry | Creative Arts | PE |
| 8 | 14:50 | PE | PE | Extended Enquiry | Creative Arts | Extended Enquiry |
| 9 | 15:30 | PSHE/ Reflection | PSHE/ Reflection | PSHE/ Reflection | PSHE/ Reflection | PSHE/ Reflection |
| | 15:50 | END OF DAY | | | | |

| Years 4, 5 and 6 | | | | | | |
|------------------|-------------|------------------------------------|------------------|------------------|------------------|------------------|
| Period | | Mon | Tue | Wed | Thurs | Fri |
| 1 | 08:30 | Mathematics | English | PSHE/ ASSEMBLY | Mathematics | Mathematics |
| 2 | 09:10 | English | Mathematics | English | English | Science |
| 3 | 09:50 | Science | Science | Mathematics | Science | Science |
| Break | 10:30-10:50 | BREAK | | | | |
| 4 | 10:50 | English | Mathematics | English | English | Mathematics |
| 5 | 11:30 | Mathematics | English | Music | Mathematics | English |
| Break | 12:10-13:30 | LUNCH/ENRICHMENT ACTIVITIES | | | | |
| 6 | 13:30 | Extended Enquiry | Languages | Extended Enquiry | Creative Arts | PE |
| 7 | 14:10 | Creative Arts | PE | Extended Enquiry | Music | PE |
| 8 | 14:50 | Creative Arts | PE | Extended Enquiry | PE | Music |
| 9 | 15:30 | PSHE/ Reflection | PSHE/ Reflection | PSHE/ Reflection | PSHE/ Reflection | PSHE/ Reflection |
| | 16:00 | END OF DAY | | | | |

D.2.4 Organisation of pupils

There are a number of varied structures under which our pupils will be organised at Thomson House, both academically and pastorally. The objectives of our pupils' organisation are in line with our vision and pupil aspirations. They will improve learning outcomes by ensuring an environment that:

- Promotes well being
- Is inclusive
- Promotes and celebrates diversity
- Sets high expectations and aspirations for all
- Caters for pupils individual needs and differentiated abilities
- Offers pupil leadership opportunities
- Offers challenges and celebrates successes
- Offers a diverse, differentiated and holistic educational experience

a) Academic Organisation

Pupils will be taught in their **form class groups of 24 pupils**, with the only exception being ability setting of Mathematics in the Upper School. Each form class will be taught by the same teacher for most subjects with specialist teachers in PE, Music and Mandarin (the latter from year 5), and opportunities for team and mixed teaching in the Extended Enquiry.

Small Classes

- Personalisation of offer: we are aware that outstanding teachers are a more effective guarantee for effective teaching than small classes. However, we believe that by having both outstanding teachers and small classes we can deliver superb personalization of learning. All of them have an assistant in them every day, an alternate mornings and afternoons (see F below). Thanks to this we can maintain classes as mixed ability groups without compromising standards.
- A 'familiar' feel: this also allows for a 'familiar' feel to our school , where teachers have the time and energy to talk about children with parents at length, if necessary, at the end of the day.

Both of the above are key in our vision and offer.

Mathematics Sets in the Upper School:

In the Upper School (years 4, 5 and 6) we create two Mathematics sets out of a mixing of the two forms. In each year, the two sets will synchronize the teaching of the curriculum so that at the end of each term the same content will have been covered. The top set will be offered lateral extension opportunities (extra problem solving focus, enquiry) when moving through the curriculum at a quicker pace. The two sets will be of the same size.

Pupils will thus:

- **Benefit from further targeting** and matching of resources to their individual needs
- **Be appropriately challenged** and can be motivated by peers of similar levels of ability
- **Pupils can experience success** and progress at a rate appropriate to their ability
- **It is also good preparation** for secondary school and preparation for end of KS2 SATs.

We do this in mathematics rather than in other subjects because as the curriculum becomes more specialized, the strong scaffolding of skills and knowledge is vital for effective progress at all levels. We believe this will foster **excellent skills, improve confidence** and **drive**.

The setting is done by achievement, on the basis of regular tracking and close monitoring of pupils individual performances and learning profiles. A pupil must be consistently performing at the top of the set to move up.

Movement between sets will be flexible, allowing for individual rates of progress and addressing individual needs. Pupils are made explicitly aware of their progress and attainment levels: this leads to clear target setting and movement between sets. We would be doing this at the end of every term, in order to motivate the pupils with real opportunities to move up. However, we won't do it more frequently than that so as to ensure continuity in each class.

b) Pastoral Organisation

Section, Year and Form Structure

For pastoral purposes, Thomson House School is divided into three sections, each of which will have a pastoral head:

- Lower School
 - Reception, Year 1, Year 2 and 3
 - 2 form classes of 24 in each year
- Upper School (working towards KS2)
 - Year 4, 5 and Year 6
 - 2 form classes of 24 in each year

This will allow for a member of staff sitting on the Senior Management of the School to have a close knowledge of just under a hundred children. It will enable our strong family feel and facilitate personalization of learning and a connection between our families and the Senior Management of the School.

The majority of pastoral time will be spent within the horizontal structure of form classes, lead by the classroom teacher. The objectives of this system are:

- To nurture social interactions with pupils of similar ages and developmental stage

- To tackle key developmental milestones targeting specific developmental ages
- To link academic and pastoral support targeting specific age groups
- To foster close relationships between families and the teaching body. It would also allow for our Open Door Policy to take place every day, by facilitating contact between teacher and parents.

Whole School Structure

Vertical pastoral structures are an integral part of ensuring a diverse and inclusive family environment. Through whole school assemblies, the house system, mixed enrichment activities and whole school events, we will have an environment where:

- There are strong relationships across all year groups
- Pupils respect others, irrespective of age or other differences
- Peer mentoring and leadership can occur between older and younger pupils
- Successes are celebrated across the school, providing aspirations and role models for others

House System

Pupils will also be divided in four houses. We would like to allow our first intake to participate in the choosing of the names and logos of our houses and imagine they could be named after inspirational figures.

Pupils will collect points for their house by the following:

Individual Work

- Delivering excellent work
- Behaving to an excellent standard, as assessed by any of the teachers or support staff
- Going beyond the call of duty as assessed by any of the teachers
- Performing in front of an audience or on the pitch

Games and competitions: houses will compete, for example in events such as

- House Drama
- House Shout (a show choir event with all members of each house)
- House Quiz
- House Run
- House Cupcake competition

All pupils would thus have the possibility to contribute to the success of their house. They could even take part in the creation of an unofficial house logo etc.

Possibilities are endless and exciting. Houses will encourage a sense of healthy competition, drive, team spirit and support, ability to work with others, high standards and, especially a sense of fun in schooling.

Enrichment Activities

Enrichment activities will provide a variety of opportunities for pupils to mix with their peers across all age groups. Some activities will be structured within a certain age group to address age appropriate development, while others will be open across all ages. This system will promote both age specific and age diverse learning and social opportunities for our pupils.

This allocation of time and time and pupil arrangements allows for:

- effective learning
- personalization
- a broad offer
- involvement in school by children of all ages, abilities and backgrounds
- involvement in extra-curricular activities normally bought at a cost for all children
- development of strong character traits detailed above

D.2.5 Uniform Policy

We believe that wearing a uniform provides a sense of pride and belonging to those within the school community. It also eliminates the social and financial pressures for parents and pupils that can occur when having to choose what to wear to school.

Our uniform will be simple and affordable, thus promoting inclusion and equality for all cultures and faiths and socio-economic backgrounds, in compliance with the School Admissions Code.

The uniform will include:

- trousers and/or shorts for boys
- trousers, shorts and/or skirt for the girls
- collared polo shirt or sweatshirt
- sports kit including trackpants and/or shorts and a top

D.3. STRATEGY FOR MEETING THE NEEDS OF PUPILS WITH DIFFERING ABILITIES

D.3.1. Cornerstones of our strategic approach to meeting the needs of pupils with differing abilities

'We believe that all children have the potential to flourish and achieve fulfilment'

Thomson House School Vision, Personal Wellbeing

At Thomson House School, we define success through personal achievement and will recognise the individual potential and strengths of each of our pupils. Every member of our community will have the opportunity to achieve their full potential in all areas of their education and we will ensure an inclusive environment that embraces diversity and celebrates individuality. All members of our community have the right to be valued equally, regardless of their ability, disability, gender, culture, race, ethnicity, religion, and social or care circumstances.

The cornerstones on which our pupil aspirations and ethos are built upon will enable every child at Thomson House to be successful, irrespective of their differing abilities, and forms the underlying principals on which our strategy for meeting the needs of pupils with differing abilities is built.

1. A truly well rounded offer

- Our curriculum is broad, balanced and differentiated;
- There are opportunities for pupils to develop individual skills and interests through a variety of enrichment activities;
- A strong focus on personal wellbeing will ensure that pupils' holistic needs are met;
- A focus beyond the self though community awareness and service will embed an empathetic and diverse ethos in the school;
- Extensive and varied opportunity to socialize will promote inclusion and prevent stigmatization due to difference;
- The educational experience is personalized and Individual Learning Profiles will help track pupils' progress, ensuring early detection of learning needs and structured and specific support is put into place;
- Our focus on community, both locally and globally, will celebrate diversity and multi-culturalism, creating a rich and inclusive environment.

2. Instilling the love of learning

- A positive, happy and dynamic environment where excellent attendance and behaviour are the norm;
- Successes will be celebrated and all pupils will have the opportunity to achieve;
- Outstanding teachers, continual professional development and being a part of a professional school network will ensure that

pupils' additional needs are understood and that the best practices are implemented across the school.

3. Focus on family

- An open door policy that encourages regular parental involvement with the school;
- A family school with a commitment to excellence will ensure communication and support for our pupils, making sure that their needs are heard, discussed and met both in and out of school;
- Clear lines of communication and involvement of parents/carers in addressing pupils' individual needs and providing a strong support network;
- Behavioural policy based on respect of others will promote inclusivity;
- Small classes of 24 pupils to ensure more personalized learning and early detection and intervention when need arises.

4. A commitment to excellence

- High expectations and aspirations for all pupils, irrespective of any barriers to learning that may exist.

D.3.2 Statistics for our pupil demographic

The tables below summarise the statistics on Special Educational Needs, English as an Additional Language and Ethnicity for state funded primary schools, produced by the Department for Education in January 2011. They show the demographics in the London Borough of Richmond compared to the national statistics.

SEN Statistics

Overall Pupils with SEN

| | Total Pupils | Pupils with SEN | % |
|----------------------------|--------------|-----------------|------|
| London Borough of Richmond | 14 204 | 1670 | 11.8 |
| England | 4 137 755 | 800 420 | 19.3 |

Pupils With Statements

| | Pupils with Statements | % |
|----------------------------|------------------------|-----|
| London Borough of Richmond | 270 | 1.9 |
| England | 57 855 | 1.4 |

Pupils With SEN Without Statements

School Action Plus

| | Pupils with School Action Plus | % |
|----------------------------|--------------------------------|-----|
| London Borough of Richmond | 440 | 3.1 |
| England | 274 950 | 6.6 |

School Action

| | Pupils with School Action | % |
|----------------------------|----------------------------------|----------|
| London Borough of Richmond | 961 | 6.8 |
| England | 467 615 | 11.3 |

Pupils with SEN by Type of Need in Richmond borough (Pupils with Statements or on School Action Plus)

| | Number | Percentage |
|--|---------------|-------------------|
| Specific Learning Difficulty | 129 | 18.2 |
| Moderate Learning Difficulty | 96 | 13.5 |
| Severe Learning Difficulty | 11 | 1.5 |
| Profound and Multiple Learning Difficulty | 0 | 0 |
| Behavioural, Emotional and Social Difficulties | 138 | 19.4 |
| Speech, Language and Communication Needs | 172 | 24.2 |
| Hearing Impairment | 9 | 1.3 |
| Visual Impairment | 16 | 2.3 |
| Multiple Sensory Impairment | 5 | 0.7 |
| Physical Disability | 37 | 5.2 |
| Autistic Spectrum Disorder | 56 | 7.9 |
| Other Difficulty/Disability | 39 | 5.5 |

Pupils with English as an Additional Language

Percentage of pupils whose first language is known or believed to be other than English

| | |
|----------------------------|------|
| London Borough of Richmond | 18.8 |
| England | 16.8 |

Pupils on Free School Meals

Percentage of pupils known to be eligible for Free School Meals

| | |
|----------------------------|------|
| London Borough of Richmond | 8.8 |
| England | 17.3 |

Pupils by Ethnic Group in the Richmond Borough

| | Percentage |
|-----------------------------|------------|
| <i>WHITE</i> | 78.0 |
| White British | 63.9 |
| Irish | 1.6 |
| Traveller of Irish Heritage | 0.1 |
| Gypsy/Roma | 0.04 |
| Any Other White Background | 12.4 |
| <i>MIXED</i> | 8.4 |
| White and Black Caribbean | 1.3 |
| White and Black African | 1.0 |
| White and Asian | 3.0 |
| Any Other Mixed Background | 3.1 |
| <i>ASIAN</i> | 6.8 |
| Indian | 2.6 |
| Pakistani | 1.0 |
| Bangladeshi | 0.7 |
| Any Other Asian Background | 2.4 |
| <i>BLACK</i> | 2.6 |
| Caribbean | 0.6 |
| African | 1.6 |
| Any Other Black Background | 0.5 |
| Chinese | 0.8 |
| Any Other Ethnic Group | 1.9 |
| Unclassified | 1.5 |

Summary of statistics

While Richmond Borough falls below the national average for pupils with special educational needs, this would still project numbers of pupils with SEN at Thomson House School at approximately 40 across the school.

Richmond Borough is above national average for pupils with EAL in primary schools, which statistics projecting approximately 63 across our school.

Thomson House School Projected SEN and EAL Numbers

(based on 48 pupils per year group, 336 pupils across the school)

| | Whole School |
|--|--------------|
| Total SEN | 40 |
| Statements | 6 |
| School Action | 23 |
| School Action Plus | 11 |
| English as an Additional Language | 63 |

D.3.3 Thomson House Special Educational Needs Code of Practice

“All pupils should have access to an appropriate education that affords them the opportunity to achieve their personal potential. An inclusive education offers excellence and choice and incorporates the views of parents and children.”

Inclusive Schooling; Children With Special Educational Needs 2001

Aims and Objectives of our SEN Code of Practice

- To ensure that there are high expectations and achievement for all pupils at Thomson House School;
- To identify at the earliest opportunity all children who need special provision to support their learning and educational development;
- To give children with special educational needs equal opportunities to take part in all aspects of a school's provision, to involve parents, carers and children themselves in planning and supporting at all stages of the child's development;
- To ensure that the children are taught by staff who understand their specific needs and are in an environment where there isn't a fear of stigmatization by their peers and where poor behaviour is not tolerated;
- To involve parents and pupils in developing a supportive partnership;
- To ensure compliance with the Special Educational Needs Code of Practice, the Disability Discrimination Act and the Equality Act;
- To deliver a broad, balanced and differentiated curriculum, using a wide range of teaching styles and learning environments, to cater for pupils' individual learning needs;
- To provide a structured, supportive and well disciplined environment where children can be happy, develop confidence, achieve their potential and be involved in a life long learning process;
- To provide opportunities to develop independence and social skills.

Arrangements for training and development of all staff

- Teaching and non-teaching staff will, where possible and appropriate, attend SEN and Inclusion training, or visit special schools, schools with a specific expertise in Inclusion, or be a part of a SEN consortium of schools in the area;
- The SENCO will ensure that staff keep up-to-date with developments in Inclusion and SEN through staff meetings and/or in-service days;

- Particular support will be given to newly qualified Teachers and other new members of staff to ensure that they are up to date on the practices and procedures to meet the needs of pupils with SEN.

Liaison

- All staff, together with the Head, will ensure that careful records are kept and transfer documents meticulously completed. When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000;
- The SENCO will co-operate as part of the SENCO Cluster Group and liaise as appropriate with pre-school settings, primary schools and secondary schools;
- The SENCO will liaise with other agencies when appropriate to meet the needs of the child.

Annual Review

- Plans for meeting the special educational needs in the school will be reviewed annually;
- The effectiveness of the SEN provision will be reported to the Governing Board (with particular oversight provided by the Educational Committee) on at least an annual basis. One Governor will act as a SEN 'link Governor' for the Board.
- Effectiveness will be reported to parents and the school community at the Governors' annual meeting
- This policy will be reviewed as part of the Governors' rolling programme and must be reviewed at least on an annual basis

Complaints Procedure

- The complaints procedures will be set out in the school's Complaint Procedure policy.
- Under the SEN and Disability Act 2001, parents may seek advice on resolving disagreements with the LEA and the school through an independent mediation service. The school will make further information about this process available on request.

Evaluating Success

The success of the SEN policy and provision will be evaluated through:

- Continual monitoring of classroom practice by the SENCO and subject coordinators
- Analysis of pupil-tracking data and test results termly, to ensure that adequate progress is being made against key stage level development
- Value added data for children identified at School Action and School Action Plus
- Termly monitoring of procedures and practice by the SEN Governor
- The Governors' annual report to parents, which will contain the required information about the implementation and success of the SEN policy
- The school's annual SEN Review, which will evaluate the success of our policy and set new targets for development
- Frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success
- Termly maintenance and updating a Self Evaluation Form for the school's SEN policies and practices, focusing on:
 - What is the rate of progress being made by individual pupils?
 - Are individual pupils making expected progress? (against targets set, over time)?
 - Are individual pupils making even progress *within* a subject? (different strands and key stage levels)?
 - Are individual pupils making even progress *across* all subjects?
 - Are individual pupils on track to meet their end of key stage target?
 - Is there a relationship between the amount of progress made and the amount of support given?
 - Are there specific areas of concern/ celebration?

Evidence to support the analysis of progress will be gathered from the pupils' Individual Learning Profiles, test results, staff reports and observations, SENCO reports and parental feedback.

D.3.4 Roles and responsibilities/coordination of provision for SEN

Provision for children with special educational needs is a matter for the school as a whole.

Governing Board

The Governing Board has specific responsibility for the following areas. In particular the Educational Committee will provide oversight, with the SEN 'link governor' playing a particularly important role.

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;

- Ensure SEN policies and procedures are implemented so that a child's needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Consult the LEA and the Governing Bodies of other schools when it seems to be necessary or desirable to have coordinated special educational provision in the local area as a whole;
- Ensure that systems are in place for a child with special educational needs joins in the activities of the school, together with their peers, so far as is reasonably practical and compatible;
- Ensure that SEN policies and procedures are implemented to notify parents of a decision by the school that SEN provision is being made for their child.
- Governors will have regard for the Special Educational Needs Code of Practice, the Disability Discrimination Act and the Equality Act.
- Governors will report to parents annually on the implementation of their SEN policy. This may reflect on the success criteria noted on the last SEN policy.

Our Principal

Our principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. Crucially, the principal holds the SENCO to account. The Principal keeps the Governing Body fully informed and works closely with the school's SEN coordinator or team. The Principal seeks out and shares best practice with the LEA and other schools.

Our School staff

All staff will:

- Be involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for children with SEN;
- Be continually given opportunities to train in SEN practice and strategies to support pupils and to gain an in depth understanding of and confidence in dealing with the issues faced by their pupils;
- Have high expectations of all pupils;

- Employ a variety of teaching strategies and ensure that lessons are differentiated;
- Monitor pupil and track pupil progress to ensure early intervention when need arises;
- Work in direct consultation with the SENCO in supporting pupils' individual needs to ensure inclusion and pupil attainment.

The Special Educational Needs Co-ordinator (SENCO)

In September 2013 when we open with a pupil body of 48, our SENCO will work one day a week, growing to 4 days a week by our fourth year of operation. Our SENCO's responsibilities include:

- Coordinating provisions for children with special educational needs;
- Overseeing the day-to-day operation of the school's SEN policy, including updating and monitoring classroom resources
- Liaising with and advising fellow teachers, ensuring all teachers likely to teach a child aware of any SEN;
- Updating and monitoring SEN register;
- Coordinating Teaching Assistants and support staff;
- Liaising with parents of children with special educational needs;
- Liaising with other school SENCOs, Educational Psychologists, Teachers from the Learning, Language and Communication Team, Behaviour Support Team, Speech and Language Therapists and other health professionals
- Carrying out detailed assessments in liaison with the class teacher
- Contributing to the in service training of staff.

D.3.5 Identification, assessment and support procedures for children with SEN

All children are entitled to a balanced and broad based curriculum, including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as the Early Literacy Support and Additional Literacy Support.

Individual Learning Profiles

Pupils' Individual Learning Profiles will provide a tool for early detection and intervention of learning needs. The Profiles will allow monitoring and tracking of pupils' academic and personal development, along with the continual setting and reviewing of SMART targets to support and maximise their learning experience.

A variety of strategies will be employed to help pupils reach their targets:

- Academic and behavioural monitoring cards

- Positive re-enforcement through merits and celebration assemblies
- Individual mentoring using teachers, community mentors and peers
- Extra support lessons
- Referral to SENCO
- Development of Individual Education Programmes
- Extension work and involvement in Gifted and Talented Programme

Differentiation

Not all children learn in the same way and our curriculum will be differentiated to support multi-level learning and acknowledge differing learning styles:

- Our broad and balanced curriculum will nourish pupils' diversity, as it offers an opportunity to experience a wide range of disciplines both in and out of the classroom environment
- Pupils will be able to determine and follow their individual passions while ensuring all round exposure to a variety of learning opportunities and high expectations for all
- All teaching will be differentiated and take a multiple intelligence approach, nourishing the 'Five Minds for the Future', as set out by Howard Gardner: the disciplined mind, the synthesizing mind, the creating mind, the respectful mind and the ethical mind.
- Learning will take place in a variety of different environments including small tutorials, traditional classroom, assembly style, seminars, conferences and education outside the classroom. ICT will be prevalent in all areas of the school curriculum to help support achievement across all age groups
- We will respond to pupils' diverse needs and overcome barriers to learning and that may present to individual or groups of pupils.
- Class teachers and subject co-ordinators have the responsibility to ensure that schemes of work make provision for adaptation to meet individual childrens' needs.
- Early support for children with special educational needs will usually be within the regular classroom routes by means of differentiated tasks and/or adult help.
- Where appropriate, children may be withdrawn briefly from the classroom individually or in a group, to work with the Teacher, Teaching Assistant or SENCO.

D.3.6 Strategies for addressing special educational needs

Special educational needs are categorized in the following way:

Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty (BESD)

Communication and Interaction Needs

- Speech, language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

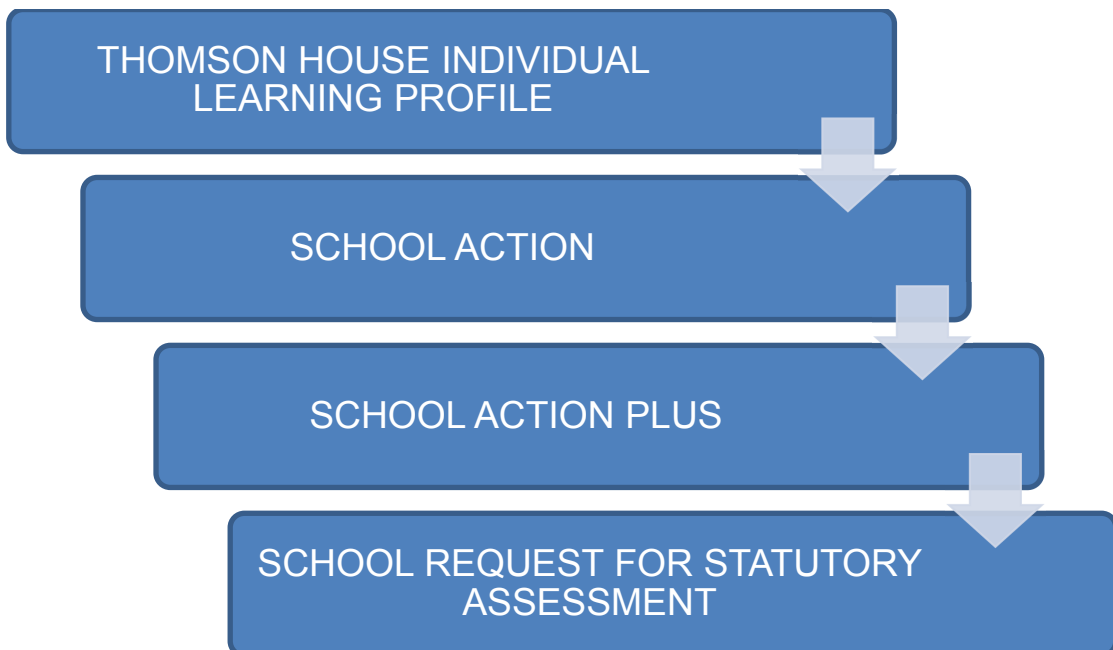
The statistics for our borough indicate that all of these needs, apart from profound and multiple learning difficulties, are currently present within the pupil demographic in this borough. At Thomson House, we can therefore expect to provide support in all of these areas.

Our broad and balanced curriculum, high expectations for all, differentiated teaching, nurturing and inclusive environment, as well as individualized learning profiles to allow for early detection and intervention will provide the general structure of support for pupils with special educational needs.

Procedures to Support Pupils with SEN

Procedures of support will be very clear to staff, pupils and parents through our SEN policy. The following systems will be embedded within the structure of Thomson House School to ensure that every child is monitored individually allowing for early detection and intervention when additional supports are needed to address barriers to learning.

The following systems of support will be implemented, and, should a child not make adequate progress, the next step will be actioned (as detailed below):



Note: the governments current SEN and Disability Green Paper ‘Support and Aspiration: a new approach to special educational needs and disability’ makes a proposal of a single assessment process and Education, Health and Care plan that will replace the current SEN assessment and statement. Our policies and procedures will be adapted to any legislative change that may occur in this area.

School Action

1. Should a child make little or no progress, as evidenced in their Individual Learning Profile, even when teaching approaches are appropriately differentiated, the class teacher will discuss this with the SENCO and appropriate action will be agreed.
2. An Individual Education Plan will identify specific targets and additional strategies to be employed.
3. The Individual Education Plan will be discussed with the parents/carers and the child. The parents/carers will be asked to agree and sign the Individual Education Plan.
4. Individual Education Plans will be reviewed termly, and parents/carers will be invited to contribute to the review.
5. The Individual Education Plan will only record that which is additional to, or different from, the differentiated curriculum, and will focus on three or four individual targets that match the child's needs. The delivery of the interventions recorded in the Individual Education Plan will be the responsibility of the class teacher, with the support of the SENCO.

School Action Plus

1. Should a child continue to make little or no progress, or be working at a level substantially below that expected of children of a similar age, or have emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, then they will move to School Action Plus.
2. Support from outside agencies will be sought through the SENCO.
3. IEPS will be reviewed and at all times, records will be kept to indicate support provided and indicate progress made against the targets set.

School Request For Statutory Assessment

If a child demonstrates significant cause for concern, the school may request a Statutory Assessment of their needs.

We will ensure that information is shared appropriately when a child is transferring from or to another phase of their education. We will work closely with nurseries and day cares where children are starting at Thomson House and have had Early Years Action/Action Plus implemented, as well as ensuring that information is passed on for SEN pupils once they leave

Thomson House.

Thomson House School will use the Richmond borough’s Guidance on School Action, School Action Plus and Statutory Action to monitor the progress of pupils’ with SEN progress, summarized below.

‘When monitoring pupils’ progress, whatever the level of difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress. Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- Closes the attainment gap between the pupil and the pupil’s peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers;
- Matches or betters the pupil’s previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates an improvement in the pupil’s behaviour;
- Is likely to lead to accreditation and to participation in further education, training and, or employment; or
- Is likely to lead to usable levels of skills.

Different definitions of adequate progress will be appropriate in different cases. There is, for instance, no expectation that all pupils will close the gap in attainment between themselves and their peers. However, pupils and their parents are entitled to expect that, while the appropriate definition is realistic, it is also one that is ambitious.’

Specific needs will require specialized intervention and we will employ a variety of systems that will deal with the significant differences in children’s barriers to learning, addressing each on an individual basis. Some examples of SEN identification and intervention for Thomson House School, which have been developed in consultation with Richmond’s SEN policy, are illustrated below.

| COGNITIVE AND LEARNING DIFFICULTIES: General Learning Difficulties | |
|---|--|
| School Action (level and description of difficulty) | Low general attainment levels and difficulty in acquiring basic skills of literacy and numeracy. There may also be immature social and emotional development. Pupils are likely to be attaining well below the National Curriculum levels within which most children are expected to work (Level 1 at end of key stage 1, below Level 3 at end of key stage 2, below Level 4 at end of key stage 3). The Foundation Stage Profile will be used, along with the P Scales, as guidance on SEN in reception class children. |
| School Action Plus (level and | Interventions at School Action have resulted in inadequate progress – achievements remain significantly below that of peers starting from a similar attainment baseline. |

| | |
|---|---|
| description of difficulty) | Continuing low general attainment levels and difficulty in acquiring basic literacy or numeracy skills that may affect other areas of learning. There may also be continuing immaturity in social and emotional development. Attainment for pupils at the lowest end of School Action Plus will be well below the National Curriculum levels within which most children are expected to work (e.g. P6 to Level 1 at end of key stage 1, Level 1 at end of key stage 2, Level 2 at end of key stage 3). |
| Statutory Assessment (level and description of difficulty) | Despite support and intervention at Action Plus the pupil requires specialist resourcing to continue to access the full National Curriculum. The pupil will display a combination of the following features: Extremely low general attainment levels. Considerable limitations in social skills or self help skills. Attainment levels that are significantly below aggregated expectations in National Curriculum subjects [for example end of key stage results may be: Key stage 1: NC Level W (P1 – P5). Key stage 2:NC Level W/1 (P6 – 1C). Key Stage 3: NC Level 2] |
| Interventions | <ul style="list-style-type: none"> • IEPs will be set up using SMART targets • Systematic monitoring of IEP by SENCO and termly reviews with pupils, parents/caregivers, teachers and outside agencies • The pupil and parent/carer's involvement in the teaching programme will be clearly defined • Additional Literacy and Early Literacy Support programmes will be implemented • Nurture groups set up to provide extra support through group work and targeted support both in and out of class • Lunchtime and afterschool help sessions • Additional access to ICT, specialist equipment and materials • Consultation and advice from external agencies • Multi-agency support due to overlap of educational, social or health needs |

| BEHAVIOURAL, EMOTIONAL AND SOCIAL DEVELOPMENT | |
|--|--|
| School Action (level and description of difficulty) | The pupil presents persistent emotional or behavioural difficulties that have not been improved by differentiated learning opportunities, or by the behaviour management techniques usually employed in the school. The difficulties may include: distractibility which disrupts the teaching and learning process; failure to make progress anticipated across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood |

| | |
|--|--|
| | swings, non-cooperation or non-attendance. There may be emerging problems with peer group relationships that affect classroom dynamics and require teacher intervention. |
| School Action Plus (level and description of difficulty) | <p>Despite carefully planned and executed interventions at School Action, the emotional and behavioural difficulties have not improved. External professionals and other agencies now become involved, requiring careful coordination within the context of the school.</p> <p>The increased difficulties may include: greater distractibility more severely disrupting the teaching and learning process; continuing failure to make progress across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood swings, non-cooperation or nonattendance.</p> <p>There may be increasing problems with peer group relationships that affect classroom dynamics and require considerable teacher intervention.</p> |
| Statutory Assessment (level and description of difficulty) | <p>There will be little measurable improvement recorded despite a carefully designed series of interventions involving outside agencies at School Action Plus. The pupil may have an identified medical or mental health condition which impacts upon behaviour and on individual learning or the learning environment.</p> <p>There will be evidence of extreme, complex emotional and behavioural difficulties of considerable duration and frequency in a variety of school situations, resulting in adverse consequences for pupil and severely affecting other pupils and adults in a detrimental way (unpredictable, bizarre, obsessive, violent, dangerous or severely disruptive behaviour).</p> |
| Interventions | <ul style="list-style-type: none"> • Systematic monitoring of IEP by SENCO and termly reviews with pupils, parents/caregivers, teachers and outside agencies • Baseline recording of particularly difficult or significant behaviours should be made in order to carry out an ABC analysis, of behaviour(s) to inform interventions and evaluation (antecedents, behaviour, and consequences). • IEPs will be set using SMART behavioural targets [some may be shared with other pupils in a group education plan (GEP) where there are pupils with similar presenting behavioural problems in a class]. • Use of peer and adult mentors • IEP behavioural targets focus on development of appropriate behaviours and elimination or reduction in inappropriate behaviours. Specific rewards and sanctions may need to be incorporated • Pupil and parent or carer involvement in the behavioural programmes will be clearly defined |

| | |
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| | <ul style="list-style-type: none"> • Access to the National Curriculum with suitable differentiation of the methods of delivery to accord with the presenting behavioural difficulties. • Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress • School-based individual or group counselling, or pastoral support sessions may be of benefit • Mainstream class or set with access to individual or small group tuition within the classroom and or periods of withdrawal • Use of a sensory room for time out • Consultation and advice from external agencies, including specialist teachers and educational psychologist • Multi-agency support due to overlap of educational, social or health needs • Curriculum access through the usual mainstream groupings may not be appropriate for many areas of the curriculum • Extensive individualized programmes of study and behaviour support may be required to access the curriculum. • Additional and different activities may be required to retain the pupil's application and interest in the curriculum |
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| SENSORY AND/OR PHYSICAL NEEDS: VISUAL IMPAIRMENT | |
|--|--|
| <i>School Action</i> (level and description of difficulty) | Pupils with mild visual difficulties |
| <i>School Action Plus</i> (level and description of difficulty) | Pupils with a moderate visual impairment |
| <i>Statutory Assessment</i> (level and description of difficulty) | Pupils with severe and profound visual impairment who have been registered blind or partially sighted |
| <i>Interventions</i> | <ul style="list-style-type: none"> • Normal class grouping with a specific physical place for the pupil in the classroom(s) to take account of visual difficulties. • Normal access to the school curriculum following guidelines to the school by a teacher of the Visually |

| | |
|--|---|
| | <p>Impaired (VI)</p> <ul style="list-style-type: none"> • Pupils seen by a teacher of the VI annually for functional vision assessment and monitoring • Normal class grouping with advice from a teacher of pupils with VI on visual aids, curriculum access and social and emotional factors • Some withdrawal may be required for the teaching and practice of keyboard skills • Access to the National Curriculum and Foundation Stage Curriculum will be provided with suitable differentiation and support: for example: use of adapted materials; magnification; large print books; seating position; consideration of lighting needs; individual copies of black and white board work; adaptation of teaching methods, for example, describing processes aloud and in detail, reading while writing on board • Individual programmes to support IEP targets will be required. • The teacher of pupils with VI contributes to the child's IEP in liaison with the school • External support service(s), particularly the service for pupils with VI, advise on materials, the implementation of the IEP and may be involved in some direct work with the pupil • A teacher of the VI would visit on a regular basis, for example twice a term • Teachers of the VI offer INSET to the school staff • The pupil has access to considerable additional targeted teaching in small groups or individually, for parts of each day. This might include: small group work for practising new skills; individual teaching of new or specialist skills; and training for mobility and independence on and off school premises • The use of specialised teaching techniques or alternative access methods such as Braille, specialist low vision aids, tape or tactile methods. • Joint planning by the class or subject teacher and the teacher of VI to give time for preparation and adaptation of materials • Adaptation of teaching methods for example, greater verbalisation, allowing handling or close inspection of objects • Involvement from the Social Services Mobility Officer may be required • Ongoing direct support and advice from other external specialists will be provided as specified in the statement of SEN |
|--|---|

D.3.7 Meeting the needs of pupils from disadvantaged backgrounds

The Centre for Excellence and Outcomes in Children and Young People's Services, provides extensive research and evidence based strategies for supporting young people from deprived backgrounds, many of whom are eligible for free school meals. We expect the number of our pupils eligible for free school meals to be in line with the Borough's average of approximately 9% of our pupil body (30 pupils when we are at full capacity).

We will endeavour to raise attainment and close the achievement gap for young people living in poverty through the following means, that are in line with pupils' aspirations and school ethos:

- **rigorous monitoring and use of data:** use of Individual Learning Profiles and electronic pupil information management systems to closely track attendance, behaviour and academic progress;
- **raising pupil aspirations:** high expectations and a commitment to excellence for all;
- **using engagement/aspiration programmes:** a broad, balanced and diverse curriculum including enrichment activities and extended enquiry projects to engage all pupils in a stimulating and holistic educational process; every child will participate in the Richmond Award Scheme;
- **engaging parents and raising parental aspirations:** a family focused school, with strong parents contact and engagement;
- **developing social and emotional competencies:** personal wellbeing underpins every educational experience at Thomson House School; a strong and consistent behavioural management system based on respect; a pro social and engaging school day;
- **supporting school transitions:** strong links with the community and engagement in community support systems; strong links and sharing of information with other schools;
- **providing strong and visionary leadership:** outstanding teaching; instilling a love of life long learning; extensive leadership opportunities for pupils.

At Thomson House, we offer a School Trip Fund to help subsidise the cost of school trips for parents who would struggle to afford this. This will be means tested and we will seek advice from the Council on the most appropriate eligibility criteria. We also offer a uniform/kit fund. Both of these start in the fourth year of operation of the school in our financial plan. However, we will seek sponsorship to enable to offer this from opening.

D.3.8 Pupils with disabilities

Thomson House School will be an inclusive environment for pupils and parents with disabilities, with a clear accessibility policy in line with the Disability Discrimination Act, and will make the following provisions:

Physical Environment

- Wheel chair accessibility
- Disabled parking
- Access to areas to participate in physical education
- Lighting and paint schemes to help those with visual impairments
- Carpet and acoustic tiling to help those with hearing impairment

Information to pupils and parents made available

- in Braille
- in large print
- verbally or on audio tape or CD
- using a symbol system

Increased access to the curriculum

- changes to teaching and learning environment
- ability to access adapted physical activity curriculum
- classroom organisation
- timetabling
- support from other pupils or staff

Technological support can include:

- touch-screen computers, joysticks and trackerballs
- easy-to-use keyboards
- interactive whiteboards
- text-to-speech software
- Braille-translation software
- software that connects words with pictures or symbols

Strong provisions for sport and physical education are embedded within the curriculum at Thomson House School. We will endeavour to ensure that all pupils have access to this curriculum and that it is adapted to their needs, using consultation through the English Federation of Disability Sports, which has developed a series of targeted interventions through the Playgrounds to Podiums programme. Playground to Podium has provided a means of identifying and supporting potentially talented young disabled athletes and has also enabled the development of an infrastructure to support more young disabled people to engage, remain and excel within sport. Use of support services such as this will support us in delivering our commitment to excellence and a truly all rounded, holistic education to all of our pupils, irrespective of ability.

D.3.9 Multiculturalism and English as an Additional Language

Thomson House School is committed to teaching our pupils to be outward looking citizens who understand and embrace diversity. A multi-cultural education is a key component within our curriculum. As a non-denominational school, we will teach and celebrate all cultures and welcome all faiths, with pupils participating in this teaching by discussing and presenting their culture to their peers.

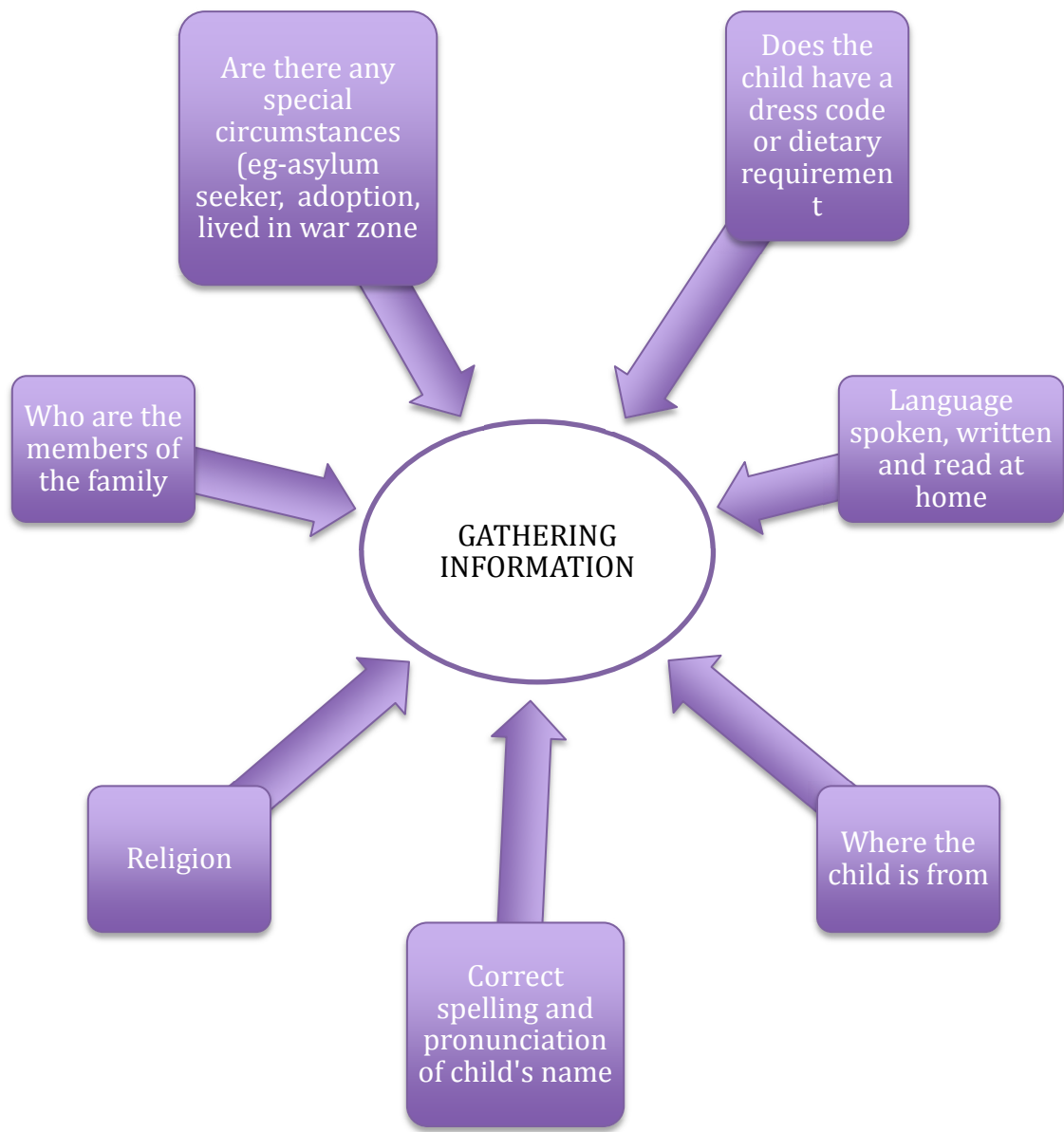
Where English is an additional language, carefully targeted interventions will run alongside high quality classroom provision. Classroom teachers and SEN staff will closely monitor and track the progress of EAL pupils and any barriers to their progress or gaps in their learning will be addressed quickly. EAL support, including classroom resources, will be available from the SENCO.

Specific strategies to support pupils with English as an Additional Language

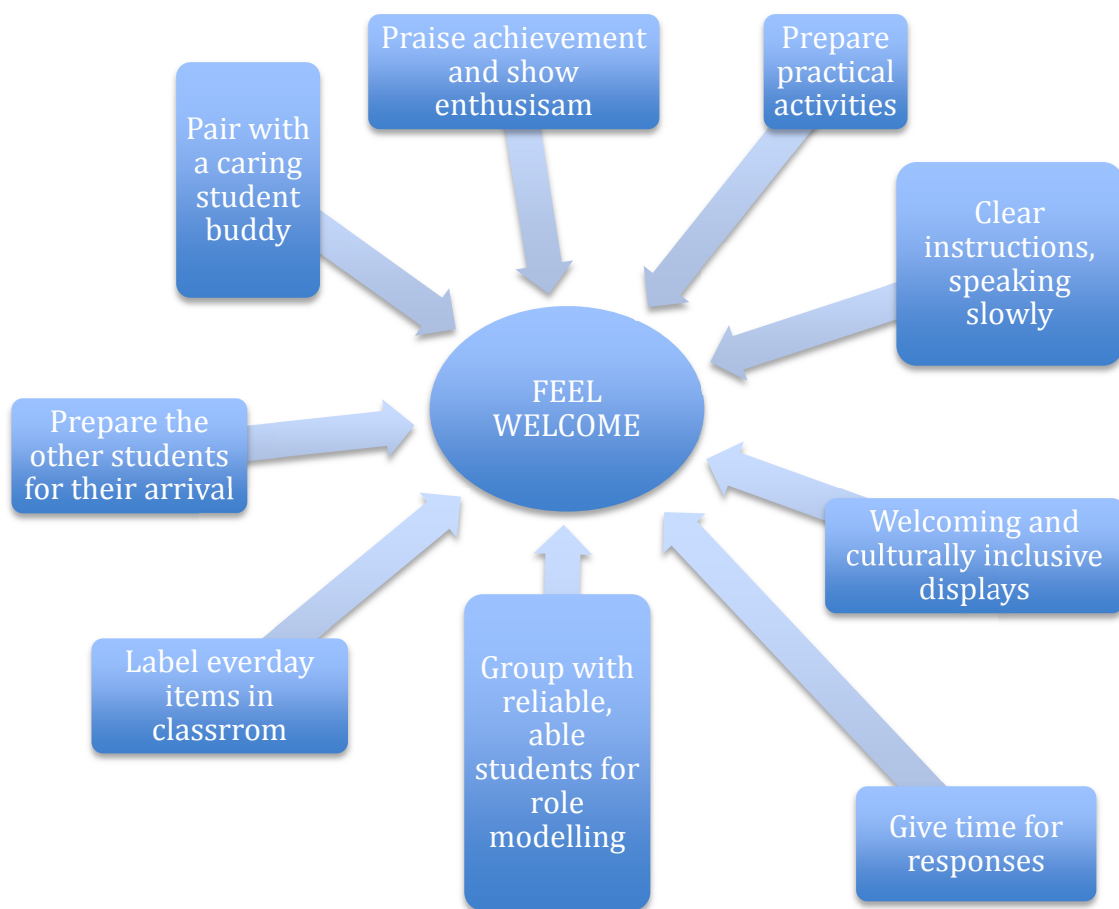
All staff will ensure that the following occurs when a pupil with EAL starts at Thomson House School:

- Full information is gathered about the pupil and their family;
- Staff are aware of and sensitive to cultural differences;
- Pupils are made to feel welcomed;
- Staff are aware of and employ a variety of strategies to support learning;
- Families are engaged, included and supported.

The below diagrams indicate the various steps in our strategic approach to meeting the needs of children with EAL.







A sample of strategies to support EAL learning:

The above diagrams illustrate our overall approach to integrating pupils with English as an additional language. We will ensure that our staff are trained to employ a wide range of teaching techniques to support pupils within the classroom, some examples of which are:

- Teach basic words and phrases that will help pupils with practical functions (eg-hello, yes/no, toilet, where is, I don't understand)
- Create an alphabet word book, including pictures, as new words are learned
- Play classroom games that increase participation with minimal speaking (eg-simon says, circle games)
- Support talk with visuals/materials/actions/gestures to help convey meaning
- Chose books supported with pictures
- Use stories with repetition or predictable storylines
- Provide bilingual and picture dictionaries
- Use of audio tapes
- Use books with multi cultural themes

- Use books with dual text and share with the class
- Sit the pupil at the front
- Be aware of the use of synonyms and idioms; keep the English simple
- Use ICT to support learning, such as interactive books and speech supported word processing
- Ability in maths should not be affected by language limitations
- Create opportunities for the pupil to share and teach others words/traditions to broaden cultural awareness within their peer group

D.3.10 Engaging families

In line with our vision for a family school and in order to produce the best outcomes for our pupils, we will endeavour to engage families to be directly involved in their child's education. We will have an open door policy at Thomson House School, and family involvement will occur in a number of ways:

- Informal conversations with staff in the school yard at drop off and pick up;
- Regular parents' evenings to discuss pupil progress;
- Regular written contact and bulletins sent to parents/carers;
- Invitations to families for productions, sporting events, assemblies and music concerts;
- Family run classes in the mornings (e.g. yoga, running club);
- School wide events, such as fairs;
- Parents/carers involvement in supervising school trips;
- Families encouraged to get involved in the Board of Governors and on the Parents Committee;
- Families encouraged to be involved in the teaching and learning through sharing their skills in conducting enrichment activities and experiences through speaking at assemblies.

Strategies that we will employ to engage hard to reach families will include:

- Spend time with families and carers to help them feel valued and reassured about their child's wellbeing in this new environment;
- Encourage their presence around the school;
- Familiarity and understanding of the family's background, culture and religion will aid inclusion;
- Signposting support networks and things such as the process for free school meals in newsletters, bulletins and on the school's website will help to create an inclusive, accepting and non stigmatizing environment;
- Development of the child's first language is vital in learning English so encourage speaking of the native language to help make sense of the English;
- Ensure the family understands the systems in the school (running of the school day, uniform, lunch arrangements, clubs, contact numbers, etc);
- Where appropriate, put parents in touch with local providers of ESOL;

- Put parents in touch with outside agencies that can provide support where needed (see list below);
- Explain newsletters and notes verbally where possible;
- Provide information for parents in other languages, make use of interpreters and other members of the school community, where appropriate, who speak the same language;
- Ensuring that parents whose children are eligible for free school meals are aware of the processes to go through in obtaining them. This will be done through school yard conversations, parents evenings, newsletters, the school website

D.3.11 Gifted and talented programme

All children attending Thomson House School are entitled to a broad, balanced and holistic education. As outlined in our vision and pupil aspirations, we are committed to developing a life long love of learning through a truly all rounded education that is permeated with a commitment to excellence. Every individual will have the opportunity to develop and realise his or her true potential. To ensure that this happens, we aim to consistently provide learning opportunities for our gifted and talented children that are challenging, intellectually stimulating and enrich the curriculum. We believe that gifted and talented children are entitled to as much support, guidance and encouragement as any other child in this school.

Definition

All pupils will be offered extended skills development through differentiated curriculum provisions and the wide range of Enrichment Activities on offer. Where a pupil demonstrates an ability to excel to a level significantly ahead of their year group (in the top 5-10%), they may be identified as gifted and talented.

- ‘Gifted’ pupils will demonstrate abilities in one or more academic subject
- ‘Talented’ pupils will demonstrate practical skills in sport, creative or performing arts
- Skills such as decision making, leadership and problem solving are also taken into consideration when identifying gifted and talented pupils

Aims

- To support the abilities, personal qualities and talents of all children
- To ensure that all children receive an education appropriate to their abilities
- To provide teaching which makes learning challenging and enjoyable
- To provide higher order thinking and questioning skills
- To employ a wide variety of methods of recognition of potential
- To recognise under-achievement and to seek to remove it
- To stimulate children through enrichment activities, extended enquiry projects, community involvement and through curriculum enrichment
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able

- To train staff and to provide for these aims to be achieved

Identification

Children are tracked and monitored through their Individual Learning Profiles. In addition the following methods will be used in identifying gifted and talented pupils:

- teacher observation and assessment
- checklists
- background knowledge
- peer nomination
- self nomination
- parent nomination

No one single method can be entirely accurate.

The school will provide an enriched curriculum for all children and through this it will be possible to identify the most able.

Gifted and Talented Provision

Pupils will be assessed and provisions made on an individual basis, and may include:

- extension work set within the classroom
- use of ICT enrichment programmes
- differentiated learning and higher order thinking skills incorporated into lessons
- mentoring by older peers, staff or community leaders
- extension seminars
- trips
- extension projects
- use of specialists eg-teachers or professors outside the school, visiting artists, sportspeople or authors

Music Scholarship

For every year group, from Year 3, we will subsidise five pupils per year for a 100% of their private, individual music tuition. This will be merit based and the scholarship will be awarded for one year.

The National Association for Gifted and Talented Children (NAGC) has developed ten principles of good practice for schools. These principles fit succinctly with our ethos and vision and will be adopted in our school practice:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Principal and Senior Team
5. Regular observation and review with early and prompt intervention

6. High teacher expectations
7. Positive attitudes by teachers who are prepared to “Go the extra mile”
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child’s strengths

Monitoring

The following people can support this through:

1. Principal: have the overall view of the programme and ensure its consistent implementation.
2. Classroom teachers:- identify and monitor individual needs of the pupils within the classroom environment.
3. Heads of Sections: identify and monitor the needs of the pupils in their section, having a consolidated view of their progress and interest both in and out of the classroom environment
4. Parents and pupils: monitor pupil’s progress and interests outside of school and ensure communication with staff
5. Link Governor for SEN: review of the Gifted and Talented provisions within the school, and ensuring that needs are being addressed

Individual pupils will be monitored through their Individual Learning Profiles and the Gifted and Talented register will be reviewed termly with the classroom teachers, Heads of Sections and Principal. The Governing Board will receive annual reports and feedback.

We will also gain further support and resourcing through:

- National Association for Able Children in Education
- National Association for Gifted and Talented Children
- London Gifted and Talented
- Consultation and collaboration with other local schools

A committed and collaborative approach between the pupil, parents, school and local community will be taken to ensure a well rounded and enriching experience.

D.3.12 Safeguarding practices

Safeguarding policies and practices will be very clear at Thomson House School and will be in line with the London Borough of Richmond’s Safeguarding Practices.

To ensure the safety of our pupils, including early detection and intervention when there are concerns, the following will occur:

- All members of staff will undergo an enhanced CRB check, which will be re-newed every three years
- All adult and older pupil volunteers who may have unsupervised contact with our pupils will be required to provide a CRB certificate
- All staff, when commencing employment, will under go Safeguarding Children training
- Safeguarding training will be refreshed for staff every two years

- There will be two named Designated Child Protection Officers at THS who will receive enhanced Safeguarding Training through Richmond Borough Children’s Social Services
- Any staff who suspect that a child may be at risk must contact the Designated Child Protection Officer immediately
- Safeguarding policies will be given to all parents upon admission
- Designated Child Protection Officers will work closely with the INITIAL RESPONSE TEAM for Richmond Borough to seek advise and guidance with any children of concern
- Designated Child Protection Officers will use the Common Assessment Framework to ensure accurate and efficient information sharing with other agencies
- Clear and detailed notes will be made and kept in the ‘Children of Concern’ file, which is kept by the Designated Child Protection Officer. This will ensure that information is centralised and that a thorough and co-ordinated support system is put into pace.

D.3.13 Multi-agency support for pupils with differing abilities

At Thomson House School, we will follow a multi-agency approach to support the learning and achievement of pupils of varying abilities and needs.

Through the local Council, national groups, charitable trusts and school networks, we will provide a co-ordinated approach to support our pupils and families in our commitment to excellence.

There are a wide variety of agencies and partner resources at hand, some those of which my provide the most support in accordance with are pupil demographics are detailed below:

| Agency | Support |
|--|--|
| Special Educational Needs Section | The administrative section in the Children’s Services and Culture Directorate that carries out the authority’s responsibilities for SEN in relation to statutory assessment. |
| Educational Psychologists | Educational psychologists work with key school staff to help them meet the needs of pupils. This may include carrying out individual assessments of children, providing specialist training and intervention or project work. |
| The Learning Needs Team | The Learning Needs Team (LNT), which supports schools by recommending specific programmes, strategies and resources. These include programmes and up-to-date resources for improving literacy. The LNT, together with the Education Psychology Service, provides training as part of the authority’s SEN programme of continuing professional development. This aims to help school staff increase their knowledge, skills and awareness of pupils with SEN, improve their confidence in planning for and teaching these pupils and so raise their attainment. |
| The Learning Needs Support Teachers | Referrals to the Learning Needs Support Teachers, which are received twice a year. Teachers in the team, |

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| | together with the principal educational psychologist and the lead inspector for Inclusion (special educational needs), health and wellbeing, consider each child's need for support. The team provides support for pupils with the greatest level of need. |
| The Social Inclusion Advisory Teachers | The Social Inclusion Advisory Teachers work with children and young people, parents and schools to understand and manage behaviour in mainstream primary schools across the borough. |
| Speech and Language Therapy | This service will assess the speech, language and communication needs of primary aged children and provide programmes, strategies and suggest appropriate resources to maximize the child's learning opportunities across the school curriculum. |
| Physiotherapy Services | This service will assess the physical needs of children and provide programmes and strategies and suggest appropriate resources to support independence and maximize the child's physical development. |
| Occupational Therapy Services | This service will assess functional difficulties in daily life and provide appropriate strategies and suggest resources to support independence and maximize the child's functional development. |
| Sensory Impairment Team | A combined team qualified to teach children with hearing and visual problems. Staff will also advise schools on the use of appropriate equipment and resources. |
| CAMHS | The Child and Family Consultation Centre (Richmond Child and Adolescent Mental Health Service), assesses and treats the mental health needs of children aged 0 to 18. |
| The Child Development Team (CDT) | The team identifies the needs of children with complex needs from as early as six months. It includes representatives from community paediatrics, Educational Psychology Service, the Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, Portage, and teachers of visual and hearing impaired pupils. CDT also includes the area SENCOs, an outreach worker, paediatricians, social workers and specialist health visitors. |
| The Three Wings Trust | The Three Wings Trust manages the parent partnership workers. The parent partnership workers liaise with the authority to support parental involvement in the education of children with special educational needs. They assist the authority in making sure that the information it publishes is accessible to all parents, and that the advice parents receive is comprehensive, factual and appropriate. It also supports and promotes support groups for parents. |
| The Children and Young People's Strategic Partnership | The Children and Young People's Strategic Partnership is the over arching multi-agency group that oversees the delivery of services to children and young people. It includes representatives from the primary care trust, Children's Services and Culture, the voluntary sector |

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| | and parents or carers. The partnership has a sub-group for children with disabilities, with similar membership at an operational level. |
| Windham/The Croft Centre | Windham/The Croft Centre brings together a range of statutory and voluntary services including specialist services for disabled children. This includes the social work team for children who have significant and permanent disabilities, the short-term break team and Crofters. Crofters offers a range of after school clubs, holiday play schemes and residential holidays for disabled children. |
| Ethnic Minority and Traveller Achievement Service | The key purpose of the service is to work with schools to ensure that the following groups of pupils achieve to the best of their ability in school. These are: <ul style="list-style-type: none"> • Pupils who have English as an additional language (EAL) • Traveller pupils • Refugee and asylum seekers • Pupils from ethnic minority groups at risk of underachieving |
| Children's Centres | Children's centres are a partnership between the Council, schools, the Primary Care Trust, Richmond Housing Partnership, the Metropolitan Police, the voluntary and community sector, Jobcentre Plus, the private sector and local families. <ul style="list-style-type: none"> • |
| National Association for Language Development in the Curriculum | NALDIC is the UK subject association for English as an additional language (EAL). Its mission is to promote the effective teaching and learning of EAL and bilingual pupils in our schools. It provides a welcoming, professional forum to learn more about EAL and bilingual learners. |
| London Gifted and Talented | London Gifted & Talented offers continuing professional development, resources and consultancy to improve the quality of gifted and talented teaching and learning. |
| Staff and School training and support in the London Borough of Richmond | In Richmond upon Thames, the Educational Psychology Service offers training and project work to schools in addition to its statutory work on assessing pupils. The Learning Needs Team, Sensory Impairment Team and Education Psychology Service contribute to the central programme of continuing professional development. range of needs. It is available to all schools and local authority staff working with pupils with SEN. The Early Years Development and Childcare Plan provides similar opportunities for training for early years providers and teachers. Under the plan there is funding for each SENCO in an early years non-maintained setting to have training on their responsibilities. Training is also available to owners or managers on their responsibilities under the Disability Discrimination Act and SEN and Disability Act. |

Cooperation and commitment of all school employees, governors, parents and pupils, community groups and other services and agencies are essential in order to ensure successful inclusion. Our policies and practices will be reviewed annually by teaching staff and governors and will be adapted to meet the demands of our school community. Our provision will be differentiated and structured in such a way as to enable all pupils to access appropriate education in the pursuit of achieving the high standards and aspirations set for each pupil at Thomson House School. A truly flexible and responsive approach will ensure that true inclusion is achieved.

D.3.14 Use of ICT to support pupils of differing abilities

The use of ICT is embedded in all aspects of the curriculum at Thomson House School. Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support and enhance their learning in all subjects.

Pupils will be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
- exchange and share information, both directly and through electronic media
- use curriculum specific sites to enhance learning
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses

ICT will be further used to support pupils of differing abilities, to help in removing barriers to learning, thus enhancing their potential to learn and supporting every pupil to attain the high aspirations that we set for them.

The use of ICT will:

- enable greater autonomy for learners
- unlock hidden potential for those with communication difficulties
- help pupils access the wider curriculum with their peers and be included in the learning environment
- promote practice that reaches beyond the school into homes and the community

The starting point in deciding how ICT can support pupils in their work must always be the needs of the individual pupil. Through tracking and monitoring via the Individual Learning Profiles and effective assessment of need, the appropriate provision and the identification of resources and tools to achieve the objectives identified in pupils' IEP can be addressed.

Enhanced ICT provision to support the learning of pupils of all abilities will

include, but not be limited to:

- subject specific ICT sites that allows for independent learning, progress, and feedback particularly in Maths and English (eg. Writer, Textease, Clicker4, MyMaths, Mangahigh) to allow for differentiation from remedial to extension work
- the use of assisted technologies for through AbilityNet for pupils with SEN
- using the e-learning foundation to 'ensure that every child, irrespective of background, has access to technology for learning especially at home, working in partnership with schools, parents and businesses'
- ICT based extension activities for gifted and talented pupils, such as Nrich, Behind the Science, e-TASC, National Literacy Trust, Philosophy For Children, London Gifted and Talented
- interactive books
- speech supported word processing
- translation programmes and word dictionairies
- touch-screen computers, joysticks and trackerballs
- easy-to-use keyboards
- interactive whiteboards
- text-to-speech software
- Braille-translation software
- software that connects words with pictures or symbols
- following an individual programme designed through an integrated learning system
- the use of participatory software and internet programs. One such example would be to use 'monkeysurvey' to create pupil voice surveys, where pupils can answer them online and the information is summarized and categorized for easy assessment. This type of programme could be used to gather information about any area of the school from any group, for the use of information gathering, feedback, evaluation and reflection
- the use of an electronic pupil information system (such as SIMS), that will manage pupil information on assessment, achievement, attendance, behaviour; Individual Learning Profile

Teachers can maximise the impact of ICT in inclusive classrooms by:

- use of computers, projectors and interactive whiteboards within the classroom
- understanding the potential of ICT to support learners with special needs
- training classroom assistants in how software or devices can be used
- tailoring and adapting tasks to suit individual pupils' abilities and skills
- create individually differentiated learning materials
- use of integrated learning systems to design individual programmes of study
- using the Management Information System to track, record and share information about pupils as they progress through the school
- use of curriculum specific software and educational sites

- networking and sharing good practice with other educational professionals

D. 4 DEFINITIONS AND MEASURES OF SUCCESS TO DELIVER OUR ASPIRATIONS FOR PUPIL ACHIEVEMENT

D.4.1 The link between our vision and approach to measuring pupil and school outcomes

Following our community engagement effort, in particular meetings with parents, two community centres, the local MP, [REDACTED], and with [REDACTED], a clear picture emerged of parental wishes for primary schools in the area. Apart from a consistent anxiety about pupil places, parents in our Borough are looking for:

- A rigorous academic foundation
- Excellent behaviour
- Democratic access to sport and music
- Community service
- Provision for working parents
- More involvement from all parents in school life

As discussed in section C, our vision directly addresses the points above: we deliver an all rounded offer centred on the development of excellent skills in English, Maths, and also Music and Sport; we develop strong spirit by focusing on personal wellbeing and on fostering a dedication to the community, the sources of excellent behaviour; we establish and facilitate a strong partnership with families. The fundamental enabler in delivering the above is outstanding teaching and learning.

We think it is necessary to evaluate our performance through our ability to address the concerns and wishes of our community, reflected in our vision.

D.4.2 Key strategies in the achievement of our Key Performance Indicators

The main strategies for the achievement of the KPIs described in detail above will be:

- Offering our staff outstanding learning opportunities also via links with universities and the organisation of educational conferences in school
- Expecting consistent outstanding teaching from our staff, including via strategies such as AfL and the promotion of Personal Learning and Thinking Skills.
- Monitoring our pupils' learning, development and the impact of our teaching by an effective tracking system detailed further below under PIPs and APP.
- Involving all pupils in the Richmond Award Scheme, which focuses on the development of strong spirit and the habits of mind detailed in the introduction above.
- Establishing and delivering a comprehensive Wellbeing programme to which a considerable proportion of curriculum time is dedicated.
- Creating management systems, reporting processes and the infrastructure to facilitate parental involvement in the school.

D.4.3 Strategies to assess, track and support pupils' progress

Performance Indicators in Primary Schools (PIPs) and Assessing Pupils' Progress (APP)

The tracking of pupil's progress against an objective baseline measure is key in assessing the school's success in delivering value added to the children's development of skills in English, Mathematics and Science. The use of APP allows for a further sophistication of the mode of delivery of those assessments. Below is an outline of how we will implement tracking in our school.

- The school will assess a **baseline measure** for all pupils at the beginning of the Reception year by using **PIPs**.
- In Reception, pupils' progress against those indicators will be measured by teachers' **daily observations**.
- Another baseline assessment will take place at the **beginning and end of Key Stage 1** and again in **Year 5**, the year before the end of Key Stage Assessment.
- We expect our **School Secretary to act as data coordinator**, using SIMS as our storing data, gathering data from classroom teachers.
- We are choosing to base our work mostly on the **National Curriculum** for the ease of integration with the assessment of pupils' progress.
- We will have **termly assessments in English, Maths and Science** to measure progress against the baseline.
- By using a **traffic light system** we will identify pupils who are progressing below the expected standard as needing intervention, e.g. meetings with parents, individual support.
- **Assessing Pupil Progress (APP)** in English, Maths and Science, will provide additional evidence and strategy in the gathering of that progress.

Reports and parent meetings

We will report termly to parents either via parent evenings or reports. The form teacher report, which focuses on the overview of the child will be structured around our pupil outcomes of *excellent skills, strong spirit and dedication to the community* and the more specific outcomes detailed in the introduction. This will allow us to maintain focus on offering a broad curriculum and of measuring our pupils against that standard.

Individual Learning Profiles

Information on our use of Individual Learning Profiles as a central tool to track our pupils' performance is detailed in Section D.1. The information below composes Individual Learning Profiles:

- School reports
- Assessment results
- Attendance and punctuality
- Learning needs and any assessments associated with them
- IEPs

- Behavioural incidents-communication with parents
- Merits and awards
- Involvement in extended lunchtime activities
- Pupil targets, including pupil reviews of their progress.

Performance Management of Staff

Staff will receive official appraisals of their performance once a year. All staff teaching staff will be appraised by the Principal. We would like to use a 360 degree model of appraisal, but this will be finalised at a later stage.

Continuous formative assessment of staff's skills will take place via lesson observations (by peers, Senior Management Team and outside experts).

Excellent practice will be publicly recognised and celebrated. If a teacher is not delivering as per the indicators above they would be supported via practices such as mentoring, 'sharing of good practice' groups, observations and other professional development deemed necessary.

Role of Governing Board in monitoring of KPIs

Our Governing Board will play a key role in monitoring progress against our KPIs. The Educational Committee will play a particularly important role, including through the 'link governors' for different areas of the curriculum including Maths; Literacy; Physical Education, Music and Creativity; Wellbeing; and meeting the needs of differing pupils including SEN and gifted/talented children. They will attend school classes and report back to the Educational Committee. The Principal will report in detail on an annual basis to the Governing Board on progress against KPIs, with informal reports on a termly basis.

| Pupil/ School Outcome | Performance indicator | Success measure | Why it is appropriate | Evidence | Review/ report |
|--------------------------------|--|--|--|----------------------------------|--|
| Pupil Outcomes | | | | | |
| <i>Excellent Skills</i> | | | | | |
| Excellent Academic Skills | Pupils achieve excellent results in the end of KS1, reading assessment | 75% of pupils will be able to correctly read: Most items containing less frequent and less consistent vowel digraphs, including split digraphs Most items containing a single 3-consonant string Most items containing 2 syllables | Shows pupils are exceptionally well prepared for next stage in education. An ambitious target that will motivate teachers towards focusing on the effective teaching of phonics | Scores in phonic screening check | Each classroom teacher responsible for delivery of the target |
| | Pupils achieve to excellent level in end of KS2 English, Maths and in Science Teacher Assessment | Over 90% of pupils achieve L4 English and Maths, 67% Level 5 in English and 78% level 5 in Maths; over 90% achieve L4 and 54% L5 in Science Teacher Assessment | This target for English and Maths places us in line with the current highest attaining primary schools in the borough, indicating provision of an excellent skills base for our pupils. For Science we have chosen the median of the five schools closest to TH as there is one huge outlier in that group which would not make for sensible comparison. | Pupils' attainment in SATs | Each classroom teacher responsible for delivery of the target for their classroom and the Principal responsible for it to the governing body |

| Pupil/ School Outcome | Performance indicator | Success measure | Why it is appropriate | Evidence | Review/ report |
|--|--|--|--|---|--|
| Excellent Skills in PE | Pupils taking part in PE regularly demonstrate good progress in PE. | 90% of pupils achieve good progress in coordination and motor skills in PMP criteria and against QCA's Core Tasks criteria | 90% is an ambitious but achievable measure for a school dedicating the amount of time to PE we are, according to providers who have designed the curriculum. | PE teacher records of tasks performed and PE teachers' reports | Tasks are performed every half term. PE teachers are responsible for progress to the Principal. |
| Excellent Skills in Music | Pupils achieve grade 2 in a musical instrument and at least 50% achieve grade 3 Grade 2 in singing for pupils with physical barriers. | 100% pupils successfully pass the grade 2 exam by the end of KS1 and 50% the grade 3 exam. | The measure indicates very good musical progress. | Music teacher records and certificates | Music teacher reports on progress every half term to the Principal, who is responsible for this important indicator to the governing body. |
| Excellent Communication Skills | Pupils perform, recite, present orally in front of an audience of at least a class once a year | 100% of pupils once a year | The regular practice of performing in front of an audience allays fears and improves confidence. It is also necessary practice for the skills outlined in Schemes of Work. With support we can facilitate this for all pupils | Yearly check and review of schemes of work Observations by members of SM Classroom teachers' records and observations | Progress towards the target is reviewed by the classroom teacher on a term by term basis. Classroom teacher discusses this with the relevant Head of Section or Principal |
| <i>Dedication to the Community</i> | | | | | |
| Pupils participate in improving the wellbeing of their community | Pupils take part in projects aimed at improving the wellbeing of those around them (e.g. reading to the elderly) | 100 % of pupil take part in at least one 'dedication to the community' project per term | Taking an active role in improving the wellbeing is effective in fostering citizenship | Classroom teacher reports | Classroom teacher reports to parents; responsible for this to the principal via the Deputy Head of the school when in place. |

| Pupil/ School Outcome | Performance indicator | Success measure | Why it is appropriate | Evidence | Review/ report |
|--------------------------------------|---|---|--|---|--|
| Resilience | Pupils successfully complete Richmond Award Scheme (RAS)* | 100% pupils complete it to a Bronze Standard; 60% to a Silver standard and 30% to a gold standard by the end of their time at THS | Means to develop resilience, confidence, team spirit and focus beyond the self | RAS Register School records and RAS accreditation | Classroom Teacher Pastoral report** |
| <i>Pupil Wellbeing</i> | | | | | |
| Pupils feel happy and safe in school | Behaviour in the school is 'excellent' | OFSTED judges it as 'excellent' using its criteria. | Excellent behaviour indicates an environment where people are can flourish | OFSTED report | During every cycle of inspection; we would monitor progress by using the same criteria in Senior Management Team's self-assessments. Form teachers responsible to the Head initially and then Deputy Head and Head of section. |
| | Extremely rare cases of bullying which are identified and tackled effectively | Only very occasional record of this, statistically insignificant | Low bullying means that pupils are free to express themselves without the fear of being mistreated by others | Registers | Head of Section are responsible for this to the Headmistress or Headmaster who are themselves responsible to the governing body for quality of teaching and learning. |
| | Staff, parents and pupils feel highly positive about behaviour and safety in the school | 80% of parents and carers and 80% of pupils indicate that behaviour and safety in the school is "excellent" in questionnaires conducted on a yearly | Strong behaviour is indication of a respectful environment | Yearly questionnaires delivered to parents. | Classroom teachers responsible for monitoring and promoting good behaviour, Deputy Head responsible to the Principal for leading pupil wellbeing |

| | | basis | | | |
|---|---|--|---|---|---|
| Pupil/ School Outcome | Performance indicator | Success measure | Why it is appropriate | Evidence | Review/ report |
| | Pupils have excellent attendance | Absence rates are below 4.18% a year | Attendance is a good indication of pupils' wellbeing. 4.18% is the rate for Barnes Primary, which is the school with the highest attendance rate amongst the five closest to us. | Yearly self-evaluation form. On going monitoring via SIMS | Principal directly responsible for this. |
| Whole School Outcomes | | | | | |
| THS offers an all-rounded curriculum | | | | | |
| Our curriculum offers breadth and balance | At least 25% of timetabled curriculum time is dedicated to Sport, Music and Creative Arts | 25% of the timetabled periods in the curriculum are dedicated to Sport, Music and Creative Arts | It indicates the school is offering breadth of challenge | School timetables | Principal is responsible for this to the governing body |
| | Staff, parents and pupils consider the curriculum to be all-rounded | 80% of parents and carers and 80% "agree" or "strongly agree" that the curriculum is all-rounded | The perception of all our stakeholders is important in the evaluation of this criteria | Yearly questionnaires delivered to parents. | Principal is responsible for this to the governing body |
| THS delivers excellent teaching | | | | | |
| Teaching and learning is outstanding | School achieves "outstanding" rating in areas of teaching by second cycle of inspection | "Outstanding" rating achieved on the second round of inspection | Indicates outstanding levels of teaching and learning. We choose the second round as we take into account the time the school needs to establish itself | Peer observation: regular classroom observation by senior teachers and external practitioners to assess if school is progressing on track OFSTED Records | OFSTED inspection. Principal responsible. |

| Pupil/ School Outcome | Performance indicator | Success measure | Why it is appropriate | Evidence | Review/ report |
|----------------------------------|--|---|--|--|---|
| | Most of our lessons are 'outstanding' | 80% of the observations in school by Senior Management Team and external partners are 'outstanding' according to OFSTED criteria. | These qualities and performances are indication of outstanding teaching professional qualities | Records of observations on file | Each teacher is responsible for this to the Principal who are themselves responsible to the governing body for quality of teaching and learning. |
| | Pupils make at least good progress in English, Maths and Science | 100% of pupils make progress above national average; 80% of pupils make good progress, at least a level a year. | Making good progress indicates engagement in one's learning; we believe that the pupil profile of our Borough justifies a figure of 80% for good progress. | Continuous progress is measured against baseline assessment Pupils' self-assessments on a termly basis | Progress is measured on a half term basis against PIPs and throughout the term with Assessing Pupils' Progress (APP) Each classroom teacher responsible for delivery of the target. Teachers are observed on a termly basis and are responsible to the Head in their yearly appraisal. The Head is directly responsible for quality of teaching and learning to the Governing Body Schemes of Work are reviewed annually. |
| | Teaching delivers excellent Contextual Value Added (CVA) | CVA score every year is equal or more than 101.8 | This score would place us in the top 5% of schools nationally | CVA records on DoE website | Principal via whole school staff |

| Pupil/ School Outcome | Performance indicator | Success measure | Why it is appropriate | Evidence | Review/ report |
|---|--|--|---|--|--|
| | Lessons implement Assessment for Learning Strategies and promote Personal Learning and Thinking Skills effectively | 80% of the observations in school by Senior Management Team and external partners are judged to be implementing AfL and promoting PLTS "effectively" | These strategies, implemented in lessons, promote creativity, higher level thinking skills, and life-long learning skills | Records of observations on file by peers, subject leaders and Senior Management Team | Each teacher is responsible for this to the Principal who is responsible to the governing body for quality of teaching and learning. |
| Teachers receive outstanding professional development | The school offers at least two professional development conferences a year. | Two conferences per academic year | Offering professional development to teachers inside and outside our school establishes a culture of learning and achievement. Two conferences are a realistic target for the initial stages of the school. | School records and bulletins | Principal is directly responsible for this to the board of governors. |
| Establishing and facilitating a strong partnership with families | | | | | |
| Parents are involved in the leadership of the school | Strong parental presence in the governing body | Three parents on the board at any one time. | It is important for parents to participate in the running of the school at all levels. Three is above statutory requirements | Governing Board Records | The chair of governors is responsible for this |
| | Parents are involved in the process of assessment of the children | All teachers have a brief interview with parents and carers of all children at the beginning of the year to ask about their development | It is important for parents to be able to offer input on the progress of the child at home | Meeting records | Each classroom teacher to the principal |

| Pupil/ School Outcome | Performance indicator | Success measure | Why it is appropriate | Evidence | Review/ report |
|----------------------------------|---|--|---|------------------|--|
| | Parents' Association meets with the principal regularly | Two meetings a term are held | Parents can communicate their feedback and offer comments and suggestions directly to the Principal | Meeting records | Twice a term, Principal responsible. |
| | Extended Days and Early morning breakfast clubs and afterschool clubs to allow for early drop off and late pick up. | Provision is in place every day | To provide support for the challenges faced by modern families so that they can participate in the running of the school. | School calendars | Principal is responsible for this to the board |
| | The School has a functioning café open to all parents in the morning and afternoon | The School has a café open to all parents in the morning and afternoon | The café is a useful means to draw parents to school | Premises | Principal via bursar |

D.4.2 Key strategies in the achievement of our Key Performance Indicators

The main strategies for the achievement of the KPIs described in detail above will be:

- Offering our staff outstanding learning opportunities also via links with universities and the organisation of educational conferences in school
- Expecting consistent outstanding teaching from our staff, including via strategies such as AfL and the promotion of Personal Learning and Thinking Skills.
- Monitoring our pupils' learning, development and the impact of our teaching by an effective tracking system detailed further below under PIPs and APP.
- Involving all pupils in the Richmond Award Scheme, which focuses on the development of strong spirit and the habits of mind detailed in the introduction above.
- Establishing and delivering a comprehensive Wellbeing programme to which a considerable proportion of curriculum time is dedicated.
- Creating management systems, reporting processes and the infrastructure to facilitate parental involvement in the school.

D.4.3 Strategies to assess, track and support pupils' progress

Performance Indicators in Primary Schools (PIPs) and Assessing Pupils' Progress (APP)

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- The school will assess a baseline measure for all pupils at the beginning of the Reception year by using PIPs.
- In Reception, pupils' progress against those indicators will be measured by teachers' daily observations.
- Another baseline assessment will take place at the beginning and end of Key Stage 1 and again in Year 5, the year before the end of Key Stage Assessment.
- We expect our School Secretary to act as data coordinator, using SIMS as our storing data, gathering data from classroom teachers.
- We are choosing to base our work mostly on the National Curriculum for the ease of integration with the assessment of pupils' progress.
- We will have termly assessments in English, Maths and Science to measure progress against the baseline.
- By using a traffic light system we will identify pupils who are progressing below the expected standard as needing intervention, e.g. meetings with parents, individual support.

- **Assessing Pupil Progress (APP)** in English, Maths and Science, will provide additional evidence and strategy in the gathering of that progress.

Termly Reports or parental meetings

We will report termly to parents either via parent evenings or reports. The form teacher report, which focuses on the overview of the child will be structured around our pupil outcomes of *excellent skills, strong spirit and dedication to the community* and the more specific outcomes detailed in the introduction. This will allow us to maintain focus on offering a broad curriculum and of measuring our pupils against that standard.

Individual Learning Profiles

Information on our use of Individual Learning Profiles as a central tool to track our pupils' performance is detailed in Section D.1. The information below composes Individual Learning Profiles:

- School reports
- Assessment results
- Attendance and punctuality
- Learning needs and any assessments associated with them
- IEPs
- Behavioural incidents-communication with parents
- Merits and awards
- Involvement in extended lunchtime activities
- Pupil targets, including pupil reviews of their progress.

Performance Management of Staff

Staff will receive official appraisals of their performance once a year. All staff teaching staff will be appraised by the Principal. We would like to use a 360 degree model of appraisal, but this will be finalised at a later stage.

Continuous formative assessment of staff's skills will take place via lesson observations (by peers, Senior Management Team and outside experts). Excellent practice will be publicly recognised and celebrated. If a teacher is not delivering as per the indicators above they would be supported via practices such as mentoring, 'sharing of good practice' groups, observations and other professional development deemed necessary.

Role of Governing Board in monitoring of KPIs

Our Governing Board will play a key role in monitoring progress against our KPIs. The Educational Committee will play a particularly important role, including through the 'link governors' for different areas of the curriculum including Maths; Literacy; Physical Education, Music and Creativity; Wellbeing; and meeting the needs of differing pupils including SEN and gifted/talented children. They will attend school classes and report back to the Educational Committee. The Principal will report in detail on an annual basis to the Governing Board on progress against KPIs, with informal reports on a termly basis.

D.5 ADMISSIONS POLICY

Overview

At Thomson House, we are committed to an admissions policy in line with the revised School Admissions Code and School Admission Appeals Code, likely to come into full effect on admission arrangements for the pupil intake from September 2013 onwards. All applications for places at the school will be in a fair and transparent manner, in accordance with the arrangements set out below. Our Governing Board holds responsibility for overseeing compliance of our admissions policy with appropriate legislation and regulation.

D.5.1 Formulation and implementation of our Admissions Policy

Pre-opening, our Directors (Governors) will be responsible for consulting the following parties on our proposed admission arrangements:

- The LA;
- The Admission Forum for the LA;
- Any other admission authorities for primary schools located within the relevant area for consultation as set by the LA;
- Any other governing body for primary schools located within the relevant area for consultation;
- Affected admission authorities in neighbouring local authority areas;
- Parents living in the relevant area for consultation whose children have attained the age of two and who are eligible to apply to be admitted to the school;
- Community groups which the governors consider relevant;

As required of free schools, we will work as part of the LA's admissions process. If time-frames for approval do not allow this in our first year, we will run our own admissions process for our first year only.

D.5.2 Published Admission Number (PAN)

The school's Published Admission Number (PAN) for September 2013 is 48 pupils in Reception Year. As Thomson House will grow gradually, year by year, our PAN will remain the same every year (48 in Reception Year).

D.5.3 Admissions Criteria

Thomson House will:

- Admit pupils with a statement of Special Educational Needs (SEN) who name our school as the one they wish to attend, even if Thomson House is oversubscribed;
- Give the highest priority to looked after children (children in public care), and as the revised admissions code may set out, also to adopted children previously looked-after;
- Until the school is oversubscribed, admit all pupils.

D.5.4 Oversubscription Criteria

1. Our first oversubscription criteria will be a **siblings policy**. In this context “siblings” include half-sibling, step-siblings, foster siblings, adopted siblings and other children living permanently at the same address. This will include siblings of pupils currently at the school only (not former pupils of the school).
2. Our second oversubscription criteria will be for **the children of staff** in either or both of the following circumstances: (a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or (b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
3. Our third oversubscription criteria will be **distance from the school**. In this case the distance will be from the school gate to the child’s front (street) door measured “as the crow flies”.
4. The school will always consider very carefully any applications which are supported by a doctor or social worker on the basis that for medical or social reasons the child needs to go to Thomson House School above all others.

Rationale for our oversubscription policy

We have identified a sibling policy as our first criteria as it is central to our ethos to build a family school. For similar reasons, and in addition to strengthen the attractiveness of our recruitment proposition at Thomson House, we have specified a children of staff policy.

It is in line with our vision of building a school fully integrated with the local community to apply a **distance from school policy**. Crucially, if we opened on our first or second choice site, this would meet local needs, as both these sites are near ‘black spots’ that fall between the small catchment areas of the existing primaries. This is also in turn with our ethos of being a green school, and encouraging our pupils to walk to school.

If we opened elsewhere in the borough, we would work closely with the Council in drawing up a catchment area to target those areas which are currently losing out most significantly. The catchment area would be drawn up by identifying specific roads as the boundaries and a map will be provided for parents and other stakeholders. In accordance with the Admissions Code, the governors will ensure that the catchment area is designed to be reasonable and clearly defined.

D.5.6 Waiting Lists

Subject to any provisions regarding waiting lists in the LA’s co-ordinated admission scheme, the school will operate a waiting list. Where in any year the school receives more applications for places than there are places available, a waiting list will operate until the end of the first term of the academic year. This will be maintained by the Educational Committee of the Governing Board and it will be open to any parent or guardian to ask for his or

her child's name to be placed on the waiting list following an unsuccessful application.

Our waiting list will rank each added child in line with our agreed oversubscription criteria. Looked after children, previously looked after children, and those allocated a place at the school in accordance with a Fair Access Protocol, will take precedence over other children on our waiting list.

D.5.6 Tie-breaking

If the case arises of two applicants with equal priority, we will apply an effective, clear and fair tie-breaking arrangement. The decision will be made by random allocation, with independent oversight by someone unconnected with the school.

Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

D.5.7 Appeals

Our Governing Board is responsible for operating a fair and transparent appeal process in accordance with the School Admission Appeals Code. If parents bring appeals against Thomson House, they will be heard and managed by an independent panel. The Chair will appoint a Clerk who is independent of the school and the LEA. The Clerk will appoint an independent panel comprised of a Chairman and two other members, one of whom will be a "lay person" and one will have experience in education. The Clerk and panel members will receive adequate training, be indemnified against any legal costs and travel and subsistence expenses they incur.

In accordance with the Code:

- The governors will set a timetable for organising and hearing appeals.
- The governors will notify appellants of the right to appeal.
- The governors will provide the Clerk with all relevant information in a timely manner.
- The governors will provide a "presenting officer" at the appeal hearing to give evidence and to answer detailed questions about the case.
- Appeal panels must either uphold or dismiss an appeal.
- The panel must communicate its decision, including the reasons for that decision, in writing to the appellant not later than five school days after the hearing.
- The Clerk will make an accurate note of the proceedings.
- Appellants do not have the right to a second appeal in respect of the same school for the same academic year.
- Appellants may complain to the Local Government Ombudsman if they suspect maladministration.

D6 PUPIL WELLBEING

Emotional wellbeing underpins every educational experience and we aim to teach our pupils to develop and sustain wellbeing within themselves as well as project positive wellbeing within their community. We will encourage warm relationships and ensure that everyone has a genuine sense of belonging and feels that they are valued, listened to and respected. We will engender a sense of genuine participation, a feeling of engagement and ownership by all. Within this there will be clarity about boundaries, rules and discipline.

D.6.1 Pastoral Care

All staff have a responsibility to ensure that every child is supported in their social and emotional development and that pupil wellbeing underpins the pursuit of individual success.

All staff will be trained in Safeguarding Children and the policies and procedures for children of concern will be very clear and reviewed annually.

In line with our vision of personal wellbeing, Thomson House will have a strong pastoral support system to ensure that pupils' progress is closely monitored and that their personal development is nourished. Strong communication and a committed partnership between the school, pupils and parents is essential in ensuring pupil development and success, and the pastoral system will be a key component in this.

Roles and responsibilities in pastoral care

Form tutors

- have daily contact with their pupils and are the initial point of contact for all pastoral and academic progress matters for their form
- monitor attendance and absences
- deliver tutor programmes in form time
- liaise with parents and caregivers
- work with pupils to help them to develop strategies to modify behaviour, when behavioural concerns have been identified
- provide early identification of need or concern
- work closely with the Head of Section provide one on one work with pupils as needed
- monitor Individual Learning Profiles for each of their pupils, working closely with classroom teachers, support staff and the Head of Year

Head of Section (Lower School and Upper School)

- lead and manage form tutors
- liaise with parents and caregivers
- instil and re-enforce the school ethos within sections
- cultivate the year group culture and focus
- monitor behavioural management, awards and sanctions within their section
- deliver assemblies
- work with pupils one on one as needed

- enlist the help of SENCO and outside agencies, in conjunction with Deputy Head (pastoral)
- organise year group trips and initiatives
- member of the pastoral team, reviewing policies and procedures

Deputy Head (pastoral responsibilities)

- cover role of Head of Section for either Lower School or Upper School
- strategic leadership position in line with our vision of personal wellbeing and commitment to excellence
- lead the pastoral team
- liaise closely with Heads of Section and Form Tutors
- liaise with outside agencies
- ensure continually tracking and monitoring of pupils' progress, using the Individual Learning Profile, ensuring that needs are identified and responded to early
- overall responsibility for Behavioural Management, Rewards and Sanctions
- overall responsibility for Pupil Leadership
- community liaison

D.6.2 Promoting good attendance

Good attendance is essential in raising attainment and educational outcomes and is an integral component within the high expectations that we set at Thomson House School.

a) How our four cornerstones define our strategic approach to promoting good attendance

An all rounded education

- A challenging, holistic, differentiated and individualized curriculum will enable pupils to cultivate their passions and to make progress;
- A large variety of learning opportunities from classroom lessons, to sport, to creative arts, to community service to enrichment activities will provide a dynamic, diverse and stimulating environment for all in which to thrive.

Love of learning

- Outstanding teaching and learning will provide an engaging and stimulating environment;
- Modeling of life long learning within our school community will create a unified learning experience amongst everyone, an environment that pupil feel they are an integral part of.

A focus on family

- Fostering of familiarity in an environment based on respect and with a clear discipline system will ensure that pupils are in a learning environment in which they feel safe, happy, accepted and included;

- An open door policy with strong parent/carer involvement and an early morning and after school provision of care, will ensure that excellent communication and support systems are in place and that.

A commitment to excellence

- Commitment, effort and a solid partnership with families permeates all that we do and will enhance pupils' academic progress and personal wellbeing;
- Excellent attendance and punctuality will be encouraged and celebrated through our rewards system and celebration assemblies.

b) Roles and Responsibilities

- The principal and a designated member of the Board of Governors from the Educational Committee will be responsible for all attendance matters, including the setting and regular review of targets for the whole school, year class groups and individual pupils;
- The Principal will ensure that accurate Admissions and Attendance Registers are kept;
- Teachers will take accurate registers twice a day and all unexplained absences will be followed up immediately, ensuring contact with home on the first day of an absence;
- The teacher and Heads of Sections will inspect individual attendance records weekly to ensure early detection and intervention of concerning patterns of absence;
- The school will ensure that the attendance policy and procedures are given to each family annually and held within the school's policy documents;
- The school will report attendance statistics and concerns at every meeting of the Board of Governors;
- Parents will report absences promptly and make any request for a leave of absence, in writing, to the Principal;
- Attendance statistics will be reported to the Local Authority and Department for Education as required.

c) Procedures for addressing attendance concerns

The school register will be taken at 8:30am and at 13:30pm daily.

A child's absence will be considered authorised for:

- Illness
- Religious observance
- Attendance at medical appointments which can not be made outside school hours
- Leave of absence granted by the Principal

A child's absence will be unauthorised in the case of:

- Truancy
- Parental condoned absences for reasons other than illness
- Extended holidays during term time

Attendance concerns will be detected quickly and early intervention employed. Form tutors will monitor daily attendance and Heads of Sections will look at overall attendance across the year, on a weekly basis. Supporting good attendance will need to take into consideration individual circumstances when concerns arise, and will involve the following escalating interventions, based on the attendance benchmarks listed:

Pupil Attendance is between 90%-95%

- Meetings with parents/carers and pupils to identify concerns
- Develop positive and consistent communication between home and school
- Ensuring that the parents/carers and pupils are clear on the attendance expectations and provide support where there may be barriers to this (e.g. language, disability)
- Setting individual targets and rewards to improve attendance

Pupil Attendance is between 85%-90%

- Provide individual mentoring for pupils with attendance concerns
- Integrate pupils and families into early morning and afterschool provisions
- Engage with the Educational Welfare Service and other outside agencies to provide support and guidance to pupils and families
- Use of parental contracts

Pupil Attendance is below 85%

- Inform the Local Authority
- Explore issuing of Education Supervision Order or Fixed Penalty Notice

D.6.4 Behavioural management

a) Overview of our approach to behavioural management

At Thomson House School good manners and excellent standards of behaviour and attendance will be the norm. Positive behaviour and an understanding of rules and boundaries are essential building blocks for individual development.

Our learning approach, where each child is encouraged to develop their individual potential and talents will provide a positive, nurturing environment for our pupils. Our focus on family will ensure that parents and carers, as well as pupils, will be invested in our school community and will play a pivotal part in supporting our commitment to excellence in all areas of school life.

The behavioural management policy is based on *RESPECT*:

- *Respect for others in the school*
- *Respect for learning*
- *Respect for oneself*
- *Respect of the environment*

- *Respect for the community*

b) Strategies for promoting good behaviour

Promoting good behaviour is a whole school community, multi-faceted approach and must be centred on consistency, clarity and communication.

Our key principles for promoting good behaviour at Thomson House School are outlined below, and have been developed in conjunction with the framework set out by [REDACTED], the [REDACTED] on behaviour in schools.

Key Principles for Staff in Promoting Good Behaviour

Head Teacher and Senior Management Team

| |
|--|
| General |
| <ul style="list-style-type: none"> ○ Ensure absolute clarity about the expected standard of pupils' behaviour. ○ Ensure that behaviour policy is clearly understood by all staff, parents and pupils. ○ Display school rules clearly in classes and around the building. Staff and pupils should know what they are. ○ Display the tariff of sanctions and rewards in each class. ○ Have a system in place for ensuring that children never miss out on sanctions or rewards. |
| Leadership |
| <ul style="list-style-type: none"> ○ Model the behaviour you want to see from your staff. |
| Building |
| <ul style="list-style-type: none"> ○ Visit the lunch hall and playground, and be around at the beginning and the end of the school day. ○ Ensure that other Senior Leadership Team members are a visible presence around the school. ○ Check that pupils come in from the playground and move around the school in an orderly manner. ○ Check up on behaviour outside the school. ○ Check the building is clean and well-maintained. |
| Staff |

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties

Teachers

Classroom

- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.

- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Thomson House Expectations

In conjunction with the pupils and parents, Thomson House Expectations will be developed for conduct within the classroom, within the school environment and for within the community. These expectations will be stated using positive, child friendly language and reflect our ethos and visions. They will be clearly displayed throughout the school and in all school related documentation.

An example of the Thomson House Expectations (that will be refined in conjunction with members of the school community):



All pupils, parents and staff will be asked to commit to these expectations and they will be discussed and reviewed regularly.

Excellent behaviour will be positively re-enforced via the merit system, celebration assemblies and prize-giving (see 'Reward' section).

Our behavioural management system will create a strong, safe learning environment for all pupils and will also teach pupils how to take responsibility

for their own behaviour and how to positively contribute to a community, which is in line with our vision of dedication to the community.

c) Managing misbehaviour

If pupils do not adhere to a Thomson House Expectation, we will work with them to ensure that they reflect on and can modify their behaviour appropriately. Punishments for continued misbehaviour will be purposeful and appropriate to the infringement. It may involve restorative service to the school community or engaging in reflective activities about the behaviour.

Below is a chart that outlines our systems and consequences for repeated misbehaviour specific to the three sections of the school:

| | |
|---|--|
| At any age, the first step in the behavioural management system is to ask the pupil which expectation that they have not met, to allow them the opportunity to acknowledge their behaviour and then be given an opportunity to change it. Should the behaviour not change, the following strategies will be employed: | |
| RECEPTION | <ul style="list-style-type: none"> • pupils will be given some time out, one minute for every year of age • the time out area will be very clear to pupils and will be set away from the class, but in vision of the teacher • the behaviour and reason for the time out will be made very clear to the pupil • all time out will be logged in the pupils' Individual Learning Profile • parents and carers will be informed of any time out situations • parents and carers will be called in for a meeting should the behaviour continue or multiple time outs are obtained |
| YRS 1, 2 AND 3 | <ul style="list-style-type: none"> • pupils will be sent to time out in the 'Thinking Chair', which is away from the class but within vision of the staff • the behaviour and time out will be made very clear to the pupil • on the 'Thinking Chair' the pupil will think about their behaviour and what they need to do to change it • this explanation will be discussed with the teacher one on one • time on the 'Thinking Chair' will be logged on the pupils' Individual Learning Profile and summarised when reporting to parents • repeated infringements will result in the parents/carers being contacted |
| YRS 4, 5 AND 6 | <ul style="list-style-type: none"> • pupils will be removed from the class for some thinking time and so that the learning environment is not disrupted • pupils will be issued with break or lunchtime |

| | |
|--|--|
| | <p>detentions</p> <ul style="list-style-type: none"> • during the detentions, pupils will engage in a reflective exercise, where they write down what expectation that they have broken, why it is important and what they can do to modify their behaviour • this form will be given to the form tutor to discuss with the pupil • pupils will then engage in either a restorative activity to give back to the school or an academic activity for the rest of the detention time • detentions will be logged on the pupils' Individual Learning Profile and placed in their planner to be signed by their parent/carer and shown to the form tutor the following day, to ensure communication with home • repeated infringements will result in meetings with parents/carers and pupils to address the behavioural concerns • pupils may be placed on behavioural or academic monitoring to allow for closer daily supervision and feedback on progress between teachers, pupils and parents |
| <p>Poor Behaviour Outside the Classroom</p> | <ul style="list-style-type: none"> • Misbehaviour, such as non violent disagreements or incidence of breaking the school expectations, will be dealt immediately with the duty staff • detentions to key stage 2 pupils or time out will be issued on the discretion of the duty staff and in line with the school expectations • the classroom teacher will be informed of the incident by the duty staff, and incidents reported on the Individual Learning Profiles • any incident of physical violence between pupils will be referred to the Principal or Head of Section immediately |
| <p>ANY VIOLENT OR DANGEROUS BEHAVIOUR WILL NOT BE TOLERATED AND A MEMBER OF SENIOR MANAGEMENT WILL BE INFORMED AND INTERVENE IMMEDIATELY. PARENTS/CARERS WILL CALLED IN AND A PUPIL MAY BE SUSPENDED. SERIOUS OR REPEATED ACTIONS OF MISBEHAVIOUR MAY RESULT IN EXCLUSION.</p> | |

Behavioural progress will be closely tracked in a pupils' Learning Profile and early intervention will occur where behavioural difficulties are detected. Parents will be kept informed of their child's behavioural progress.

In cases where pupils may require additional behavioural support consultation will occur between teachers, parents and SENCO to determine what additional supports can be employed both in and out of school.

d) Bullying

We are committed to providing a caring, friendly and inclusive environment where all of our pupils can learn in a safe and relaxed environment. The school culture will be one of positive relationships and empathy and respect for diversity and bullying of any sort will not be tolerated. Interpersonal skills, relationship building and conflict resolution will be regular parts of Wellbeing and PSHE programmes to help pupils to develop these skills.

We are a 'telling school' where pupils will always be encouraged to inform staff of any incidents or behaviours that are not in line with our positive school ethos. Should bullying occur, pupils will know that, by telling, the situation will be dealt with promptly and effectively and that anyone who knows about any bullying would be expected to inform staff.

Strategies for dealing with incidents of bullying

- Staff will be trained in working with all pupils to help them gain an understanding of how their behaviour impacts others and provide them with strategies and targets for improvement.
- Circle time and mediation will be used regularly as a way of encouraging pupils to reflect on their relationships with one another, along with their individual thoughts and feelings. It will also be used to encourage problem solving within the class as a team.
- Peer mediation, both within our school and in consultation with local secondary schools (see Leadership section) will also be implemented, which will involve pupils in supporting an environment where all children feel safe and feel they have someone they can talk to.
- Parents will be informed of interventions that are taking place with their child so that they can support the positive behaviour focus and inform the school of progress occurring outside of school
- In cases where these interventions do not result in changing the bullying behaviour, a more disciplined-focussed approach will need to occur. Meetings with parents, pupils and staff will occur and behavioural contracts agreed upon, with clear consequences set out, such as removal from play time, removal from lessons, suspensions or exclusions.

e) Rewards

Thomson House School is committed to promoting positive psychology where we will focus on building strengths as opposed to remedying deficits. We will focus on the positive and celebrate successes. As we believe that personal success is multi-faceted and that each child should have the opportunity to develop their individual strengths, there will be rewards in all areas of school life. These rewards provide a positive focus and something to continually aspire towards. Positive behaviours such as kindness, respect, co-operation, friendliness, work completed to an excellent standard, personal improvement in effort and output, will be regularly recognised in the following ways.

Merits (Key Stage 2)

Pupils will gain merits for positive behaviour and work around school. These merits will be placed in their planners and monitored by their form tutor. A merit board will be clearly visible in each classroom and will catalogue each

child's progress. Merits will also go towards 'House Points' to re-enforce for pupils that their positive behaviour not only impacts them, but also their peers.

The merit system will be 3 tiered each academic year and pupils will achieve awards for attaining certain levels: 25 merits, 50 merits, 100 merits. In line with our school focus on community, each merit award tier will be named after a community humanitarian (local, national or international). Each academic year, 3 humanitarians will be introduced to the pupils and their lives and accomplishments taught and discussed. The merit system will therefore provide pupils with the opportunity to learn about others and gain inspiration through their lives, while working towards their own personal goals. Towards the end of the academic year, pupils will have the opportunity to research and present people that they would like to put forward as the merit humanitarians for the following year.

Golden Book Awards (Reception and Key Stage 1)

Positive contributions and behaviour is written in the 'Golden Book' which exists in every classroom. Each week at assembly, the Principal will read out the Golden Book awards, and pupils will be presented with certificates for their achievements.

Assemblies

Regular assemblies promote school spirit and unity. It will offer us the opportunity to set school goals, inspire and excite pupils and provide a platform for individual celebration and aspiration. Parents will be encouraged to attend assemblies and will be told in advance if their child will be performing or receiving special mention.

Positive contributions to the school will be acknowledged and celebrated in these. Pupil achievement, both in and out of school, will be recognised across all areas including academics, sports, creative arts, Richmond Award Scheme, community commitment etc.

Below is a summary of assemblies, timings and purpose:

| Title | When | Content |
|--|-------------|---|
| Whole School Assembly | Once a week | <ul style="list-style-type: none"> • To celebrate successes • Merit certificates • Golden book awards • Pupil performances (music, drama, public speaking) • Outside speakers • Wellbeing • PSHE and SMSC • Whole school messages • Themed Talks • Pupil led assemblies |
| House Assemblies/Year Assemblies (alternate) | Weekly | <ul style="list-style-type: none"> • Organise House events • House competitions |

| | | |
|------------------------|----------------------|---|
| | | <ul style="list-style-type: none"> • Year group messages • Year group themed assemblies |
| End of Term Assemblies | End of Each Term | <ul style="list-style-type: none"> • End of term celebrations, awards and performances • Citizenship award |
| Prize-giving | End of Academic Year | <ul style="list-style-type: none"> • Academic awards • Sports awards • Creative arts award • Community service awards • Citizenship award • Guest speaker |

The most coveted award at Thomson House School will be the **Peter Thomson Citizenship Award**, details of which are in the following section.

D.6.5. Community, Citizenship and Philanthropy

a) The importance of community service at Thomson House

'We want our pupils to be dedicated to the service and positive transformation of their community, and understand that its wellbeing is inextricably linked to their own.'

Thomson House School, Vision

At Thomson House, we are committed to developing a focus beyond self and a genuine desire to positively contribute to the broader community. We believe this is essential for the wellbeing of our pupils, and in turn has a positive impact on their broader environment. We want all members of our school to have a deep understanding of the fact that their personal wellbeing is inextricably linked to that of their community.

Citizenship and community service will be embedded in the weekly curriculum structure to develop and re-enforce this core principle, as stated our Curriculum Overview in Section 1. There are a variety of other initiatives that will build upon these principles and offer the pupils the opportunity to contribute to and learn from the communities of which they belong.

b) Focus beyond the self in and outside our curriculum

Wednesday afternoons are dedicated to Extended Enquiry which will usually have a focus on dedication to the community. This is detailed further in Section D.1. As part of our extended enquiry work, and also outside core curriculum time, pupils will have the opportunity to build connections within their local communities through a variety of ways:

Connections with the elderly community

The link between the young and old is crucial to ensuring that history and past are preserved, lessons are learned and cross generational understanding and support is created. Our pupils will form close bonds with the elderly community in Richmond in a variety of ways:

- Pupil will put on performances at retirement and nursing homes

- Pupils will put on teas and lunches for elderly members of the community at Thomson House School
- A reading buddy program will take place where elderly members of the community can come in to school and read one-on-one or in small groups to pupils
- Elderly members of the community will be encouraged to run talks and assemblies explaining aspects of their past and relaying experiences that they have had.

Community beautification and our green agenda

We want our pupils to have a sense of pride and belonging to our local community and an investment in ensuring that the physical beauty is maintained. We will work in conjunction with the borough and local businesses on community based projects to engender this pride and ownership in the look of their community. This can be achieved through gardening projects, graffiti prevention and litter prevention.

We will join the Eco Shools programme (██████████). This framework will guide Thomson House through the implementation of our green policy. Children in Reception will start by learning about energy, water, waste and simple ways to preserve our environment and eventually the programme will lead to the establishment of a pupil-led committee to deliver a fully green school.

Getting to know our community

Regular field trips and visits will occur within our local community. As well as visiting libraries, museums and local attractions, our pupils will also spend time in local businesses (butchers, shops, restaurants, charities, etc) to gain a deeper understanding of the work that is done in our area. With older pupils, connections will be made where they may be able to gain some work or volunteering experience in these areas.

Community volunteering

Volunteering is a very rewarding and worthwhile experience for our pupils as, not only does it create a better understanding of the needs of others and builds connections with the local community, but it gives hands on experience for pupils to learn practical and interpersonal skills.

We will make connections with local charities in the area and provide staff and pupil volunteering time. Families will be encouraged to participate in volunteering opportunities with their children.

Thomson House School will also have a presence at community fairs and events, offering help where needed and also taking the opportunity to perform in these events where possible.

Philanthropy

We want our pupils to develop a love of humanity and experience how to nourish, care for and enhance the lives of others. We will take every opportunity to support charities locally, nationally and internationally and

ensure that, when doing so, our pupils have an in depth understanding of the work that is being done and how we can contribute to this.

At the heart of this will be ‘**Thomson School Gives Back; A Holiday Celebration**’ that will occur every December. As the holiday season approaches and we celebrate the diverse ways that our school community will be spending their time, we will also run a hands on charity event to help others. Pupils will have an opportunity to take real ownership over this project and gain an appreciation and joy in helping others. This will occur in two stages across the school:

Stage 1: Reception and Key Stage 1 will participate in the “International Shoe Box” project. While learning about the lives of children in other countries and many of the difficulties that they face, the pupils will also create and decorate “Shoe Boxes” that they and their family will fill with presents and will be sent off, as a school, to areas of need.

Stage 2: Key Stage 2 pupils will participate in a present drive for children in need locally, through organisations such as The Salvation Army and Local Women’s Refuges. Pupils will raise money through gaining sponsorship for performing a variety of tasks. This money will then be pooled together and the pupils will be taken shopping to buy presents for children from the local charities that we are supporting. On the last day of term, the pupils will spend time wrapping and labelling the presents ready to be delivered to the while engaging in our own holiday celebration.

Peter Thomson Award for Citizenship

As focus beyond self is a pillar of Thomson House School, the Peter Thomson Award for Citizenship will be one of the top honours that can be achieved at the school. It will be awarded every term, Autumn Term to Reception, Spring Term to Years 1-3 and Summer Term to Years 4-6. The criteria will be a member of the pupil body who exhibits exemplary citizenship, courtesy and dedication to helping others.

Secondary School Buddies

Strong links will be made with the local secondary schools and we would encourage participation in our Secondary School Buddies program. Secondary school pupils, particularly 6th form level, will be trained to be playground leaders, reading buddies, academic buddies, peer mentors and will be on sight regularly to work with our pupils. Through this relationship, the younger pupils will get advice, support and positive role modelling from the older pupils, who will be gaining leadership skills and also experience having a positive influence on others.

This programme will be carefully designed and run by staff from all schools working closely together to ensure proper training and monitoring.

The Secondary School Buddies program will help to strengthen links between schools and also between children of all ages, which will have a positive flow

on effect for the community.

Secondary School pupils who are participating in the Duke of Edinburgh programme may choose to use their work at Thomson House School as their community service. This would be in line with our vision of dedication to the community and provide a linear progression and vision for our pupils who are embarking in the Richmond Award Scheme.

D.6.6 Pupil Leadership

In our rapidly changing and increasingly complex global community, we need strong and diverse leaders and the development of the skills for this must be developed from a young age.

At Thomson House School, there will be a myriad of opportunities for pupils to engage in leadership opportunities where they can develop self confidence, creativity, problem solving skills, interpersonal skills, self reflection and feel a true sense of self efficacy.

Our leadership opportunities seek to nurture and develop each child's potential through a pupil-centred approach, guided by mentorship, education and experience from dedicated staff and parental and community leader support and guidance.

Pupil Monitors

A variety of pupil monitor opportunities will be available for pupils of all ages, starting at reception. These roles will rotate so that pupils get the opportunity to experience new situations and develop the skills related to those areas, while developing a sense of responsibility, ownership and leadership of their peers.

- Classroom monitors
- Library monitors
- Playground monitors
- "Green" monitors (environmentally friendly school)

Sports Captains

Each sports team will have a captain, who is responsible for ensuring that their teammates and aware of, prepared and motivated for training and matches, will liaise with the coach and be the team representative when interacting with other teams and schools.

Pupil Council

There will be a pupil Council that is headed by the Head Boy and Head Girl, and has representatives from all year groups in the school. The pupil Council will meet weekly (with a staff representative) to discuss pupil and school concerns and work towards solutions. They will work in conjunction with staff to review school practices and develop new initiatives. The representatives will consult with their peers regularly and feed back on decisions, developments and projects that they are working on.

Year 6 Pupils

As the oldest pupils in the school, the Year 6 pupils will have many opportunities to take up leadership roles, being an integral part of inspiring, leading the younger pupils and representing the school. Until the school is at full capacity, these positions may be taken up by the oldest year group, where appropriate.

House Captains

Each house will have a captain who is the overall leader of the house and will work in close conjunction with the staff leader in organising and promoting house events. There will be deputy house captains from the younger years who will help as part of the house team.

Prefects

The oldest pupils will be able to apply to be prefects. The prefects are the school leaders who will help with younger pupils and will help in organising and running school events. They will role model exemplary behaviour and contribution to the school community as well as hard work and determination in lessons.

Head Boy and Head Girl

These pupils are the head of the leadership programmes within the school and will oversee all other leadership groups, run pupil Council and be the head of the prefect team. These pupils will be decided by the school community, having been nominated by their peers and interviewed by staff.

D.7 OUR LOCAL COMMUNITY

D.7.1 Meeting the needs of the local community

Effect of poverty on pupil achievement

Although overall prosperity levels in Richmond are high¹⁴, the borough also has pockets of deprivation. Seven areas are amongst the 20% to 40% most deprived areas in England, including in the Barnes and Mortlake area.¹⁵ This includes concentrations of social housing in Mortlake, around both our first and second choice sites.

This matters to our educational offer as there is widely believed to be a link between poverty and lower educational outcomes. An Association of Teachers and Lecturers (ATL) survey in 2011¹⁶ linked the impact of poverty to low confidence in pupils and limited opportunity to take up music, sport and other after school activities with costs attached. Thomson House's curriculum has a core focus on building confidence in our pupils from a young age – through the inclusion of extended enquiry, sports and performing arts as

¹⁴ London Poverty Profile 2010-11, www.londonpovertyprofile.org

¹⁵ *Borough Profile*, London Borough of Richmond, 2009

¹⁶ Association of Teachers and Lecturers

central in our timetable. Our small classes and individual learning profiles allow us to provide personalised attention and rapidly identify pupils that may need extra support.

Through offering evening classes for parents and local residents in areas such as ICT, English for adults, and foreign language training, we want to engage parents that may feel they do not have the skills needed to effectively oversee their child's education. Through this offer, as well as our open-door policy, including permanent displays of children's work and coffee-mornings with our teachers, we will build an environment where all parents feel safe in being part of our learning community.

An environment respectful of ethnic and cultural diversity

Although the majority of pupils attending schools in Richmond are from white backgrounds (76%), the borough's rich ethnic and cultural diversity is reflected in the fact that through the borough, pupils speak over 130 languages other than English. 9% of pupils are from mixed backgrounds and 7% from Asian/Asian British backgrounds.¹⁷

Thomson House has a wholly inclusive approach – our admissions and recruitment policy has no reference to background or personal belief. Our curriculum has an outward facing disposition that we believe is attractive to parents from all backgrounds. Our approach to EAL is outlined in Section D.3.

Working parents and the school day

The 2001 local census indicated that 62% (55,500 people) of all employed residents commuted out of the borough to work – most significantly to the City, Westminster, Hounslow and Kingston. Extended hours provision is an important service for working families and will be offered by Thomson House every school day, up until 6pm.

D.7.2 Working with other schools and educational establishments

Thomson House will work as part of the existing community of schools, working to share best practice and learning. Our teacher training courses will be opened to teachers from other primaries. We will also establish links for sharing of good practice and mutual observations of lessons.

Our school will also be a centre for teacher-training. We have already established links with Roehampton University and would offer mentorships and internships for their undergraduate students. The training of others is the best way to master a skill.

Three of our Steering Group (who we also propose [REDACTED]) work at the Harrodian school. We have arranged for Harrodian sports facilities to be shared with Thomson House until Thomson House's permanent facilities are

¹⁷ ¹⁷ *Borough Profile*, London Borough of Richmond, 2009

up and running. In addition, St. Pauls has offered its sports facilities for Thomson House's use in our early years.

D.7.3 Promoting good community relations

Integration with the community is central to Thomson House's vision: we believe this is fundamental to our pupil's sense of wellbeing. Our community engagement work matters for the wellbeing of our pupils; is central in delivering enrichment activities that are part of curriculum; and our pupils can also make a positive development on their broader community.

In our discussions with Barnes Community Association and Mortlake Community Association, we have already begun to explore:

- Reading and buddy schemes between elderly local residents and our pupils. At the time of the 2001 Census, Richmond upon Thames had the highest percentage in London (44%) of people aged 65 and over living alone and this was expected to increase further.
- Opportunities for pupils to do community service and learn about local concerns, e.g. in local environmental and clean-up projects (e.g. Barnes Pond).
- Participation in local community events, including the Barnes Summer Fair which 15,000 people attended in 2011, local Christmas fetes and fund-raising events.
- Identifying local businesses to participate in our outward facing curriculum of Extended Enquiry.

Section E: Evidence of demand and marketing – part 1

E.1 PARENTAL DEMAND

If your school is new provision:

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

| | 2013 | | | | 2014 | | | |
|------------------|-----------|-----------|---|-------------|-----------|-----------|---|-------------|
| | A | B | C | D | A | B | C | D |
| Reception | 48 | 94 | | 196% | 48 | 63 | | 131% |
| Year 1 | | | | | | | | |
| Year 2 | | | | | | | | |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Totals | 48 | 94 | | 196% | 48 | 63 | | 131% |

Thomson House will grow on a year-by-year basis, and therefore, we will have one new reception year of up to 48 pupils per year, composed of two forms of 24 pupils. **We are oversubscribed for our first and second opening year in September 2013 and 2104. We are also oversubscribed for our third opening year in September 2015.**

In addition, we have received expressions of interest in Thomson House as a first choice from parents with children starting in September 2015 and 2016, clearly going beyond the criteria requested by the Department for Education.

| | 2015 | | | | 2016 | | | |
|------------------|-----------|-----------|---|-------------|-----------|-----------|---|------------|
| | A | B | C | D | A | B | C | D |
| Reception | 48 | 60 | | 127% | 48 | 18 | | 38% |
| Totals | 48 | 60 | | 127% | 48 | 18 | | 38% |

The following **map** indicates the geographical location of parents who have indicated Thomson House as a first choice preference for their child(ren). The pink marker is our first choice site, [REDACTED] ([REDACTED]) and the blue marker our second choice site, [REDACTED] ([REDACTED]). The green markers indicate **clusters** of parents with that postcode.

We have been able to demonstrate the location of the large majority of parents on the map, although there may be a small percentage that have dropped off the illustration.



The following table lists the **post-codes of parents that have registered Thomson House as a first choice.**

Some postcodes are repeated where parents on the same street have registered their interest. Postcode data indicates that 96% of parents interested in Thomson House as a first choice are located in [REDACTED] or [REDACTED], mapping to the area that is in the immediate proximity of our first ([REDACTED]) and second ([REDACTED]) choice site. This would fit with our admissions policy, which includes a distance from school criteria. We have individual preference information for each parent, if the Department for Education wishes to see this in detail.

| | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] |
| TW9 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] |
| | SW14 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] |
| SW13 [REDACTED] | | | | |
| SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| | SW13 [REDACTED] | SW5 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| SW15 [REDACTED] | | | | |
| SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| SW15 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW15 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW13 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] |
| SW13 [REDACTED] | SW14 [REDACTED] | SW15 [REDACTED] | TW10 [REDACTED] | SW14 [REDACTED] |
| SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] |
| SW13 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] | W4 [REDACTED] | SW14 [REDACTED] |
| SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] |
| SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] |
| SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] |
| SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] | TW9 [REDACTED] |
| SW13 [REDACTED] | TW9 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] |
| SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |
| SW13 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] |
| SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| | | | | |
| SW13 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] |
| SW13 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| SW14 [REDACTED] | SW13 [REDACTED] | SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] |
| SW13 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW14 [REDACTED] | SW13 [REDACTED] |

Thomson House School survey

We featured our survey on our website ([REDACTED]) under *Make it Happen*. In addition, we printed hard copies for interested parents to sign at our public meetings.

Featured questions

On our survey page (screen snap-shot provided below) we included a summary of our vision and offer and then asked parents the following question:

- *Would you like to send your child to our proposed free school?*

Yes, this school would be my first choice school.

Maybe, I would like more information.

No, I would not consider this school.

We offered parents a choice between specifying that the school would be their *first choice* or that it *might be and they'd like more information*. Over 50 parents changed their maybe to a yes once they'd received more information through public meetings and email updates on progress. This was important as it allowed us to better understand and engage with specific concerns parents had, including on the proposed location of Thomson House and the process moving forward.

We also asked parents for factual information such as:

- *How many children they have*
- *When their children would start reception*
- *Postcode*
- *Would they like to be kept up to date on progress, and therefore also their email address*

Because of the importance we place in our vision of creating a family school and building integration with the community, it is central to our ethos to involve parents and local residents in setting up Thomson House. We therefore also asked:

- *Whether they would like to help*

We have compiled a database of local residents and parents interested in helping and their specific skills, noting the time they will be able to commit. This is also important in allowing us to deliver value for money – for instance as set out in Section F3, we have a *pro bono* group of legal advisers composed of parents committing in total 15 hours a week during set-up.

Screen snapshot of our survey



On a single page, which scrolled down as set out above, we included information about our vision and offer, and asked parents to register their interest. For ease of wording, the wording in our screen snapshot is laid out below:

Summary of Vision and Offer

Open to any child in the borough irrespective of background or ability, balancing tradition and innovation, our school delivers an **outstanding, all-rounded education that gives our pupils excellent preparation for secondary school and creates the foundations to enable them to lead fulfilling lives** in this new century.

We see fulfillment as more than success. We see it arising from the achievement of:

Excellent Skills: a **rigorous** understanding and use of English, mathematics and science; **disciplined** thinking skills and **creativity**; **excellent communication skills** giving the **confidence and power** to form and express **independent**, personal judgments; **life skills**.

Personal Wellbeing: an **understanding of oneself** and a **confidence in one's own potential**. We educate our pupils to approach the world with **courage, inquisitiveness** and an **outward looking disposition**, so that they may recognise opportunities. We also nourish the **confidence, drive** and **resilience** to pursue them.

Dedication to the Community: dedication to the **service and positive transformation of one's community**, in school, in the city and the wider

world, with the understanding that its wellbeing is inextricably linked to one's own.

Some characteristics of Thomson House School:

- **Two small classes per year group** in a site in Mortlake/East Sheen/Barnes.
- Investment in **outstanding, passionate teachers** and the **best possible professional development**.
- **A truly all-rounded curriculum: outstanding arts, drama and 40 minutes of physical activity per day.**
- An **extended hours service**, from **8.00 am to 6.00 pm**. All our **pupils will have to attend from 8.30 to 4.00**.
The **best wellbeing programme for schools**, modelled on the one delivered by Wellington College
- **Large sporting grounds**: until these are found **The Harrodian will offer Thomson House the use of its sporting fields**, which extend to over 20 acres.
- **Cross-curricular award**, for all pupils, modelled on the Duke of Edinburgh Scheme
- **Community service for all pupils**, in the curriculum, from the early years.
- **Place of learning for the whole community**, offering enrichment courses for neighbours and families.

Survey questionnaire

Would you like to send your child to our proposed free school?

Yes, this school would be my first choice school.

Maybe, I would like more information.

No, I would not consider this school.

How many children do you have?

Please use digits

What is your postcode?

Postcodes are helpful to map out potential school areas based on need and community interest

What year will your first child be starting Reception?

Please select....

2013

2014

2015

If you have also have a second, younger child, when will s/he be starting Reception?

Please select...

2013

2014

2015

2016

Would you like to be updated on our progress?

Please select...

Yes

No

If so, please include your email address

Would you be interested in helping out?

Please select...

Yes

No

If so, please include your name

And surname

How did you hear about us?

Additional Comments?

Summary of responses received

- In total, we received responses from 249 parents. 179 of these indicated Thomson House as a first choice (72%), and 69 as a maybe (28%).
- **236** children were registered as a first choice for Thomson House (this is higher than 179 as a considerable number of parents have more than one child they want to register). This fits well with Thomson House's ethos of creating a family school with a warm, familiar environment.
- **66%** of parents (161 in total) indicated they would be interested in helping support Thomson House become a reality. We have drawn on this support to recruit a local parent to our Steering Group and as a Director of our company, and to set up networks of *pro bono* advisers with specialist skills (see Section F.3). Once we receive approval from the Department for Education, we plan to contact all the parents that said they may help and provide them with a list of areas we will need support. This is important both in delivering a school fully integrated with the community, and to provide value for money.

Direct engagement with the community

Our community engagement strategy

During a three-month period between mid-November 2011 to mid-February 2012, we directly engaged with the local community in the Mortlake/East Sheen/Barnes area. We had several **objectives** through our community engagement strategy:

- To better understand the needs and concerns of local parents;
- To gather parental support for our offer through registrations of interest in Thomson House as a first choice;
- To ensure we reached 'harder to get to' parents including those from deprived backgrounds, ethnic minorities and with children with varying needs and abilities;
- To build community awareness of Thomson House;
- To gather practical support from the community in making Thomson House happen.

The following table illustrates the means/tools we used to achieve our objectives:

| Objective | Community engagement tools |
|---|--|
| To understand parental needs and concerns | <ul style="list-style-type: none"> - Website (feedback tab on survey, provision of email address/phone number) - Public meetings |
| To gather parental support | <ul style="list-style-type: none"> - Leafleting - Survey on website - Public meetings - Advertising in local media (Richmond and Twickenham Times); articles in local media (R and TT, community newsletters (Prospect newsletter, Barnes Mums on-line newsletter) - Liaison through local nurseries and churches |
| To ensure we reach 'harder to get to' parents | <ul style="list-style-type: none"> - Targeted leafleting (local libraries, supermarkets, community associations, social housing associations, Castelnau Centre Project) - Emails sent out through Ethnic Minorities Advocacy Group (most widely known BME association in Mortlake/East Sheen/Barnes area) - Spreading the word through Richmond Housing Partnership |

| | |
|--|--|
| To build community awareness of Thomson House | <ul style="list-style-type: none"> - Meetings with local MP and agreement to share link to Thomson House in his email news updates to database of several thousand followers - Meetings with community associations - Meetings with local Council |
| To gather practical support in making Thomson House happen | <ul style="list-style-type: none"> - Public meetings (crucial in leading parents to volunteer skills and time) - Website (survey asking if parents would like to help and how) - Meetings with local businesses (planned with Waitrose and Sainsbury's) |

Impact of our community engagement tools

1. Leafleting

We printed 5000 single-sided, A5 colour leaflets. They included information on our offer (outstanding teachers and small classes for academic excellence, physical education and arts for wellbeing and well-roundedness; and community spirit, including through the Richmond Award Scheme) and the link to our website, encouraging parents to register their interest to help make it happen.

We distributed the leaflets in the Mortlake/East Sheen/Barnes area covering:

- Local libraries (East Sheen and Castelnau);
- Local sports clubs (Rocks Lane Sports Centre, Barnes Sports Club);
- Children's shops on [REDACTED], [REDACTED], [REDACTED], East Sheen;
- Community cafes at both Castelnau Centre Project and Richmond Housing Partnership;
- Grocery and supermarket shops in Mortlake/East Sheen/Barnes
- By hand to parents with young children in Barnes village, [REDACTED] and East Sheen on Saturday and Sunday mornings.
- Door-to-door targeting of specific streets losing out in the current catchment areas of local schools

Of the parents who responded to the question asking how they heard about Thomson House, approximately 15% indicated this was via a leaflet. We believe our leafleting had a multiplier effect, as around the times we undertook leaflet drops, many parents indicated on our website that they'd heard about Thomson House through friends.

2. Public Meetings

We held three sets of public meetings, advertised on our website and for the latter two, the local paper, the Richmond and Twickenham Times which has a readership of 7000.

The first on 10/12/11, [REDACTED] ([REDACTED]) was advertised on our website only and attended by approximately 10 parents including teachers. The meeting was useful as an informal session to road-test the vision and offer. Our vision received strong support from the group. We realized that even amongst a relatively well-informed group of parents/teachers, there was a lack of clarity on the free school policy. We addressed this by adding information on free school policy to our website and covering this in our following public meetings.

The second on 28/01/12, [REDACTED] ([REDACTED]) was attended by approximately 40 parents and the third on 04/02/12, [REDACTED] ([REDACTED]) by over 60. These two meetings were very successful in strengthening parental support for Thomson House. We had universally positive support for our vision and substantial offers of practical help. The meetings were also useful in allowing us to better understand parental concerns, including around proposed sites for Thomson House.

3. Meetings with community representatives

We met representatives of both the Barnes and Mortlake Community Associations to raise awareness of Thomson House School, and seek advice on how best to ensure we reached all sections of the community (see Section E.2.1). We also met with representatives of the Castelnau Centre Project (providing support for 800 households on the Castelnau estate) and the Richmond Housing Partnership (that manages social housing, including on Mortlake High St and Mortlake Willoughby estates).

This allowed us to reach more parents in the local area as:

- Barnes Community Association subsequently ran an article on Thomson House in the February edition of their monthly newsletter, *Prospect*, reaching 2000 households in the Barnes area;
- We left leaflets for families using the Castelnau Centre Project facilities, including the café and the children's centre, and those using the Richmond Housing Partnership's services.

We also gained valuable advice on strengthening our outreach to the wider community moving forward (Section E.2.1).

E2: REACHING OUT TO THE WIDER COMMUNITY

E.2.1. Making Thomson House attractive to pupils of different backgrounds and abilities

The Richmond Housing Partnership is currently investing in building up a detailed data picture of their client base and local demographics which they

have agreed to share with us by mid 2012. This will help us further refine our profile of the local population.

Feedback we have received from parents at public meetings and through our survey suggests that Thomson House's non-denominational character and inclusive admissions policy will be a major draw for many parents in the area.

Parents have also highlighted to us that they do not want their child to miss out on a strong focus on sports and other activities often badged as extra-curricular in the state sector. We are offering physical education everyday at Thomson House as part of our core curriculum. Creative and performing arts are also built into our offer, within core hours and at no extra cost.

Ensuring we reach families from a wide range of backgrounds is a key objective of our community engagement strategy. To guide our outreach work, we classified families in the Mortlake/East Sheen/Barnes area into four broad segments. The table below indicates how we plan to further deepen our outreach strategy to ensure we reach families from different backgrounds.

| Segment | How we will reach them |
|-------------------------------|--|
| White, middle-class | <ul style="list-style-type: none"> - Barnes Summer Fair stall (footfall of 15,000 last year) - Leafleting in children's shops, hand to hand leaflets to parents with children on high streets on Saturday/Sunday morning - A3 posters in local shops and establishments - Local news campaign, largely news articles at no cost in Richmond and Twickenham Times (7,000 circulation) - Continued campaign of public meetings (advertised through our database of interested parents/word of mouth; our website, social media campaign) - Continued engagement with our local MP (and his database of several thousand followers) |
| Ethnic minority, middle-class | <ul style="list-style-type: none"> - As above, and in addition leaflet / poster displays at local GP Surgeries (also applicable for relatively deprived segments) - Outreach through Richmond Inclusive Schools Campaign (over 3,000 members –a mix of white and ethnic minorities) |

| | |
|--------------------------------------|--|
| White, relatively deprived | <ul style="list-style-type: none"> - Advertisement (at no cost) in Barnes Community Association newsletter (bimonthly to 2,000 families) - Paid advertisement in biannual (Summer and Winter) Barnes Community Association newsletter sent to all households in Barnes (approx. 9,000) - Targeted leafleting in libraries, supermarkets, local grocery shops, community cafes and civic services (including Job Centre and Richmond Civic Centre) - Organised door to door leaflet drops in social housing estates through Richmond Housing Partnership (as often difficult to get to individual front doors within blocks of flats) - Targeted public meetings, e.g. at Castelnau Children's Centre, and on housing estates |
| Ethnic minority, relatively deprived | <ul style="list-style-type: none"> - As above for white relatively deprived segment, and in addition through BME social associations, including Mortlake and Castelnau groups of Ethnic Minorities Advocacy Group - Seek advice from Lowther School (considerably higher than borough average of pupil composition from ethnic minorities) on outreach to this segment |

Both the Council and the Ethnic Minorities Advocacy Group have advised us that it is relatively difficult to target outreach to ethnic minorities in our borough as there are few organised, popular BME associations or meeting places. We are aware of this challenge, and will emphasise it as a priority we need to meet in our ongoing community engagement work.

E.2.2 Using the school as a resource for the wider community

Our rationale and management

We are keen to use our school as a resource for the wider community outside of our core opening hours and during school holidays for two reasons:

- This is wholly in line with Thomson House's vision of integration with the local community. We want our facilities to be used to support positive development in our local community.
- Income generation from letting our facilities will allow us to deliver more for our pupils and provide better value for money for the Department for Education. We will do our best to provide our facilities at reasonable cost for social/charitable activities benefiting the local community.

Administrative arrangements related to the use of our facilities including signing of terms and conditions, payment and diary management will be led by the School Bursar. Pick-up/drop-off of keys will be undertaken both by the Bursar and the Janitor.

A meeting place and training centre for the local community

Both our first and second choice sites are in concentrated residential areas, including nearby social housing estates. Both the Council and Richmond Housing Partnership have indicated that the location of these two sites would be highly suitable for running training courses for the community, including I.T, or for instance food safety courses run by the Richmond Housing Partnership. Richmond Housing Partnership has noted that in its experience take-up of these courses works best when the location is in close proximity to places of residence.

A training centre for teachers

We aim for Thomson House to develop a network for teachers, within and outside the local area, that are dedicated to their professional development. We will use our hall space twice a year to hold conferences on teaching professional development. Our Principal is directly responsible for producing these events. We will be benefiting from the guidance of our [REDACTED], who has undertaken such a programme with great success in his [REDACTED], [REDACTED].

A venue for holiday camps for children

We aim to lease our facilities and space to a local third party provider and organiser of sport and holiday camps. This would be the case until we would have enough infrastructure and expertise to run the camps ourselves so as to maximise additional income for the school.

E.2.3 Discussions with the local authority on pupil admissions and the need for more places in the area

Overview

We have had several meetings regarding Thomson House with the local Council, including with [REDACTED], [REDACTED]; [REDACTED], [REDACTED]; and [REDACTED], [REDACTED]. These discussions have allowed us to ensure that we are best supporting the Council's 10-year strategy for providing high quality primary school places in the borough.^[4]

In our meetings the Council has clearly confirmed the need for new primary places in the borough. They have been very supportive of Thomson House's offer, providing us with data, advice on sites, and specific areas in the borough in need of new primary places. They have also advised that in their experience, Thomson House's vision squarely addresses the issues that matter to local parents.

Need for primary places

The long-term increase in births is creating significant pressure on the primary school system in the borough. In the decade between 2000 and 2010, the birth-rate increased by 25.5%, reaching, 2,992 births in 2010. The birth-rate in the borough has slightly declined in 2011 and 2012, however underlying factors including the overall demographic profile of the borough strongly suggest it will continue to increase in the long-term.

The conversion rate from births to primary applications is rapidly increasing. In 2011, there were 2,196 in-borough applicants for Richmond schools from a birth cohort of 2,884 (76% conversion rate). In 2012, despite the birth cohort being smaller than in 2011 at 2,865 births, the number of in-borough applicants rose to 2,316 (**81% conversion rate**). With the continued economic downturn and new housing developments in the borough, the Council predicts the conversion rate will continue to rise. This is placing considerable stress on the system.

Out of borough applicants

The total number of applicants received at primary stage is approximately 10% higher than outlined above, due to applications from out of borough pupils who live near enough to borough boundaries to gain admission. The borough does not envisage this reducing given the high quality of primaries in Richmond, and pressure on primary school places in Hounslow, Hammersmith and Fulham, and Wandsworth. Both our proposed first and second choice site are approximately over one mile away from the nearest borough boundaries. Therefore, we do not believe out of borough parents are likely to apply to Thomson House School. This is important for the Council as it means Thomson House is well placed to ease pressure within the borough, rather than provide new places for out of borough children.

^[4] *Choice and Diversity, putting policy into practice*, London Borough of Richmond upon Thames, 2010

Mortlake/East Sheen/Barnes quindrat

The local authority has confirmed that the quindrat of the borough in which we are proposing Thomson House is a particular area of need and they would welcome a new free primary to ease the system and help meet parental demand. As outlined in Section C.2.1, 59 children in the Mortlake/East Sheen/Barnes quindrat did not receive an offer at the initial allocations stage in April 2011, although they were eventually placed by July, due to the provision of bulge classes and of parents opting either to struggle to meet the costs of private education or to move out of the area.

As outlined in Section C.2.1, the three schools most suitable for Mortlake/Barnes/East Sheen parents wanting a non-denominational choice in a mile-mile radius of both our proposed first (██████████) and second choice (██████████) site are oversubscribed with very small catchment areas. In 2011/12 these were: 404m for Barnes Primary, 504m for Sheen Mount and 525m for East Sheen. Although there are other primaries within a one-mile radius of our first and second choice site, these are either oversubscribed schools with a religious affiliation, which many parents do not wish for their child, or are accessible for parents in Kew (Darell and Kew Riverside Primary) rather than Mortlake/Barnes/East Sheen. We believe that local parents should have more local state-funded choice.

Section F: Capacity and Capability

SECTION F: CAPACITY AND CAPABILITY

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F.5. Our Principal, Other Staff and Governors

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F.6 Governance Structures

F.6.1. Respective roles and responsibilities between company members, the governing body and principal

F.6.2 Thomson House's Governing Board

F.6.3 Appeals, Independent Challenge and Transparency

Introduction – Group to date

Our Steering Group is led by [REDACTED], [REDACTED]. To date, the team has included [REDACTED] ([REDACTED] and [REDACTED]), a [REDACTED] ([REDACTED]) and a [REDACTED] ([REDACTED]). We have undertaken the following lead roles:



All five members of the Steering Group will remain the heart of the group taking Thomson House through pre-opening to operation. The roles we will play are set out in Section F. The current group will be complemented by new members (either joining the Steering Group or as parent/community volunteers) to fill the gaps we have identified.

[REDACTED] will continue to [REDACTED] the Steering Group, with [REDACTED] as [REDACTED], and [REDACTED] as [REDACTED].

Our Company

The [REDACTED] (STAMP Education Ltd) are [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

The [REDACTED] are [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. Further information on our company is set out in Section F.6

F1: EDUCATIONAL EXPERTISE TO DELIVER OUR VISION

F.1.1 During pre-opening

a) Steering group

During pre-opening, our Steering Group will undertake the roles set out in the table below to deliver our educational offer. Their suitability and time commitment is also outlined.

| Name | Role during pre-opening | Experience/Skills | Time commitment |
|-------------------------------------|-------------------------|-------------------|--|
| <p>[REDACTED]</p> <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>Full time in school holidays (July/Aug 2012; mid-Dec-Jan 2013; April 2013, and July/Aug 2013). Also applies to TM and AP.</p> <p>During term: 20 hours a week</p> |
| <p>[REDACTED]</p> <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>Full time in school holidays;</p> <p>During term; 15 hours a week</p> |
| <p>[REDACTED]</p> <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>Full time in school holidays;</p> <p>During term; 5 hours a week</p> |

During pre-opening, [REDACTED]

b) Early Years Specialist

We have had recent interest from three local Early Years specialists who would like to support Thomson House in pre-opening, and potentially apply for teaching positions at opening. We are having informal discussions with all three to assess which one or more of these individuals would be best suited to join our group, on the basis of their educational values and alignment to our vision, areas of expertise, and time availability. We will be looking for a total time commitment of at least 8-10 hours a week. We are confident we will be able to meet this need through the interest we've received.

c) Senior adviser to Thomson House

[REDACTED]

d) Full-time Principal Designate

We will recruit a full-time principal designate who has the capacity and experience to deliver and lead Thomson House School in line with our vision. The Principal will commence in January 2013, two terms prior to opening as Department of Education lead-in funding allows.

Pre-opening, the principal designate will work in close partnership with the Steering Group, in particular the [REDACTED], [REDACTED], and [REDACTED], [REDACTED]. In particular s/he will:

- Liaise with the architect and other providers to ensure the learning environment delivers Thomson House's educational vision and offers the full range of early learning experiences;
- Recruit the rest of the staff with the support of the Steering Group's educational team;
- Lead in developing school processes and policies with the support of the Steering Group's educational team;
- Finalise the curriculum in its details and deliver its implementation;
- Support marketing of the school to the community in partnership with the Steering Group.

(See Section F.5 for full terms of reference for Principal)

If the time-frame for approval is more lengthy than expected and renders it unfeasible to recruit a principal designate to commence on 1 January 2013, we will fill the gap through alternate means. We will seek full-time teachers on sabbaticals / leave to support us in specific areas, including the development of the curriculum and school policies.

e) Skills audit during pre-opening

With the combined skills of our Steering Group and soon to be confirmed Early Years Specialist, we assess ourselves to be well placed in delivering our educational offer.

The one area where additional skills would benefit our group in pre-opening is in meeting SEN. Ideally, we will be able to complement [REDACTED] skills in this area with an experienced SENCO who has worked in a maintained primary. We believe it would be best to recruit this individual to our group from our local community, as this would ensure the SENCO understands the particular needs of our likely pupil demographic. We have begun discussions with a SENCO and Head of Lower School in a local primary (contact made our website), who works four days a week, and is keen to offer us half a day a week, agreement from her school pending.

As a fall-back measure, we will issue a call for a volunteer who can commit 3-4 hours a week through our website, network of supporters and local newsletters. We will also write to SENCOs in local primaries for advice on potential volunteers through their extensive networks.

F.1.2 Once Thomson House is open

Once Thomson House is open, daily management and delivery of our educational offer will be led by the Principal with the support of teaching and non-teaching staff (as set out in Section F.4). The Principal will be held to account by Thomson House's Governing Board. A Deputy Head will be appointed from September 2017.

The three members of the Steering Group closely leading the educational offer in pre-opening ([REDACTED], [REDACTED] and [REDACTED]) will join Thomson House's Governing Board, ensuring that Thomson House School stays true to its vision. [REDACTED]

F2: Financial expertise to manage our school budget

F.2.1 During pre-opening

a) Steering group - Financial Manager

| Name | Role during pre-opening | Skills/experience | Time commitment |
|-------------|--------------------------------|--|--|
| [REDACTED] | [REDACTED] | [REDACTED]; [REDACTED]; [REDACTED] | At least 24 hours a week, with flexibility to increase up to 35 hours a week |

b) Skills audit – School Bursar

We are currently searching for a volunteer with specific experience of the day to day running of school budgets, ideally an existing or retired school bursar, to complement [redacted] skills. We are advertising this skills-gap on our website, seeking New School Network’s support through their match-making networks and writing to existing bursars of local maintained primaries to ask whether they would be interested in supporting us or have any networks of colleagues we could access. We have also contacted the Independent Schools’ Bursars Association and advertised for a volunteer through their website and newsletter.

F.2.2 Once Thomson House is open

From opening, the school budget will be managed by a full-time Bursar, recruited by the Principal and the Steering Group (led by [redacted]). The Bursar will be accountable to the Principal, who in turn will be accountable to the Governing Board. Both the Bursar and Principal will work closely with the Financial Committee of the Board.

We have identified the need for experience of school budgets in our job specification for the Principal. This will be an important quality for our Principal to hold the Bursar to account in ensuring Thomson House’s budget is balanced and delivers value for money.

F3: Other relevant expertise during set-up and operation

F.3.1 During pre-opening

a) Project Management

[redacted]

| Name | Role during pre-opening | Experience/skills | Time commitment |
|------------|--|-------------------|--|
| [redacted] | [redacted] (responsibilities set out below) | [redacted] | At least 24 hours a week, with flexibility to increase up to 35 hours a week |

| | | | |
|-------------------|--|---|------------------------|
| | | | |
| <p>[REDACTED]</p> | <p>[REDACTED] (responsibilities set out below)</p> | <p>[REDACTED] : : : : :</p> | <p>15 hours a week</p> |

[REDACTED]

- Set out and monitor project delivery time-frames and work-plans
- Lead on project reporting, including all Department for Education requirements
- Undertake monthly risk monitoring
- Procure and negotiate specialist support required
- Oversee contracting arrangements
- Manage the financial budget ([REDACTED])
- Oversee site procurement and adaptation (working with the Department of Education)
- Coordinate the Steering Group and its advisers/volunteers.

b) External Affairs Director

██████████ is joining the Steering Group as our ██████████ during pre-opening.

| Name | Role | Skills/experience | Time commitment |
|------------|------------|-------------------|--|
| ██████████ | ██████████ | ██████████ | 8 hours a week (supported by team of marketing/PR/communication volunteers) |

██████████

c) Specialist skills

We have identified individuals with specialist skills to support us in the areas set out below. Primarily, these are local residents and parents who are passionate about making Thomson House a reality. As our marketing and campaigning work continues through 2012, we anticipate that this pool of individuals will further grow.

- **Human Resources:** Thomson House's Steering Group ([REDACTED], [REDACTED] and [REDACTED]) is highly experienced in the [REDACTED]. In addition, [REDACTED], [REDACTED], ([REDACTED]) is committing the equivalent of a day a month to provide advice and oversight on our [REDACTED]. [REDACTED], a former [REDACTED] will commit four hours a week (with flex as required) to guide us through the [REDACTED] for our Principal and other staff for September 2013.
- **ICT:** [REDACTED], [REDACTED], with [REDACTED] is committing 3-4 hours a week and [REDACTED], [REDACTED] is also committing 3-4 hours a week. They will support the Steering Group in assessing Thomson House's ICT needs, [REDACTED].
- **Legal skills:** Our advisory group will be able to support Thomson House in areas such as agreeing contracts and Funding Agreements, and in meeting regulatory compliance. The group includes [REDACTED] ([REDACTED]), committing 5 hours a week; [REDACTED] ([REDACTED]) committing 4 hours a week, and [REDACTED] ([REDACTED], [REDACTED]) committing 3 hours a week. This provides a total of 12 hours a week.
- **Property/construction:** We have gathered the support of both a local [REDACTED] ([REDACTED]) and the [REDACTED] company ([REDACTED]) to advise us on the [REDACTED]. Both are able to commit approximately 3-4 hours a week.

d) Skills Audit

We believe we are well placed in pre-opening, through both the availability of expertise and time commitments made by individuals, in accessing the other skills (in addition to educational and financial) required during pre-opening.

However, we are aware of a potential gap in the area of property/construction. Management of the procurement and physical adaptation of our site is a large task that requires specialist skills to ensure effective management and value for money.

As outlined above, we have already secured *pro bono* support from a local architect and quantity surveyor, however are aware that more intensive time commitments may be required. We will seek to fill any gaps through further calls for local volunteers with skills in this area through our website and outreach events. We will also directly approach local quantity surveyors and architecture companies for *pro bono* support.

We would also welcome discussion with the Department for Education as to whether we would benefit from the services of a project management company to support us in the delivery of some of the above functions. We are keen to maintain clear control of delivery of Thomson House and also to ensure value for money. Therefore, we do not envisage this arrangement (if the Department of Education advised it) entailing more than the equivalent of one working day a week and being clearly defined to specific tasks which may require specialist skills.

F.3.2 Once Thomson House is open

Once Thomson House is open in September 2013, non-teaching management functions will be delivered through permanent staff (Bursar, Secretary) and through outsourcing (legal advice, ICT maintenance). The Governing Board will provide a strategic oversight role. Detailed information on staffing once Thomson House is open is outlined in F.4 below.

We aim for our those members of our team who are not Directors (Governors) but are working to make Thomson House happen, to remain engaged as part of Thomson House's community once we open. We will seek continued *pro bono* assistance for Thomson House from our group of supporters.

F.4 STAFFING STRUCTURE

Introduction

In this section we will:

- Set out the guiding principles in our staffing and recruitment strategy
- Describe our staffing structure:
 - At full capacity;
 - On day one of the first term of operation
 - During phased growth
- Outline its suitability and cost-effectiveness in the delivery of our vision

F.4.1 Guiding Principles in Staffing and Recruitment Strategy

As stated in our vision, the quality of teaching and learning, across the whole curriculum, is our bottom line. We see it as essential in delivering our stated outcomes of excellent skills, strong spirit and dedication to community. For this reason we aim to recruit teachers with outstanding potential who are prepared to make an explicit commitment to excellence, doing whatever it takes to deliver that for our pupils.

Offering outstanding professional development

We want to deliver outstanding professional development by:

- Implementing systems to allow for the sharing of good practice amongst our staff and with staff of neighboring schools, particularly the organizing of short 'exchanges' with local schools (already in discussion), the sharing of observations and the organizing of a week of full INSET days for all staff.
- Using our links with Roehampton University (already established) for Thomson House to become a teacher-training centre. The training of others is the best way to master a skill.
- With the support of [REDACTED], [REDACTED] to Thomson House School, establish and organize conferences focused on development of best practice. This was a strategy [REDACTED] deployed [REDACTED], with great success.

We want our outstanding professional development to become a great draw for outstanding staff.

Focus on potential

Given the above, a necessary quality in all our staff will be dedication to life-long learning and the improvement of one's practice. Broadly, we are more focused on finding staff who have excellent professional potential and dedication to self-improvement, rather than investing in years of experience. For this reason, we are already in contact with Teach First and other agencies in order to establish links to attract alumni to Thomson House School. Thomson House will also offer the opportunity to take on leadership roles, not only as subject leaders and Heads of Section but also as teacher in charge of the Richmond Award Scheme or teacher in charge of our Green agenda.

The guidance of experience

It is important for the school to be led by a person of experience. Our Principal needs to have gathered the understanding and sensitivity to lead and inspire a new organization through the unexpected challenges of initial development and growth. They will also need to be a person who has experience in and is passionate about developing others. They need to be committed to building a 'learning organisation'. They themselves will need to be flexible, ready to be a teacher of children, a teacher of teachers and an advocate in the community. They will also need to have experience in managing budgets and to be able to demonstrate the ability to deliver value for money. We see it as a challenging but immensely rewarding position: initially, we will be offering a one year contract, a salary in line with London guides and, for them too, outstanding professional development.

Passion and resilience motivated by dedication to the cause

Our staff needs to have the flexibility, resourcefulness and energy to adapt to the diverse and challenging experience of growing a school from the ground. Most of all they will need to be motivated by a real and infectious passion for learning and by the dedication to promoting the wellbeing and fulfilment of our pupils. Thomson House wants to be a place with a 'can do' attitude and approach. That needs to come across, first and foremost, from the teachers.

Value for money

Given the investment we are making in PE, Arts provision and in small classes, it is important that staffing delivers real value for money.

We do this by:

- **Investing in professional development:** the cost of this can be distributed across the whole work force; it delivers added value directly to the children and to the school; it is prized by our teacher profile; it is less expensive for us than the equivalent money in a pay check.
- **Sign on bonus:** we offer a significant sign-on bonus to our teachers. Sign-on bonuses have been identified as being effective in signing up young, ambitious, driven teachers¹⁸. They are cost-effective.
- **Teachers are contracted from 8am until 5pm**, but at Thomson House we accept that our days might be longer.
- Throughout the growth period of the school **we keep our teachers busy**. They are flexible and they understand that they might have to get **involved on all fronts**.
- **A 'can do', positive culture with a sense of mission**, where the work of teachers has status. We believe this will reduce amount of cover required.
- **Increasing flexibility** by outsourcing of IT, cleaning, school meals and cover to increase flexibility.
- All of the above deliver **cheaper hourly cost of staffing time**.

¹⁸ Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. London: McKinsey and Company.

F.4.2 Our Staffing Structure

The table below indicates how Thomson House's staffing structure will grow until we reach full capacity. It is in line with our Financial Plans and its assumptions.

| Year | 1 2013 | 2 2014 | 3 2015 | 4 2016 | 5 2017 | 6 2018 | 7 2019 | 8 2020 |
|--|--|--|--|-----------|-----------|---------------------|---------------------|---------------------|
| Number of children | 48 | 96 | 144 | 192 | 240 | 288 | 336 | 336 |
| Year Group Starting TH for the first time that September | R | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | NA |
| Principal | 1 (teaches 50% of periods in a class's timetable) | 1 (teaches 50% of periods in a class's timetable) | 1 (teaches 50% of periods in a class's timetable) | 1 | 1 | 1 | 1 | 1 |
| Rest of Leadership Team | | | | | | | | |
| Deputy Head (with Head of Section responsibility) | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Head of Section (Lower/Upper School) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Non Teaching Leadership Staff | | | | | | | | |
| Bursar | 0.5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Teaching Staff | | | | | | | | |
| Classroom Teachers | 1 | 3 | 5 | 8 | 10 | 12 | 14 | 14 |
| Specialist PE Teachers | 1 (50% classroom teacher) | 1(50% classroom teacher) | 1 | 1.5 | 1.5 | 2 | 3 | 3 |
| Specialist Music Teachers | 0.2 | 0.3 | 0.6 | 1 | 1 | 1.5 | 1.5 | 1.5 |
| Specialist Mandarin Teaching (outsourced) | 0 | 0 | 0 | 0 | 1 | 2 Hrs. per wk | 3 Hrs. per wk | 3 Hrs. per wk |
| Subject Leader English | 0 | 0 | 0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Subject Leader Mathematics and Science | 0 | 0 | 0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Subject Leader Extended Enquiry | 0 | 0 | 0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Subject Leader PE | 0 | 0 | 0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Subject Leader Music | 0 | 0 | 0 | 0 | 0 | 0.1 | 0.1 | 0.1 |
| SENCO | 0.2 | 0.4 | 0.6 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 |
| Teaching Support Staff | | | | | | | | |
| Support Teachers | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8 |
| Gap Year Pupil | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 |
| Administration | | | | | | | | |
| School Secretary | 1 | 1 | 1 | 1 | 1.5 | 1.5 | 2 | 2 |
| Janitor/Caretaker/Facilities Administration | 0.7 | 0.7 | 1 | 1 | 1 | 1.5 | 2 | 2 |

F.4.3 The rationale behind our final staffing structure

We outline below the staffing structure of the school at full capacity, including the definition of roles and the qualities expected.

Leadership

Principal:

Roles and responsibilities:

- Day- to-day management of the school, its staff, its pupils and the education they receive.
- Leading Thomson House's growth and development in line with our ethos and vision;
- Appointments of personnel
- Leadership of teaching and learning, including:
 - o Leadership on curriculum via subject leaders
 - o Assessment and data analysis
 - o Line Management of SENCO
 - o Line Management of subject specialists
 - o Staff development
 - o Chairing of Subject Leader meetings
 - o Organisation of INSET conferences
 - o Links with teacher training universities
- Standards and quality assurance across all sectors of the school, including of systems and processes
- Directing the Bursar in management of the school budget (some flexibility required in first years of opening to manage budget directly if required)
- Playing a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils follow this example.
- Annual reporting to the Governing Body (and informal reporting during year)

Qualities and attributes expected

- These are discussed at length in the introduction above and in detail in section F5 below. It is worth stating, however, that, as a classroom teacher as well, the Principal will need to have at least a grade B in GCSE English and Maths.

Deputy Head

Role and responsibilities:

- Manages the pastoral wellbeing of the school, including oversight and strategic development of the Wellbeing Programme.
- Leads on Community Engagement, including our "dedication to the community" work.
- Manages the every-day operation of the school, particularly in the absence of the Principal, including work on timetabling and staffing.

- Plays a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging and ensuring staff and pupils follow their example.
- Deals with Child Protection issues.
- Directly manages one section of the school
- Reports to the Principal and sits on the Senior Management Team.

Qualities and attributes expected:

- As well as passion and commitment to Thomson House's vision, including belief in the utmost importance of a holistic education, and the qualities required of all teaching staff, the Deputy Head will have to demonstrate, in particular:
 - Evidence of experience in managing and delivering an impactful pastoral programme, preferably through others.
 - Evidence of ability to organize systems and processes for the delivery of results
 - Evidence of capacity to lead and develop others
 - Excellent interpersonal skills
 - Creative approach to dealing with new situations

Bursar

Role and responsibilities:

- Management of the school budget in collaboration with the Principal
- Liaisons with providers
- Implementation of recruitment policy and all HR related work, including the management of outsourced staff, namely cleaning and IT
- Liaisons with our team of network of volunteer lawyers should the need arise.
- Liaisons with local authority on admission
- Management of school meals
- Line management of non-teaching support staff
- Responsibility over Health and Safety
- Role model life-long learning
- Management of site and implementation of professional development conferences
- Reports to the Principal and sits on the Senior Management Team.

Qualities (since this is not a teaching position it is worth going into some detail):

- Well organised and methodical
- Highly motivated
- Have a good knowledge of and experience in HR, accounting, budget management and site management
- Have good time management skills and the ability to prioritise work
- Be numerate and computer literate.
- Educated to undergraduate degree level and with at least a B in English and Maths GCSEs
- A retired bursar of an independent school would be an ideal candidate.

Head of Section: Lower School / Upper School

Role and responsibilities:

- Pastoral oversight of the children in their section
- Responsibility in the delivery of the Wellbeing and Community engagement programme in their section
- Line management of classroom teachers in their section
- Responsibility over the promotion and management of good behaviour in their section
- Delivering relevant school assembly once a week
- To communicate with parents to promote a positive partnership between home and school, including when behavioural issues arise
- To liaise closely with the full range of external agencies to support individual pupils' progress and welfare, preparing all necessary documentation.
- Role model emotional maturity, empathy and life-long learning
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils follow this example.

Qualities and attributes expected:

- On top of the qualities expected of excellent classroom teachers and passion and commitment to Thomson House's vision, including belief in the utmost importance of a holistic education, the Head of Section will also be able to demonstrate:
 - Evidence of experience in delivering pastoral targets through others
 - Evidence of dealing with incidents and the unexpected in a sensible, emotionally mature and empathetic manner
 - Evidence of effective communication and collaboration with parents
 - Creative approach to dealing with new situations

Teachers:

- Classroom Teacher:

Role and responsibilities:

- Plan, prepare and deliver lessons to meet the needs of all pupils, setting and marking work and recording pupil development as necessary.
- Promoting good behaviour and well-being
- Role model emotional maturity, empathy and life-long learning
- Work effectively in partnership with Teaching Assistants
- Report to the relevant Section Head for all matters pertaining to pastoral wellbeing and to the relevant Subject Leader if in place, otherwise to the Principal.
- Qualities for classroom teachers are detailed extensively in the introduction above and in detail in section F5. However, it should be mentioned that during the critical three years of growth, classroom teachers should also be selected on the basis of their potential to rise to positions of senior management. The learning experience of working at

Thomson House from the beginning will be of immense value towards achieving that.

Subject Leaders

Role and Responsibilities:

- Review, devise and evaluate the quality of the curriculum in a particular area and the quality of its implementation. The latter is done in partnership with the Principal.
- They sit in a Learning committee with the Head during INSET week, identifying ways to further improve the quality of teaching and learning in the school, providing specific focus in certain subject areas
- They are responsible for researching and spreading best practice in their area of the curriculum
- They follow the accountability and reporting lines of classroom teachers for the wellbeing of pupils and directly to the Principal for quality of teaching

Qualities:

- As per classroom leaders, with particular emphasis on evidence of passion for their subject area and for teaching practice generally.

Teaching Assistants (TA)

Role and responsibilities:

- Follow the leadership of the classroom teacher and of the SENCO in delivering targeted support to pupils
- Provide teaching and oversight support wherever needed.

Qualities:

- Love of learning
- Reliability, organization and flexibility
- Dedication to delivering excellence for the children
- We envisage TAs to be either aspiring teachers, in which case we would also like to see all the qualities detailed above or retired teachers, gap year pupils, parents.
- TAs don't have to be qualified.
- Experience of working with SEN pupils is desirable
- All TAs must have at least a level 7 in English and Maths or be achieving it within a term.

Gap Year Pupils and yearly apprentices

Role and responsibilities:

These would be teachers' *factotums*:

- Provide teaching, oversight of children and administration support for teachers wherever and whenever needed.

Qualities:

- Love of learning
- Reliability, organization and flexibility
- Readiness to get involved wherever needed
- Enthusiasm

SENCO

- See D3 for the job description of the SENCO
- Qualities: as per classroom teachers above as well as relevant qualifications for the position.
- Experience of working with EAL pupils
- Ability to design systems and strategies for staff to support SEND children

Support Staff:

- School Secretary:

Role and responsibilities

- Provides administrative duties for the Senior Management Team.
- Provides administrative duties for the school as a whole but not for the individual organization of teaching staff, e.g. orders stationary but does not photocopy for staff.
- Acts as a 'school nurse'.
- Creates the timetable under the direction of the Principal prior to the Deputy Head being in place
- Facilitates communication with the parent body, via regular updating of the website.

Qualities

- The ideal candidate will be extremely reliable and have the experience to support Principal and Bursar in the development of systems that can deliver the best service for the children and their families.
- As for all staff involved at this stage of the growth of the school, they will have to be energetic, flexible and resilient.
- Clean driver's license
- IT literate and prepared to expand on their skills.

The Janitor/Caretaker/Facilities Manager:

Role

- Supports the Bursar in managing the use of our facilities for the benefit of the wider community
- Will be employed on an almost full timetable to provide handyman support around the site, open and close the building and *factotum* role.

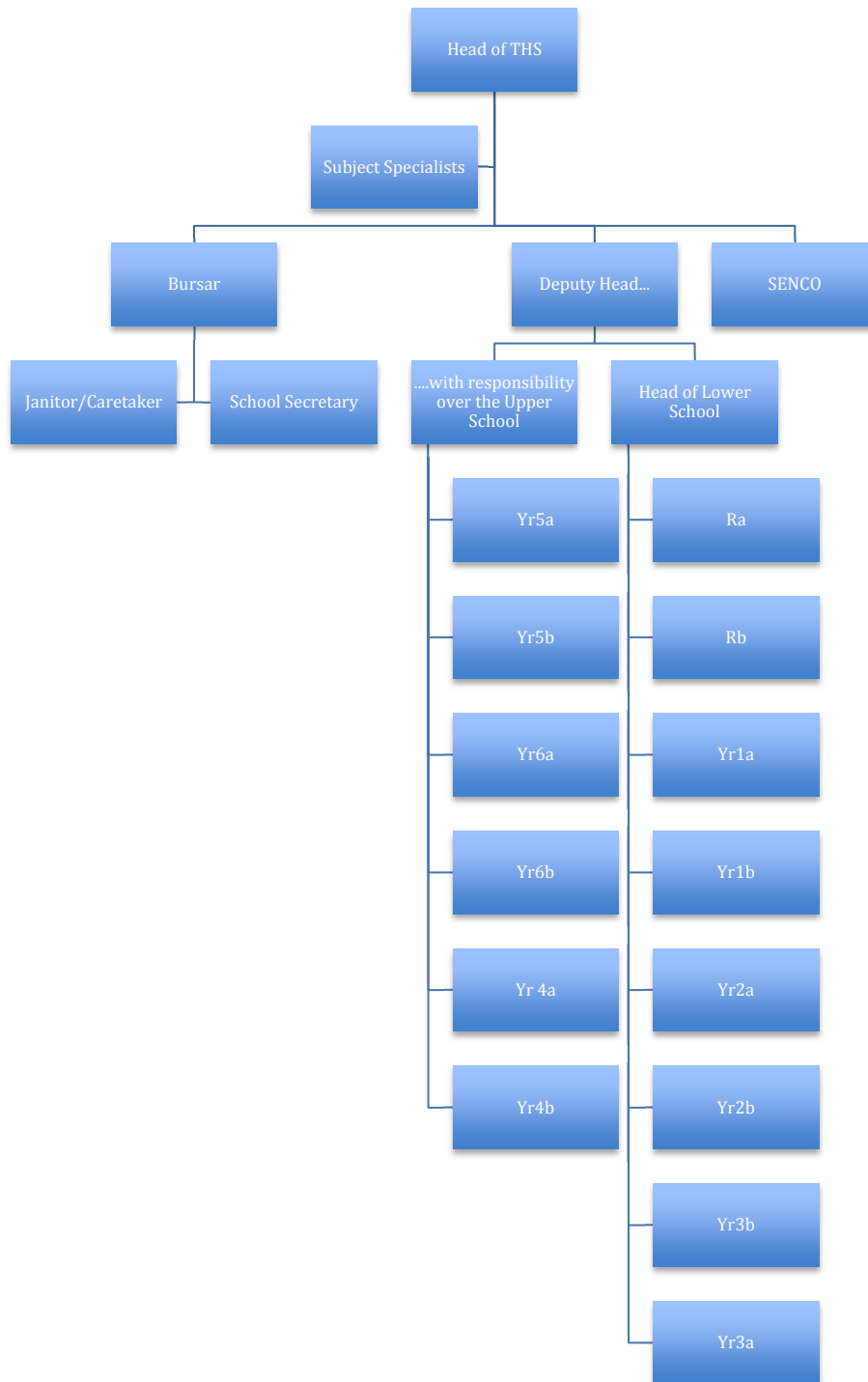
Qualities:

- Reliability and integrity will be of key importance
- Experience in the building sector would be useful
- It would be desirable for them to have a willingness to expand their skillset to include the ability to manage and deal with minor IT hardware mishaps.

Outsourcing

We will benefit from outsourced services in IT, cleaning and supply teaching, so as to have the flexibility we need during the early stage of growth, where our needs in these two areas will be limited.

Reporting and Accountability



Notes:

The SENCO reports directly to the Principal although they do not sit on the Senior Management Team.

As described above, subject leaders report on curriculum matters directly to the Principal.

Subject Specialists, as they don't have a classroom, report directly to the Principal in his/her capacity as Leader of Teaching and Learning.

Teaching Assistants are not on the table: they are managed by the SENCO in coordination with classroom teachers.

Suitability and cost-effectiveness of staffing at full capacity. Refer to the table on phased growth for distribution of staffing:

- **Effectiveness and suitability of teaching**
 - The school is divided into 14 classes of 24 pupils each. The small classes, outstanding teachers and outstanding professional development (see above) will ensure the impact, excitement and personalization of learning in our school and ensure we are a family school with a familiar feel.
 - The use of a classroom assistant every day for at least half of the day in Yr1 to Yr6 and of two assistants in EYFS ensures a further reduction in teacher ratios: this ensures an offer that can nourish the whole child as well as enabling the delivery of our vision all the more effectively.
 - A SENCO working four days a week ensures that our offer reaches all children, for they will be ensuring the delivery of the support programme in cooperation with classroom assistants and classroom teachers.
 - The use of reliable and organized gap year pupils and apprentices is also effective. By taking up parts of teachers' and assistants' administrative tasks, it allows for:
 - Increasing the teaching focus pupils receive, at low cost.
 - Increasing the quality of overall teaching by allowing teachers and assistants to dedicate more time to their own development.
 - The quality of the curriculum is enhanced further by the use of subject leaders, whose roles are described in this section. They will instill passion and expertise in the designing of the Schemes of Work and will support classroom teachers in developing strategies targeted to specific areas of the curriculum.
 - The use of specialists in PE, Music and Mandarin ensures that these subjects are taught with the thoroughness and passion required to achieve excellence.
 - The use of 3 PE teachers and 1.5 Music teachers will be necessary to deliver our all-rounded curriculum, particularly since both subjects are pivotal to our offer.
 - A member of the Senior Leadership Team (Deputy Head) takes direct responsibility over our pastoral programme and community engagement, ensuring these are at the top of our school's agenda.
- **Effectiveness and suitability of management**
 - The staffing structure described in F.4. is suitable and effective in a number of ways:
 - Our Principal takes a front line role in ensuring Thomson House School is a place of outstanding learning: they recruit the teachers, develop them and assure their work for quality. The percentage of time the Principal dedicates to teaching and learning, to teacher training, to the organization of our conferences on good practice, to promoting our work, to taking some curriculum classes, is a vivid

representation of the pivotal role instilling a love of learning has in our vision – for our pupils, staff and colleagues at large.

- Likewise, our Deputy Head leads the pastoral offer of the school in all its facets – from our community engagement, to our leadership programme, to our Wellbeing programme. They run the day to day operations of the schools, but, like the Principal, they are given a very small teaching allocation of between three and four hours a week. This gives them the opportunity to being outward looking, creating links with the community and other schools, promoting our work and learning about good practice from others.
 - This is facilitated further by the promotion from 2019 of one of our teachers to the role of Head of Section. They will fulfill the roles and responsibilities covered above and will take direct leadership over ensuring the safety and wellbeing of either our Upper or Lower School, with the Deputy Head taking leadership of the other.
 - The Bursar, under the direction of our Principal, provides the financial and logistical managerial support to enable the delivery of excellence to our families, at great value for money.
 - By creating different areas of competency we ensure focus and maximize impact for the pupils.
- **Effectiveness and suitability of support**
 - At full capacity we employ two secretaries full time, necessary given the number of pupils we have and how active we expect the school to be.
 - The part-time secretary will take the managing of the website from the full-time secretary.
 - The work on the ground, by providing day to day handyman jobs, administration of our site, driver role are provided by two janitors. This is suitable given the provision for extended hours the school is offering and the number of conferences we would be hoping to be organizing by the stage of full capacity.
- **Cost effectiveness**
 - The staffing structure we envisage is cost effective:
 - It is made of teachers who have committed to excellence and are prepared to do what it takes to deliver it, prepared to work for longer hours.
 - The allocation of one support teacher per year, in the later years supported by two apprentices/gap year pupils, allows for teachers and assistants to maximize their impact.
 - The outsourcing of Mandarin Chinese is a cost effective means of delivering a challenging, exciting, relevant course.

F.4.4 Suitability and cost-effectiveness of staffing in the first year of operation:

Please refer to the table in F.4.2 to see distribution of staffing resources in 2013.

- **Effectiveness and suitability of teaching:**
 - The Principal, leader of teaching and learning is teaching one of the two classes:
 - Opportunity to directly experience and influence classroom practice in a growing school.
 - Opportunity to establish a close and effective partnership with the other classroom teacher and PE teacher, making their leadership all the more effective.
 - The classroom teachers and the Principal will be directly responsible for the pastoral wellbeing and safety of the children. The principal will be child-protection officer.
 - The PE teacher will be employed from day one on a full contract, spending 50% as a classroom teacher and 50% as a specialist PE teacher:
 - Given the importance of PE in our curriculum, also as a vehicle of strength of character and dedication to community, it is key that the PE teacher has as much contact as possible with the children.
 - It is also appropriate that the PE teacher has the opportunity to influence the shape of the school systems from day one.
 - The PE teacher will also be able to deliver lunchtime enrichment activities, early morning and after school support.
 - Their role as a part-time classroom teacher will enable them to get to know the children in a different context and will provide extra, flexible support in the school as required, key in first years of operation.
 - The PE teacher will follow the same reporting lines as other classroom teachers whilst serving in that capacity.
 - Profile: our PE teacher in the early phase of our school will have to fit the requirements detailed elsewhere, with particular focus on their flexibility, ambition and readiness to get involved. The easy implementation of our ready-made, first-rate international curriculum will support them in delivering an outstanding service from day one. They will have to have the ability to teach EYFS.
 - The music teacher will be employed around clusters around lunch time:
 - This will enable the music teacher to deliver enrichment activities.
 - Profile: we have been lucky to have attracted the support of a few local retired music teachers who have expressed

interest in offering their services. This is ideal for us as it gives us the flexibility of growing by small percentages on time year on year, whilst benefiting from excellent skills and experience.

- The SENCO will be working in school the equivalent of a full day a week: the support of a local mother who is an experienced SENCO should even allow us to distribute that support across the whole week.
- One and a half teaching assistants every day:
 - This will enable us to deliver the level of personalization we aim for from day one, especially considered the small classes.
 - Profile: the teaching assistant should demonstrate potential to become a classroom teacher. Again, flexibility, resourcefulness, energy, passion and reliability will be key.
- **Effectiveness and suitability of management:**
 - The Principal will maintain all duties described above, distributing the load as described below.
 - The Principal as leader of teaching and learning will be best placed to ensure the delivery of our bottom line – outstanding teaching and learning by line managing all teaching staff:
 - They will be able to shape, evaluate and refine systems and processes and the implementation of the curriculum.
 - They will be able to promote and ensure high standards.
 - They will be able to best identify the needs for building the staffing forward and definition of recruitment policy.
 - They will be able to identify the professional development needs of the teaching body and to identify a strategy to nourish the staff's development.
 - The Principal will benefit from extra flexibility: the PE teacher will focus on morning lessons, providing extra relief for the Principal when they will be taking the class for PE in the afternoon. The fact that Music too will be taught by a specialist and timetabled in the afternoon where possible, will provide further flexibility for the Principal.
 - The Principal will benefit from the support of a 50% Bursar:
 - Under the direction of the Principal, the Bursar will be responsible for:
 - Implementation of the management of the school budget. We envisage close collaboration in first year
 - Liaisons with providers and builders in the initial phase of growth in close collaboration with the principal in the first year
 - Implementation of recruitment policy and all HR related work, including the management of outsourced staff, namely cleaning, IT and cover

- Liaisons with our network of volunteer lawyers should the need arise
 - Management of school meals
 - Sharing responsibility over health and safety with the Principal
 - Line management of non-teaching support staff
 - In the first year, given their part-time status, we expect a particular involvement of the school secretary.
- The Principal will be responsible for organizing INSETs for our staff and conferences drawing in staff from other schools.
 - The Principal will devise the programme of extended provision for parents and children outside school hours, but will deputise to the school secretary its implementation.
 - The Principal would be overseeing everyday communication with parents and managing pastoral issues.
 - The Principal will manage relationships with the LEA on pupils' admissions and with local agencies to support individual pupils' progress and welfare should the need arise.
 - In the first year of operation it is understood that the Principal might not be able to deliver the targeted two conferences in the year.
 - The Principal is not expected to be actively building new links with the community. This would not impede the effectiveness of management as the school would be still be benefiting from the strong links created by the steering team.
 - The Principal will be in an excellent position to promote and embody the school's vision, and to develop the best strategy for its implementation.
- **Effectiveness and Suitability of Support:**
 - A full time school secretary will provide administrative duties for the management team. The ideal candidate will be extremely reliable and have the experience to support Principal and Bursar in the development of systems that can deliver the best service for the children and their families. They will be financially literate. They will be able (or willing to learn how) to design simple timetable. As for all staff involved at this stage of the growth of the school, they will have to be energetic, flexible and resilient. They will benefit from a five week holiday, so will be able to distribute workload across teacher holidays as well.
 - The Janitor/Caretaker and site manager will be employed on an almost full timetable to provide handyman support around the site, open and close the building and *factotum* role. They will learn how to manage small IT hardware issues.
 - We will benefit from outsourced services in IT and cleaning, so as to have the flexibility we need during the early stage of growth, where our needs in these two areas will be limited.

- **Affordability of the strategy and structure:**
 - All staff is used fully but there is still a balance of spare capacity for the tackling of the unexpected.
 - The investment of having the Principal as a teacher is worth the value derived from the insight and input they can have on the delivery of our frontline service and on the development of the strategy for the implementation of our vision.
 - The use of a Bursar allows for a more cost effective management of the administrative roles of this phase of school growth
 - The use of outsourced services delivers us the services we need with flexibility and convenience

- **Lines of accountability**
 - Classroom teachers will be responsible for the pastoral and academic wellbeing of the children.
 - Specialist teachers are accountable directly to the Principal but will report to the classroom teachers concerns they have about children, so that the classroom teacher may build a full and detailed picture. For this reason they will also accept the leadership of the classroom teachers in matters academic and pastoral regarding the children.
 - Classroom assistants will report to the classroom teacher.
 - The classroom teacher is accountable to the Principal.
 - Non-teaching staff is accountable to the Bursar, himself/herself accountable to the Principal.
 - The SENCO reports directly to the Principal as Leader of learning, but it is understood they will collaborate closely with the classroom teacher.

Comments on the suitability and cost-effectiveness of the growth of staffing between opening and full capacity

Notes on development from Year one to Full capacity

Below, we include changes to the staffing structure every time they occur including comments on their suitability. We also comment on the value for money of our phased growth strategy. If there are no new changes, we don't include them. This applies to the whole section.

2014:

- Teaching:
 - Teaching staff grows by a teacher per new classroom.
 - Teaching assistant number grows by a teaching assistant per new year-group, so that each class benefits from extra support during part of the lessons every day. In EYFS, we maintain one full time classroom assistant per classroom, for the extra focus and care pupils in Reception require.
 - SENCO is employed for an extra day. We believe the increase of a day a week would be possible by employing a teacher with

the profile outlined in the section on structure at opening. The alternative would be to expect a lack of continuity in the position, which might have to be advertised more times. In this case, classroom teachers and Principal would provide continuity.

- Management:
 - The Bursar now works full time: this is in line with our strategy of dedicating as much as the Principal's time to being a leader of teaching and learning. For this reason, the **Bursar now takes:** more responsibility in the management of the budget – still directed by the principal; full control over liaisons regarding procurement, builders and the management of HR matters, Health and Safety issues, releasing time from Principal and school secretary.

2015:

- Teaching:
 - Teaching staff continues to grow by a teacher per new classroom and teaching assistants by a teacher per year group.
 - A part-time sports teacher is employed to support the current PE teacher/classroom teacher. This allows for PE lessons to either take place in the morning, when the other PE teacher in the classroom or for two PE teachers to be out at the same time, ensuring an effective staff/pupil ratio.
 - Music teacher's time is doubled and SENCO's time goes up by a further day a week, in line with the strategy and justifications outlined in the comments at opening phase. As discussed above, in case of having accept lack of continuity in the positions, the classroom teachers and Principal would provide continuity.
- Support: the Janitor/Caretaker/Facilities Administrator role becomes full time. This can either happen via an increase to the times of the current employee or by making this position a job share, (ideally by two people in the two halves of each day). We believe this to be unproblematic due to the straightforward responsibilities of the position.

2016

- Teaching:
 - Teaching structure is now made of one full time teacher per class, with the Principal moving to only nominal teaching time and the PE teacher moving to dedicating themselves fully to that department.
 - Teaching assistant number grows in line with plans outlined in previous years.
 - SENCO is now employed for four days a week, as will be once at full capacity and in line with what other schools in our vicinity

with more than 400 pupils do. We believe the spare capacity of the SENCO would be well spent in providing extra support in class but especially in the refining of structures and working practices of its department, including extra time spent in the observation and training of teaching assistants. This is particularly suited given the fact that the school has now reached a stable structure.

- The PE department is now made of one teacher dedicated to it full time and one part time teacher. This allows for extra focus and capacity, which would be employed on delivering more enrichment activities, particularly in the Richmond Award Scheme. This is especially useful now that we also have the first year of KS 2 children, who would start increasing their levels of involvement in the scheme.
 - Spare capacity of the music teacher would be deployed in the offering of lunch time enrichment activities and in building the scholarship programme we are offering pupils of distinction in the Upper School
 - At this stage the school would ask some of the staff to become 'subject leaders' in line with their interests and passions. Their responsibilities are described above. This brings added benefit to the quality of the teaching, for we would facilitate further focus on the review of schemes of work, subject specific observations and the formation of an academic committee which would support the Principal's work in this area further.
- Management:
 - The Principal is now dedicating themselves fulltime to leadership and management, which is appropriate now that the staffing structure is almost in full shape.
 - The Principal would still take some classes, such as English or Maths enrichment classes, for we consider it important to inform their role as leaders of teaching and learning and maximise their impact on staff.
 - The Principal would also have more capacity available for the pastoral leadership of the school, now that the roll of pupils is of nearly 200. This would relieve some of the onus carried by classroom teachers, particularly by being able to take on sooner parental issues or concerns.
 - Having experience the whole of KS1, they would now also be placed in a good position to review the PSHE programme for that section of the school.
 - The Principal's extra capacity would also be used in the leadership of the academic committee, made of the subject leaders for English, Maths and Science, Extended Enquiry and PE
 - The Principal would now also be able to focus on the evaluation and refreshing of our professional development programme. This would include the organisation of conferences, which we would expect to intensify.

2017

- Teaching:
 - The Mandarin teacher starts working in school for one hour a week, teaching to classes. The outsourcing of Mandarin is a strategy which delivers excellent added value: the subject has strong resonance with our parent body; it is perfectly in line with our outward looking ethos; it leads to a qualification, which adds rigorous credentials; the provider is a highly reputable organisation with a track-record of teaching to very young pupils; the pace it works at means the programme can be delivered in limited time and, therefore, at very limited cost.

- Management:
 - One of the teachers is given Deputy Status and their timetable is limited to a very few lessons, such as enrichment classes for Gifted and Talented pupils or PSHE classes at the end of the day.
 - The Deputy Head takes direct responsibility over the Lower School, managing directly all classroom teachers there.
 - They also assume direct responsibility over the PSHE programme in the school, as well as the community engagement one, able to lead in their evaluation and refreshment and implementation as necessary.
 - They take from the Principal the role of Child Protection officer and the responsibility over the liaisons with outside agencies.
 - They start working together with PE teacher, the borough and the outside provider in the evaluation, refreshment and implementation of the Richmond Award Scheme.
 - They will take full responsibility of the implementation of the enrichment programme, still working within the boundaries provided by the principal.
 - The principal, released further, can increase their engagement with the outside learning community, bringing into school expert practitioners, and establishing the school further as a place for learning.
 - The principal would also lead a new marketing campaign for the school, four years after first opening.
 - They continue to take directly control over the management of the form tutors who are in the part of the school not managed by the Deputy Head.

2018

- Teaching:
 - The PE department moves to two teachers. This allows for further support in the teaching of pupils and in quality and variety of our enrichment programme. It also allows for extra support as the Richmond Award Scheme requires more management time, given the increase in complexity and number of out of class experiences.
 - The school employs a part time music teacher to relieve the

- The school start employing a gap year pupil or apprentice who can deliver support wherever and whenever needed, focusing primarily in class. This can be accessed at a low cost. Yet, it provides useful release of teachers' and teaching assistants' time, allowing for an improvement of frontline service.
- Support:
 - With the size of the current workforce and pupil roll, the school's full time secretary will have been working close to full capacity. Her pay would be reflecting this. Nevertheless, the employment of an extra part time secretary will release time from her. The role of school nurse would be distributed , allowing the full time secretary to dedicate more time to supporting the Principal's marketing campaigning.
 - We also expect the role of janitor/caretaker/facilities administrator role to be also closing to capacity, given the increase in children, teachers and in the more frequent renting out of school facilities. For this reason we are employing a part time janitor.

F5. PRINCIPAL, OTHER STAFF AND SCHOOL GOVERNORS

F.5.1 Principal

The appointment of the principal designate will be one of the Steering Group's priority tasks in pre-opening. We will begin recruitment as soon as we receive confirmation of approval from the Department for Education with a view to the person being in post on 1st January 2013 (when Department of Education funding comes on-stream for September 2013 opening).

a) Terms of Reference

The principal will be recruited according to the following terms of reference:

Role and responsibilities

To work closely with the Governing Board during pre-opening from January – September 2013, leading on:

- Liaison with the architect and other providers to ensure the learning environment delivers Thomson House's educational vision and offers the full range of early learning experiences;
- Recruitment of staff;
- Set-up of Thomson House's processes and policies in line with our vision;
- Liaison with the Local Authority on pupil admissions;
- Operationalisation of Thomson House's curriculum;
- Support the Governing Board in marketing the school to the community.

Once Thomson House is open, the Principal will be responsible for (as set out in Section F4):

- Day- to-day management of the school, its staff, its pupils and the education they receive.
- Leading Thomson House's growth and development in line with our ethos and vision;
- Appointments of personnel
- Leadership of teaching and learning, including:
 - o Leadership on curriculum via subject leaders
 - o Assessment and data analysis
 - o Line Management of SENCO
 - o Line Management of subject specialists
 - o Staff development
 - o Chairing of Subject Leader meetings
 - o Organisation of INSET conferences
 - o Links with teacher training universities
- Standards and quality assurance across all sectors of the school, including of systems and processes
- Directing the Bursar in management of the school budget (some flexibility required in first years of opening to manage budget directly if required)
- Playing a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils follow this example.

- Annual reporting to the Governing Body (and informal reporting during year)

Required attributes

- Passion and commitment to Thomson House's vision, including belief in the utmost importance of a holistic education;
- Outstanding primary teaching capability (preferably not but essential as an advanced skills teacher);
 - A dynamic and energetic leader with the vision and ability to enthuse others and implement ideas;
 - Ability to inspire pupils to achieve their full potential;
 - Evidence of a commitment to excellence, for themselves and their staff.

Competencies

We will use the Future Leaders '15 leadership competencies' prioritising the top five as follows:

- Curiosity and eagerness to learn
- Resilience and emotional maturity
- Initiative
- Developing others
- Impact and influence

We expect these competencies to be underpinned by a strong sense of moral purpose.

Required experience

- Experience as an assistant head, deputy head or head in a primary;
- Experience in early years foundation stage either as a teacher or leader;
- Experience in managing complex change processes;
- Recruiting, developing and retaining staff of exceptional caliber;
- Experience in managing school budgets.

Qualifications

- Excellent academic qualifications preferable to postgraduate level ;
- Evidence of a commitment to life-long learning;
- Qualified teacher status;
- At least GCSE B grade in English and Maths.

During pre-opening, we expect our Principal to play an important role alongside the Steering Group in setting up Thomson House. To fulfil this role, and lead Thomson House in the formative early years, it is essential our Principal has qualities of initiative and resilience.

We have also stressed the qualities we believe are essential in delivering Thomson House's vision including evidence of commitment to life-long learning and a holistic education.

To ensure top teaching at primary level, we believe it is essential to have a Principal with a strong basic grounding in English and Maths and therefore have specified GCSE B grade level in these two subjects. We have not specified the need for professional qualifications such as the NPQH or QTS, as we would rather not limit the pool of potential applicants through these criteria and believe strong evidence against the attributes, experience and qualifications we have specified are more important in delivering Thomson House.

We will recruit our Principal (and all other staff) on an initial one-year contract, with a review conducted at the 8-9-month mark. For the Principal, this will be conducted by the Chair and two other members of the Governing Board.

b) Recruitment process

We will begin our recruitment processes for the Principal as soon as we receive approval from the Department for Education to proceed. The [REDACTED], [REDACTED] will hold primary responsibility for recruitment of the principal, [REDACTED] by [REDACTED].

Our aim is for the Principal to be in place by 1 January 2013. However, we are aware that this will be dependent on the time-frame in which we receive approval from the Department of Education, as serving Heads may need to provide up to a term's notice.

In line with the Equality Act, for all our recruitment processes, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, will have no bearing on individuals' applications.

The following table indicates the time frame and steps we will follow in recruiting our principal.

| Task | Time-frame |
|---|--|
| Job specification posted in Times Educational Supplement website; job specification sent to access alumni of Teach First, Future Leaders and National College of Leadership and Institute of Education; posted on Thomson House website, local authority databases and local newsletters. | Late July 2012 (or as soon as approval received) |
| Closing date for advertisement. | Mid August 2012 |
| Long-list (10-12 candidates) drawn up by [REDACTED], panel drawn from Governing Board and external specialist Head of Pre-Prep (to be identified). Candidates must meet attributes and experience criteria specified in job specification. | Mid August 2012 |
| Interviews undertaken, including classroom | End August 2012 |

| | |
|---|----------------------------------|
| observation and self-assessment; competency and situational based questions. | |
| Short-list (5 candidates) agreed by panel | End August 2012 |
| Final interview round undertaken by [REDACTED], panel drawn from Governing Board and [REDACTED], [REDACTED]. Further personal motivation, competency and situational based questions. | Early September (end first week) |
| Job offer issued to first choice candidate (second and third choice candidate kept in reserve until first choice has accepted). | By mid September |

We are aware of the challenge of recruiting a high calibre individual to the Principal role when Thomson House is not yet established. However, we believe that for the right individual, the challenge of setting up a new free school and having the scope to lead its growth will be highly attractive from a personal and professional perspective. We will emphasise this aspect of the job in our advertisement. Our pay is competitive for a primary Head.

As well as advertising through the Times Educational Supplement, we will send the job specification to alumni of leading educational training institutes including Teach First and Future Leaders. We expect these networks to include individuals that would relish the challenge of setting up a new school.

In addition, we will use our own personal networks through in particular [REDACTED] ([REDACTED]) and our [REDACTED], [REDACTED] ([REDACTED]).

F.5.2 Staff

a) Overview

Our Principal will lead on recruiting teaching and non-teaching staff, working closely with the Governing Board, in particular the Chair of the Educational Committee, with full respect for the Equality Act.

All staff starting work in the first term of Thomson House in September 2013 will be hired no later than 31 May. We will commence hiring during March-May 2013 for the first year of opening and follow a similar time-frame for each subsequent year until we reach full recruitment.

Our interviews will include a combination of classroom observation, competence and situational based questions.

b) Qualifications and qualities

We will recruit teachers with the following qualifications and qualities:

- Qualified teacher status;
- At least GSCE B grade Maths and English;
- Commitment to delivering Thomson House's vision;

- Evidence of a passion for and dedication to learning and professional development;
- Strong team working skills;
- Evidence of resourcefulness;
- Evidence of potential for leadership, particularly in the first two years of recruitment.

We will look for the same attributes in our teaching assistants, without the specification of qualified teachers or evidence of potential for leadership. Whilst we do not underestimate the value of experience,

To ensure we reach a wide pool of talented staff we will recruit through:

- Times Educational Supplement website
- Teach First alumni networks
- Social media networks, including Facebook and Twitter
- University Career Centres, particularly in our borough and surrounding borough
- Thomson House's website and local newsletters (ensuring particular reach within our local community).

Through our community engagement work to date, we have already had expressions of interest from several primary and specialist teachers (music, foreign languages and public speaking/drama) in applying for positions at Thomson House if we receive approval. We believe that Thomson House is likely to be particularly attractive for teaching and non-teaching staff living locally, and will therefore spread the work through our local networks and newsletters.

Non-teaching staff will be recruited according to the specifications set out in Section F.4. We will advertise in the Times Educational Supplement, through the local Council and on local websites/job engines, as well as spreading the word through our network of contacts.

F.5.3 Governors

The structure and respective roles of our governing structures are set out in Section F.6.

Our Governing Board will informally come into being a term before opening, during Easter 2013. It will not have a full complement at this stage as Parent and Staff Governors will not be confirmed and we are aware that some of the Governors will also still be part of the Steering Group leading pre-opening work. Ensuring other (Directors) Governors join the Board by April 2013 will be important to provide a broader informal challenge function and oversight mechanism on preparations in the final months before opening. The Governing Board will formally have a full complement of Governors at the end of the first term after opening.

a) Skills composition of Thomson House's Governing Board

Thomson House will have a Governing Board composed of 13 school governors.

To ensure it is well placed to fulfil its mandate, the governing body will include the following skills (Governors should have one or more of the following skills):

- Educational (at least 3 Governors)
- Strategic management experience, in particular of growing organisations/businesses (at least 2 Governors)
- School governance experience (at least 3 Governors)
- Financial, including experience of school budgets (at least 2 Governors)
- Legal (at least 1 Governor)
- External communications, including business liaison (at least 1 Governor)
- Local education authority experience (at least 1 Governor)
- Human resource skills (at least 1 Governor)

The categories of governors will include the following:

- Staff Governor (at least 2 Governors – who should not be the Principal)
- Parent Governor (at least 3 Governors)
- Local Authority Governor (at least 1 Governor)
- Expertise Governors (remaining 2 bring specific skills to the Board)

Whilst we do not wish to prescribe quotas on our Governing Body for women or ethnic minorities, as a general working principle, we aim for a broadly gender balanced board, with representation of ethnic minorities.

b) Identified Governors for Thomson House's Governing Board

We have already identified five individuals for our Governing Board, all of whom have joined our company, STAMP Education Ltd, as [REDACTED]. [REDACTED], [REDACTED] and [REDACTED] are both [REDACTED] of STAMP Education. [REDACTED] and [REDACTED] are [REDACTED].

[REDACTED] will act as [REDACTED]. He is [REDACTED] the establishment of Thomson House, including its educational offer, and therefore is ideal to serve as Thomson House's [REDACTED]. [REDACTED] will provide strong continuity between pre-opening and operation and best allow us to ensure Thomson House delivers its vision.

Educational Committee

[REDACTED]

Financial Committee

██████████

██████████

Leadership and Management Committee

██████████ would be a strong candidate to ██████████ this committee. However, we do not wish to identify the chair of this committee from now, as we would like to allow the possibility that one of our Parent Governors may be suited to chair this committee. This committee will include a combination of parent and expertise governors.

Community Engagement Committee

Because of the importance we place on integrating Thomson House with our local community, and ensuring that our pupils contribute to the positive development of their community, we will also have a Community Engagement Committee, led by ██████████ (our ██████████). With his experience in ██████████, ██████████ is ideally placed to lead this committee. Our Local ██████████ will join this committee.

c) Recruiting Additional Governors for Thomson House

We require another 8 Governors for Thomson House:

- 2 Staff Governors: All teaching staff (aside from the Principal for accountability purposes) at Thomson House will be eligible to submit an application to join the Governing Board as Staff Governor during the first term of opening. Staff Governors will be appointed by the Board through a vote.
- 3 Parent Governors: Three Parent-Governors will also be appointed to our Board and all parents will also have an opportunity to apply for a Governor position during the first term of opening. Parent Governors will be selected by the Board through a vote.
- 1 Local Education Authority Governor: We have already discussed with the Council the prospect of a member of the Local Education Authority joining our Governing Board. This member would be appointed by the ██████████, ██████████. He/she would be available to join the Steering

Group as soon as approval is received from the Department for Education.

- 2 additional appointed Governors: We are actively looking for an additional Governor to join our group with legal skills. This Governor will join the Leadership and Management Committee. We have already set up a group of legal advisers composed of local parents interested in supporting Thomson House (Section F.3) and are discussing with this group potential interest in a Governor role. We would like our other additional Governor to have specific experience in the day-to-day management of school budgets. We will seek to identify this individual using the same means to identify an individual with a Bursar profile in pre-opening (Section F.2). These Governors will be proposed by the members and appointed by the directors through a vote.
- We have not yet identified a Deputy Chair, as one of the parent governors may be well suited to this role.

F6: Governance Structures

F.6.1. Respective roles and responsibilities between company members, the governing body and principal

Role of Members of STAMP Education Ltd.

STAMP EDUCATION Ltd is the legal company limited by guarantee that is setting up Thomson House. It is composed of four members ([REDACTED], [REDACTED], [REDACTED] and [REDACTED]) that are the [REDACTED] and have a strategic role in setting up and running Thomson House. The members are also responsible for appointing the Directors of the Company, and will be accountable to the Secretary of State for Education through Funding Agreements.

Role of Directors of STAMP EDUCATION Ltd / Governors of Thomson House

The directors of our company will be the governors of Thomson House, and are responsible for its strategic management and governance. They are accountable to the members of the company, and the Principal is in turn accountable to them.

The members of STAMP EDUCATION have so far appointed five directors. This includes [REDACTED] ([REDACTED], [REDACTED] and [REDACTED]) and in addition, two further [REDACTED] ([REDACTED] and [REDACTED]).

The members will appoint a further 8 directors, to provide a Governing Board composed of 13 governors. Once a full Governing Board is in place, responsibility to replace Governors will pass to the Board.

We are aware that [REDACTED] of the [REDACTED] of our company are also [REDACTED]. However, in Thomson House's early years, we believe that it is essential that these [REDACTED] of the company serve on the Governing

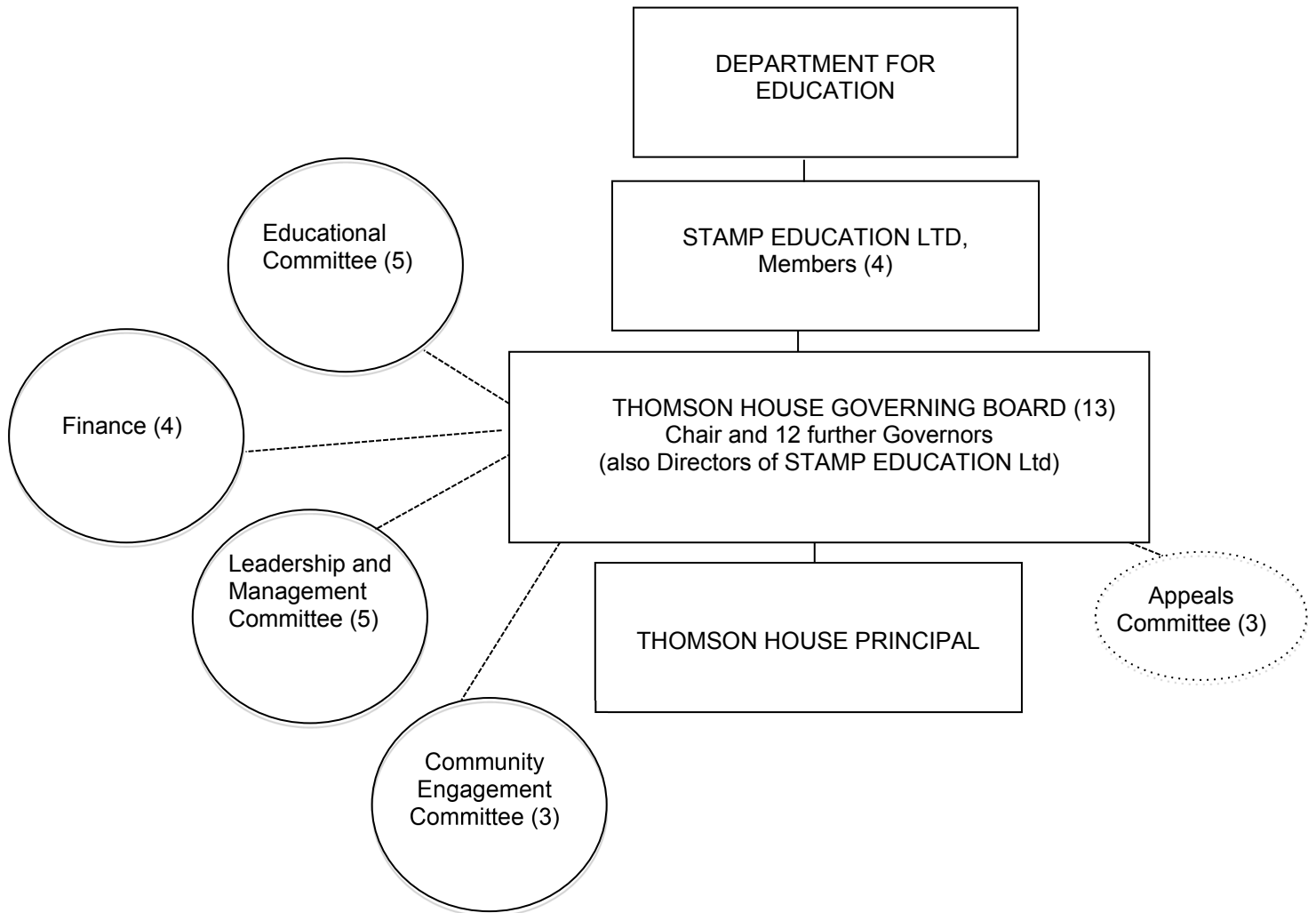
Board as they have been central in driving Thomson House's vision and ethos, and will ensure delivery is aligned with our vision. As the Governing Board will have a membership of 13, under 25% of the total Governing Board will be members of the company. We are open to advice from the Department for Education in this matter.

Thomson House's Principal

The role of Thomson House's principal both during pre-opening and operation has been set out in Section F.5 in detail. The principal leads Thomson House's day-to-day management and is responsible for the performance of teaching and non-teaching staff who are responsible to him/her.

The diagram below outlines Thomson House's governance structure and lines of accountability.

Thomson House Governance Structure



*Solid lines on the diagram indicate official lines of accountability, and dotted lines (from the Governing Board to the committees) indicate unofficial lines of accountability (from the Chairs of the committees to the Chair of the Governing Board).

** The Appeals Committee will sit on an *ad hoc* basis only as required.

F.6.2 Thomson House Governing Board

Our Governing Board meets four times a year, with one meeting each term and another during the summer holidays. Committees will meet at least once between each Board meeting, and more often as necessary, aside from the Appeals Committee which will sit only as required.

The Chair of each Committee will report back to the Board through a standardised report template circulated before meetings. The Principal will also be required to report at Board meetings. The Principal's report will take the form of a comprehensive annual report at the end of each year, and more brief reports in key areas (e.g. educational standards, human resource

issues) during the year, following standardised templates.

In the first year of operation, and likely up until the first year following operation at full capacity, extremely close oversight by the Governing Board will be crucial in ensuring Thomson House grows in line with its vision and meets its objectives.

One of our priority tasks during pre-opening, will be for the members of the company to agree detailed terms of reference for the Governing Board and its committees. We will seek external advice by sharing our terms of reference with other local schools for guidance, and in addition, drawing lessons from OFSTED reports.¹⁹

Governors will serve for approximately four years, although to ensure some continuity between the Board, we will flex this in the early years, so that some Governors serve slightly longer or shorter time-frames. We are aware of the need to appoint a Clerk to our Board, and will consider a non-teaching member of staff (other than the Bursar for accountability purposes) to fulfil this role or a potential parent volunteer.

The Governing Board plays the role of **an honest and challenging friend**. The main responsibilities we envisage are as follows:

Governing Board, Responsibilities (13 members)

- Oversee strategic management of Thomson House, ensuring alignment with our vision and ethos;
- Hold Thomson House's Principal to account and oversee his performance
- Monitor and evaluate Thomson House's performance, particularly progress in achieving agreed school and pupil outcomes;
- Monitor and evaluate implementation of strategy to meet varying learning needs of pupils, including SEN and EAL;
- Oversee staffing and HR issues;
- Oversee budget and general management issues;
- Ensure compliance with regulatory requirements
- Oversee rolling programme of reviewing policies/strategies.

The Chair will hold specific responsibility for holding the Principal to account, overseeing his/her performance, and in addition, overseeing any admissions appeal processes (as set out in D.5).

Board Committees

Our Board will have four regular committees; Educational; Finance; Leadership and Management, and Community Engagement. The first two are common in almost all schools, covering these major areas of delivery. The Leadership and Management committee will provide strategic oversight of Thomson House's development, and also oversee general management

¹⁹ *School Governance, Learning from the Best, OFSTED, May 2011*

areas such as the use of our site. In order to ensure delivery of our distinctive focus on community engagement, we propose a dedicated committee in this area. Our committees will have delegated decision-making responsibilities in the following areas (details to be agreed in final terms of reference).

Educational Committee, Responsibilities (5 members)

- Assess progress against Thomson House's school and pupil outcomes, including academic standards and the wellbeing programme;
- Propose measures to meet short-comings, working with Principal (referring to Board as required);
- Each Governor on this committee will serve a 'link Governor' to an area of our educational offer: Maths; Literacy; Physical Education, Music and Creativity; Wellbeing; and meeting the needs of differing pupils including SEN and gifted/talented children. They will attend school classes and reporting back to the Educational Committee;
- Oversee implementation of strategy to meet varying learning needs of pupils, including SEN and EAL;
- Support to Head in resolving HR issues;
- Support Chair in setting targets for Principal's performance, reviewing progress against targets on yearly basis and proposing measures to address weaknesses;
- Annually review all educational policies.

Finance Committee, Responsibilities (4 members)

- Oversee management of school budget, ensuring budget is balanced and delivers value for money;
- Approve contracts within delegated authority (with higher value contracts as agreed approved by Board);
- Provide strategic forward-look on projected areas of expenditure/income;
- Ensure Department for Education budget reporting requirements met;
- Annually review finance and general management policies;
- Oversee any other financial business;
- Annually review financial policies.

*The Chair of our Financial Committee, Chair of Board and one other appointed member, potentially the Local Authority member of our Board will act as the ad hoc **Pay Committee**, overseeing setting of remuneration levels, including for the Principal.

Leadership and Management Committee, Responsibilities (5 members)

- Oversee strategic development of Thomson House;
- Oversee site management;
- Ensure overall regulatory compliance, including health and safety.

Community Engagement Committee, Responsibilities (3 members)

- Monitor and evaluate implementation of Thomson House's Richmond Award Scheme;
- Oversee strategic scan of opportunities to support positive engagement and development of community, including through use of facilities;

- Liaison with local businesses as potential funders and to support delivery of our outward-facing curriculum.

F.6.3 Appeals, Independent Challenge and Transparency

Our Board will make provision for an *ad hoc* Appeals Committee with one member drawn from random from the Governing Board, excluding Staff Governors, and two independent members. This will rotate on an annual basis. Independent members will be identified by the members of the Company and may include community representatives, local magistrates or governors from other school boards.

The Appeals Committee will:

- Hear appeals against any decision made by the Principal or any other committee of the governing body;
- Hear complaints in accordance with the school's complaints policy where this has not been resolved at a previous stage;
- Consider the decision of the Principal to exclude a child/pupil from the school in accordance with the regulations governing exclusion.

It is essential that Thomson House's operation is transparent and that all possibilities of conflict of interest are avoided. Hence, every committee meeting will commence with a standing agenda item where anybody present is required to declare any personal or prejudicial interest in any of the remaining items on the agenda. If a person is found to have a personal interest he or she will either not take part in the discussion or will withdraw from the room for that particular item at the chairman's discretion.

We will make provision for up to two silent parent observers to join each Board meeting and Committee meeting (aside from the Appeals Committee given potential sensitivities) to further build trust between our parents and Governing Board. Interested parents will be randomly selected.

The Board will report annually to the wider school community through an annual report that will be publicly available on our website, and an open annual meeting that all will be welcome to join. Governors will also be encouraged to attend school events including concerts and performances where they will have the opportunity to meet and build relationships with parents.

Section G: Initial costs and financial viability

Overview

The two main financial worksheets outline our financial plan using central assumptions and stressed assumptions. The assumptions are explained in detail in the spread-sheets. In the main plan, we go through all the assumptions, essentially cell by cell. In the stressed plan, we explain every change (both in revenues and expenditures) from the main plan.

This narrative aims to describe the key objectives and thinking behind our financial plan.

The financial plan, as outlined in the two worksheets clearly shows that Thomson House will be:

- **financially viable and offer good value for money up to the point where there are pupils in each year:** we do not operate a deficit in any year; we have minimized our need for start-up funding (including minimal diseconomy funding and no take up of recruitment costs); and we deliver value for money through means such as a teaching head as we grow.
- **financially sustainable once there are pupils in each year,** with no deficit, and **resilience to unexpected reductions in income** – as our stressed assumptions demonstrate.

The Financial Plan has been designed with **3 main objectives:** deliver Thomson House School's vision and pupil aspirations with financial sustainability; robustness to reductions in income; deliver value for money. In addition, we have ensured we are prudent in our assumptions.

1. Delivery of our vision and pupil aspirations

- **Smaller class sizes**
We have delivered our plan on the basis of small class sizes of no more than 24 pupils per year.
- **An all rounded education providing specialist music, foreign language and sport teaching in addition to academic rigour**
We provide for specialist teaching staff in PE, Music/Drama and languages at full capacity (and specialist PE and Music/Drama staff from opening). This remains the case in our stressed case where we do not cut any teaching staff.
- **Strong focus on physical education**
From opening, our teaching staff will include a PE specialist, rising to three PE specialists at full capacity. It is also expected that eventually, our gap year interns will participate in PE lessons. Moreover, even though teaching staff are not expected to join PE classes, they are always welcome too. As above, the stressed financial plan shows no change in staffing plan, underlining our commitment to sport.

- **Important SENCO investment to deliver fully in meeting the needs of pupils of varying abilities and backgrounds**
In our first year of opening, we invest in 2 half days of a SENCO, building up to 4 full days by year four of opening. This is significantly higher than provided by neighbouring schools in relation to the size of our pupil body. Our SENCO plan is not affected in the stressed case, despite reduced pupil numbers.
- **Considerable investment in continual professional development**
We invest heavily in continual professional development for our staff, reflecting our commitment to outstanding teaching and the development of a learning community.
- **Principal heavily involved in pupils' education**
In line with our vision for a family school, it is essential our principal knows our pupils. Our principal will be teaching for the first 3 years at 0.5 FTE. At a later stage s/he will still dedicate 3-4 hours per week to teaching core curriculum subjects.
- **High teacher and teaching assistant to total staff ratio**
Through outsourcing of a series of functions (cleaning, catering, IT) and careful management of our resources, we believe that we achieve a very favourable ratio of teaching staff to total staff (80% ratio). This is unchanged in the stressed plan.
- **High teacher and teaching assistant to pupil ratio**
We stay close to a ratio of 12 pupils per teacher or teaching assistant.
- **Strong link with families and the community**
Developing and nurturing links with our families and local community is central to our vision and we anticipate that this will support delivery of our educational offer and additional income generation, including through fundraising events, community events or pro-bono work opportunities. We are and will be creative to develop these opportunities. Our financial plans assume only modest contributions from these events. We believe that there is a potential for much more substantial income generation than currently planned, which would obviously benefit the school as a whole.

2. Robustness to a decrease in income

In our stressed Financial Plan, we assume and model on the basis of:

- a 10% drop in pupil enrollment against Financial Plan
- a halving of FSM and School Action subsidies
- a halving of sponsorship and voluntary contributions (to 0.5% of total income)
- a halving of the income from the school facilities

Despite these assumptions, we have managed to maintain a very similar model of delivery in terms of our pupils' experience. In particular, our staffing

levels are essentially unchanged, hence ensuring an even greater ratio of teaching staff to pupil (10% improvement). We do not compromise lower revenues for lower quality of education.

This is made possible by the following adjustments:

1. The hiring of a 0.5 bursar and then a 1 full bursar is delayed by one year
2. The Deputy head teacher will be teaching (only applies after 2017)
3. The sign-on incentive is reduced from 3k GBP per teacher to 2k GBP per teacher
4. The on-cost for staff (salary increase) are reduced from 2k to 1k per teacher
5. The cost of training is reduced from 700 GBP per employee to 600 GBP
6. The price charged for lunches is revised from 2.2 GBP to 2.5 GBP
7. The senior leadership on-cost structure is delayed until financially viable (applies after 2018)
8. The school trip fund is delayed until financially viable (applies after 2016)
9. The music scholarship is delayed until financially viable (applies after 2016)
10. The uniform kit subsidy is delayed until financially viable (applies after 2016)
11. Marketing costs are reduced by half
12. No gap year pupil is hired (applies after 2018)
13. We apply for diseconomy funding for the head teacher position (change applies after 2014)

3. Value for Money

Whilst not compromising on the quality of our education offer in any way, our Financial Plan minimises grant funding.

- Our main plan asks for (reduced) diseconomy funding for the head teacher position only in the first year of operation. No grant is requested at a further date and no grant is requested to help subsidise the hiring of a non-teaching Deputy head teacher. No grant is requested to finance recruitment costs in either plan.
- We outsource/ procurement back-end functions such as cleaning/ catering/IT. This makes economic sense and facilitates the HR management of the school.
- Payroll represents a consistent 80% of total costs throughout the life of the plan
- Our café will be staffed by volunteers and eventually Year 6 pupils. We will fundraise for initial set-up costs and seek to operate it at no loss.
- Even though we use outsourcing as an efficient budgeting tool for some functions (cleaning, catering, IT) we manage to keep non staff costs at or below 20% throughout the life of both plans.

- Both plans leave room for upside. Both our main and stressed assumption plans with their current assumptions enable us to deliver our educational vision of excellence. If, in addition, as we anticipate, we are able to capitalize on partnerships with local organizations, private funders or other income generation opportunities (e.g. higher sponsorship levels), the benefits derived will strengthen our educational offer further. This is an important objective of our external engagement work from in both pre-opening and opening.

Our plans are based on **prudent, reasonable assumptions**. We have used:

- Department for Education benchmarking tools to benchmark our assumptions. Whenever possible our assumptions were made using median data from the DFE benchmarking tools. In many instances, we have erred on the side of conservative numbers, even in the non-stressed plan.
- Use of comparator data form local non-denominational primary schools. We also have used conservative numbers when possible to use local schools figures.
- No accounting of potential additional (non-state income) as we anticipate being able to raise, as set out above. This funding will be invested in delivering the school's educational priorities, and for specific one-off outlays – for instance we envisage an early fund-raising event to raise money for a school bus.
- In the Financial Plan, self generated income through voluntary contributions and sponsorship does not exceed 1% of total income (and even less in our stressed assumptions. We believe, based on discussions with the Council and local schools, that there is a substantial upside from these assumptions. However we did want our plan to rely on very conservative assumptions regarding this type of income.

Section H: Premises

H.1. Identifying a suitable site

We have worked to identify suitable site options for Thomson House through the following means:

- Discussions with the Council on potential surplus or under-utilised government and other public buildings that may be suitable for Thomson House;
- Meeting with our local MP;
- Our own knowledge of the local area and potential sites;
- *Pro bono* advice from [REDACTED] ([REDACTED]).

H.2. Preferable criteria for our site

We have the following criteria in mind in our search for a site in the Mortlake/East Sheen/Barnes area:

- Sufficient space: Thomson House will serve 336 pupils at full capacity. We estimate at least 40 square meters per class and at full capacity we will have 14 classes, giving a total of 560 square metres. With the addition of a further 40 square metres for a science lab, 40 square meters for a music space, 50 square meters for office space, at least 150 square metres hall for school meetings/assemblies/ performances, a 100 square meters hall as a canteen, and a small space of 30 square meters for a small café. This reaches a total of 980 square metres.
- Ideally, we would like to open Thomson House in our permanent site, with the flexibility to adapt and extend the property as our school grows year-by-year. However, we recognise that we may need to be flexible, and would be able to manage a move, as a fallback option from a temporary to permanent site, up to three years after we first open in September 2013.
- Value for money: we are keen to deliver value for money through our site and therefore have particularly focused on potential surplus/under-utilised government/public buildings;
- Good access to open space: physical education every day is a core part of our curriculum and we need a site with access to open space to deliver this. We have some flexibility on open space in the first three years after opening as for Reception, Year 1 and Year 2, our Perceptual Motor Programme (physical education classes) can be delivered indoors. The Harrodian has offered their playing fields to support Thomson House in its initial years also.

H.3. Site options

Both our first and second choice options would work very well for Thomson House. We have selected [REDACTED], [REDACTED] as our first choice over our second choice, [REDACTED], [REDACTED], as we have confirmation of its availability. However, both sites are strong options are within approximately a half-mile of each other in distance.

H.3.1 First Choice Option: [REDACTED]

- a) **Address:** [REDACTED], [REDACTED], Mortlake, London, [REDACTED].
- b) **Current owner and use:** It is owned by the Council and no longer used for its original purpose as a court facility. Since April 2011, the Council has used the property as a unit for pupils who are at risk of exclusion from schools. The site is not used every day, parts of it are shut up, and the Council has explicitly indicated that if Thomson House receives approval, they will be able to relocate that service to other premises, without disruption to the children concerned.
- c) **Availability of the site:** Potentially available, as outlined above.
- d) **Brief description of site:** The site is 1220 square metres and composed of two main buildings with open courtyards. The buildings would need adapting or reconstructing. The site would allow some outdoor space for children to play in at break-times, and there may be potential for extension. In addition, it is opposite a public green and play-area, and there is an available playing field within [REDACTED] of the school, owned by Mortlake Breweries. We are exploring options for use of the playing field with the owners.
- e) **Our reasons for choosing this site, including suitability for our educational vision:**
- We have received positive indications regarding the immediate availability of the site;
 - We believe that opening a school on the site (which is largely unutilized currently) would support local neighbourhood regeneration;
 - There is excellent accessibility as the site is under [REDACTED] away from Mortlake rail station that includes a link to Central London. This would be particularly valuable for parents commuting to work. The site is in the midst of a residential neighbourhood, and we anticipate that the majority of pupils will walk to school.
 - Access to nearby playing fields would provide a viable and good option for delivering outdoors physical education;
 - The public green and play-area opposite the school create a pleasant, green environment for pupils.

H.3.2 Second choice option: [REDACTED]

- a) **Address:** Barnes Hospital, [REDACTED], Mortlake, [REDACTED].
- b) **Current owner and use:** [REDACTED] is owned by Barnes Hospital is owned by South West London & St. George's Mental Health NHS Trust ([REDACTED]). Usage of the site has substantially reduced in recent years and is now limited to three areas: older people in-patient services, adult rehabilitation in-patient services and some community services for both older people and adults.

The Council and our MP have indicated it will soon be decommissioned and the hospital has set up a Working Group that has issued a paper on potential future use that will be the basis of a public consultation in March. The Council has indicated to us its favour, of future use of the site for mixed purposes comprising potentially a school, and some continued social care.

- c) **Availability of the site:** A time-frame for the site to be declared surplus and new usage agreed has not yet been agreed, although this will become clearer after the public consultation. We are lead to believe that the Council would like to see a possible mix of school on the site and some provision of social housing/care.
- d) **Brief description of site:** The site is extensive, at approximately 2,800 metres squared. composed of one main building and several other buildings around. It is set back from the road, with green space around it.
- e) **Our reasons for choosing this site, including suitability for our educational vision:**
- The site is well suited to school use, set back from the main road and its buildings are set in spacious grounds;
 - There would be more space available potentially for a school than at the Court House, although this also depends on whether the site would have mixed use.
 - There is good accessibility as the site is near two rail stations (Mortlake and Barnes Bridge) including links to Central London. This would be particularly valuable for parents commuting to work. The site is in the midst of a residential neighbourhood, and we anticipate that the majority of pupils will walk to school.

H.3.3 Other site options

We have identified several other site options that are listed below, with brief explanation:

██████████, ██████████, London, ██████████

This is an inactive site that is currently owned by Sainsbury's. Sainsbury's planned to open a new supermarket on the site, however, their application has been rejected in a recent appeals process. The site's availability is therefore emerging as a possibility we will explore further.

The site is large with the existing building shell comprising 1095 metres squared of floor space. In addition there is a grass area, that would allow for open space around the buildings.

There are two main disadvantages: (i) on one side, the site in on ██████████. Some parents have indicated to us that this would be less preferable as a location because of its proximity to a ██████████. However, it should be noted that ██████████ and is consistently oversubscribed; (ii) the current building which is in the form of a large warehouse would need to be knocked down and rebuilt. This may not offer the same value for money for

the Department for Education as our first and second choice option. It is also privately owned.

██████████, corner of ██████████, ██████████

This is an inactive site that is privately owned in the North Barnes area. It is a different catchment area to our first and second choice site, and indeed ██████████ which would all cover the intersection of Mortlake/East Sheen/Barnes. This site would be better suited to parents in the North Barnes area, and because of its immediate proximity to the borough border of Hammersmith and Fulham, it would also likely be attractive to parents on the Hammersmith side of the borough. We do not believe this site would be best suited geographically to meet needs in the borough, however, in the interests of indicating a range of potentially feasible options, have included it.

The owner is actively seeking interest from parties to either lease or buy the site. This could be an option for Thomson House on lease as a fallback option. The site is approximately 500 square metres so would be suitable for Thomson House up until our third year of operation.

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