

The Tiger (Free) School:

Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: The Future Schools Trust
Company address: [REDACTED] Maidstone Kent [REDACTED]
Company registration number: 6272751
Main contact
Name: [REDACTED]
Address: [REDACTED] Maidstone Kent [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]

Members and Directors

Please confirm the total number of (a) Company Directors and (b) any other members of the Governing Body appointed to date and list them below.

There are 5 Company Directors and 10 additional governors. Mr R Harris is proposed Chair of the Governing Body of The Tiger School

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Name: [REDACTED]
Position: [REDACTED]

Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School: Cornwallis On Line. It is not envisaged that Cornwallis On Line will have any role in or with the proposed Free School.
If your organisation is an existing independent school, please provide your six digit unique reference number: Not applicable

Declaration to be signed by a Company Director

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

Signed: [REDACTED]

Print Name: [REDACTED]

Position: [REDACTED]

Date: 26th May 2012

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

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

Proposed school name:	The Tiger School									
Age range:	4 - 11									
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time. If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018	2019	2020
	Reception	30	30	60	60	60	60	60	60	60
	Year 1	30	30	30	60	60	60	60	60	60
	Year 2		30	30	30	60	60	60	60	60
	Year 3			30	30	30	60	60	60	60
	Year 4				30	30	30	60	60	60
	Year 5					30	30	30	60	60
	Year 6						30	30	30	60
	Total	60	90	150	210	270	330	360	390	420
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	NA									
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	NA									

<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>Y / N. If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>Kent CC</p>

Being designated as a school with a religious character will allow you to admit pupils or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/uksi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

Not applicable

Section 3: Educational vision

The educational vision should describe why you are setting up this Free School and its defining features and ethos. This is your opportunity to tell us in your own words about the overarching vision for your school.

Information required

- *Set out why you are establishing your Free School – the rationale for this age range/ curriculum offer/ location / pedagogy; and*
- *Identify what will make the school distinctive in its vision and ethos.*

Evaluation Criteria

Minimum Criteria:

- *A clearly focused vision that underpins the application; and*
- *Aligns with the aims of the Free Schools programme (as set out on page 3).*

3.1 Background

Despite a range of interventions and support strategies initiated by the Local Authority over several years, concern still remains about the performance of a number of local primary schools and especially those in the South Maidstone area. While some initiatives have had initial success this has not been sustained and results continue to be a challenge to the Local Authority and a concern to the local community.

Our proposed Free School is required because local primary schools are under performing. The proven success of Future Schools Trust in running schools which raise standards offers the best hope of bringing the required improvement in standards not only for the pupils who will attend The Tiger School but for all schools in the local area.

Data on our local primary schools

South Maidstone has 13 primary schools from where pupils progress into the Future Schools Trust Academies. The area has a mix of private and social housing and a population of approximately 36,000 (*Source, 2007 Ward Population Estimates for England and Wales*).

The main primary feeder schools are listed in the table below with their most recent data. The first data set (Table 1) describes the poor performance of the schools and the second set of figures (Table 2) shows how undersubscribed the schools are as a consequence of their performance.

Table 1

Primary School	Average points score for English and Maths				% Lv 4 English and Maths		
	2007	2008	2009	2010	2008	2009	2010
Coxheath primary	25.8	27.1	27.2	27.2	65	61	71
Archbishop Courtney primary	25.9	24.4	26.0	25.7	45	58	57
Bell Wood primary	23.3	23.1	22.8	23.8	33	33	35
Greenfields primary	24.8	25.5	25.1	23.9	60	40	42
Mole Hill Copse primary	24.0	25.1	23.2	23.9	32	36	42
Oak Trees primary	22.1	19.7	23.4	24.8	0	35	53

Table 2

Primary School	% attaining Lv4 Eng & Maths 2010	SAT's CVA 2010	Full Intake (Pupil Admission Number)	Published intake number (LEA placement)
Coxheath primary 4 – 11	71	99.9	60	25 (+5)
Archbishop Courtney primary 4 – 11	57	99.5	45	22
Bell Wood primary 4 – 11	35	99.3	45	32 (+4)
Greenfields primary 4 – 11	42	99.1	45	24
Mole Hill Copse primary 4 – 11	42	98.2	45	22 (+2)
Oak Trees primary 4 – 11	53	100	27	12
Park Way primary 4 – 11	52	101	45	18

Three local primary schools, Oak Trees, Mole Hill Copse and Bell Wood are in OFSTED categories. Oak Trees and Bell Wood are the nearest feeder schools to New Line Learning Academy and provide the majority of its students.

This proposal of opening The Tiger School as a brand new primary school led by the Future Schools Trust is about the introduction of a new high quality school where school improvement will be self-sustaining and where support and outreach will drive up standards in local provision. While the implication of this may well see the discontinuation of one or more local schools in their current form, this is seen as directly in line with the most recent actions and intention of the local authority.

Future Schools Trust currently runs two Academies in Maidstone – Cornwallis Academy and New Line Learning Academy where The Tiger School is to be co-located. It is intended that the new school will benefit directly from the success of the two Academies but will also be distinctively successful in its own right and in doing so will have a marked impact on standards in the community.

We are committed to raising standards in our schools and have demonstrated consistent improvement in standards in the Academies since 2008 as set out in the table below:

Academy	5 A* - C including English and Maths	5 A* - C
New Line Learning		
2008	13%	45%
2009	19%	53%
2010	37%	73%
Cornwallis		
2008	45%	76%
2009	53%	81%
2010	53%	89%

New Line Learning Academy, which has replaced the failing predecessor schools, has seen standards rise in both attainment and well-being.

Standards on entry of pupils to New Line Learning could be much higher but we are currently unable to exercise the degree of influence and impact prior to age 11 which we would wish to do. The Free School proposal gives us that opportunity.

The communities served by the current local primary schools are demonstrably disadvantaged and many children have already fallen behind before they reach school. It is therefore vital that at both the Early Years Foundation Stage and the Primary Stages that provision improves. We believe that the best way we might have an impact and bring improvement for local children in this age group would be to open an exemplar primary school which is integrated into our current secondary and community provision

The local community consists of 3 main housing estates, all of which were former local authority estates and now contain a mix of owner occupied and social housing.

- Shepway - Population of circa 13,000, was post war council housing,
- Park Wood - Population of circa 6,000, was built in the late 50s/ early 60s as an experiment in mixed council/private housing
- Mangraves - Population of circa 3,000, was originally built in the 50s by London County Council as an overspill development

All three estates suffer from significant levels of social and economic deprivation, with their local primary schools appearing in the highest quintile of social deprivation in indices such as RAISE.

New Line Learning Academy, the secondary provider for the community has 19% of its students with child protection files, indicating the levels of social difficulty in the area. Very few adults have higher education, and Park Wood has one of the highest rates of teenage pregnancy in the UK.

More detailed information on the three estates is set out below:

Park Wood

2,200 dwellings and an area identified as suffering from significant levels of deprivation, in the top 20% of most deprived wards in England. Park Wood is identified in the top 20 % most deprived on Income, Employment, Health Deprivation and Disability, Education Skills and Training and Crime(Index of Multiple Deprivation 2007).Unemployment was over twice the Kent average for males (5.1% compared to 2.5%) in 2008 (ONS claimant count), and 60% higher than the Kent average for females. 45% of the population on the estate fall into the Experian data sets of Welfare Borderline and Municipal Dependency (Experian Ltd. 2007), over ten times the Kent average. Males on the estate have an average life expectancy five years below the Kent average and females two years below the Kent average. Park Wood also one of the highest teenage pregnancy rates in England with an average of 86.5 pregnancies annually per 1,000 in the 15-17 year olds age group compared to 41.2 for England (ONS and Teenage Pregnancy Unit).

Mangravet and Shepway South

These two estates fall within the Shepway South Ward and contain 2,460 dwellings. Some areas of this ward again fall within the 20% most deprived in England for Income, Employment, Education Skills and Training, and Crime. Unemployment is 40% higher than the Kent average. Male life expectancy here is also 5 years below the Kent average at 73.8

The OFSTED categories of the 4 main primary schools serving the estates are:

- | | |
|----------------------------------|----------------------|
| • Bellwood (on Park Wood) | Special Measures |
| • Oak Trees (Mangravet) | Special Measures |
| • Molehill Copse (south Shepway) | Notice to Improve |
| • Greenfields (north Shepway). | Awaiting inspection. |

The OFSTED categories illustrate a perpetuation of the cycle of poor education and economic depression on the estates, as well as having an impact on property prices and the desirability of the community as a place of residence.

We propose to open The Tiger School in September 2012 utilising temporary spare capacity in the current academy building before moving in September 2014 to a purpose built school on land which is available on the academy site. As such the proposal represents a true value for money development which will extend choice, improve standards and hopefully end the cycle of deprivation in the area.

3.2 Vision and Ethos

Our vision for the Tiger Primary School is that all children can be successful educationally if the parameters of the educational offer can be changed significantly.

We would wish for The Tiger School to be thought of and judged first and foremost as an outstanding primary school.

Children attending The Tiger School would:

- be very happy to go to school,
- be successful learners, achieving above the National expectations and working well towards their full potential
- behave well and have respect for others around them,
- feel proud that they were contributing towards the well being of their peers
- be confident to interact with staff and with pupils beyond the primary age group.
- look forward to moving into the next phase with positive expectation.

The work of the school will be seen as distinctive by:

- Specialising in appreciating and catering for all **children as individuals**. A truly **personalised approach**.
- Offering both extensive provision to help children to **attain highly in the core areas of Literacy and Numeracy** and a very wide range of exciting curricular opportunities through topic based child centred learning. Examples include: An outdoor learning environment with a farm, orchard, class kitchen gardens, pond area and Alternative Energy installations.
- **Being based on the same site as the New Line Learning Academy** This will provide many opportunities to interact with staff and students from the Academy in shared activities and learning. There will also be access to the impressive facilities and resources for a whole range of subject areas including: sport, IT, music, art, technology science and dance.

- **Helping the children to grow to be confident and familiar with the Academy staff and pupils and with the organisation and atmosphere of a secondary school.**

We think this will greatly support a happy and successful transition into their secondary phase, whether at one of the Academies or if transferring to a grammar school or alternative local secondary school.

- **Opening from 7:30 am until 6:00 pm**

Longer learning time by stretching the school day with potential to start at 7:30 am and finish at 6:00 pm. Normal lessons will end at 3:15 pm and be followed by an after school facility, free of charge, which will provide the children with a wide range of enrichment activities including dance, art, music, drama, gardening and sport. We will provide a snack for all children participating in the extended day provision at a small cost. Attendance will be open to all children unless the length of the school day is deemed too long for the youngest pupils. This provision will be voluntary but we understand that many if not all parents will welcome it.

- A **broader curriculum** offer including a foreign language, and emphasis on maths and music:

- ❖ **Mandarin language teaching**

Both Academies teach Mandarin and operate Confucius classrooms. We currently offer Mandarin to 14 local primary schools. Children find the subject extremely interesting and make good progress, so we will provide it as part of the core offer.

- ❖ **Exciting numeracy opportunities**

We think that the additional skill of being able to work with an abacus can be a very positive way to improve competence and confidence with number. Again, our experience in the Academies suggest that this is a powerful way of establishing basic number skills and one which we will introduce to the younger children through appropriate activities.

- ❖ **Providing musical instrument tuition free of charge**

We intend to provide all the children in The Tiger School with the opportunity to learn a musical instrument. Pupils will be

encouraged to develop their skills with peers from the secondary phase working together for their mutual benefit.

- **Including The Tiger School pupils in the social and emotional programme as currently used in the Academies.**

At the Academies we have been working with Yale University on teaching children language to better enable them to understand themselves and others. We believe that such skills are vital for social development but also to enable people to take their place within a service driven economy where good interpersonal skills are vital. The structured programmes of language learning would be adapted and introduced from an early age and this would enable the expertise we have developed with the older children to enhance an approach with the primary school children.

- Extension of our **business intelligence (BI) system** that identifies risk factors in children and builds intervention programmes in both cognitive and non cognitive spheres. We recognise that social development especially related to deferred gratification and self-management are critical for future life success.
- An integrated approach to **parental engagement** that uses the Solihull technique of family engagement in situations where there are complex family based behavioural issues.
- **Setting up a Special Friends ‘Buddy’ system**
This will enable children to support their younger peers throughout the age range of the 2 phases
- **Introducing ‘Teachback’**
Older children will revisit an area of previous learning with younger children – in a teaching role.

While the core of the curriculum will be based on the national curriculum the school will additionally offer a distinctive and very exciting range of curriculum elements and experiences. These will include some of the successful developments from the Academies being introduced to KS2 and KS1. We intend a strong focus on literacy and will deploy a highly personalised approach to assessing pupils’ strengths and weaknesses and then responding with measured interventions to help improve both performance and social competence. We employ three psychologists to undertake the design and measurement of educational interventions and have now developed a business intelligence system to measure and track all aspects of children’s and teachers’ work. Such approaches are already yielding significant improvements in outcomes at our two Academies. We believe that the approaches currently adopted at the secondary

phase can be perfectly adapted to be equally relevant to younger children.

3.3 Outcomes

The impact intended will be seen in such indicators as:

- Significant improvement in academic progress and attainment
- The number of parents expressing preference for the school and the extent of oversubscription
- The level of engagement of parents in the education system, measured for example by attendance at parents consultation evenings

3.4 Summary

There is strong parental demand locally to see standards improve and we see the aims of the Free Schools programme being met by the raising of standards in the local community for all KS1 and KS2 pupils both at The Tiger School and in other local schools where the Academies already assist with outreach work. This will in time feed through to further improve standards throughout the secondary age range.

Future School Trust, and our predecessor New Line Learning, have gained a reputation for innovation and are excited about taking our innovative approaches into primary education. To be able to do so on the site of one of the Academies and with the full benefit of local economies of scale ensures a real value for money solution.

The strong emphasis that we place on performance and performance management will ensure that the self-improvement currently evident at the Academies will be transferred to the new school and sustained.

Section 4: Educational plan

The educational plan should describe the structure of your school and the experience that pupils will have whilst attending it. You should set out what pupils will achieve, how they will achieve it and how the school will evaluate performance, both of individual pupils and the school as a whole.

Information required

Admissions

Set out your admissions policy, including the criteria to be used to prioritise places if your school is oversubscribed. Free Schools with a religious character will have to balance the needs of (a) children with a faith and (b) children of other faiths or none; and when oversubscribed, be able and willing to admit at least 50% of their intake without reference to faith. 16-19 Free Schools do not have to adopt arrangements that are consistent or in accordance with the School Admissions Code but should still set out the details of their planned admissions policy.

4.1 Admissions

The severity of deprivation in the local area and the current level of need in the local primary schools has led us to take the decision to offer all Tiger School Pupils 3 full years of school in KS1. Children would therefore begin school in the year of their 5th birthday.

The Planned Admission Number (PAN) for The Tiger School will be 60.

Applications for places at The Tiger School for the first intake (September 2012) will be made directly to Future Schools Trust (FST) and we intend that notifications to parents of the outcomes of applications will be in line with the Kent County Council timelines.

The FST process established will provide published deadlines for application and information, in line with normal admissions practice, and updates will be available and provided to parents during the process about the progress of their application. We also undertake to inform the Local Authority of the progress with the applications process.

For future years the applications and admissions process will be made in accordance with the Kent County Council's admission arrangements and will be made on the Common Application Form (RCAF) for Reception / Foundation for September 2013, provided and administered by the Local Authority.

From our second year we will make arrangements to meet the Local Authority admissions timetable for applications each year.

The admissions policy for The Tiger School will be in accordance with The School Admissions Code, The School Admission Appeals Code, and admissions law as it applies to maintained schools. We are aware that the Secretary of State is currently consulting on revised arrangements and FST will conform to any required changes and will revise their policy as required.

Students with statements of Special Educational Needs will be admitted where The Tiger School is named in the statement. They will be counted against the agreed admission number.

The draft admissions policy, intended as an annex to the Funding Agreement, is attached as an appendix to this application form.

If The Tiger School is oversubscribed, places will be ranked using each of the following in priority order, with applications submitted by the published deadline taking initial priority. Late applications will be allocated in the same order.

a) Looked After Children in accordance with Section 22 of the Children Act 1989. (A letter from Social Services confirming the child's status must be provided.)

b) Current family association with The Tiger School (i.e. elder brother or sister in The Tiger School). The definition of sibling used will be as used by the Local Authority.

c) Proximity to the school as measured in a straight line to the designated point which shall be the main entrance.

Tie – breaking criteria : Distance from the main entrance will be the tie breaking criteria. In the unlikely event that two (or more) applications come from a family living the exact same distance from the school then the place will be offered by random selection by an independent person.

4.2.1 Curriculum and organisation of learning

Set out expectations around the length of the school day, term and year.

Describe the curriculum in detail, setting out how it will be broad and balanced and meet the different needs and interests of all pupils including, for secondary students, the range of qualifications which might be offered (16-19 Free Schools do not have to offer a broad and balanced curriculum).

Set out a curriculum model that shows what proportion of learning is given over to each subject or area of learning for each year group.

Set out your approach to disabled pupils and pupils with Special Educational Needs, who may or may not have a statement, and set out how you will have regard to the SEN Code of Practice

Curriculum and organisation of learning

The school terms and the school year will be as for the other Future Schools Trust schools (New Line Learning Academy and Cornwallis Academy) which are aligned to the school dates as provided by Kent County Council. Five days would be used for staff professional development which means that the school would be open to receive pupils for the legal minimum of 190 days (380 sessions).

The school day as highlighted in the vision section above will be from 7.30 am to 6.00 pm. The core hours when school attendance will be compulsory are from 8.45 am to 3.15 pm.

4.2.2 The Curriculum model



The children we anticipate teaching will need lots of support to learn and many will have to work hard to 'catch up' with the national expectations for their age groups when they come to school at the age of 4. They will need specific and differentiated programmes of work in the core skills and they will need this to be creatively and carefully worked into a wide range of personally interesting and involving activities across the subjects. The curriculum has been very much designed with this in mind.

We hope to engage the children in a carefully planned broad and creative curriculum- fully using their enthusiasms, the older pupils and staff and facilities from the New Line Learning Academy, the outdoors, and all the enrichment activities/ learning implicit within that range of facilities. We want to build up their self-esteem, teach every child to play an instrument and to speak and learn an additional language (Mandarin).

Curriculum access and effectiveness will be enhanced by our commitment to help all children to behave appropriately, to develop a love of learning and of coming to school and seeing the purpose of doing so. And for all children to be assessed in a positive and interactive way so that both they and their teachers know what their needs are and how to improve and to regularly experience success.

To help children in their learning and to have appropriately high expectations of school, we intend to very much help and encourage the children's parents to become involved with the school. This can be done in a whole variety of ways but importantly includes joining in with the children's learning, both within core skills and topic work.

We would provide a crèche (potentially involving older pupils from the academy studying child development) and will run small group sessions for parents on how to help in class and explaining the approach which will be adopted to teach reading, spelling and numeracy.

As parents become more confident and informed they would represent an amazing additional resource and encouragement for the children at school and at home.



4.2.3 Early Years

The children would begin school in the year of their 5th birthday. The Early Years Curriculum will be organised through six areas of study.

- Personal, Social and Emotional Development Class 1 (Reception) follow a related, but separate curriculum from the older
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical development
- Creative development.

Children in pre-school education will be familiar with this structure

The Early Years Foundation Stage Profile would be a good assessment and planning reference for this age group, however it is proposed that the Chris Quigley Early Years Key Skills framework would also be used. This defines in great detail the learning goals in stages within these age groups:

- 22 - 36 months
- 30 - 50 months
- 40 - 60 months

Because the EYFSP is a tool to check on these skills at the end of the Early Years stage, it is less useful as an assessment and planning tool prior to this. It is anticipated that a proportion of the pupils would be within an earlier band of development than would normally be expected for their age and that the Key Skills Framework would therefore provide more detail and progression information for the specific children it is believed would attend The Tiger School.

Each child in the Foundation Stage class would have a 'Special Friend'. This would be an older pupil from KS2 or the Academy (secondary aged) who would act as a mentor and help to socialise the young child appropriately and to include him or her into the heart of the school.

It is expected that the mentors will also gain tremendously from this role.

As with the older children, the curriculum for the 4 year olds would be centred on the core skills but it would also be broad and connected to the life experiences and interests of the pupils and their outdoor environment.

4.2.4 The Curriculum Approach Y1-6

There will be an emphasis on helping the children to succeed in the core skills and part of the school's 'raison d'être' will be to ensure that they achieve above average results by their Y6 SATS. This would in turn, completely change their own and their families expectations of their academic and social potential and prepare them for further success in their secondary phase and so contributing to an overall raising of performance.

To ensure this success we would teach Literacy and Numeracy through differentiated schemes of work (using the National Strategies as the basis for both) but also provide learning opportunities in these same skills through topic work and research/tasks that the children have helped to design through following their interests and practising the skills in everyday situations.

The teachers would plan English and Maths units using the Primary Framework

to ensure clear progression in these core skills. All classes would have an English-based and a Maths-based session every day. In both subjects, teachers would differentiate to five levels, providing work which is well-matched to each child's ability. Children who need extra support may have the opportunity to work with an additional adult or would sometimes be supported through 1:1 sessions and small group input. Children who are highly achieving in a subject would be presented with extra challenges, work at the next level and sometimes be given the chance to mentor a younger child in the school.

In addition, all children would receive 20 minutes of discrete phonics and spelling based teaching every day (Systematic Synthetic Phonics). Various systems, including a daily 'Maths Clubs' would support the practice of key mental maths skills such as times tables.

4.2.5 English, Maths and the Foundation Subjects – The Cross-Curricular Approach

At The Tiger School we would want to provide a curriculum which inspires learning across all subjects whilst remaining centred on developing core skills in Numeracy and Literacy. To this end, children would follow termly topics, such as 'Our World' or 'Invaders'. These topics would be planned alongside the children, incorporating their questions and starting from the knowledge they already have. Each topic would be enriched with at least one 'Inspire Day' (perhaps in the form of a trip out of school or an external visitor coming to talk to the children.)

Schemes of work and guidance on the key skills to be covered in each foundation subject would be used to help teachers plan topic work that ensured that all subjects were covered effectively using the 'Chris Quigley Curriculum Planning Books'. This guidance provides progression in the key skills from National Curriculum level 1-5 for all subjects- and ways of grouping these. We would therefore have an excellent planning tool for the following subjects:

- Learning and Life
- Literacy
- Modern Language teaching
- Numeracy
- ICT
- The Arts (including dance and drama)
- Humanities
- Physical Development
- Health and Well Being
- Science and Technology

The teachers would work hard to plan lessons in all foundation subjects which enhance and develop the topic learning. For example, in a 'Romans' project, children may investigate building an aqueduct in Technology; sculpting a Roman

vase in Art and mapping the growth of the Empire in Geography. This cross-curricular approach helps children to make links in their learning and supports each individual to connect to the topic in different ways.

The children would be able to chronicle their topic learning into Learning Journals, which might contain photographs, quotes and pieces of work from the work throughout the term. At the end of a topic, it could be concluded with a Grand Finale event which would involve sharing this learning with parents and staff and students from the Academy, perhaps through an open classroom evening, a class assembly or a performance.

In order to record progress both staff and children would complete assessments to ensure that future planning for each child ensured progression. The children would be able to give feedback about their learning, understand the effectiveness of their own input into the planning and share ideas with the staff for extension work and future topic work.

This topic approach would also be used to make English and Mathematics lessons engaging for children. It has been well researched and documented how cross curricular learning can be very inspiring for young children.

The level of deprivation in the catchment area suggests that children would arrive at school significantly disadvantaged and impoverished in terms of pre-school learning opportunities. They would therefore need school experiences, where all would be helped to take full advantage of a wide and exciting curriculum that catches their interests and generates motivation.

Year 6 children could for example, use a historical figure such as Boudicca for the subject of their unit on Biographies, whilst Year 2 children studying 'Animals and Habitats' might make bar charts to show the number of species discovered in key locations in their outdoor learning environment.

The teachers could be flexible in their timetabling and planning so as to take advantage of events that happen in the children's lives and using their interests to connect them with their work. With thoughtful planning, skills can be practised in real contexts. For example letter writing can be developed through a child writing to their favourite football team or to ask a neighbour to show them how to grow tomatoes at school.

Good primary school practice, as outlined by Ofsted and in the White Paper, is promoting greater flexibility in the time given for children to work through tasks and lessons so that the children's enthusiasm to complete an activity can sometimes have precedence over timetabling restraints. We would aim to cultivate this flexibility. This said, it would normally not involve major re-planning and would be more likely to be employed in the topic work or creative learning activities.

Although foundation subjects will usually be introduced through topic work so might not be taught individually, teachers would ensure through their planning tools, that each subject was given sufficient coverage as listed below. Throughout the year different subjects may be given more coverage through the topic focus however over the space of the school year these targets would be met.

Subject	Key Stage 1	Key Stage 2
English	5:00 — 7:30	5:00 — 7:30
Mathematics	3:45	4:10 — 5:00
Science	(1:30 if taught weekly)	(2:00 if taught weekly)
D&T	(0:50 if taught weekly)	(0:55 if taught weekly)
ICT	(0:50 if taught weekly)	(0:55 if taught weekly)
History	(0:50 if taught weekly)	(0:55 if taught weekly)
Geography	(0:50 if taught weekly)	(0:55 if taught weekly)
Art and Design	(0:50 if taught weekly)	(0:55 if taught weekly)
Music	(0:55 if taught weekly)	(0:55 if taught weekly)
MFL	1.00	1.00
PE	1:1	1:15
RE	1.00	1:15

Sample Timetable

Timetables for each year group will be written during the summer term prior to opening. A sample Y5 class timetable illustrates a possible pattern.

The soon to be published revised guidance will be encouraging greater cross curricular / work as the approach to delivering core skills. This is an approach we favour and will lead to more of the timetable reading ‘topic’ work. The class teacher and subject coordinators will determine at what point the routine core skills practise sessions such as phonics/ numeracy (eg mental maths/ times tables) within topic work will be programmed. . Mandarin and music classes will be planned across the whole school.

Example of Year 5 class timetable

	8.45-10.00	10- 10.45		11.00- 12.00		1.00-1.20	1.20-2.45	2.45-3.15
Monday	Phonics /spelling (20 mins) Literacy	PE		Numeracy		Assembly	Science	Reading Maths club
Tuesday	Maths club (20 mins) Swimming	Topic work Cross curriculum SCIENCE		Numeracy		Music/ Mandarin	Literacy	Phonics/ spelling Class Assembly
Wednesday	Literacy	Numeracy		Topic Cross curriculum CREATIVE		Music/ Mandarin	Topic	Abacus Class Assembly
Thursday	Literacy	Maths club PE		Numeracy		Class Assembly RE	Topic (ICT)	Reading
Friday	Literacy	Music/ Mandarin		Numeracy		PHSE	R.E.	Maths club Assembly

4.2.6 Religious Education

In terms of the children's moral and spiritual growth, there are many issues that would be regularly discussed through assemblies and class times. Subjects would include:

- family life
- care of people and property in the community
- the elderly
- the values and the maintenance of friendships
- issues of equality
- honesty
- trust
- violence
- caring for ourselves and celebrating people's differences.

These issues would be dealt with sensitively, for example through stories or role-play, and introduced at an appropriate age.

Religious Education can make important contributions to the curriculum of every child. It may help children's understanding of human history and the development of traditions in this and other countries. It can also help children to identify for themselves some of the fundamental questions of human existence.

Structured programmes would ensure that the main Christian celebrations and events are covered across the school during the school year.

It is also important that children understand and respect the beliefs of people who are not Christians. The religion followed by any non-Christian pupil in the school would be studied and also of the local Chinese community as part of our engagement with their language and culture. This would be taught through activities which focus on key religious figures, festivals and core belief systems.

4.2.7 PSHE

It is very important that the children are helped to develop the positive values that will help them to have confidence in themselves and to understand how their own behaviour and attitudes can affect others. They would be guided and assisted to know what behaviour is appropriate in different situations and how difference is interesting and important and not threatening. In this way they need to understand about how people can discriminate against others and the impact of stereotyping. The PSHE curriculum and programme of study would develop empathy and the skills of discussion and listening to different points of view.

The Tiger School would benefit enormously from liaising with their secondary colleagues model for PSHE teaching developed through their work with Yale University. It is intended that the highly successful programmes used in the Academies will be modified for the primary age group.

Part of this work would be to introduce them to global issues as well as those in their local area and to learn about how the world is changing. Practical experience will be gained by the installation of examples of alternative energy including solar fountain, water wheel, small wind turbine, PV cells etc. This would support their learning about energy, its conservation and recycling and would contribute to working towards gaining a Green Flag award for the school.

Equal opportunities

As well as using our knowledge about the individuality of each pupil to ensure that they are supported with the same opportunities as everyone else we would be aware of institutional attitudes and structures that might either limit opportunities for people or teach the children low expectations and would work

to avoid these. We would also teach the children about difference and about the ways in which people can be limited in their perspective.

We would help children to realise that everyone is an individual and valued and will be helped to participate fully in a safe and secure environment. Each half term, all children would focus on one of the following topics relating what they learn to their own school setting, and to the world around them:-

Race; Gender; Poverty and privilege; Disability; Empathy; Ageism.

4.2.7 Linkage to and relationship with New Line Learning Academy

As the children progress through the school, the teaching organisation will more closely resemble that of the New Line Learning Academy. Teachers of the upper Key Stage 2 classes will need to be positive about working and planning with their secondary colleagues and about adopting flexible teaching methods where appropriate.

One of the enormous benefits and aims of being a Future Trust School will be that the transition for children into the secondary phase will be a wholly positive experience. They will be familiar with a secondary school environment, will have been team taught and on occasions solely taught by Secondary phase teachers and will have had many positive experiences of learning alongside older students.

Although this would be of optimum advantage if they continued to study at one of the Academies, it would also serve to prepare them for the area Grammar Schools or other local Secondary Schools.

4.2.8 Outdoor Learning.

The site for The Tiger School is wonderfully rural. The New Line Learning Academy site has a farm and The Tiger School children would be able to become involved and help with the care of the animals.

There are fields beside the school grounds and plenty of outdoor space that could be developed by the children, their secondary peers and the community to create an imaginative, enriching and exciting learning facility.

We believe there are many benefits of providing children with opportunities to learn in different environments outside of the classroom. As well as being used for academic curriculum tasks, working outdoors is beneficial for emotional and physical health. Such activities as collecting and analysing wild life from a pond area are highly motivating and engaging for children.

If a class of children are about to write a poem about the sounds heard on a crisp

winter morning, their work would be inspired by a 'sound walk' outdoors and the poetry would be of a better quality.

The teachers would plan for activities in all curriculum areas and would use the outside space for activities which support and encourage the acquisition and further development of the key skills:

- Social skills
- Reasoning
- Communication
- Problem solving
- Information processing
- Improving own learning and evaluation skills
- Creative thinking
- Enquiry

The children and local community could create a wonderful environment, including a wide range of planting chosen to encourage biodiversity and create year round interest. Examples of what they could create would be - a story circle, amphitheatre and artificial homes for the local wildlife species.

Other outdoor activities intended for the children are class kitchen gardens where the children will be introduced to growing different foods, a pond dipping area, adventure trails and as mentioned above examples of alternative technology. All these resources would enhance the children's planned learning opportunities.



4.2.9 A creative approach

Emphasis will be given to ensure that the curriculum is innovative and creative.

Creativity is not only found within the arts, but it is also a wider ability to question, make connections and take an innovative and imaginative approach to problem solving.

It is planned that representatives from the community and specialists such as the school gardeners, artists-in-residence and people with scientific expertise would be regular visitors to the classroom as well as those teaching music and Mandarin.

One of the great advantages of being a Free School within the Future Schools Trust structure is that we could utilise the expertise of the subject teachers and technicians from the Academies, in particular the co-located New Line Learning Academy and have access to their considerable resources.

4.2.10 Mandarin

Mandarin will be an element of the curriculum from Early Years through to the end of Key Stage 2. Future Schools Trust, through its outreach programme, has successfully delivered Mandarin in 14 local primary schools since 2008. Through innovative and engaging teaching methods children from 3 to 11 years old have succeeded in acquiring basic skills in this modern foreign language.

Young children, regardless of prior learning enjoy the lessons and progress at rates that surpass their primary teachers' expectations. Mandarin writing is introduced from year 3 upwards and the children create the drawn characters, relate them to pictures and memorise their meaning and sound.

Research is indicating that the tonal nature of Mandarin helps stimulate and develop more areas of the brain than the more familiar European languages. Triggering neural plasticity, it enhances the young brain's capacity to assimilate information and improves the learning experience across the whole curriculum

4.2.12 Special Educational Needs (SEN)

All work within SEN will have regard to the SEN Code of Practice.

Children who have a disability or who have difficulties with learning or behaviour will be as welcome as every other child into The Tiger School community. The New Line Learning building has been designed to be fully accessible to pupils in wheelchairs and the intended purpose built building (September 2014) would be fully accessible.

The school would aim to reflect and provide for all local children, whatever their need, so that they can develop an understanding and respect for each other in a supported and involving environment

Given the current needs of children attending local primary schools, (i.e. the catchment area of The Tiger School) assessing the children and identifying individual and special needs would be a priority on or before entry into the Early Years Foundation Stage class. All indications are that a significant proportion of the children would need special needs support.

The results of the consultation from the Government's Green Paper on SEN will be published by the time The Tiger School would be opened and a new approach of a single Early Years setting- based category of SEN might be introduced in response to this. Should this be so, it would be adopted by our EYFS team as early as possible. We would therefore ensure that all staff were well trained and supported in providing specific help to meet the needs of each individual child, in line with the SEN Code of Practice and our positive school ethos .

A senior member of the teaching staff would hold the post of Inclusion Co-ordinator (SENCO) and would co-ordinate the work of the SEN teacher and SEN assistants. He or she would also organise training and parental support; as well as reviewing the needs of the children on the school's SEN register, acquiring appropriate resources and deciding the level of action and assessment needed. This might be provided initially through the class teacher and assistant- especially where the difficulties are of a temporary nature, but if their progress is not sufficient then an Individual Education Plan (IEP) would be drawn up and the parents involved (School Action).

If the difficulties continued despite this support then advice and intervention would be sought from the school psychologist or a different external professional relative to the expertise needed (School Action Plus). Where a child's needs are more complex it would possibly be necessary to make a statutory assessment which may provide the child with a statement of SEN which specifies the long term support required.

It would be a commitment and expectation that all our work and provision would reflect the guidance and values of the SEN code of practice and that all children had equal access to the opportunities and curricular provision of the school and to opportunities where they succeed and learn alongside their peers.

A 'can do' ethos will prevail where the school and its activities are tailored around the needs and characteristics of the children, rather than expecting the children to fit into the school. The child with SEN, the peer group, parents and older pupil mentors would all be involved in planning provision and in developing high expectations in terms of both inclusion and achievement.

The psychologists employed by the Academies would be of particular benefit to The Tiger School and would be made available to support the assessment and provision of children with SEN and this would simplify and enhance consistency and opportunities around the transfer to KS3

4.2.13 Catering for the full range of pupils

The individual needs of all pupils attending The Tiger School will be catered for. Our very personalised and individualised way of working will ensure that needs are identified, support and intervention agreed, provision made and resources, as necessary allocated.

English as an additional language

Features of work supporting EAL pupils will include:

- General teaching will be adapted so that the understanding of children with EAL is assessed in teaching sessions and additional explanation is provided as necessary.
- Additional teaching will be provided to learn English both within the 'core' (compulsory) part of the school day and also during the extended day.
- Additional in- class support will be provided as necessary to ensure that the pupils learn effectively and continue to make appropriate progress.
- Translation services will be employed to ensure that the pupils' families receive all school communications in their home language or verbally through a translator e.g. at parents consultation events..
- The peer group will be helped to understand the home cultural/social differences within the class and to perceive these positively.
- Children with EAL will be supported socially to ensure their full and equal participation in classes and in all other activities (playtimes, clubs, out of school social events)

Features of work supporting the 'Gifted and Talented' will include:

- Differentiation. The most important provision for all children with SEN included those children who are gifted and talented, is differentiation such that in all lessons the children are given teaching and learning opportunities appropriately levelled for their individual needs. For example for the gifted and talented this might involve an additional challenge during class discussion or additional explanation or a completely separate task. Homework tasks will sometimes be different or expectations of the outcomes will be higher.
- Challenge clubs – which will be provided within the curriculum or through the After School provision (extended day).
- The Academies - The Tiger School will be particularly advantaged in being able to utilise the expertise and facilities of the Academies to enhance learning opportunities for these children.
- We also intend providing all children identified as being gifted and talented with a pupil mentor who is also highly achieving in similar areas. In this way a KS1 child would have a KS2 mentor and a KS2 child would have a mentor from the Academy.

Disadvantage / Deprivation - recognising that because of socio economic factors there is a strong likelihood that a number of pupils may have very little or insufficient home support to enable progress at school whether through Language difficulties, or other factors to do with perceived lack of time, resources, parents academic confidence or low expectations.

We intend to assess this need sensitively and provide support while recognising that it would be inappropriate to make judgements of the children's home situation unless this involved their safety or basic wellbeing.

We will increase the learning opportunities for children who will not have the facility to extend and practise their learning at home, or who come to school in a way that will make their learning more difficult (eg hungry, upset/angry, without completed homework or kit). Support for these needs would be provided discreetly. Examples of support might be, a 10 minute drink and chat to a specific member of the support staff each morning to help a child relax and feel calm and positive about the day: an opportunity eg at lunchtime /after school with older mentors from the Academy to work on homework,: spare swimming/ PE kit lent and washed at school if there is a problem.

We will also offer support to the families of children we identify as having this need by offering sessions on helping with homework and positive behaviour management at home, or through offering Academy students who are proficient in the home language to help with homework.

4.2.14 Behaviour and ethos

This would be an essential priority at the Tiger School from Day 1 of the opening.

Promoting Inclusion. We see this as the most important 'ingredient' of the Tiger School ethos – everyone being included, cherished and esteemed. It implies a huge commitment by everyone – staff, children, parents, visitors – to value all members of the school community for what they are, for what they might become, and for what they bring and requires support for important concepts like everyone succeeds, everyone fails; everyone can contribute and participate, and everyone is unique.

This would contribute massively to the working atmosphere in the classrooms – it would mean that people aren't worried to 'have a go', or to put their hand up and share an opinion. It means even young children would be learning to empathise and to behave in a way that will enhance and not damage the self-esteem and confidence of other children.

Some children's needs would be more noticeable/extreme than others, and we would encourage children to think of others in terms of what they CAN do, rather than what they can't, and to avoid judging a person in narrow ways.

The children would be developing as young citizens with responsibilities for the well-being of others in their group/community/class. We would therefore teach them that the atmosphere they contribute towards in their learning environment will affect how well people feel about themselves and how much they feel they 'belong' and how much they learn.

In this way, children would be helped to find it normal practise for some of their classmates to receive adult help during lessons/playtimes (including physiotherapy, speech therapy, OT etc.) They would be encouraged to join in from time to time, so that they understood and respected the importance of this learning

As well as all the work we would do as teachers we would acknowledge that the children who learn most successfully have TWO vital characteristics:

They are **confident** and they are **conscientious**.

Being confident. At all times, we would therefore be aware of children's self-esteem and confidence and of our ability (and those of the children) to enhance or damage these. This is why we propose to treat children as individuals and provide positive behaviour management and high levels of teacher expectation.

Being conscientious. We would hope to encourage children to be conscientious by raising their awareness of how they learn; the environmental conditions they need; the ways in which their own effort and commitment pay off. It is for these reasons that we would acknowledge and reward effort and we identify and celebrate good working characteristics – like working quietly; collaborating; good presentation; being attentive; completing work etc.

Learning Environment and Learning Culture. We shall seek to establish a learning environment that supports effective learning.

The Tiger School rules and / or expectations would be designed and agreed with the children and phrased positively so that the children could all remember what they should be doing to ensure a happy, gentle and hardworking ethos. We would intend the children to develop high self-esteem and to reap all the benefits this brings to their well-being generally, and to their learning specifically.

We would establish a learning culture, specifically to support the children of our catchment area. There would be many organisational structures and strategies of support which would include

Valuing learning. Identifying successful learning, at whatever level, in whatever subject/skill/interest and celebrating it.

Provoking children's interest in learning. Discussing each others' progress and the different styles of teaching/learning that are common. Thinking about the pre-requisites for successful learning:

- The ability to concentrate
- The need for quiet sometimes
- Distractions
- Pace
- Adequate explanations/reference/resources
- Preferred teaching styles

Collaborative learning opportunities. Learning with another pupil, benefiting from the ways another child learns and their explanations, ideas, patterns of thought. Benefiting too from ordering his/her own thoughts in order to explain and support another child.

'Bit more time'. This strategy invites children to identify to the teacher their need to quickly go over the learning objective, or to confirm their understanding. At the plenary of a teaching session, the teacher simply asks all the children "Does anyone need any 'bit more' time?" The teacher then provides the children who do with a bit more explanation/time. If it is clear that a lot of children have not understood the concept fully, then this will be reflected in the planning, and more time scheduled for everyone.

Encouraging appropriate behaviour (See also 6.5.1 below). Children behaving inappropriately will be given help and explanations about how this affects their own work and sometimes that of others. On occasion it will be suggested that work missed by inappropriate behaviour will be made up e.g. the teacher will show the importance of work by giving up her/his playtime to do it with the child concerned.

All classes would use praise and identify appropriate behaviour to reinforce children's good working/relating practise.

Behaviour Charts would be used at school and with parents to support children at home in terms of working through a programme of changing behaviour

When there are difficulties there would be a clear system of sanctions which the children understood and concerns would be discussed with parents at the earliest opportunity. All children would be encouraged to take on responsibilities within the school community and there would be many opportunities for this, e.g. Friendship Monitors, Special Friends, Eco Monitors, Librarians and Peer Mentors.

Providing clear and high teacher expectations. The teachers will expect children to do their best and if given less will only accept this with discussion about how this is not to a standard that the child can do, or will provide support/further opportunity to improve the work.

Reinforcement

- Teachers will talk about pupils publicly emphasising what they can do rather than can't do.
- Effort will be as important as an end result.
- Displays will include everyone's best work.
- Tasks planned for children will be differentiated so that the work is appropriately matched to the child's development in different subjects but challenge will be built into this to keep expectations high (but achievable).
- Marking will be done promptly and will be helpful to the child giving them feedback on how well they've done and if relevant, ideas of how to improve (marking will reflect both achievement and effort).

Minimum expectations. These would be worked out for each age group to remind them about the skills they've previously worked on, to help to maintain these whilst learning new skills. The teacher will clarify at the beginning of the lesson and in the plenary what the teaching/learning objective for that lesson is.

Assemblies which focus on children's learning. Children's work would be shown to the class/school. This would be chosen either because it is an excellent piece of work; because the work represents a step forward, or because the child has tried extremely hard (even if the work is comparatively 'weak'). Children would be celebrated in assemblies for good working habits e.g. collaborating well with other children; helping another child; listening well concentrating well etc. ("**Worker of the Week**"). They would be awarded eg stickers and badges.

Encouraging happy and healthy lunchtimes. Children who have had a good break in the middle of the day, who have had some fresh air, something to eat and a good, happy social time, will settle to work again in the afternoon.

Discussion would usually take place first thing in the afternoon to check all went well during lunchtimes and to reinforce appropriate behaviour. Lunchtime supervisors will suggest children to be rewarded.

Routines that promote and maintain a positive learning culture.

We would have high expectations of children's behaviour and attitudes and there would be consistent reward systems throughout the school, praise, stickers, certificates, additional opportunities and Golden Letters from the Headteacher.

Work / Group of the Week. Each week in every class, children would put forward the work of another child and this would then be voted on by the class to be represented as the "Work of the Week". Therefore, each class would share the piece of "Work of the Week" with the rest of the school in assembly. Groupwork would also be recognised and in the KS2 classes - each teacher would identify the "Group of the Week" for a mention in assembly.

Special Person. Each day, in all classes in the school, a child would be chosen to be the SPECIAL PERSON

The aim of this routine is to focus around once each month, for a day, on each child. During that day, the Special Person would have privileges, such as a special chair; taking the Register; helping the teacher; doing jobs; being first in the queues etc.

Everyone in the class is expected to be particularly friendly and helpful to the Special Person and after each playtime and at the end of the day, the special person would feed back to the class how people have helped her/him and made them feel happy. People would also say kind and appreciative things about that person. The routine helps all the children feel popular and liked; it makes them aware of how their behaviour has an impact on other people and people who have been particularly friendly or helpful are rewarded.

We think that this would help children to feel valued in their class, and therefore settled and hopefully more confident. It also increases the children's skills in terms of getting ideas of how to be kind and helpful.

Worker/Group of the Week. In KS2 there would be an increased emphasis on developing children's independence and awareness as workers. Worker/Group of the Day/Week would be a very important organisational structure in KS2. There would also be several awards at the centre of it:

"Worker of the Day"
"Worker of the Week"
"Group of the Week"

The idea would be to encourage and reward behaviour that will create a good working environment and will maintain a productive, happy and efficient working atmosphere. The classes would be organised into groups and points awarded during the day – mostly to individuals but also sometimes to the group as a

cohesive unit. Behaviours would be identified and discussed with the children which would merit points.

At the end of each day, the teachers would identify a “Worker of the Day”, or sometimes several children to be “Workers of the Day”. Their names would be on the wall and they would be praised. The teachers choose these children by the number of points they have amassed, but there would be some flexibility in this.

, The following behaviours are examples of ones that may be awarded points (but these could be changed according to current behaviour needs of the class):

- volunteering to play with someone who needs help in the playground
- arriving punctually to school (if this has been a problem)
- doing well on a behaviour chart
- remembering to bring PE kit/swimming kit
- completing all homework (especially if a problem)
- running a club well
- being helpful for the lunchtime staff
- listening and participating well on the carpet
- settling quickly and being ready to listen on the carpet or seat
- putting up your hand
- one child helping another by ignoring their inappropriate behaviour
- settling quickly to work at the table
- concentrating well
- working quietly
- helping another child
- checking another child’s work
- making work attractive and well-presented
- remembering individual targets (e.g. paragraphs/full stops)
- being the first/second/third to be ready for PE
- lining up beautifully
- working very hard
- doing some excellent work
- making a breakthrough
- doing a classroom job

“Group of the Day”.

It could be that teachers give groups points for the following sorts of behaviours, and this would be the group with the most points.

- the first group to settle to work after collecting equipment
- the tidiest table
- the first group/best group at tidying work away at the end of the session

- the first group to all be sitting ready to participate on the carpet
- the group where *everyone* contributed to the class discussion
- the group that did its class job best/first
- the group that collaborated most
- the quietest group
- the first group to complete something
- the group that got out of their chairs least
- the most polite/friendly group

The Worker/Group of the Week would then be the individual person or group with the most points that week. These children would be celebrated in assembly and have a letter to take home to their parents.

A structure similar to this would support classroom behaviour in KS1 and this would centre around 5 target areas:-

- concentrating on work and listening to others
- participating in class discussion
- having a go (confidence)
- empathy and consideration; spreading happiness
- perseverance

“Work of the Week”

This would happen in ALL classes. At the end of the week on Fridays, each work group will be asked to suggest a piece of work they feel deserves celebration. You would not be able to suggest your own work – it has to be that of a group member. Each group would suggest a piece of work to the class and the teacher.. At the end of seeing each groups’ piece of work, the class would vote for one piece of work and this would become the “Work of the Week”. It would be displayed on the wall in a special frame

4.2.15 Assessment

Teachers will monitor their pupils’ progress in each subject as a normal part of their teaching and formal assessment reporting will reflect the statutory obligations at Key Stage 1 and Key Stage 2.

Teachers will follow the ‘Assessment for Learning’ approach throughout the school and every effort will be made to ensure that the children are fully involved in the process. Their views about what they find difficult, where they need support and what they could extend, help to refine the assessments for the teaching staff whilst motivating the children to understand the aims of their learning and to take full advantage of the differentiated teaching.

Parents will also be given opportunities to contribute towards the assessment process through annual questionnaires and 1:1 conferences centring on their child's self-esteem, learning, progress, motivation and behaviour.

Attainment will be assessed when pupils have completed the EYFS and the programmes of study for Key Stages 1 and 2 usually at the ages of 5, 7, 11.

For the EYFS this means the completion of the EYFS Profile in the year in which the child is 5. At Key Stage 1 this consists of teacher assessment, informed by statutory tests and tasks, at Key Stage 2 this consists of teacher assessment and national curriculum tests.

Teachers will be required to undertake assessments of pupils' progress in English, mathematics and science at the end of Key Stages 1 and 2.

The assessment arrangements for each key stage will be:

Key Stage 1 – teacher assessment in speaking and listening, reading and writing, mathematics and science. Assessments in reading, writing and mathematics must take account of results from Key Stage 1 tasks and tests.

Key Stage 2 – teacher assessment and national curriculum tests in English and mathematics.

The Headteacher and Assessment Co-ordinator will be responsible for ensuring that statutory assessments are fully and correctly administered.

The headteacher and governing body will provide access to the school's premises and records for the LA staff undertaking monitoring visits.

4.3 Organisation of Pupils

Explain how pupils will be organised, for example through year groups, tutor groups or other class structures.

The children would be organised into classes of 30 based on year groups. The 4-5 year olds would be in the EYFS class (Class1), 5-6 year olds in Class 2 etc.

This is intended for each year as the school grows. However in the period when the school is being established it is possible that numbers in some classes may fall short of the optimum and consideration may be given to vertical grouping as is common in small primary schools. At The Tiger School such vertical grouping will only ever be such that the pupils from two year groups might be taught together.

If vertical grouping is adopted careful planning will ensure that each year group has the opportunities to cover the curriculum targets and core skills specific to that age range. This can frequently be done through the outcome of the same task- but as necessary, specific tasks and expectations will be planned.

An advantage of a 2 year curriculum provision in one class is that there is a wider range of opportunity within the whole class provision and we would plan for this.. E.g. younger children who are highly achieving can join groups of older children and older children who need more time to learn certain skills can do so by joining group work planned for the younger children. The age groups would also be mixed for less specifically differentiated activities such as in the cross curricular topic work.

Because of the likely high level of need every class will have a team consisting of a teacher and an assistant. There will be additional SEN support provided by a teacher and assistant across each year. For certain lessons there will be additional support through work with the students from KS3 and 4. Parent participation will be encouraged. As much support for the children as possible would be provided to help them improve and progress to a high standard.

- Within the class structure there will be a variety of groups for different activities.
- At the beginning of every session the whole class will gather to introduce the lesson aims and activities or to hold discussions. Likewise there will be plenaries that involve the whole class at the end of each session.
- In Numeracy and Literacy lessons the activities will be highly differentiated and children will be allocated to groups for this based on their achievement and understanding. These groups will be flexible and children will move between groups as they progress.
- Language teaching (Mandarin) would entail a combination of whole school and group work and music tuition would be given through whole class, group and individual sessions.
- There would be group work for much of the topic work e.g. children would conduct experiments or carry out research activities, accompanied by an adult. These groups may be based on criteria other than attainment levels.
- Group work based on similar attainment would be important for SEN provision and activities for children assessed as gifted and talented.
- Whole class activities may also include outdoor learning, PE, visits etc.
- Children would also experience 1:1 teaching /provision for certain reasons

e.g. reading work, assessment activities, or highly differentiated work

- 'Collapsed timetable' days (Inspire Days) would be a feature when the children would take part in activities around an event or special focus, where they were grouped across year groups so that they could learn together with friends of different ages from other classes.



4.4 Pupil development and achievement

Show how your school will define, measure and hold people accountable for the success of: i) the whole school; and ii) individual pupil

4.4.1 Whole school accountability

The systems for monitoring progress and performance and holding colleagues accountable would be developed from those currently being used successfully in the Academies. At the heart of the successful monitoring of performance is self-honesty, measured and detailed evaluation and effective performance management.

The key quality of classroom outcomes would be monitored using a system of performance management that will run on a 12 weekly cycle. The reviewer will set targets for the teacher based upon classroom observations, drop in snapshot lesson observations and curriculum reviews, setting up continuous professional development (CPD) requirements accordingly. CPD will be based upon need and targets both for the individual and the whole school.

The starting point will be the already established business intelligence software used to monitor the progress of the students in the teachers classes on a six weekly cycle based upon assessment gathered through formative and ephemeral evidence. This will be developed and made appropriate for the teaching of all ages.

Currently lesson quality is scored out of 100 using our own internal teaching

monitoring software based upon the national standards for good and outstanding teaching. Metrics are gathered on lesson quality, attendance, attainment of a class, progress of the class, student enjoyment and parental satisfaction. The expectations will be set against regulated norms based on the targets we set for the staff and students in the school. This progress will be available to the Headteacher and senior team to view at any time.

Features of the FST approach to whole school monitoring which are currently used effectively and which will be developed for The Tiger School are:

- Use of business intelligence (BI) metrics to measure lessons quality and outcomes and enable targeted improvements at specific weaknesses.
- Expectation that all lessons will be Ofsted rated 'good' or better.
- Use of data analysis to track and correlate variables – attendance, self-management, attainment and then apply and measure interventions.
- Performance metrics for staff published weekly using FST BI model.

The Headteacher will present details of the children's academic progress to the Governors each term and also will report on progress towards general goals such as behaviour, attendance and parental involvement.

All staff would have job descriptions and responsibilities towards achieving the whole school aims. There will be subject leaders who would both monitor the coverage and pupil achievement for their curricular area. S/he would also be responsible for the subject resource budget and for arranging training as needed and to reflect current good practice.

Progress and consistency in expectations/marking in the subject areas is regularly reviewed with the Head and Deputy and also through staff meetings.

Whole school planning and aims are reviewed, updated and developed as a whole staff through Staff Training Days. Regular reviews would be organised through staff meetings to share good practice in Behaviour Management, to ensure consistency and to provide support and learning opportunities for new/inexperienced staff.

4.4.2 Monitoring of progress of individual pupils.

Upon entry all pupils will be assessed using the Chris Quigley Key Skills and Early Years learning Goals. At the end of their first year they will be assessed through the Early Years Foundation Stage profile after which on-going monitoring of progress will be adapted to be age appropriate from the current arrangements used within the Future Schools Trust Academies.

New Line Learning Academy already has experience of project based approaches to learning in KS3 and has rewritten its programmes of study using aspects of the RSA's 'Opening Minds Project.' The school employs three primary teacher at the moment to help with delivery.

The current system at the Academies is to report on progress every 12 weeks to parents in the form of a face-to-face consultation, in October, March and July each with an interim report and a final report at the end of the year. This will be adapted for pupils in KS2 and reports will be based around the core subjects (numeracy, literacy, Science and ICT), while also reflecting the other subjects which will be taught within topics. In addition, we shall report and consult with parents on wellbeing and the soft skills of communication, team working, work ethic and self-regulation.

In addition to the classroom observations, and the assessment for learning approach described above the business intelligence system, currently employed in the academies, will be adapted to collect and report on a range of risk factors and metrics on each child attending the Tiger school. This would allow KS1 and KS2 teachers to profile children, ensuring that interventions are proactive rather than reactive.

As well as this, every 6 weeks parents will be invited into a set rota of events ranging from work walk about, open afternoons, student shadowing, parent workshops, change around days and topic focus days. Parents will be provided with a full overview of the curriculum for the coming six weeks. These days will be child centred with the children guiding parents through the progress that they have made.

Children will need to have individual goals created from the extensive assessment routines as outlined above. We would however wish to define the success of all Tiger School pupils in the following ways , whilst understanding that some children will exceed these expectations and others may not achieve them all despite an excellent effort.

By the beginning of KS2

- All children will be happy at school
- All children will be developing good self-esteem with high personal expectations
- All children except those with specific needs, will behave appropriately
- All pupils will make at least 'expected progress' in English and Maths by the end of KS2:
- A significant number of children will be achieving higher than the expected progress for Y6 pupils.
- All children will be playing a musical instrument and will have made significant individual progress

- All children will be able to speak and understand some Mandarin and most will have started taking exams in this area.
- All children will have the confidence to participate fully at school and be aware of how they contribute to the wellbeing of others.
- All children will be feeling confident and prepared for their transfer to KS3
- All children will have developed at least one area of the curriculum as a strength and this will be known throughout the school.
- All children will have built good skills to self-assess their progress and understand what they need to do to improve.

As a school we would aim to achieve

- A positive, effective and creative environment which engenders learning success
- A highly motivated, skilful and enthusiastic staff team
- Excellent parent participation
- Consistency and shared activities with the Academies.
- Excellent pupil attendance and behaviour
- Excellent and exciting curriculum resources, including the outdoor learning environment
- Higher than average KS2 results
- Confident, responsible children who are aware of the world and the people around them and of how they can contribute as young citizens
- An oversubscribed school.

Our success as a school would be measured externally through the FFE's annual performance tables at KS2 and through regular Ofsted inspections.

Our self-evaluation system, as outlined above would cover the external measures used as indicators of the schools progress. These include termly checks but also continuous assessment as in the teachers daily self-assessments of lessons, covering attainment and progress, quality of learning, quality of teaching and pupil attendance and behaviour all of which contributes to forward planning.

The school will compare its results and progress not only with similar schools locally and nationally, but it will aspire to compare itself to all schools and to set itself challenging targets.

The annual Parent/Carer questionnaire would provide important feedback about their attitudes towards and assessment of the school.

The annual Pupil questionnaire as well as the individual conferences with the children would provide similar information about their enjoyment of

school.

Budget planning would be evaluated each year through the Governors Finance committee and the Finance team and resourcing and staff training undertaken as necessary.

The management of the school would be monitored through the staff performance evaluations and through the Governors committees.

Current monitoring and reporting within Future Schools Trust	
Pupils	Staff
Attendance and punctuality	Attendance and punctuality
Academic achievement	Teaching group academic performance
Academic target setting and attainment success	Benchmarking performance
Risk factors – 23 individual criteria monitored, incl. Single parent status/EAL/FSM/Parental attendance to progress meetings/Health risks, etc	Teaching based on 100 point monitoring software
Pastoral protocols e.g. behaviour and rewards	Key Performance Indicators (KPI's)
Safeguarding	Department Budgets
Exclusions	SAT's results
Healthy eating	Teaching group behaviour and reward performance
Key Performance Indicators (KPI's)	Governor oversight of all monitoring
Homework	
Extra-curricular involvement	
Social integration	
Team skills	

The same principles of reporting will guide our procedures with the younger pupils with all aspects being made age appropriate. For many younger pupils contact with parents will be as needed and more frequent than six weekly is envisaged.

It is a strong belief of all concerned with The Tiger School that parents are the first educators and parents will be given targets based upon their child's needs to help promote reading, writing, numeracy and problem solving. We propose to develop a way of working jointly with the parents and aim for them to agree to support the school and that this would be part of the school contract that is signed. Through these reports and regular diagnostic assessment, parents will fully understand areas for development and will be expected to support the school to promote these at home. It is fully understood that parent / family

education will be needed to help make these aims realised. This will be a major element in the school's wish to contribute to community wellbeing and cohesion.

4.5 Behaviour and Attendance

Show how the Free School will promote good behaviour, positive relationships and good attitudes to learning; and show how the Free School will maintain high levels of attendance.

4.5.1 Managing Behaviour

Managing the children's behaviour in The Tiger School is seen as being of paramount importance. As described above in detail, all staff will be involved in a consistently employed approach that will be positive and rewarding for the children. Our emphasis is hugely about being positive and establishing the optimum learning environment and learning culture. When this is right the need for reactive behaviour management and sanctions is reduced or even removed. However it is fully recognised that such a positive approach will still need to be supported by clear expectations, sanctions, and rules that are meaningful and in which the pupils have been involved in formulating.

All children will be helped and parents involved so that children with behavioural difficulties can be consistently supported to change their behaviour as early as possible. To this end parents of children known to have difficulties prior to school entry will also be offered immediate support.

The approach to behaviour management with the younger children would need to be constantly and consistently employed. For this age group dealing with events as they happen provides the concrete examples on which to base intervention. Later, as they progress through the primary years a modified version of the approach adopted in the Academies would be possible and would provide an insight into and consistency with their future schooling.

Although children with behaviour difficulties will be expected to change their behaviour, the policy would be to provide extensive support to do this and to ensure that all children know that they are highly valued and liked and that there are high expectations of them despite their specific difficulties. To this end there will be numerous classroom routines and aspects of organisation that provide constant interaction to support appropriate behaviour.

The staff will work with the pupils to clarify their expectations of what is appropriate classroom/playground behaviour, why this is needed, relevant and fair to everyone, and to use the pupils' ideas to create a classroom code and

meaningful rules.

Children will be commended for good behaviour through specific praise and opportunities. Certain children may need individual programmes of support and some additional adult or peer group support.

Class routines will include several discussion times each day (including particularly after playtimes) to review behaviour and to reinforce it. There will be sanctions and these will either be related to the rules or to individual children/behaviour so that everyone knows what is expected of them.

Staff will manage behaviour consistently and to facilitate this all adults will be informed at a morning meeting of any specific programme a child is following and the rewards and sanctions for this shared.

Parents will be involved wherever possible and always if a child needs the support of a programme. Support will be offered to parents if the child is behaving inappropriately at home and the parents will be asked to support the work that the school is doing.

If it is known that a child has significant behaviour difficulties in the pre-school period Tiger School staff will discuss with the parents the possibility of early support at this stage.

Where the schools significant efforts to support the child to change their behaviour are failing, additional expertise will be sought and the SEN code will be followed.

Finally the pupils themselves can be our greatest resource in managing behaviour. For example Y6 pupils can be matched with the 4 year olds and can join them at playtimes, where they help them to play successfully and creatively with their peers. They can write books for them in English, practise for performances, help them with their musical instruments, support them at After School activities etc

Similarly Y7 could 'befriend' the Y1 children, Y8 with Y2 etc. Subject teachers would work together with primary colleagues to develop lessons/ activities which would motivate new learning for both pupils and create a structured way to enhance friendship, mentoring and integration throughout the 2 phases.

Features of the FST approach to behaviour management which are currently used effectively and which will be developed for The Tiger School are:

- Use of BI system to assess risk of children who through their behaviour are not making sufficient progress in both cognitive and non-cognitive areas.

- Deployment of our 3 psychologists to devise and implement appropriate measured interventions.
- Use of family intervention therapy where appropriate.
- Establishment of clear lines of expectation with associated tracking of non-compliance, again using BI metrics. This would involve both positive and negative reward /sanction points.

4.5.2 Managing attendance

Before the children join the school parents will be asked to come to a welcome meeting where the school's organisation and expectations are shared. A crèche would be provided to maximise attendance.

Pupil attendance will be discussed and the importance of this explained in detail. The meetings for parents of pre school children must be accessible and very positive to ensure that they feel welcome and able to discuss anything that worries them.

Home visits will provide the opportunity to talk about how school will benefit children in individual ways and any foreseen difficulties in school attendance raised.

Once in school the aim would be to ensure that the children love coming every day because they enjoy their learning, the challenges and the variety of activities, the experiences of success and of developing friendships.

Pupils attendance will be carefully recorded and analysed and reported on both as a mechanism to ensure the fullest attendance at school but also to be able to report accurately.

If there is a pattern of poor attendance we will intervene and ask how improvement might be supported. If there is continued difficulty, there will be a home visit and, once the child is over 5 years, request a visit by the school's Education Welfare Officer (EWO).

4.6 Community Engagement

Explain how when the Free School is established it will aim to foster good community relations and promote active contribution to modern British society, in line with the Equality Act 2010.

Our commitment to community engagement is exemplified by the existence of a senior manager whose role is Community Director. The Community Director works to develop community relations on behalf of both Academies. *Appendix 2*

outlines 28 projects currently active and highlights the extent of our commitment and the breadth of our community activity.

The brief of the Community Director will extend to include the community engagement of The Tiger School. A summary of the current community interaction is the best indication of the types of community relationships that may be anticipated by The Tiger School.

We work with twenty different primary schools through a variety of events and projects that include:

- Mandarin teaching and Chinese cultural events.
- Providing science outreach and hosting science themed visits.
- Sixth form collaborations on primary field trips and sports fixtures.
- Themed days – For example, the evacuation of a local primary school as a WWII topic day to enhance their curriculum.
- Developing Personal Finance projects for primary students and their parents.
- Performing Arts outreach projects.
- Running a weekly multi-sports club for primary pupils.
- Assisting with ICT needs within the primary sector.
- Developing and monitoring early intervention packages to regulate impulsivity and deferment of gratification impulses with 8 year olds.

This latter project stemmed from and contributed to an active research project and report aimed at identifying and supporting 8 yr olds at risk of becoming future young people who might not be in education, employment or training (NEETs). This project produced evidenced improvement in behaviour and a positive impact on impulsivity.

A project has been planned and submitted for funding approval with a charitable trust to enrich local primary school pupil's experiences. This has come from Ofsted comments that their creative writing skills are severely impaired through paucity of enriching experiences in their young lives. The Tiger School will place a high priority on enrichment activities within the community to improve this.

The Academies have also developed two literacy-based projects based directly into the community. These are

- Listen to Me - a family focused reading project targeted at weaker readers in the secondary sector. This is in partnership with a local Housing Trust where efforts are combined to improve the lot of many of their tenants.
- Story Club - a weekly story and reading project for 6 month to 4-year-old children to foster an early interest in stories, rhyme and reading.

A Community Action week is also run at the end of the summer term for all year 10 students. Its aim is to strengthen young people's connections with their communities through voluntary work and cross generation activities. In July 2010 our young people revamped several local primary school playgrounds, carried out maintenance work on an outdoor classroom for primary children at a local conservation area, ran charity fund raising events, planned and ran a summer tea party for local elderly residents, carried out ground maintenance tasks and decorated the town cricket and rugby club and engaged in traditional country crafts in the local park to promote green living.

The intention is that equivalent commitment and energy will see The Tiger School active in the community. Understanding directly the issues and difficulties faced by families with primary aged children will greatly enhance the effectiveness of all intervention and engagement.

All of the work conducted in the community aims to foster good relations without prejudice and pre-determination. These principles, which reflect the school's responsibility to act in line with The Equalities Act 2010 also guide all policy formulation. The Tiger school will strive to advance equality of opportunity not only through improved education standards for all but in its engagement with all stakeholders and the wider community at large.

Evaluation Criteria

Minimum Criteria:

- *confirmed commitment to meeting the accountability requirements applicable to all state funded schools, as set out in the model Free School Funding Agreement www.education.gov.uk/freeschools/a0074737/free-schools-model-funding-agreement;*
- *commitment that the Free School will adopt practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools <http://www.dcsf.gov.uk/sacode>*
- *a broad and balanced curriculum¹;*
- *a viable curriculum plan with appropriate focus on core areas of learning. For primary, this includes the core subjects of English, mathematics and science and will need to support pupil progression to secondary education. For secondary, this includes but is not limited to the core*

¹ In order to be considered broadly based and balanced the curriculum must (a) promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepare pupils at the school for the opportunities, responsibilities and experiences of later

subjects of English, mathematics, science, and a regard for supporting young people to achieve the English Baccalaureate;

- *a clear strategy for ensuring that the needs of pupils with different abilities are met;*
- *a clear definition of success and how it will be measured;*
- *a sound approach to behaviour management and attendance;*
- fostering good community relations and promote active contribution to modern British society, in line with the Equality Act; and
- if a faith school, have clear plans to encourage applications from pupils of other faiths or none.

Further Guidance

Behaviour and exclusions:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>

SEN code of practice: <http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

School Admissions Code <http://www.dcsf.gov.uk/sacode>

Equality Act 2010: http://www.equalities.gov.uk/equality_act_2010.aspx

Section 5: Evidence of demand and marketing

*You must demonstrate that you have sufficient parental demand for the type of provision and number of places proposed and have engaged with the wider community. Solid evidence of parental demand is a minimum requirement and you **must** provide the information required in order for your application to be considered.*

Information required

Evidence of parental demand

*Provide information that clearly shows the number of parents that want to send their children to your particular school, ensuring that the evidence you have collected is consistent with your stated admissions policy (e.g.. age range, proximity to the proposed site etc.) However, please **do not** provide us with copies of individually completed survey forms.*

Tell us the questions that you asked in your survey - which should be specific to your school.

Applications for 16-19 Free Schools may wish to show demand directly from young people of the relevant age.

Demonstrate how you have - or how you intend to - make the school known and attractive to pupils from deprived or disadvantaged families.

If you are proposing a faith school you should demonstrate that you have actively engaged with parents of other faiths and none.

You may consider providing wider demographic data and evidence about local need in the area to add context to the data from your survey findings.

Consultation and equality of opportunity

For all applications that are approved, the Academy Trust will need to carry out a statutory consultation – please set out your plans for consultation as set out under Section 10 of the Academies Act 2010; in doing so, you will want to consider your wider responsibilities under equalities legislation.

Marketing strategy

Provide a plan for how you will market the school to prospective parents. You will need to be able to achieve the demand you have identified for your school so that places will be filled in each intake year going forward.

Include details of any discussions you have had with the local authority to admit

pupils, although having had such discussions is not essential.

Evaluation Criteria

Minimum Criteria:

- *Evidence of demand from parents with children of the relevant age equivalent to a minimum of 50% of enrolment in your first two years of operation; and*
- *Confirmation from parents that they would select your Free School as one of their child's choices.*

Comparative Criteria:

- *Demonstrate how you intend to reach out to the wider community, including children from a range of backgrounds and faiths (if relevant) and across the ability spectrum, (independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base);*
- *A clear plan for the statutory consultation which must be undertaken by the applicants (should the application be approved), including consideration of how you might respond to feedback; and*
- *A robust marketing strategy built on your educational vision and plan, taking into account your proposed intake and the demand that you have already gathered.*

Further Guidance

Statutory Consultation: <http://www.legislation.gov.uk/ukpga/2010/32/section/10>

Equality Act 2010: http://www.equalities.gov.uk/equality_act_2010.aspx

5.1 Evidence of parental demand for a new primary school – The Tiger School

Over a two week period in late April / early May a consultation was conducted to assess the support and parental demand for a new primary school and in particular The Tiger School. The exercise targeted a wide range of locations and activities to ensure a broad sample of parents were consulted.

One decision taken at the outset was not to carry out any consultations at the gates of our local primary schools. During face to face meetings prior to the consultation

going public we had informed the headteachers of these local schools of our intention to submit a primary free school application. . These had been positive meetings and most expressed a support for the application. We considered approaching parents at their schools to be a divisive act which would be at odds with our intentions to work closely with our primary colleagues in the future.

As is demonstrated below, the responses to consultation in the local community show strong parental interest in and support for The Tiger School proposal which will represent an innovative addition to the choice of schools on offer.

Information leaflets and questionnaires were circulated and collected. These focussed on providing key information to the community about the proposal and seeking views. In particular the extent of support from relevant parents who would intend making The Tiger School one of their preferred selections as a school, was assessed.

5.1.1 Summary of Outcomes from Questionnaires (Evidence of Parental Demand)

250 questionnaire returns were completed with the overwhelming response being positive support for the proposal. **To date, parents representing over 420 children have expressed their support for the application and 221 of those children fall within the age band for the first two years intake.**

Of the 250 returns only **six** have not expressed support, this being because they were happy with the provision for their child who got their first choice of primary school. Four of the six wished to be kept informed of the applications progress however and expressed the need for an improved primary provision in the area.

Within each of the target age groups the threshold number of parental support returns has been exceeded, and in most categories more than double the required positive responses have been received.

Age and entry date	Required number of positive returns	Received number of positive returns
Pupils 4 years old in September 2013	15	60
Pupils 4 years old in September 2012	30	71
Pupils 5 years old in September 2012	30	59
Pupils 6 years old in September 2012	30	31

The information provided and the questions asked are included below together with the locations at which consultation was sought.

Item 1 : Information provided to community and interested parties

The Tiger School

We are currently collecting surveys to measure interest for a new primary school we are proposing to open on the New Line Learning Academy site. The school will be a 'Free School' and serve the existing catchment area as well as the rest of Kent and the south east. It will offer a unique curriculum and primary structure, appealing to parents in Maidstone and across our region.

Free Schools are all-ability state-funded schools set up in response to local need in order to improve education for children in their community. The right school can transform a child's life and help them achieve things they may never have imagined.

In addition to the standard curriculum and serving children from the ages of 4 to 11 years old (Reception to Year 6) the proposed school would have the following features:

Open from 7:30am to 6:00pm – of particular benefit to working parents

Encouraging all children to learn a musical instrument and offer solo and ensemble performance opportunities

Provide extension classes in music, sports and the arts outside the standard school hours

Focus on Mandarin alongside English to provide early experience of a foreign language

Develop Abacus numeracy techniques to improve mathematical ability and mental development

Ensure a healthy breakfast, lunch and tea is on offer to all students

Maximise the academic and social development of every child through personalised support and the application of 21st Century educational theory

Primary Free School proposal

Opening in September 2012 the proposed intake numbers over the first three years will be:

2012 3 Years of entry

New Intake	Reception class	30 students
New Intake	Year 1	30 students
New Intake	Year 2	30 students

2013 1 Year of entry

New Intake	Reception class	30 students
	Year 1	30 students
	Year 2	30 students
	Year 3	30 students

2014 1 Year of entry

New Intake	Reception class	60 students
	Year 1	30 students
	Year 2	30 students
	Year 3	30 students
	Year 4	30 students

Each year's Reception Class intake will be for 60 students from 2014 onwards.

To help you with further information you are invited to...

Meet the people involved at Morrison's supermarket on the evening of Friday 6th May between 5:30pm and 9:30pm and on Saturday 7th May between 9:30am and 2:00pm.

Attend an Open Evening on 11th May at 7:00pm, New Line Learning Academy. Contact [REDACTED] via email at [REDACTED] with specific enquiries. Make an appointment to discuss the proposed school at New Line Learning by ringing Maidstone [REDACTED] and asking to book a *free school* appointment.

Item 2 : The Questions asked.

Please complete the questions below to express your interest in our Free School Proposal. We may share this information with the Department for Education as part of our proposal for a new school.

Would you consider sending your child to our proposed Free School?

- Yes, I would definitely include this new school in the choices for my child if I could.
- Maybe, I would need more information.
- No, I'm satisfied with our local education provision.

Please supply the information below for each of your children.

Month Year of birth, 11/09	& of e.g.	School Year							
		Not in school	Recepti on class	Year 1	Year 2	Year 3	Year 4	Other	
1									
2									
3									
4									
5									
6									

Do you have a child who currently attends New Line Learning or Cornwallis Academy?

- Yes
- No

What is your postcode?

We are thinking of naming the school 'Tiger Primary School' and would be interested in your views about this :

Additional Comments? (Please tell us why your family or community needs this school)

Would you be interested in assisting this campaign to set up a new school?

(Please describe any ideas or suggestions you have)

Would you like to be updated on our progress?

Collated responses from the public engagement sessions for the proposed Free School.
Each post code entry represents a returned questionnaire in support of the proposal from a parent. The relevant number of children in each school year the return represents is next to the post code. The total column shows how many children the parent has.

Post Code	Child aged 4 in 2013 (Reception entry 2013)	Child aged 4 in 2012 (Reception entry 2012)	5 in 2012 (Year 1 entry 2012)	6 in 2012 (Year 2 entry 2012)	Total
ME15 [REDACTED]	1				2
ME15 [REDACTED]	1				1
ME15 [REDACTED]	1				1
ME15 [REDACTED]	1		1		2
ME15 [REDACTED]	1				2
ME15 [REDACTED]	1				1
ME15 [REDACTED]	1				1
ME17 [REDACTED]	1				1
ME15 [REDACTED]	1				1
ME15 [REDACTED]	1				1
ME17 [REDACTED]	1				2
ME15 [REDACTED]	1				1
ME15 [REDACTED]	1				2
ME15 [REDACTED]	1				1
ME15 [REDACTED]	1				1
ME17 [REDACTED]	1				1
ME17 [REDACTED]	1	1			2
ME15 [REDACTED]	1				1
ME16 [REDACTED]	1				1
ME15	1				1

ME15	1				1
ME15	1				1
ME15	1				2
ME17	1	1			2
ME15	1				1
ME15	1		1		2
ME15	1		1		4
ME17	1				1
ME16	1				2
ME17	1		1		2
ME17	1		1		2
ME15	1				2
ME15	1			1	2
ME14	1				2
ME9	1	1			3
ME15	1				1
ME15	1				1
ME15	1	1			1
ME15	1				1
ME15	1				3
Post Code	Child aged 4 in 2013 (Reception entry 2013)	Child aged 4 in 2012 (Reception entry 2012)	5 in 2012 (Year 1 entry 2012)	6 in 2012 (Year 2 entry 2012)	Total
ME15	1				1
ME15	1				2
ME15	1				3

ME15	1		1		2
ME15	1		1		3
ME15	1	1			4
ME17	1		1		4
ME15	1			1	3
ME15	1		1		4
ME15	1	1			2
ME15	1	1			2
ME15	1				1
ME17	1		1		2
ME17	1				1
ME15	1		1		2
ME17	1		1		2
ME17	1			1	2
ME15		1		1	2
ME15		1	1		4
ME15		1			2
ME15		1	1		2
ME15		1		1	2
ME15		1			1
TN12		2			3
ME15		1			2
ME15		1			2
ME15		1			4

ME15 ████████		1			1
ME17 ████████		1			2
ME15 ████████		1			2
ME17 ████████		1			2
ME15 ████████		1			1
ME15 ████████		1			2
ME15 ████████		1	1		3
ME17 ████████		1			1
ME15 ████████		1			1
ME17 ████████		1			1
ME15 ████████		1			3
ME15 ████████		1			3
ME15 ████████		1			2
ME15 ████████		1			2
ME15 ████████		1			1
ME15 ████████		1			1
ME15 ████████		1			1
ME15 ████████		1			1
ME15 ████████		1			1
Post Code	Child aged 4 in 2013 (Reception entry 2013)	Child aged 4 in 2012 (Reception entry 2012)	5 in 2012 (Year 1 entry 2012)	6 in 2012 (Year 2 entry 2012)	Total
ME15 ████████		1			1
ME15 ████████		1			2
ME15 ████████		1			1
ME15		1			1

CT21		1		1	2
ME17		1			2
ME17		1			1
ME15		1	1		2
ME14		1			1
ME3		1			1
ME5		1		1	2
ME15		1			1
ME15		1			1
ME16		1			1
ME16		1			1
ME16		1			2
ME14		1			2
ME17		1		1	2
ME17		1			1
ME15		1			1
ME15		1			1
ME15		1			3
ME15		1			2
ME15		1		1	2
ME15		1			1
ME15		1			2
ME15		1			1
ME15		1		1	3
ME17		1			3
ME15		1			1

ME15		1			2
ME17		1			3
ME15		1		1	3
ME17			1		1
ME15			1		2
ME15			1		1
ME17			1		4
ME14			1		1
ME17			1		1
ME15	1		1		2
ME17			1		1
ME15			1		1
ME17			1		2
ME19			1		1
ME15			1		1
ME8			1		2
Post Code	Child aged 4 in 2013 (Reception entry 2013)	Child aged 4 in 2012 (Reception entry 2012)	5 in 2012 (Year 1 entry 2012)	6 in 2012 (Year 2 entry 2012)	Total
ME14			1		1
ME15			1		3
ME16			1		1
ME15			1		1
ME15			1		1
ME15			1		1
ME15			2		2

ME15			1		2
ME15			1		1
ME16			1		1
ME14			1		1
ME17			1		2
ME15			1		1
ME19			1		1
ME15			1		1
ME15			1		2
ME15			1		2
ME15			1		6
ME15			1		3
ME15			1		1
ME15			1		1
ME17			1		2
ME17			1		2
ME15			1		2
ME15			1		2
ME15			1		2
ME15			1		2
ME15			1		2
ME17			1		2
ME16				1	2
ME16				1	2

ME15 ████████				1	2
ME15 ████████				1	3
ME15 ████████				1	1
ME14 ████████				1	1
TN25 ████████				1	1
ME15 ████████				1	1
ME5 ████████				1	2
ME20 ████████				1	2
ME15 ████████				1	3
ME15 ████████				1	1
ME15 ████████				1	2
ME15 ████████				1	2
ME15 ████████				1	3
ME15 ████████				1	1
Post Code	Child aged 4 in 2013 (Reception entry 2013)	Child aged 4 in 2012 (Reception entry 2012)	5 in 2012 (Year 1 entry 2012)	6 in 2012 (Year 2 entry 2012)	Total
ME15 ████████				1	1
ME15 ████████				1	3
ME15 ████████				1	3
ME15 ████████				1	1
ME17 ████████					1
ME15 ████████					1
ME17 ████████					1
ME15 ████████					1

ME17 ██████████					1
ME15 ██████████					1
ME15 ██████████					1
ME15 ██████████					3
ME15 ██████████					1
TN12 ██████████					2
ME15 ██████████					1
ME15 ██████████					1
ME15 ██████████					1
ME15 ██████████					1
ME15 ██████████					2
ME15 ██████████					1
ME15 ██████████					1
TN12 ██████████					1
ME15 ██████████					2
ME15 ██████████					2
ME15 ██████████					1
ME17 ██████████					1
ME15 ██████████					1
ME15 ██████████					1
ME15 ██████████					1
ME15 ██████████					1
ME15 ██████████					2
ME15 ██████████					1
ME17					2

ME15					1
ME15					1
ME8					1
ME14					1
ME5					1
ME2					1
TN27					2
ME14					1
ME14					1
ME15					1
ME20					3
ME17					1
ME17					1
Post Code	Child aged 4 in 2013 (Reception entry 2013)	Child aged 4 in 2012 (Reception entry 2012)	5 in 2012 (Year 1 entry 2012)	6 in 2012 (Year 2 entry 2012)	Total
ME17					2
TN12					2
ME15					1
ME14					
ME16					1
ME15					2
ME20					1
ME14					1
ME2					
ME15					2
ME15					2

ME15 [REDACTED]					1
ME17 [REDACTED]					1
ME15 [REDACTED]					1
ME17 [REDACTED]					1
ME15 [REDACTED]					3
ME17 [REDACTED]					1
	58	70	60	32	406

244 Forms

Our locations of engagement during the consultation have been:

Local supermarket

Acknowledged as a community hub
(x4 visits to maximise engagement)

Local nurseries

Asquith Nursery Little Learners Nursery

Y.M.C.A.

Pre-school provision Sports centre

Loose Pavilion

Childrens Centre Stay and Play Group

Loose Pavilion

Georgie Porgie play group Musical Merry go
round

Loose Baptist Church

Young mothers group

**Fusion Healthy Living Centre-
serving Park Wood, an area of
significant deprivation.**

Pre school story club (Run by NLL staff)
Public consultation outside the centre

**Park Wood Multi-Agency
Planning Group**

Presentation and discussion.

**Fusion Healthy Living Centre
NLL Academy assemblies**

Presentation to Trustees.

NLL yr 7 & 8 parent evening

Wear 'em Out

Park Wood indoor play area.

Flair School of Dance

Presentation to parents

**Mandy Ellen School of Dance
Public information evening at
NLL.**

Presentation to parents

Staff consultation at NLL &

Cornwallis Academies

NLL Chinese Saturday School

Consultation with parents from greater
geographical catchment of the South East.

Sample of comments

'I personally am happy with the primary my children attend and my youngest got into it for September '11 but all my neighbours in Boughton Monchelsea didn't get their 1st, 2nd or 3rd choice.'

(██████████)

'My cousin has spent the past year in New Line Learning Academy and has made astonishing progress, and I think if you can start early it is beneficial.' (██████████)

'Innovative teaching approaches, learning Chinese alongside English from an early age, excellent facilities/ approaches/ competencies of NLL Federation.' (██████████)

'Loose Infant School is oversubscribed (always). Need choice beyond this/ need socially diverse community for children to mix with.' (██████████)

Throughout the engagement process we have strived to target the most deprived areas and have achieved strong backing from families on those estates. A recognition of the strong academic performance of the academies Future Schools Trust currently run in the area has been one of the stated reasons for this

Section 3.1 gives data on the levels of deprivation in the area we serve and residents of each of these estates were engaged in the consultation process.

Central to our proposal are the extended hours the primary children will be able to stay in the school, enhancing both their academic and social development. This additional provision running from 7:30 am through to 6:00 pm is at no extra charge to parents, a provision that has been particularly attractive to those from the poorer areas who cannot currently afford any out of hours provision.

We will now continue the engagement with all those parents who have expressed an interest in our proposal. Regular updates will be posted on our website and those who have supplied email addresses will be contacted directly. There will also be a number of personal contact opportunities through coffee mornings and visits to the Academy, enabling parents to see the facilities currently on site and offering them a chance to contribute their ideas to the plans for the primary school.

5.2 Demonstrate how you have - or how you intend to - make the school known and attractive to pupils from deprived or disadvantaged families.

Local community information

Cornwallis Academy (11-18, mixed, non selective, roll 1629; specialist language school) serves a wide catchment area and was classed as 'good with outstanding features' by Ofsted in its 2010 inspection.

New Line Learning Academy (11-16; non selective; mixed; roll 600; specialist business and enterprise school) serves an area of high deprivation and is an amalgamation of two previously failing schools. Since becoming an academy the school's results have been on a sharp upward trajectory and the school was classed as 'satisfactory with good features' in its 2010 inspection.

The homes of all students across both academies will be contacted via newsletters, email communication and information letters sent out with our termly reports, to inform and update them on the Tiger Primary proposal and progress.

All households on the local estates will receive a leaflet and be invited to join the consultation. In addition representatives from the Trust and the Academies have met local shoppers at a shopping and community centre which is locally acknowledged as being at the heart of local activity and an important location for meeting and hearing the views of local people.

Trust representatives have also visited local community centres, sporting venues, churches, Healthy Living Centres and children's indoor play and party centres to maximise community engagement with the proposal and will continue to do so to keep the communities updated on our proposal.

5.3 Consultation and equality of opportunity

For all applications that are approved, the Academy Trust will need to carry out a statutory consultation – please set out your plans for consultation as set out under Section 10 of the Academies Act 2010; in doing so, you will want to consider your wider responsibilities under equalities legislation.

A key question at the heart of the consultation will be whether the proposed new school should come into existence as an additional school in the area. The views of local people and interested parties will be gathered both by traditional methods of consultation – leaflet drop, public meetings, face to face conversations (in shopping centre), 'open' events and by using the modern, technological devices of the internet and social networking.

Key elements within the consultation would be to give appropriate and timely information and provide ample opportunity for people to respond; to consult widely and to be transparent both in terms of intent and in the reporting of the outcomes.

We see the initial consultation as the first stage in both consulting on and

marketing The Tiger School.

Communication anticipated during the statutory consultation will be :

A written communication to all residents / school families / community organisations with the opportunity to submit written comments

A public meeting appropriately advertised which would include announcement of the meeting in local newspapers and on local radio as well as the web site of Future Schools Trust.

Full information made available on the website

Information (and the opportunity to comment) will be provided directly to a range of stakeholders and interested parties both including and beyond the immediate community. These will include:

- Parents and carers;
- The Local Authority (LA);
- Community groups and community workers including health workers;
- Local primary schools and nurseries;
- Local secondary schools and other education providers;
- Local councillors
- Direct consultation with trades unions.
- Media releases.
- A written report on the consultation.
- Feedback on the consultation. All questions and comments submitted during the consultation will be responded to within reasonable time scales and a summary of all contributions received will be included in the report.

5.4 Marketing strategy

Provide a plan for how you will market the school to prospective parents. You will need to be able to achieve the demand you have identified for your school so that places will be filled in each intake year going forward.

The Trust employs a Marketing Manager – an ex journalist who keeps the profile of the two Academies to the fore in local media and via our website. All of the contacts established and mechanisms used will be employed to ensure all are aware of the opening of the new school.

Some activities that have been/ are undertaken to market the existing Academies are as follows and are given as **an indication of the approach which will be taken to marketing The Tiger School:**

- Future Schools Trust website which was re-launched in Jan 2011
- Parent newsletters for both Academies every term
- Student magazine called Ozone produced bi-monthly
- Community student magazine called The Vibe which goes to all secondary schools in Maidstone and youth venues
- Monthly on-line advertising with The Kent Messenger
- Press releases sent out on a weekly basis to press - TV, radio, newspapers, magazines
- Email messages sent to parents via Call Parent as and when required
- Attending national and local exhibitions
- Using Twitter to drive users to our website and to attend our community events
- In-house events catering for students, parents and the community
- Outdoor advertising
- Primary School Engagement activities

These are all in addition to the more normal activities which will commence as soon as the decision to go ahead. These are:

- Production of a prospectus and promotional literature
- Advertisements and advertising features inviting parents to make contact and learn of the intentions
- 'Open days' and 'Open evenings' which will initially be held at New Line learning Academy but which from September 2014 will be held in the new School.
- Talks and presentations in the Community including – as permitted / invited – in local nurseries and primary schools.

We have designated the Executive Principal as the point of contact and 'champion' of The Tiger School until the appointment and commencement in post of the new head of the school (the management structure envisages a 'head' of The Tiger School who will report, as do the current heads of the Academies, to the Executive Principal). The Executive Principal and headteacher will work closely with the Marketing Manager and Community Director to raise the profile of the new school, to report on developments and commence arrangements for the recruitment of the first intake.

The initial consultation with the communities the new school will serve has revealed a very high level of support for the proposal. To date over 250 questionnaires have been returned by parents representing more than 400 children.

Include details of any discussions you have had with the local authority to admit pupils, although having had such discussions is not essential.

The proposal has been discussed with both officers and Members of the Local

Authority and is widely supported. Indications are that they consider this as one of the mechanisms that can improve standards within the local primary community.

Section 6: Organisational capacity and capability

You must demonstrate to us that your group / team has the capacity to set up and run a school, and has access to the relevant educational and financial expertise.

If your application is approved, we will then support you to secure additional expertise that you may need in relation to project management, ICT and sites and buildings.

*Before submitting an application for a Free School, you **must** have established a Company Limited by Guarantee (also commonly known as an Academy Trust) with members and directors appropriately skilled to discharge their duties. The company number should be provided in Section 1 and copies of the registered Memorandum and Articles of Association should be appended to your application. We will not consider applications that do not have this information attached.*

Information required

Capacity and capability to set up a school

Provide details of the members of the company, their particular areas of experience and expertise, and the time they are able to commit to the project.

Show that you have considered the resources, people and skills that you will need to set up a school, and in particular demonstrate that you have educational and financial expertise on your long-term team.

Identify if there are skills gaps within your group / team at present and how you propose to address these if your application is approved. This could be through the involvement of people with expertise as part of the applicant group, through voluntary partnership with a provider, or through having procured this support from another organisation (once your application has been approved and you have agreed support arrangements with the Department).

Set out plans for recruiting your school's Principal Designate (Headteacher) and the role you envisage him/her playing in the pre-opening phase. If you have already identified your preferred Principal Designate you should provide their CV and evidence of their ability to deliver your educational vision and lead your proposed school. You should be aware that if your application is approved, you will – subject to Departmental considerations – be able to appoint a Principal Designate and two terms in advance of the school's opening date.

Set out plans for appointing a committed Governing Body with the breadth of skills needed to oversee both the pre-opening and post-opening phases.

Capacity and capability to run a school

Set out how you will have appropriate financial expertise to oversee the financial management of the school.

Set out your plans for the leadership and staffing of your school. This should reflect both the arrangements upon opening and as the school develops to full capacity, with clear delineation of roles and responsibilities.

Evaluation Criteria

Minimum Criteria:

- *Company Limited by Guarantee established; and*
- *access to appropriate and sufficient educational and financial expertise.*

Comparative Criteria:

- *the experience of the individuals involved in the project, and the time they will be able to commit to it, (where you are relying on external support, you will need a clear plan for accessing that support);*
- *an adequate staffing structure to deliver the planned curriculum, building up from year 1 to when the school is at full capacity. You will be asked to demonstrate the financial viability of this staffing plan later in the application form in Section 8: Initial costs and financial viability;*
- *a robust and realistic set of plans for recruiting high quality staff and governors in accordance with your proposed staffing structure and educational plans; and*
- *clear understanding of the respective roles of the Company, Governing Body and Principal Designate.*

Further Guidance

Companies House: <http://www.companieshouse.gov.uk/>

Procurement Guidance:

<http://www.education.gov.uk/freeschools/b0073235/procurement-guidance-for-free-schools/>

Governance Guidance: <http://www.governornet.co.uk>

6.0 Organisational capacity and capability

6.1 Roles in setting up the School

The Future Schools Trust has amongst its members, partners and governors a wealth of recent experience and expertise in setting up new schools and leading and managing successful schools. In addition to the Leadership Team which manages both academies there is considerable expertise and skill within Trust Members.

Trust members and governors have been identified who will contribute to the setting up and future managing and support of the Tiger school. A Steering Group (detailed below) will meet regularly, initially every week, to oversee the pre-opening phase of the school. Once the school is up and running the composition of the group would reflect the educational and organisational priorities of achieving the aims of the Educational Vision and provision and establishing the school within the community.

Initially The Tiger School would open within the building of the New Line Learning Academy using one of the Plaza spaces of the academy building. The pre-opening phase would therefore not necessitate any significant building work, nor members on the Steering Group with specific expertise in this area. There would however, need to be a programme of planning for use, equipping and resourcing the physical areas of the school areas appropriately for the age group, as well as key academic planning and the recruitment of staff.

At the point where the new building is scheduled to be built (2013-14) and in the period when it is being prepared for opening, additional members would be recruited to the Steering Group, with the appropriate expertise and available time (e.g. those with expertise and experience in building and site management).

Because The Tiger School would be a Future Schools Trust school, it would have access to and benefit from the facilities, resources and expertise of the two Academies and the Studio School. It would also benefit financially from certain economies of scale.

6.1.1 The Steering Group

Four Future Schools Trust Governors will serve on the steering group for the new primary school.

The Tiger School will not have a separate Governing Body, however there will be four additional Governors specifically to represent the interests of The Tiger School. This will include the Headteacher, another member of the new school staff and two elected parents of children of primary school age. The Steering committee will oversee developments within The Tiger School but the main governance will reside with the existing governing body.

Steering Group members

All existing Trust members of the group, apart from the Headteacher to be appointed, have had experience of setting up and opening new schools within the Future Schools Trust.

- Chair of Governors
- Vice Chair
- Chair of Finance
- Community Governor
- Executive Principal
- Head of New Line Learning Academy
- Head of Cornwallis Academy
- Head of The Tiger School
- Finance Director for the trust
- Inner Circle Consulting (project management & for expertise in the primary phase)



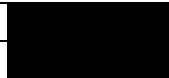
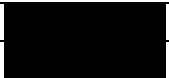


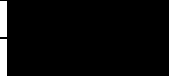
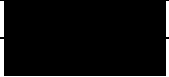






To be appointed



In addition to the above project managers will be appointed for the build of The Tiger School.

Existing Future School Trust Governors

(*indicates additional membership of The Tiger School Steering Group)

	Chairman of Governors	
	Vice-Chairman of Governors/ Chairman of Personnel Committee	
	Trust Governor	
	Chairman of Finance Group	
	Company Officer/Chief Executive	
	Community Governor	

		Sponsor Governor	
		Community Governor	
		Sponsor Governor	
		KCC Governor	
		Parent Governor	
		Parent Governor	
		Teacher Governor	
		Teacher Governor	
		Staff Governor	

6.1.2 Contextual information about the expertise and experience available to the Steering Group in the setting up, opening and establishment phases.

The Governing Body of New Line Learning includes the Executive Principal and Vice Principal and the Heads of the two academies.

Cornwallis Academy (11-18, mixed, non-selective, roll 1629; specialist language school serves a wide catchment area and was classed as ‘good with outstanding features’ by Ofsted in its 2010 inspection.

New Line Learning Academy (11-16; non selective; mixed; roll 600; specialist business and enterprise school) serves an area of high deprivation and is an amalgamation of two previously failing schools. Since becoming an academy the school’s results have been on a sharp upward trajectory and the school was classed as ‘satisfactory with good features’ in its 2010 inspection.

Additionally, we will be opening a Studio School in September 2011 on the New Line Learning site which will be operated by Cornwallis Academy.

Both academies have been part of a programme to completely replace their former buildings. New Line Learning moved to new accommodation in September 2010 and Cornwallis will be located in its new building in September 2011.

We look to appoint high calibre people who play important roles in monitoring standards and holding the academies management to account. Governors of the new Free School will have the same role in ensuring that the education vision is achieved.

The Free School will be part of an all through school experience and will work in partnership with both the co – located nursery and the New Line Learning Academy. All of the current Academy Leadership Team will support and be involved with the Free School.

Both New Line Learning Academy and Cornwallis Academy have robust

leadership and management structures to help realise the vision of delivering high quality teaching and learning. The Academy's recent OfSTED inspection report endorses this.

The [REDACTED] has experience in the primary phase. He has worked directly in a number of projects with primary schools both within Kent and where Kent schools have been twinned with another Local Authority. He has recently been engaged in outreach with other local primary schools on behalf of the Local Authority.

We have entered into partnerships with high quality professionals with a proven track record in primary Education including:

Yale University: with whom they are developing work on social and emotional intelligence programmes.

Microsoft: The [REDACTED] is an advisor to Microsoft on their Innovative Schools Program which seeks to develop 74,000 innovative schools globally by 2014. New Line Learning Academy (NLL) is one of only a dozen global reference sites for the program and has hosted three international conferences for Microsoft with 300 people at a time attending. A key intention would be to enrol The Tiger School in the program and establish it as a global exemplar of innovation at the primary level.

The work with Microsoft to date has also led to NLL and Cornwallis Academies showcasing the business intelligence systems for schools. This enables schools to use data in more agile ways to manage current school performance against a range of metrics.

Since introducing Mandarin the Academies have become something of a hub locally for the study of the subject at both primary and secondary level. Links with China have expanded and training programmes exist for overseas Chinese teachers (both primary and secondary) with an extensive reciprocal exchange programme.

We believe that all their partnership work developed at secondary level, is adaptable to the primary phase and will lead to development work in The Tiger School curriculum in IT, Mandarin and international link work with a primary school in China.

6.1.3 Skills Gap

We have engaged high calibre advice and expertise in primary education in the compilation of its plans for The Tiger School. Once the proposal is supported further consultancy support and advice in primary leadership, management and

education will continue to be procured. We shall also seek an advisor with primary expertise, ideally a recent and successful primary school headteacher to fill the potential gap in expertise until the appointment of The Tiger School Headteacher -who will then be regarded as the lead professional on primary education for the Trust.

It is anticipated that a 'critical friend', with Early Years, KS1 and KS2 expertise will be engaged and retained as a member of the Governing Body.

6.1.4 Setting up

The steering Group will work together to plan the strategies needed to move from the plans as set down in the application, into the setting up phase. This will involve identifying the areas of development and which members have responsibility for each of these- with clear job descriptions, costings and time scales.

6.2 Hiring the principal designate

6.2.1 Qualities we would look for in the Headteacher

We are acutely aware that good leadership is imperative in order to have high standards of achievement and understand from the work undertaken to raise standards in the Academies, how wide a commitment needs to be made to the task of raising the current level of achievement attained by the local primary aged children.

The catchment area for the school, described as one with a high level of social and economic deprivation, means that despite years of intervention strategies to support the local primary Schools, the achievement remains low for many children.

If the Headteacher of The Tiger School is going to achieve what has clearly proved to be very difficult for other Headteachers in this area, he or she will need to be extremely well qualified to take up this challenge in a multi-faceted way. There are different ways to tackle under achievement and we have decided to set up The Tiger School in order to approach this task in a very different way than has previously been used locally.

You will see from the Educational Plan in section 4 more detail about the school provision we aim to provide but the description below indicates the wide skills and expertise needed in the person we hope to recruit.

A creative, innovative school is intended which as well as being highly structured, is able to listen to the ideas of the children and community to achieve their highest possible enthusiasm for the work that is planned.

The first priority is that the children love coming to school, love learning and behave extremely well.

A very broad and exciting curriculum is intended with many new opportunities and this will be utilised to reinforce the learning of the core skills of literacy and numeracy. All staff will be trained to be highly effective in positive behaviour management and to make this an absolute priority.

Another priority will be getting the parents actively involved in the school and in providing them with the confidence and support to do so.

As well as having the normally required qualities as outlined in the National Standards for Headteachers, the qualities we would be seeking specifically for this post of Headteacher would therefore include:

- **Being excited by the unique opportunities that this post provides**
Being part of an all- age educational provision, working together with secondary colleagues and pupils, opening a new school, having the opportunity to utilise all the latest research about learning to set beside traditional proved methods, benefiting from the innovative and successful project work of the Academies (IT, Mandarin, assessment), providing a new excellent educational provision for which the parents and secondary aged students have shown such enthusiasm.
- **Being an excellent teacher with experience in raising standards**, working in an area of deprivation/ or perhaps an equally challenging situation, of organising exciting innovative learning
- **Being an excellent communicator and team player**
Especially given the extended leadership and staff teams of the Trust and the need to establish positive relationships with local schools.
- Being a **creative thinking, 'can do' person with high aspirations** and an ability to engage successfully with a wide range of people in order to achieve change
- **Evidence of being innovative, inspirational** and bringing plans to fruition in an organised and positive way.
- **Being able to demonstrate an interest and engagement in current educational thinking**, being analytical and willing to take advantage of new learning and opportunities.

6.2.2 Attracting the right Headteacher

The position will be advertised very widely, knowing that this post represents a slightly unusual and exciting headship opportunity. The Trust will also engage the services of a Specialist Search Company.

The advertisement will emphasise the excellent opportunities to

- Open a new school, appoint staff and furnish and resource the setting.
- Take forward an exciting school vision with plenty of autonomy in making big decisions.
- Work very closely with the Trust schools and enjoy the support of an extended Leadership group
- The provision of excellent career development opportunities across the whole Trust
- Learn interactively with the staff and pupils of the 2 academies and the Studio School
- Share the site and resources of New Line Learning Academy
- Work in an innovative and exciting way providing a huge breadth of opportunities (creative curriculum, farm, class kitchen gardens and outdoor learning area, Mandarin and international links, IT, musical instrument tuition for all pupils, high parent involvement etc)
- Completely change the academic profile of an area of social and economic deprivation currently characterised by a high incidence of low attainment.
- Work with parents who are enthusiastic for change
- Expand the school intake over a 7-year schedule. This will take the school from a 2-class school, to a 1-form entry primary school, into a 2-form entry school of 420 pupils in 2020.
- Help to plan for and move into a new purpose built building, on the same site to open in 2014.
- Be awarded a salary offered in a more competitive remuneration scheme.

6.2.3 Plans for appointing

Prior to advertisement the Steering Group will draw up a job description and a list of skills and knowledge –based and competency-based qualities we would like for the Head teacher, alongside the expertise, experience and vision related characteristics we would also require. They would be assisted by the Trust’s personnel department where there are 3 qualified members of staff to provide guidance, plan the recruitment schedule, organise communications and seek references etc as needed.

In planning the recruitment schedule the Steering Group would include:

- A meeting to agree the time scale (working back from the notice date a candidate may be required to give) and the stages and responsibilities of the recruitment process
- Drawing up the Advertisement, Dates, the Job Description, and lists of desired qualities/experience/expertise
- Agreeing on the financial costings for the salary and for the recruitment process.
- Advertisements being published ensuring that closing dates correlate
- Plan the short listing criteria and linking this to Vision
- Deciding on the Interview Panel and format of the selection activities and the interviews covering such elements as ...who involved(from the Academies, Steering Group, Staff, Parents, community) questions, tasks to perform, ,assessment criteria, resources needed, catering, cover .
- Shortlisting
- Notification to interviewees
- Possible visits to the schools of invited candidates schools
- Activities required of the candidates pre interview
- Candidates visit schedules to the Academies
- Feedback from visits collected for Interview panel.

6.2.4 Appointment and notice timing

Assuming that FST are invited for interview then at this point we shall prepare and have ready the paperwork for advertising and recruiting the headteacher while appreciating that this will be 'at risk'.

As soon as notification is received that the proposal has been accepted, we would immediately advertise in the hope of attracting a successful headteacher already in post whom it must be assumed would need to resign by 30th September. This would be for the Headteacher to commence in post on 1st January 2012. We believe the position would be attractive to existing Headteachers.

An outstanding deputy headteacher or other applicant with a shorter resignation period would also be considered although our belief at this time is that a person with proven expertise at the highest level of primary school leadership is desirable.

If the timing does not allow for the appointment of the new Headteacher until the beginning of the summer term, arrangements, as described in the Skills Gap section above, will be introduced so that we have the services of an experienced primary practitioner.

The intended process would be :

Shortlisting of candidates both from open recruitment (e.g. through Times Educational Supplement) and through searches. The shortlisting would be undertaken by senior members of FST assisted by a primary education consultant.

The selection activities and Interview process will be conducted by Trust Members and Governors.

Other appointments (admin, teaching assistant, caretaking staff etc.) would be appointed during the summer term 2012 to commence when the school opens in September 2012.

Teachers will be appointed following advertisements in TES and in local press. All will be observed as teachers as part of the selection process.

All other positions will be advertised in the local press and job centres.

References and proof of information provided will be required from all candidates.

6.3 Governance

Governance for The Tiger School would be provided through the existing Future Schools Trust Governing Body with 4 additional governors as representatives of The Tiger School.

The new Governors would be:-

- Headteacher of The Tiger School
- Staff Governor of The Tiger School
- 2 Parent Governors of pupils attending the Tiger school

During the first 2 years (2012-2013) where the new school will have KS1 pupils, only 1 Parent Governor for the primary school will join the existing Parent Governors. In 2014 when the school grows to include KS2 pupils and moves into the new building, the second Parent Governor (KS2) for The Tiger School will be appointed.

The Tiger School Steering Group, would provide a specific focus group for the management and support of the primary school whilst all general governance would be provided by the existing, extended Future Schools Trust Governing Body.

We are assured that this would provide an excellent level of governance as evident in the two previous Ofsted inspections where the Governance provision was assessed as 'good' and its successful track record of setting up and managing schools and in improving performance was commended.

██████████	Chairman of Governors	██████████
██████████	Vice-Chairman of Governors/ Chairman of Personnel Committee	██████████
██████████	Trust Governor	██████████
██████████	Chairman of Finance Group	██████████
██████████	Company Officer/Chief Executive	
██████████	Community Governor	██████████
██████████	Sponsor Governor	██████████
██████████	Community Governor	██████████
██████████	Sponsor Governor	██████████
██████████	KCC Governor	██████████
██████████	Parent Governor	██████████

██████████	Parent Governor	██████████
██████████	Teacher Governor	
██████████	Teacher Governor	
██████████	Staff Governor	
New appointment	Headteacher Tiger School	
New appointment	Staff Governor Tiger School	
New appointment	Parent Governor Tiger School (KS1) 2012	
New appointment	Parent Governor Tiger School (KS2) 2014	

6.4 Financial Oversight

The finances of the Tiger school will be managed by the ██████████. There will also be Governors with responsibility and experience with school finance and the Headteacher will have a weekly meeting with a Finance officer which will look at both operational and strategic aspects of the finances of the school. Included in this meeting will be a high level risk analysis review –coupled with mitigating actions thus t finance will be well managed.

With the assistance of the ██████████ and the financial team, long term planning will be carried out. This planning will consist of forecasting income, expenditure, reviewing level reserves and contingency, reviewing the internal statement of control and the production of a 5 year medium term financial plan. The plan will be reviewed regularly and core underpinning data such pupil data will be modelled on a regular basis.

Internal audit work will be commissioned to ensure an external view is taken of the schools processes and systems to ensure there are no weaknesses,

The extensive financial management IT systems of the Future trust will be extended to The Tiger School ensuring a robust financial system. As the DfE would expect, The Tiger school financial information will be separate and distinct from that of the Academies and the Studio school, but in order to take advantages of economies of scale and promote vfm use of the same overall Future Trust finance management and provision will be made.

6.5 Leadership and Staffing

6.5.1 Approach to Staffing for The Tiger School

The recruitment of staff with appropriate experience and qualities will be vital to the successful achievement of the school's vision.

The recruitment of the Headteacher is covered in detail in section 6.2 above.

6.5.2 Staff Recruitment

Teaching Staff

The recruitment of the teaching staff would need to be in the context of the candidate's ability to deliver the curriculum plan and to be able to support and enhance the school vision, ethos and approach to learning.

In order to recruit high quality members of staff we have considered what we would require in the staff team and would look for the following attributes:

They would keep up to date with the marking and recording of each child's progress so that they can use this to feed into their planning and feedback to the child and the parents.

Key to this will be being prepared to get to know every child individually and to differentiate teaching to match each child's stage of learning.

The teachers would need to be consistent with the school's positive behaviour management approach and to participate in training to do so effectively

All teachers would be expected to adopt a similar approach to classroom organisation to facilitate the routines and structures that support the children to manage their behaviour successfully and to maintain consistent high expectations across the school.

As the children progress through the school, the teaching organisation will more closely resemble that of the New Line Learning Academy. Teachers of the upper Key Stage 2 classes will need to be positive about working and planning with their secondary colleagues and about adopting flexible teaching methods where appropriate.

Central to the school's ethos is Inclusion. All school staff will need to provide exemplar attitudes and behaviour to ensure that every child has an equal chance to access all opportunities at school.

Children with disabilities, special needs, behaviour difficulties or who present

themselves in any way that is perceived as 'different' will be supported positively, with respect, and assisted to participate in all activities.

Teachers will need to be supportive of an ethos where it is seen as preferable that the school develops around the strengths, needs, interests and ideas of the children rather than them having to fit into an expected set of expectations at the school.

The role of SENCO is so important in this would be held by a senior staff member who would be released at certain times to fulfil aspects of the role- such as reviewing the work of the SEN team, chairing meetings or preparation of statement applications.

The teachers would need to understand the importance of and to have experience of working with parents and volunteers in the classroom and on project work.

Teachers joining the staff will demonstrate an excellent ability to teach in a differentiated way, planned through a sound knowledge of each child and through involving them in their individual assessments.

As well as following the National strategies in Numeracy and Literacy they must be willing to teach subjects, including the core subjects, through a cross curricular approach and through topic work which makes use of all the schools additional resources (eg the outdoor learning environment, the farm, Academy facilities etc)

The teachers will be expected to build on the work of the specialist teachers, providing practice sessions in Mandarin and music. Training and support will be provided to enable them to do this.

It would be a requirement that the class teachers view joint teaching and learning activities with the Academies and the Studio School as a positive extension to their teaching approach and provision. In this way they may have groups of Academy students working with children in their class and this would be jointly planned with the Academy teachers.

Being part of the Future Trust the Tiger School teachers would have career opportunities to learn about the secondary phase and to take part in international twinning activities- particularly with China.

All staff will hold subject responsibilities and will participate in training so that they are up to date with the latest research and guidance of teaching and learning in that subject.

Teachers will be expected to :

- support other members of the teaching and non- teaching staff with whole school and individual class planning and ideas.
- manage a budget to purchase appropriate resources. Be prepared on occasions to run staff meetings and Inset for colleagues and workshops for parents
- providing for example guidance for assessing the children's progress, monitoring the teaching and learning in that subject area and providing the Tiger School leadership team and the curriculum Governors with the information they need to keep abreast with progress across the school in this subject area.

It will generally be expected that more experienced staff will be responsible for the core subjects.

Recruitment Procedure

In order to recruit teachers of this calibre we would set up a recruitment procedure that would advertise the position nationally as well as locally, but would not use a specialist search company.

The advertisement would illustrate the importance of the core teaching but also emphasise how being a teacher at the Tiger School would involve a very wide curriculum and many unusual opportunities (such as working with the Academy colleagues, Mandarin teachers, and with the impressive resources available).

In the first instance teachers with experience would be preferable, given that the school would only open initially with 2 classes.

We would wish to visit all shortlisted candidates in their current teaching role and would organise interview activities which would enable candidates to provide evidence of their teaching and organisational abilities.

Normally we would also set up a group teaching task although until the school had been established this may present difficulties. (using the New Line Learning Saturday school pupils may be a possible option)

We would organise a planning and assessment task

Many of the questions at interview would be designed to help them talk about the approach of the Tiger School and how their experience and skills would contribute to this,

We would look for recognition of the specific difficulties of some of the pupils,

parental involvement, supervising support staff, improving children's performance and how they can contribute to the team t achieving its academic and social aims.

The first appointments would be advertised in April 2012

It would be hoped that a candidate would be found who would also become involved in the final stage of the setting up in the school holidays before the opening.

If staff are being recruited for a specialist post, eg SEN, evidence of appropriate experience and study would be required.

Support Staff

Teaching assistants and SEN assistants posts would be advertised locally. We would hope to be able to observe candidates for these posts working with children. However if this is not possible, eg before the school opens when there would be children at the school with which to work for an observation, we would set up an alternative situation. With a group of children in the Trust Nursery.

A job description would be written and candidates would be given information about the approach of the school.

An interview would be organised where the candidates would be asked about how they would contribute, and where they could talk about their role, being part of the community, confidentiality, and always acting in a way that is consistent with the guidelines and approach of the school.

Equal opportunities and Inclusion would be discussed and evidence of an ability to believe in high expectations for the children and their families, despite their disadvantages would be sought.

It would be expected that all support staff would be available to work beyond the hours of the teaching day, to provide consistency in the provision before and after school.

6.5.3 Teaching Assistants

Working alongside the teachers would be the teaching assistants.

Teaching assistants would provide valuable additional teaching support for the children and are an asset in any classroom. Their role would be to prepare for the teaching sessions by discussing/ reading lesson plans with the teacher, to then support groups or individual children and to feedback assessments of the learning that's taken place so that the teacher may use this to inform future

planning.

According to the task teaching assistants would sometimes be expected to supervise group work in a different part of the school to the teacher (e.g. in a creative area or in the outdoor learning environment).

All teaching assistants and SEN assistants will be given training to enable them to follow consistently, the behaviour management approach used throughout the school. The children would be expected to support and respond positively to all members of staff including non-teaching staff and teaching assistants, demonstrating respect and polite co-operation.

The teaching/SEN assistants will be contracted to work beyond the hours of the school day so that there will be staff familiar with the children in the Before and After School Provision.

It would be expected that Teaching /SEN assistants would have an appropriate level of competence in English and Maths and that they would be happy to take part in curriculum training days to inform the support they provide in the classroom.

All staff would participate in the excellent staff performance management programmes already established in the Future Trust schools and would benefit from support towards their continued development. Central to this regular feedback and provision will be the acknowledged and shared aim of raising the achievement levels of the children. The children's progress will therefore be a very important element of this process.

6.5.4 Special Education Needs (SEN) team

The Special Needs teacher would help teachers and children with assessments, observations and intervention planning and delivery. He or she would also provide training and support for the Special Needs assistant(s) and the classroom assistants who may be providing small group or 1:1 teaching differentiated specifically to the needs of the children. Children with a significant need or disability will possibly have external funding to provide additional staffing according to their need.

6.5.5 Specialist Staffing

Specific subject teaching will be provided by specialist staff as follows:

- Mandarin.
 - KS1 2 class sessions a week @ half an hour (backed up by class teacher and Academy students)
 - KS2 3 class sessions a week @ half an hour (backed up as above)
- Musical instrument tuition.

This worked out at 3 hours per class each week on average- providing e.g. half an hour for 6 groups of group of 5 children learning the same instrument. Where the groups are larger this allows flexibility for orchestra/ band group lessons and teacher guidance.

While economies of scale will be evident with The Tiger School opening on the existing New Line Learning Academy site, there would still be the need for additional caretaking hours and some hours of dedicated administration staff. This may need to be increased when the school has a new separate building.

6.5.6 Staffing provision plans during the projected growth period of the school

The Tiger School would open in September 2012 with 2 classes. This provision would be for 4-5 year olds in an Early Years Foundation Stage setting and for 5-6 year old children beginning their National Curriculum entitlement (Y1).

The basic staffing structure, will be one teacher and assistant per class with additional support from special needs and Planning, Preparation and Assessment (PPA) provision teachers and assistants. Accordingly, in the second year, the addition of one more class teacher and assistant is made to the staff, along with an increase in the SEN and PPA support.

In 2014, the third year, the school moves into a purpose- built building and for the next 3 years 2 more classes are added each September with the same ratio of staff increase. In 2016 the Deputy will no longer have class responsibility thus increasing the class teachers by 3 instead of 2 that year (and removing the deputy release cover time from the PPA teacher's remit)

In 2020 the optimum number of classes will have opened, each with the capacity for 30 children. The planned intake number will then be 420 children for which there will be 14 class teachers and assistants, an SEN/PPA team of 6 staff to provide class support, the specialist teachers, Head and Deputy.

Staff recruitment will be conducted in similar ways to the recruitment of the Headteacher- i.e. the Headteacher and Governors will prepare a time schedule for the candidates to give notice, advertisements, short listing and interviews. They will plan the interviews and visits and provide the necessary paperwork such as job descriptions, desirable qualities etc.

Candidates will always be invited to visit the school and recognising the importance of teamwork, the existing staff will be given opportunities to meet with them. For teaching posts it would be desirable to visit shortlisted candidates in their current teaching positions at the time of applying and/or as part of the interview and selection process candidates would be required to teach a lesson at the school and to self-evaluate the lesson.

The following staffing model takes into account the acknowledged social and economic deprivation of the local area from the local catchment area. It is recognised that, currently, many children come to school at the age of 4 already needing additional support in learning experiences, skills and behaviour. For this reason all children will be encouraged to access a full school year at school in the Foundation Stage . (Class1)

For the same reasons all classes will have at least one fulltime teaching assistant.

6.5.7 Model demonstrating the planned increase of staff in response to the rise in pupil numbers

The staffing structure below reflects full time equivalents (fte) rather than number of posts. The financial model attached outlines fte and post numbers as well as the cost of this establishment. Inevitably as pupil numbers change the staffing structure will provide the appropriate level of flexibility and thus variations to the current levels will be the outcome.

Date (Sept)	2012	2013	2014	2015	2016	2017	2018	2019	2020
Pupil no's	60	90	150	210	270	330	360	390	420
Class no's	2	3	5	7	9	11	12	13	14
HT	1	1	1	1	1	1	1	1	1
DHT	1	1	1	1	1	1	1	1	1
Teachers	2	3	5	7	9	11	12	13	14
Ass	2	3	5	7	9	11	12	13	14
Teacher - PPA + DHT release	0.9	0.9	0.9	1.8	1,8	1.8	1.8	1.8	1.8
Teacher SEN inc Ass	0.9	0.9	0.9	1.8	1.8	1.8	1.8	1.8	1.8
Teacher Mandarin	0.40.1	0.4	0.4	0.8	0.8	0.8	0.8	0.8	0.8
Teacher Music	0.3	0.3	0.3	0.6	0.6	0.6	0.6	0.6	0.6
Admin staff	0	0	0.4	2.0	2	2	2	2	2
School secretary	0.85	0.85	0.85	0.85	0.85	0.85	0.85	0.85	0.85
Finance	0.85	0.85	0.85	0.85	0.85	0.85	0.85	0.85	0.85
Lunchtime supervisors	1.76	1.76	1.76	3.3	3.3	3.3	3.3	3.3	3.3
Kitchen assistant	0.2	0.2	0.4	0.7	1.2	1.2	1.2	1.2	1.2
Caretaker /cleaner	0	0	1.5	2.5	2.5	2.5	2.5	2.5	2.5

6.5.8 Leadership and Staffing

The overall senior professional who reports to the Governing Body and Future Schools Trust is the Executive Principal. The Executive Principal and Deputy currently oversee both of the Academies. Oversight for The Tiger School will be added to their responsibilities as will the intended Studio School.

The headteacher of The Tiger School will be accountable to the Executive Principal and through the Exec Principal to the Governing Body. The Tiger School Headteacher will be responsible for the day to day running and management of the new Free School. He / She will be a member, alongside the head teachers of the two Academies, of the Future Trust Leadership Team.

All staff in The Tiger School will report to and be accountable in the first instance to the Tiger School Headteacher who will be the lead professional for the primary age phase of all the FST work.

An Early Years specialist will support the Headteacher from the start and when the school is fully operational in 2014, with pupils and staffing working with KS2 aged pupils there will be a deputy headteacher.

Subject coordination and specific area responsibilities (e.g. gifted and talented) will be shared amongst teachers.

Class teachers will supervise, support, monitor plan with classroom assistants.

The SENCO will lead the Special Educational Needs staff team. Initially the Headteacher will be responsible for Special Educational Needs but at an appropriate point in the growth of the school a teacher will be formally appointed as SENCO.

Section 7: Premises

You will need to set out the range of possible site options available for your Free School including details of the preferred site. This information is to allow Partnerships for Schools (PfS) to evaluate your site options. PfS are assisting Free School applicants to secure sites.

You are not required to enter into any negotiations for sites and must not do so at this stage. Where an application meets the minimum criteria for consideration, PfS will undertake visits to assess proposed sites for their suitability, procurement plans, and consideration of any work required. We will make an overall cost and value for money assessment of your proposed site options. You must be aware however that if it proves impossible to identify a preferred feasible site by mid-July 2011, it is highly unlikely we will be able to approve your application for opening in 2012. You should bear in mind that those applications that are able to achieve the best overall cost and best overall value for money will naturally be prioritised for approval over those that do not.

Information Required

Possible site options

Please provide brief details of the steps you have taken to search for suitable sites and what sites (if any) are available in the local area.

Details of your preferred site

Please set out (where you can):

- *your reasons for choosing this site;*
- *the address of the proposed site;*
- *the current use of the proposed site;*
- *the current freeholder of the proposed site;*
- *a brief description of the site including size (in sqm) and the proposed pupil numbers; and*
- *the availability of the site and the nature of the tenure.*

*You **must not** enter into any negotiations for sites at this stage if you are hoping for Government support to purchase your site.*

Capital investment

Please detail any sources of funding available to you to support site acquisition.

Evaluation criteria

Minimum Criteria:

For this section, there are no minimum criteria that must be met at the point of submitting your application; however, please note that if it proves impossible to identify a preferred feasible site by mid-July 2011, it is highly unlikely we will be able to approve your application for opening in 2012, simply because of the time available to do whatever is necessary to prepare the site for the opening of the school.

Comparative Criteria:

- We will make an overall value for money and cost assessment of your preferred site options. Applications which are able to achieve the best value for money and best overall cost will naturally be prioritised for approval over those that do not.*

Further Guidance

Guidance on accommodation requirements:

www.teachernet.gov.uk/curriculumanalysis

Partnerships for schools: <http://www.partnershipsforschools.org.uk> and <http://fsk.partnershipsforschools.org.uk/default.htm>

7.0 Premises

It will probably not be unique but will probably be uncommon that this proposal contains, as it does, not only a preferred site which is available rent and cost free but includes the availability of easily adapted, modern and superbly equipped, DDA compliant, accommodation within which The Tiger School, in its intended structure for the first two years, could be opened.

The premises are owned and held on a 125 yr lease by Future Schools Trust and make the proposal a best value proposal.

The buildings and land available are so integral to the proposal to provide integrated primary and secondary education on one site that we believe it is not appropriate to seek and present a range of possible alternatives. We hope that the details below will explain this sufficiently.

7.1 Details of the preferred site

The Future Schools Trust has identified the location for the new school. In the first instance, and for the first two years, The Tiger School will be housed in a part of one of the new Academies – New Line Learning Academy. The area chosen can be separated and have a distinctive identity with an immediately adjacent external play and garden area available which can be dedicated to The Tiger School. An initial educational assessment of the proposed space confirms its potential as fully appropriate and inspirational with only minor works needed to make it suitable for younger pupils.

Currently New Line Learning Academy has 600 11-16 year old students with a further 100 post 16 students who are managed on the NLL site by Cornwallis Academy in a facility separate from the main building. New Line Learning has a capacity of 1050 so is subsequently below its planned number. Kent County Council does not predict a rise on demand for year 7 places until 2016.

Teaching within the school is mostly organised within large teaching spaces called 'learning plazas'. It is the Trust's intention to use one of these facilities to house its new primary school. Such spaces have their own toilets, lockers, offices and teaching areas and it is anticipated that one plaza year space would have accommodation for up to 120 primary children. The space would be a 'school within a school' and could operate securely from other spaces within the school. while benefiting from the co-location when appropriate i.e. we envisage the newly built facilities of the Academy being available for the older pupils in Years 5 and 6 and thereby supporting progression through an early introduction to the specialist curriculum and facilities of secondary education.

After two years it is intended that a new school will have been constructed on land owned by Future Schools Trust on the site on the New Line Learning Academy; refer to site plan below. The allocated site area for The Tiger School is 8,600 sq. m, this is well within the BB99 guidelines for a 2fe primary school (4,600 sq. m for a confined site). Future Schools Trust understands that full funding for a new build primary school is unlikely to be received and they are willing to make a significant capital contribution to the cost of the new school. This capital contribution will be funded by proceeds from the sale of land adjacent to the New Line Learning Academy that is expected to conclude within the next 12 months.

Resourcing will bring the intended Tiger School curriculum to life. In this way we can develop class kitchen gardens, plant different environments, trees and paths to play imaginatively, provide an area with alternative power installations- a water wheel, wind turbine, solar fountain, PV cells, an amphitheatre can be built outside for formal outdoor performances (e.g. adaptations of Shakespeare) or informally at playtimes, role plays with their secondary friends etc

Phase 1 (2012 – 2014). Location in ‘plaza’ of New Line Learning Academy

reasons for choosing this site	Temporary demographic dip in local community has impacted on pupil numbers in NLL meaning the new, purpose built academy is operating under capacity. This is a value for money option.
the address of the proposed site	New Line Learning Academy [REDACTED] Maidstone Kent, [REDACTED]
the current use of the proposed site	A ‘plaza’ reflecting the educational vision which underpinned the design of the new academy.
the current freeholder of the proposed site	Kent County Council is the freeholder with the land for the academy leased to Future Schools Trust for 125 years
a brief description of the site including size (in sqm) and the proposed pupil numbers	The site and buildings are already designed to be separate as part of the ‘plaza’ strategy. The space consists of two large open plan areas with two substantial mezzanines and a creative curriculum ‘wet’ zone supported by offices, small spaces, toilets and locker area. Total area is 700sq m with proposed pupil numbers of 120.
the availability of the site and the nature of the tenure	Immediate. Tenure would be rent-free.

Phase 2 (from 2014). New school constructed for first intake (September 2014).

reasons for choosing this site	The site has already been the location of a school which is currently being demolished. The site is large enough both to house a 2FE primary school and provide complementary external space.
The address of the proposed site	██████████ Maidstone Kent, ██████████
the current use of the proposed site	Unused (predecessor school being demolished).
the current freeholder of the proposed site	Kent County Council is the freeholder with the land for the academy leased to Future Schools Trust for 125 years
a brief description of the site including size (in sqm) and proposed pupil numbers	Gross area available within which the school would be located is 8400 sq m. School is planned to be 2 FE (420 pupils).
the availability of the site and the nature of the tenure	Will be available following demolition of existing site and de-contamination. Tenure would be rent-free.

7.2 Sources of financing

The Tiger School could open in September 2012 with only minor works and adaptation (reduced sized toilets / some Health and Safety modifications) needed to make it viable as a primary school for up to 120 pupils. We estimate the necessary funding as being circa £50,000.

For the new primary school to be available and able to open for September 2014 then design work would need to commence as soon as the proposal is agreed. Future Schools Trust understands that full funding for a new build primary school is unlikely to be received and they are willing to make a significant capital contribution to the cost of the new school. This capital contribution will be funded by proceeds from the sale of land adjacent to the New Line Learning Academy that is expected to conclude within the next 12 months. The representatives of FST would be happy and prepared to discuss this at the interview stage of the application process.

Appendix 1.

The Tiger School

Admissions policy.

1. This document sets out the admission arrangements for The Tiger School. The document forms an Annex to the Funding Agreement between The Future Schools Trust and the Secretary of State. Any changes to the arrangements set out in this document shall be approved in advance by the Secretary of State.

2. The Tiger School will act in accordance with, and will ensure that the Independent Appeal Panel acts in accordance with, all relevant provisions of the statutory codes of practice as they apply at any given time to maintained schools and with the law on admissions as it applies to maintained schools. Reference in the codes to admission authorities shall be deemed to be references to the governing body of the Future Schools Trust. The school will participate in admission arrangements operated by Kent County Council.

INTENDED ADMISSION ARRANGEMENTS

3. The indicated timescale for the notification of successful Free School applications means that the Future Schools Trust will be unable to involve itself fully in the Kent County Council arrangements for admissions to school for September 2012. A one off process will therefore be arranged for the first year of The Tiger School. In subsequent years the admissions arrangements will be included in the local authority arrangements.

4. The admission arrangements for the Tiger School for the academic year 2012-2013 subject to any changes required or approved by the Secretary of State are:

- a) The Tiger Academy has an agreed admission number (Published Admissions Number) of 60 pupils, to be admitted into Reception and / or Year 1 if sufficient applications are received.

Other than twins, triplets etc [see paragraph 11 below] students will not be admitted above the Published Admission Number unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

- b) Application forms will be available for admission to The Tiger School from 1st October 2011 (or one week after the notification of the Free School application being agreed by the Secretary of State is received).
- c) Deadline for applications will be 1st December 2011.

- d) Procedures for The Tiger School when applications for admission to Reception/Foundation or Year 1 are oversubscribed will be as described below (paras 6 – 11)
- e) Availability of information on the progress of applications and the timescales for formal notification of the availability of a place will be in line with the dates given by Kent County Council admissions process.

5. The admission arrangements for the Tiger School for the academic year 2013-2014 subject to any changes approved by the Secretary of State for subsequent years are:

- f) The Tiger Academy has an agreed admission number (Published Admissions Number) of 60 pupils, to be admitted into Reception each year if sufficient applications are received.
- b) The Future Schools Trust may set a higher admission number as its Published Admission Number for any specific year. Before setting an admission number higher than its agreed admission number, The Future Schools Trust will consult those listed at paragraphs 33-34 below.

Other than twins, triplets etc [see paragraph 11 below] students will not be admitted above the Published Admission Number unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

Process of application

5.1 Applications for places at the Academy will be made in accordance with Kent County Council's (KCC) admission arrangements and will be made on the Common Application Form (RCAF) for Reception / Foundation for Sept 2012, provided and administered by the Kent local authority.

- a) The Future Schools Trust will make arrangements in line with the KCC timetable for applications each year.

Consideration of applications for entry into Reception / Foundation

Procedures when the The Tiger School is oversubscribed in Reception / Foundation

6. Students with statements of special educational needs will be admitted where The Tiger School is named in the statement. They will be counted against the agreed admission number.

7. If the Tiger School is oversubscribed, places will be ranked using each of the

following in priority order, with applications submitted by the published deadline taking initial priority. Late applications will be allocated in the same order.

a) 'Looked after Children' in accordance with Section 22 of the Children Act 1989. (A letter from Social Services confirming the child's status must be provided.)

b) Current family association with The Tiger School (i.e. elder brother or sister in the Tiger School).

d) Proximity to the school as measured in a straight line to the designated point.

8.1 If the last pupil to be offered a place within the Tiger School's published admission number (PAN) is a multiple birth or same cohort sibling, any further sibling will be admitted, if the parents so wish, even though this may raise the intake number above the school's PAN. The PAN will remain unchanged so that no other pupil will be admitted until a place becomes available within the PAN.

8.2 **Tie – breaking criteria:** Distance from the main entrance will be the tie breaking criteria. In the unlikely event that two (or more) applications come from a family living the exact same distance from the school then the place will be offered by random selection by an independent person.

9. These criteria apply to entry to the Foundation Year and for any admission at any other time up to Y6.

10. The annual allocation of places will be supervised by at least two persons being members of the Future Schools Trust senior management team or governors, and who are not otherwise involved in meeting and briefing prospective parents and students, and who have not otherwise been involved in discussing individual cases during the admissions process.

11. In the event of oversubscription in Year 7, the above procedure will be open to scrutiny by an appropriately qualified external consultant appointed by the Future Schools Trust.

Operation of waiting lists for admission to the Foundation Year

12. Where in any year The Tiger School receives more applications for places in than there are places available, a waiting list will operate between March and the end of the following academic year. This list will be maintained by The Future Schools Trust. It will be open to any parent or guardian who requests that his/her daughter/son's name be placed on the waiting list, following an unsuccessful application. Parents will be directed to follow local authority procedures in seeking a place (see paragraph 13)

13. If spaces become vacant and the academy receives a request for a place, we will follow KCC procedures and direct the application to the admission team at the authority.

Arrangements for the Independent Appeal Panel

14. Parents or guardians will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of The Future Schools Trust. The Appeal Panel will be independent of The Tiger Academy. The arrangements for appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Education and Skills as it applies to Foundation and Voluntary Aided schools. The determination of the Appeal Panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties [DfES Admissions CoP 2007]. The Future Schools Trust will prepare guidance for parents or guardians about how the appeals process will work and provide a named contact who can answer any enquiries about the process.

ANNUAL PROCEDURES FOR DETERMINING ADMISSION ARRANGEMENTS

Consultation

15. The Future Schools Trust shall consult each year on its proposed admission arrangements for The Tiger School.

16. The Future Schools Trust will consult by 1 March each year:

- a) Kent local authority;
- b) any other admission authorities for primary and secondary schools located within the relevant area for consultation set by the local authority;
- c) any other governing body for primary and secondary schools (as far as not falling within paragraph (b) located within the relevant area for consultation.
- e) DFE

Determination and publication of admission arrangements

17. Following consultation, the Future Schools Trust will consider comments made by those consulted. The Future Schools Trust will then determine its admission arrangements for The Tiger Academy by 15 April of the relevant year and notify those consulted what has been determined.

Publication of admission arrangements

18. The Future Schools Trust academies will publish its admission arrangements for The Tiger School each year once these have been determined, by:

- a) copies being sent to primary and secondary schools in Kent;
- b) copies being sent to the offices of Kent CC;
- c) copies being made available without charge on request from the Future Schools Trust;
- d) copies being sent to public libraries in Kent for the purposes of being made available at such libraries for reference by parents and other persons.

19. The published arrangements will set out:

- a) the name and address of The Tiger School and contact details;
- b) a summary of the admissions policy, including oversubscription criteria;
- c) a statement of any religious affiliation [none];
- d) the numbers of places and applications for those places in the previous year;
- e) arrangements for hearing appeals.

Representations about admission arrangements

20. Where any of those bodies that were consulted, or that should have been consulted, make representations to the Future Schools Trust about its admission arrangements for The Tiger School, the Future Schools Trust will consider such representations before determining the admission arrangements. Where the Future Schools Trust has determined their admission arrangements and notified all those representations bodies they have consulted and any of those bodies object to the Academy's admission arrangements they can make representation to the Secretary of State. The Secretary of State will consider the representation and in so doing will consult the Future Schools Trust. Where he judges it appropriate, the Secretary of State may direct The Future Schools Trust to amend its admission arrangements for The Tiger School.

21. Those consulted have the right to ask the Future Schools Trust to increase their proposed Published Admissions Number for The Tiger School for any year. Where such a request is made, but agreement cannot be reached locally, they may ask the Secretary of State to direct the Future Schools Trust to increase the proposed Published Admissions Number. The Secretary of State will consult the Future Schools Trust and will then determine the Published Admission Number.

22. In addition to the provisions above, the Secretary of State may direct changes to The Tiger School's proposed admission arrangements and, in addition to the provisions above, the Secretary of State may direct changes to

the proposed Published Admissions Number.

Proposed changes to admission arrangements by the Future Schools Trust academies after arrangements have been published

23. Once the admission arrangements have been determined for a particular year and published, The Future Schools Trust will propose changes only if there is a major change of circumstances. In such cases, the Future Schools Trust must notify those consulted under paragraphs 16 above of the proposed variation and must then apply to the Secretary of State setting out:

- a) the proposed changes;
- b) reasons for wishing to make such changes;
- c) any comments or objections from those entitled to object.

Need to secure Secretary of State's approval for changes to admission arrangements

33. The Secretary of State will consider applications from The Future Schools Trust to change their admission arrangements for The Tiger School only when The Future Schools Trust have notified and consulted the proposed changes as outlined at 38 above.

34. Where the Future Schools Trust has consulted on proposed changes the Future Schools Trust must secure the agreement of the Secretary of State before any such changes can be implemented. The Future Schools Trust must seek the Secretary of State's approval in writing, setting out the reasons for the proposed changes and passing to him any comments or objections from other admission authorities/other persons.

35. The Secretary of State can approve, modify or reject proposals from the Future Schools Trust to change its admission arrangements for The Tiger School

36. Records of applications and admissions shall be kept by The Future Schools Trust for a minimum period of ten years and shall be open for inspection by the Secretary of State.

Appendix 2 The Tiger School

Community Director Active Projects and progress – Feb '11.

	Project	Aim	Partners	Audience/ client gp.	Resource	Start	Review	Comments	Impact
1	Social Reporter Training - The Sociables	To train yr 10 students in reporting techniques to develop stories of social significance for our web site.	University of Kent, KCC Youth Offending Team.	Students, staff and the wider community.	Training time, Digital Video Cameras and hardware, technician time for web site development.	Dec.'10	End of Term 3, End of Term 6.	Training complete, x5 stories prepared, x4 on website. Cascading training to yr 9's in Term 4. Presented to London Conf 10:3:11. £18,000 funding attracted.	Literacy and ICT skills improved with social reporters. Social conscience and awareness being promoted in the year group. Social responsibility of NLL students promoted in the community.
2	Park Wood Fusion, Healthy Living Centre collaborations.	To promote social engagement by the students. Improve community attitudes to NLL.	Park Wood Trustees, ██████████	Visitors to Fusion, residents of the Park Wood estate, agencies involved with Fusion e.g. MBC, Golding Homes, PCT.	Time preparing materials for display and regular updating of messages.	Feb.'11	End of Term 4. Awaiting conf of restart of Story Club, delay due to extension and redecoration of facility.	Multiple projects: 1 Multi lingual welcome. 2 Social reporting outputs in window display. 3 Improve IT signage and advertising within centre. 4 Training support for centre catering staff with H&S and menu prep.	Community demonstration of student expertise - improving student self-esteem. Improving Academy reputation in community. Increasing community usage of Centre through improved signage. Improving catering provision.
3	Story Club	To engage pre-school children in love of books, characters within, simple character discussions & language acquisition.	Sponsorship by ██████████ to fund resources. Fusion HLC used as venue free of charge.	Under 4's not in school. Diagnostic testing for adults bringing children to help with their reading progress - NS.	VI formers, m.o.s., transport, refreshments, laptop & projector, books, sound resources. ██████████ for testing.	Sept.'10.	End of Term 2 End of Term 4 - awaiting restart due to above. End of term 6 £3,000 sponsorship by ██████████	Initial venue of Rosemary Graham Ctr good but poor attendance. Move into FHLC as of Feb.'11	Developed VI form & staff skills during RG months. Low attend due to venue location. Move to FHLC upon building refurb end of Feb.
4	NEET project with primary schools	To identify 8 yr olds at risk of becoming future NEETs and develop restorative programmes.	NLLT (Ed Psych & Interns), Yale Univ., KCC and 6 local primary schools.	8 yr old students in NLLT feeder primaries. Feb '10 primary staff being trained on delivery of intervention materials.	'Ed psych'- ██████████. Yale input along with ██████████. Primary time and staff for testing and delivering interventions.	Nov. '09.	Progress review before Christ. '09. Review data post comp analysis Jan '10. Final report comp & published.	End Term 5 meeting with primaries to review progress and decide on future monitoring of the group. How to extend the project.	Project complete Spring '10. Final report & outcomes available early summer '10. Successful outcomes shared with primaries & KCC.
5	NEET transition mentor.	Employ suitable individual to wk with poss. NEETs.	NLLT, Pk Wd Innovation Project	Prospective NEETs from Pk Wd as highlight gp., others as identified to join ths gp.	Individual employed and off timetable time to meet with mentees. Stationary resources - time to meet parents etc.	In place for end of term 5 (before Easter)	End of term 6 during exam timetable.	Post to work during summer holidays and keep in touch with students. Facilitate summer training if needed.	Long delay in funding coming through by MBC.
6	Film Club	To bring primary school children into the Academy to promote facilities and increase admissions. Also to engage in literacy activities.	National Film Club	Local primary school students. NLL students. Cws Students next year.	Lecture Theatre, staff supervision. Publicity material.	March '11. Awaiting new Licencing yr - April - April	End of Term 5.	Primary HT's and staff sent outline plan of club to comment on. Positive feedback and enthusiasm for project.	Engaging x3 Vulnerable Yr 10 girls in positive activity and planning so far.

7	Prep. For Work course. / Community Buddies course (Renamed Community Champions Course.)	To run course from community sites from April '10 onwards. To train community members in communication and engagement skills to liaise with comm.	NLLT, Adult Education, Mangravet Rec Gp., Pk Wd Fusion Ctr	Adult residents on our feeder estates. First sessions x5 Pk Wd., x5 Mangravet.	Adult Education supplying tutors, finding venues. Venues used: [REDACTED], [REDACTED], Mangravet NLL Academy	Meeting 19:2:10 with Adult Ed. (Name chg to Comm. Bd.).	Early in the process to engage participants in deciding on the next stages.	Engagement with the participants to plan follow on groups.	6 trained individuals in the community act as resident ambassadors for NLL. 2 way comm. Assist in planning Academy activities.
8	Primary Web Site support	To assist primaries in improving their web sites.	Roseacre Junior School, Bearsted	Primary staff, students and parents.	ICT Technician time - [REDACTED]	8:2:11	End Term 3	Feasibility visit on 8 th Feb.	
9	Rock it Ball	To engage disaffected young people on feeder estates with a new sport involving neighbourhood agencies as players and sponsors of teams.	MBC, Police and PCSO's, local shopkeepers on [REDACTED], MHT	10 - 70 yr olds interested on the estates.	Bid submitted to MBC reward Fund Dec '09. Awaiting outcome for start date.	Funds dependant		Positive feedback from police on bid.	Funding received, organising club start delayed due to loss of Community Youth Worker.
10	Setting up NLL Saturday School.	Initially to promote Mandarin teaching and Chinese culture within NLL. Wider promotion of NLL as seat of learning in community in long run.	Confucius Classroom backing through Hanban. NLRA promoting classes via their data base.	Both children and adults in our local and regional communities.	Space for classes, funding for staff - costings of lessons on 'break even' basis initially.	March '11. (5:3:11)	End term 4.	Staffing and venue arranged. Community primed via website for imminent classes. Publicity material being prepared for immediate distribution.	Greater community engagement with Academy. Better academic standing within community to improve yr 7 intake mix and numbers.
11	Bulk Buying project with the Park Wood Project.	To build a community link benefiting residents of Pk Wood and our students.	Pk Wd Bulk Buying Gp. KCC SILK team. NLL Farm and students.	Pk Wood residents and NLL students with interest in the farm	Farm time, walk in freezer,	Easter '10.	End term 6.	Slow movement with SILK team, delays with Pk Wd gp due to getting a base sorted out.	Bulk Buying was left to the residents to run and it hit the buffers! SILK team re-engaged to set back on course. Pending.
12	Youth Action Project.	To engage 90% of our 14-16 yr olds in 50 hrs voluntary work by March '11.	KCC - [REDACTED] Tgt Yth Sup Co-Ord. Community Gps. See sep. Planning doc.	All 14-16 yr olds across the NLL Trust.	Planning time, admin time.	22:2:10	Every week to start. Fortnightly after Easter.	ICT/ admin support must be in place to start. ID admin to run. Major intro. event needed to sell to students with passport issue.	Very successful curric week end of Term 6. Nat Gov withdrew funding scheme but we will run similar week for Yr 10 summer '11 - NLL only.
13	Developing nursery playground.	To develop nursery playground at front of Academy into an interactive learning zone.	Little Learners Nursery.	Nursery children and their parents. Improving the resource for learning.	Funding via Community Action funds remaining. Tools and plot already in place. Student design and work team being trained.	Feb '11.	End of term 3, 4 & 5.	Project management skill development for yr 11 team.	Developing project management skills, negotiating with Carillion, seeing task through to completion.
14	Army Cadets	To set up a Cadet force at NLL.	MoD. Local contact [REDACTED]	Yr 12 -18 students opting in.	Space resource needed/ staff volunteers	ASAP. Awaiting conf from [REDACTED] Jan '11.	Application process being reviewed. Will review in line and partnership with MoD timings.	Time delays due to MoD strict adherence to correct form completion. Awaiting Commandant Merfin's input.	Collaboration with MoD progressing, albeit slowly. X3 meetings arranged, all postponed by [REDACTED]
15	Madginford Drama Project	To engage Yr 5 students in collaborations with NLL. Our expertise helping feeder schools	Madg. Juniors, NLL drama staff [REDACTED]	Madg. Yr 5 students	Time to release staff.	Nov '09.	Monthly	Successful collab - students enjoyed MacBeth project helping with their English curric. Awaiting feedback sheet completion by school.	Successful collab with primary. Ongoing annually - Greek theatre perf summer '11 at NLL.
16	Pk Wd Planning for REAL	To engage Pk Wd students with the regeneration programme MBC are running for their estate.	MBC ([REDACTED]) Fusion Healthy Living Ctr., Pk Wd.	All Pk Wd students. Cornwallis Ac. = 47 NLL Acad = 100	Space for presentation. Curric time given to this important proj.	Oct. '09	Ongoing. Revisits to Academies as new phases begin.	Visited Corn. Ac x1 Nll Acad. X2 Further visits as project develops.	Project is ongoing. Students have been empowered through feeding into public consultation. MBC processing outcomes.

17	Personal Finance Project	To engage primary school students in sensible budgeting project with their parents.	NLL Academy and Mole Hill Copse Primary	Yr 5/6 students and their parents.	Personal Finance package set up by ██████, sponsored by Pk Wd poverty project money. Time element delivering the pilot in primaries, training primary staff, coffee mornings for parents involved.	Feb'10 after the withdrawal of Bell Wood Primary following OFSTED visit.	Fortnightly by ██████	Close support for Mole Hill Copse being provided to meet the times deadline for funding after Bell Wood's late withdrawal.	
18	Improving Play opportunities for KS3 students at the Academy	To develop play skills with students, improving social interactions and allowing them to develop as children following transition years.	█████ approached and expressed interest in project funding.	KS3 students and primary visitors.	Funding being explored with ██████	March '11.	End Term 6.	Carillion ground works need completing before action commences with plans.	Outside resource promoting play and social interaction of students.
19	Museum Collaboration	Developing a partnership with Maidstone Museum to promote educational engagement for all.	Maidstone Museum (MBC).	Initially residents and children of South Maidstone. Later all Maidstone and regional influence.	Time in planning phase with MBC.	Dec '10.	Monthly and in meeting cycle.	Initial discussions very encouraging. Next bid planning meeting to take place at NLL, Feb '11.	Partnership between NLL and Maidstone Museum bringing artefacts and expertise into the Academy and curriculum. NLL supports educational innovation at the museum and uses ICT expertise to enrich experiences. Still being shaped.
20	Maidstone Town Centre Management project.	Students conduct simple questionnaires with shoppers on Saturdays to ascertain geographical pull of town ctr.	MTCM	Data used by MTCM to inform future advertising campaigns. Used by NLL business students to shoe empirical data collection leading to policy formulation.	Funded student time by MTCM. Assists in keeping students education post 16.	Dec '11.	Termly.	Staff supervision at all times in town to ensure safety.	Incentive for students to stay on in sixth form if opportunities for paid employment can be accessed.
21	Producing an EAL resource in collaboration with KCC	To offer support and basic English language skills for Urdu and Portuguese speakers new to the UK. A need identified by MCAS for the immigrant and non English speaking communities.	KCC, MCAS	Urdu and Portuguese communities new to the UK who settle in Kent.	MCAS coaching students in presenting the language skills for DVD/ppt/ written presentation.	March '10. Initial consultations have taken place with MCAS. Awaiting their initiation for next phase.	Every 2 months.	Led by MCAS with our guidance and student input.	Successful completion. Funding issues for MCAS means no new collaborations planned as yet. (Jan '11)
22	Science outreach/ inreach work in primary schools.	To engage primary school students in extended science activities run by NLL staff as requested by the primary sector.	Local primary schools, initially Boughton Monchelsea and Loose, but now developed to include Sutton Valence Primary, Molehill Copse Primary and Senacre Wood Primary.	Targeted year groups depending upon discussion with primaries.	Science hardware and equipment. ICT support, staff & student time.	Term 6 2010.	2 weeks into project.	Look for opp. To extend the offer to other primary schools.	Project is still growing in Jan 2011. Planned events with Senacre Wood and Loose this Term.

23	Mandarin Outreach	To introduce Mandarin language to primary school students. Also introduce elements of Chinese culture to the youngsters.	NLL, Primary partners - Loose, Senacre Wood, Mole Hill Cpose, Bell Wood, Oak Trees, Greenfields, Madginford, Roseacre, South Borough.	Year 5 primary students.	Staff time to deliver the programmes in primary schools.	Term 2 '09	Ongoing review of impact by Mandarin staff. Details in project write up.	All primary schools have expressed enjoyment of activities and student involvement. All have requested continuation of the programme.	
24	Mandarin <i>Inreach</i>	Using Mandarin language and Chinese culture to bring primary school students and community groups into the Academy, strengthening links and developing partnerships. Enhancing spiritual development with wellbeing input.	Primaries as above plus NLRA, Loose parish Council, MRG, Community Champions	Primary students and our local communities.	Time, Mandarin expertise, Confucius Classroom resources as available.	Spring '10.	Termly.	Events organised as resources come available eg. Performer's around Chinese New Year, Lion Dancers for Confucius Classroom opening. In house resources for Cultural Day.	Bridges built with local communities and changing perception of NLL as an Academic site. Enriching community and young people's experience through exposure to Chinese culture.
25	Mandarin Outreach	Taking NLL Mandarin skills to local events and community sites to promote the language and culture.	SSAT & Hanban Institute. Local community groups	Community groups eg residential homes, primary school fetes etc.					
26	Vulnerable student Media project	To engage a target group of vulnerable students in a media project which explores issues relevant to them.	██████████), Symbol UK Ltd. (Charitable org for Downs Synd.), NLL Acad.	Identified vulnerable students with complex needs who do not get these met within the standard main stream	Rooming, staff time - volunteered by ██████████ at present. Equipment to film.	Feb '10	End of term 5 by the staff involved. They are looking to develop an ongoing series of 10 week projects, a short film being produced at the end of each.	This is targeting a vulnerable group of students who can talk and work through issues particularly relevant to themselves. The finished work could be a resource to highlight issues to other student groups.	
27	Bee Keeping	Siting 2 bee hives on boundary line with Boughton Lane residents.	NLRA	KS4 students will be trained as bee keepers with staff - RJ/DE/AR	All equipment being bought new from bid funds secured in partnership with NLRA.	Bid submitted Sept '10. Funds confirmed Nov10.	Weekly when bees on site. (Daily management of hives)	Cllr Crittenden arranging with Carillion to clear boundary site imminently.	Mini Enterprise outcome with Honey Production. Loose PO agreed as retail outlet.
28	Rotary Club Collaborations	Offering new challenges for student development.	Riverside Rotary Group	KS4 students developing social responsibility and global awareness through fundraising and training op.	Student action, Rotary expertise. Staff guidance and supervision.	Sept '10.	Termly.	Fundraising activities by students - Shelter Box purchase.	Student social awareness and responsibility developed. Self-esteem developed through ROYLA project.