

Free School Application Form 2013

Mainstream and 16 to 19

THE LANGLEY ACADEMY PRIMARY

Declaration

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member of The Langley Academy Trust

Print name: XXXXXXXXXX

Date: 12/09/2013

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

C The vision for The Langley Academy Primary

The Arbib Foundation wishes to set up The Langley Academy Primary as a new free school, in partnership with The Langley Academy. The Langley Academy is a unique Academy, as the only museum school in the country; an establishment that makes a real difference to pupils' lives. Since our opening in 2008 we have established a key presence in Slough and the surrounding areas and the Academy is now the first preference school for an increasing number of parents in what is a competitive environment of Grammar and Secondary Upper schools in Slough, Windsor and Maidenhead and Buckinghamshire.

To build on this foundation and enhance the life chances of our secondary aged pupils, we wish to establish a three-form entry primary (630 pupils) in new buildings on or adjacent to the site of The Langley Academy to open in 2015. We are planning to open a 90 place (45 FTE) nursery, but understand we do not include our plans for it here. We believe that the synergy we plan between primary and secondary can only be achieved if the schools are adjacent to each other and share both a joint campus and a coherent educational philosophy and vision.

A compelling need for a new primary

Slough Borough Council agrees that there is an increasing and urgent need for primary places and are very supportive. Further details of the need for more primary places and the widespread enthusiasm for the new school are in Section E. The performance of primary schools in Slough is mixed and their performance is also outlined in Section E. The need is compelling.

The evidence of a varied attainment on entry to The Langley Academy has been a driving factor in the aspiration to open The Langley Academy Primary and has informed our decision to have a particular focus on literacy. Literacy standards have historically been significantly lower than average for Years 7-11. However, due to outstanding teaching, focused interventions and targeted support at The Academy, it is now only lower in Years 9-11. The starting point of pupils in the Academy has historically reflected a low KS2 point score with reading, writing and spelling ages significantly below chronological age.

In September 2013, Tony Browne, Head of School Services at Slough Borough Council, said:

'There has been significant growth in the number of primary places required in Slough over recent years and this is continuing. By 2015-16 it is projected that between 8 and 10 new forms of entry will be required to meet demand.'

Our vision and philosophy

Our philosophy puts children first; it is their education and their future, not ours. We will build on their enthusiasm, enjoyment, commitment and sense of adventure. The Langley Academy Primary will be a stimulating place where children are motivated and enjoy learning and playing. They will not always be able to tell the difference. Our pupils will have buzz, energy and vitality and will live up to our ethos, building on our core values of integrity and trust, respect for all, individual responsibility and partnership. Our pupils' parents will share in their children's enthusiasm and responsibility. We will actively engage and communicate with parents and carers so that parents know both what the school will do for their children and what parents can do to support that process.

Museum Learning, Science, Sustainability and Internationalism

The Langley Academy Primary will incorporate four of the six areas of focus which are at the heart of our secondary students' learning, allowing us to deliver rich learning experiences around Museum Learning, Science, Sustainability and Internationalism. A curriculum which reflects a 21st century society and the future needs of our children. This is a distinctive and innovative vision and we believe that this will mean that pupils have a much better chance of success at The Langley Academy Primary than elsewhere in Slough. Our vision is clear and was recognised by Ofsted in its February 2013 report for the Academy:

'The sponsors' vision permeates all aspects of academy life and the Principal, leadership team and those who lead subjects and house groups are relentless in driving improvement.'

We believe in a holistic, broad and balanced education which, coupled with our PSHE programmes, will ensure that pupils at The Langley Academy Primary are happy, safe and able to develop into confident young people who have the skills to succeed under any circumstances and have the resilience and resolve to believe they can achieve anything to which they put their mind.

Museum Learning

Before we opened The Langley Academy, we were convinced by research which showed that students benefit from working on extended theme-based projects in museum environments. Since opening in 2008, we have worked with many museums including The River and Rowing Museum, Henley, The Museum of English Rural Life, Reading, The V&A, London and Oxford University Museums. The academy developed its new strapline in the light of this experience with museum learning so 'Curiosity, Exploration and Discovery' described our approach to learning. It became clear that Museum Learning does offer children an exciting breadth of active experience, often in an alternative non-school environment. This learning is multi-sensory, object-based and appeals to a range of learning styles and suits pupils from all backgrounds and across the full spectrum of abilities and

aptitudes. A recent research project, carried out by Reading University acknowledges that the use of the built environment and collections has aided learning. It has developed the pupils love of learning, critical thinking and communication skills, self-esteem and knowledge of the past across all subject areas. We wish to offer this opportunity to younger children.

Sustainability

Every aspect of The Langley Academy's building articulates best practice in sustainability, which forms part of the learning experience. It is an active tool to educate children about the environment in which they live and to raise awareness of environmental issues such as global warming. For example, inside the school the plant room, ducts and pipes are exposed, so that students can actually see how energy is used. Sustainability is at the core of the school's design and it is one of the most environmentally ambitious academies in the UK. Sustainability is achieved through both passive and active measures, from orientation and natural ventilation through to solar panels and rainwater harvesting. Built largely from sustainable materials such as wood, the Academy has been designed with a view to improving its energy performance as it matures and it has the infrastructure in place to add further energy-saving measures. Currently, active measures include a biomass boiler that uses locally sourced woodchip – this is the lead boiler producing both heating and hot water. There are also solar collectors and thermal tubes for hot water and a ground source heat pump lying 90m below the surface. This extracts heat from deep under the school and is used for underfloor heating in the restaurant and the atrium spaces. The two teaching wings have different water saving devices for comparison purposes. There is a separate pipe system that collects water from the wash hand basins for recycling, which is filtered and used for irrigating the plants and watering lawns. Rain water is used to flush the toilets. In the car park the lights are solar powered and solar collectors on the south-facing roof offset hot water load to changing rooms. Students can access real-time data from automatic meter reading and energy monitoring software.

The best 'all-through' academy in the country

A key factor in our decision to apply for an all-through school is our determination to offer all pupils at The Langley Academy Primary a guaranteed place at The Langley Academy which is always over-subscribed. We wish to lessen the parental angst linked to Primary/Secondary transition, particularly difficult in Slough, and offer a 4+ to 19 solution. The difficulties faced by parents at KS2/3 transition is exacerbated by the high demand from outside the Local Authority for Grammar School places with entry determined by a series of 11+ tests, the increasing demand for secondary non-selective secondary school places in Slough with one local alternative secondary school in Special Measures.

The arguments for all-through schooling are convincing and go far beyond the well-known problems of pupil maladjustment and regression and parental stress. We

believe we have a strong and unique ethos and are excited by the opportunity of offering this to younger children than we can do at the moment. We know our mentoring works, but it will be so much more powerful when secondary students can help those at Primary. Most primaries can only have limited resources and limited facilities. Smaller, one- or two-form entry schools are even more constrained. Our pupils will have regular safe access to the newly-built and well-equipped facilities of The Langley Academy – the sports hall, the performance centre, the outdoor sports facilities, the space to run around... Parents will benefit too, by having the opportunity to engage with us and build trusting relationships that will cross over into secondary schooling. The whole culture will be more inclusive and friendly – older children looking after the young ones on the buses; improved safety on the streets. And the economies of scale will be improved, money freed up through cost-effective catering, cleaning, and back-office functions will be channelled into front line educational and teaching resources.

Significant numbers of parents as a result are enthusiastic for, and supportive of, an option such as this proposal where their children will be guaranteed a place at an all-through Academy catering for the 4+ to 19 age range. It is our ambition to become the best 'all-through' academy in the country by offering an outstanding creative curriculum based on Quality First Teaching and learning practices which support high standards and are built on a firm foundation in basic skills acquisition. We believe that an all-through Academy solution will minimise the tail-off and regression evident in the present Primary to Secondary year 6/7 transition arrangements. We will provide a seamless evolution at this crucial stage thereby maintaining momentum, standards and progress at a higher rate.

We will mirror and build on the success of The Langley Academy as evidenced in results, meeting pupils' needs and allowing them to achieve to their potential. We also know that we must provide much more than just outstanding academic results. The Langley Academy provides students with a greater range of opportunities and life skill experiences than they receive in the maintained sector. We will replicate and customise those opportunities for the pupils at the new Primary. All in all we intend to provide a stable foundation and a skills matrix that sets our pupils apart from others and gives them a real sense of self-belief and confidence linked to the 4Rs of Resourcefulness, Reciprocity, Resilience and Reflection so important in the mind-set of a successful individual.

We believe that our intention to offer a guaranteed place at The Langley Academy for all pupils at our Primary can still be consistent with our fair banding policy. We know from our research and discussions with parents that parents in Slough will welcome a quality all-through school as an alternative to the 11-plus and post code lotteries.

Curiosity, exploration and discovery through a ‘Learning Challenge’ approach

We will provide unique opportunities for all with a pedagogic practice that is based on providing experiences that allows pupils to become confident, independent and creative through an approach to learning that takes advantage of the freedoms we will have as an academy. Our strapline will be ‘*Curiosity, Exploration and Discovery*’.

Our Learning Challenge approach (described in more detail in section D) will focus on the synergy between teacher planning and the questions, experiences and skills that the children wish to learn and experience. Through the medium of mind mapping and creative thinking, teachers being responsive to the need to reshape their initial planned curriculum in light of the children’s needs and curiosity. Learning will be relevant and based on first hand experiential learning rather than through a purely adult led planned programme. The children’s ownership of the curriculum and their subsequent learning will be meaningful, cogent and fit for purpose. This approach will differentiate us from other educational establishments, support our ethos and encourage us to think differently and in a way that challenges and enthuses pupils to be questioning adults as they develop into the citizens of tomorrow. We will achieve this by having extremely high expectations of all involved in the school, ourselves and those around us. Pride and achievement are created from a serious work ethic and we will aspire to be the best we can be.

Our Children’s University

Langley Academy Primary will be innovative. We will create a *Children’s University* as a weekly event linked into the curriculum. It will allow children of all ages to determine an interest to follow for a sustained period. Our rationale behind this initiative is to allow opportunities for all children regardless of academic ability to engage in skills-based learning of their choice. The modules within the *Children’s University* will be designed to match pupil maturity and the availability of personnel in the initial stages of the school’s development. The *Children’s University* will embrace the concept of stage not age. We will allow gifted and talented children to be fast tracked to higher-level opportunities linked to Langley Academy facilities and personnel where possible and in a manner as fast as their academic, social and emotional maturity allows.

A school of choice, a school for life

The Langley Academy Primary will provide an education which is fit for purpose. It will be one that enables and empowers all to experience a full and enriched life throughout their time with us and develop and deepen that experience once they have moved on to secondary education at The Langley Academy. We will place a great emphasis on the qualities of honesty, integrity, work ethic, selflessness, resilience, resourcefulness, reliance and reflection, teamwork, innovation and initiative, qualities we will nurture and develop at The Langley Academy Primary.

We will place a strong emphasis on behaviour and safeguarding. All staff will receive the legally required CPD and be encouraged to take enhanced qualifications to ensure a highly trained, motivated and dedicated team supporting our most vulnerable pupils. We intend to make The Langley Academy Primary a very special place supported by a remarkably talented group of staff within a vibrant and diverse community.

Involving pupils in our Strategic Plan

We will develop a Strategic Plan for The Langley Academy Primary that will follow the Ofsted framework of achievement and standards; leadership and management; teaching and learning; behaviour and safety; and spiritual, moral, social and cultural development. Students from The Langley Academy will be encouraged to act as mentors to pupils at the Primary and capitalise on the extensive ethnic, cultural and language diversity of our pupils. The older students, especially the sixth form, will undertake their community work with primary pupils in activities such as museum learning where they could, for example, work together developing museum showcases in selected themes or topics.

We will focus on vulnerable pupils and families in the community we serve. We will ensure that school structures and personnel are in place to identify problems quickly and provide the appropriate range of intellectual, physical and human resource support. Focused intervention, pupil profiling and Wave 2 and Wave 3 provision will combine with effective teaching and learning and manageable monitoring schedules in order that no child is left behind. As The Langley Academy Primary will open with a small number of pupils, we will have the time to build our capacity in an incremental manner.

We work closely with all parents and the wider community to support all students. At The Langley Academy Primary we will have the opportunity to develop a more child-centred approach to working with our parent community through the provision of parenting classes, workshops, extended facilities as well as the usual home/school agreement to ensure pupil attendance and encourage participation at parents' evenings and events throughout the year.

What will success look like for The Langley Academy Primary?

We wish to make The Langley Academy Primary the school of first choice and a measure of our success will be that our school is popular and over-subscribed. The vast majority of the 2022 cohort leaving the Primary will not only achieve standards across the key stages well above Slough and National norms, but also, these pupils and parents, will in an overwhelming majority, choose to transfer to The Langley Academy despite the attraction of the four Secondary Grammar schools. Success will include a Key Stage 2 to 3 transition which defies the norm such that children do not regress socially, personally or academically. Success will see a seamless transition on an educational journey to Higher Education.

The children at our primary will experience a creative and evolving learning entitlement balanced with sound, tried and tested pedagogic rigour and structures to support academic and personal development. Our emphasis on 'Values Education' linked with the three Rs of Resilience, Resourcefulness and Reliance and a curriculum that is Relevant and based on first hand experiential learning including Museum Learning will ensure that the children by the time they leave us are literate, numerate, questioning and ready to be 'good' citizens of the future with a strong moral purpose based on mutual understanding of other boys and girls. They will have an insatiable appetite to learn, to know more and be curious as well as mindful of the world they inhabit. They will marvel at story and literature, they will be confident, enthusiastic and skilled readers and writers, reflecting their regard for and worth of their written and spoken language. They will be confident and numerate individuals having experienced at an early age the mysteries as well as the order of mathematics and the application of learned skills in new experiences at first hand.

Through their experiences at the 'Children's University' they will regard the acquisition of new skills and knowledge as an entitlement and see no boundaries to future development and growth. They will be aspirational and want to do well right through to Tertiary Education.

Our school will be staffed by dedicated teachers, learning support and support staff. Teachers will regard their role as key professionals, going the extra mile to ensure that their teaching and pedagogic practice is second to none. They will be focused on the very best for the children in their care and assume a corporate responsibility for all children so that no one is left behind. As staff they will be mutually supportive as well as self-critical, wanting to do their best both as individuals in a profession but also as individuals on a career path to better their teaching practices and ensure high order learning where there is no ceiling on attainment.

The Langley Academy Primary will be one to visit to experience 'best practice' and its links with the teaching school will ensure it becomes the school of first choice for aspiring NQTs and experienced teachers wishing to further their career in the very best school environment. We expect that OFSTED report will judge The Langley Academy Primary as 'Outstanding' in all areas.

Linked to the National and local data available to schools, we will put in place a robust tracking and monitoring programme evidencing pupil progress and achievement. These pupil progress indicators will allow The Langley Academy Primary to set quantitative and qualitative key performance indicators, benchmarked against Ofsted and DfE criteria that will measure our success and lead to the highest possible outcomes for all pupils.

We will expect that 100% attendance and punctuality will be the norm for all pupils and that our expectations will be communicated and agreed with parents. From the outset we will exceed the PSA targets for attendance (2014/15 – 96%) and

punctuality (2014/15 – 95%). We will be committed to achieving a high level of parental engagement. We will actively engage and communicate with parents and carers so that they know what the school is doing for their children, the rates of progress against National norms and what parents and carers can do to help their child at home and support the child at school. We will develop strong home school links and adult/parent workshops and classes to improve the life chances of the children from disadvantaged homes.

We will collect and assess the views of pupils, parents, staff and support staff as well as the views of other professionals and key stakeholders who work and interact with The Langley Academy Primary. We will play to our strengths and identify areas for improvement. We will measure the effectiveness and compliance of our safeguarding and care practices and make sure that all our pupils feel physically, mentally and emotionally healthy and secure.

Our teaching and social care will be characterised by consistency in equality of provision and we will increase standards year-on-year. We believe that high quality outcomes start with leadership at all levels and requires a consistent attention to detail and a constant reassessment of the impact of actions taken.

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Teaching and Learning

The Langley Academy Primary will at the outset employ the very best practitioners with a proven record of success. As the school expands, we will collaborate with a local Teaching School to develop many of our own teachers through employing

NQTs who will work alongside their more experienced year teacher colleagues and mentors, with the ultimate goal of developing distributive leaders at all levels.

The Langley Academy Primary will expect its teaching staff to conform to the highest professional standards and our aim is that all will become graded as 'Outstanding' practitioners. The Langley Academy Primary will design informal and formal procedures to improve teaching performance and highlight any shortfalls in performance, supporting teachers before performance dips to unacceptable levels.

We will reward inspiring teachers and experienced teachers will support and mentor less experienced colleagues. No teacher will be left to struggle. We will insist on well-planned lessons fit for purpose and an efficient use of school data in termly Pupil Progress Meetings (PPMs). Each pupil's progress and attainment will be measured against statutory starting points, individually-set targets and development over time to expected outcomes. Our measures will continue to be based on levels of progress and Average Points Scores (APS) against National Standards so that every pupil can aim for above-average levels of progress and attainment and no child is left behind.

D The education plan for The Langley Academy

Primary

The table below indicates our expected growth in pupil numbers, excluding the Nursery year.

	2015	2016	2017	2018	2019	2020	2021
Reception FS2	90	90	90	90	90	90	90
Year 1 KS1		90	90	90	90	90	90
Year 2			90	90	90	90	90
Year 3 Lower KS2				90	90	90	90
Year 4					90	90	90
Year 5 Upper KS2						90	90
Year 6							90
Pupil numbers excluding Nursery	90	180	270	360	450	540	630

D1 - An ambitious and deliverable curriculum plan consistent with our vision and pupil intake

The Langley Academy Primary will serve a varied catchment area similar to that of The Langley Academy. Utilising data from Slough Borough Council, The Langley Academy Primary cohorts' makeup are likely to include a significant number of pupils with EAL, EMA, SEN needs and those entitled to access Pupil Premium support. Our curriculum will be designed to reflect this.

The Curriculum Plan outlined below addresses all of these needs and ensures that pupils are allowed every opportunity to succeed to their potential within a stable and supportive community. By 2022, when the first cohort will transfer to The Langley Academy, each child will have achieved to the best of his/her ability; be a literate, numerate, confident and questioning young person ready for the next step in his or her education journey. We will provide both proven practices and innovation to engage, excite, educate and enthuse all pupils to the highest possible academic and personal standards.

The Langley Academy Primary will deliver a Primary School Curriculum, the holistic content of which, with its incremental development, will allow the pupils the basis for

a broad and balanced curriculum fit for the 21st Century. We will take full account of the New National Curriculum (NC) as outlined in July 2013.

Museum Learning, Science, Sustainability and Internationalism

We will introduce innovative elements to enhance that entitlement, including, where appropriate, building in clear links to four of the focus areas of the curriculum taught at The Langley Academy:

- Museum Learning
- Science
- Sustainability
- Internationalism.

We will develop and apply these at a level and intensity suitable to the chronological age and intellectual development of the pupils as they progress through the Primary phase of their education. This will give us a coherent structure for pupils in a seamless curriculum development from 4+ to 19 for those who choose The Langley Academy as their secondary school. We will also provide a more effective KS2/3 transition where research indicates regression and/or stagnation can occur in learning and academic development.

Each year group will have the opportunity to develop half-termly themes linked to the four areas of focus and similar studies based on first-hand experiential learning. The Langley Academy Primary will link the curriculum to a balance of indoor and outdoor, in-school and out-of-school learning opportunities by providing a coherent and incremental series of day and residential visits and journeys linked to the pupils' learning experiences and studies. These visits, while fulfilling the key premise of engagement in first hand experiential learning, will be predicated by key 'Challenge' questions which will be mind-mapped by the pupils individually and as a class/cohort as to the answers they wish to find as outcomes.

The four areas of focus will not be the sole curriculum elements for each year group studied throughout the year. Where there is a clear purpose to the pupils' learning it will be pursued, but not to the extent of a tenuous linkage for the sake of structure. Pupils' learning will be predicated on 'learning for purpose' and 'learning to learn'.

Museum Learning

Pupils learn better from first-hand experience. As an entitlement they will have the opportunity to take part in half-termly visits many of which will be linked to Museum learning. These will range from virtual 'visits' to actual away-days to local and London-based organisations as well as having the opportunity to experience artefacts that visiting providers bring to the school and use to tell stories that bring the artefacts to life.

- EYFS children may visit Odds Park Farm in nearby Buckinghamshire. The visit will provide opportunities for class innovation and retelling as a non-narrative literacy element
- KS1 pupils may invite history providers to come into school
- KS2 pupils, in their study of the Roman Empire and its impact on Britain, will visit Verulamium (St Albans), with the visits linked to a series of 'Challenge' questions that the class/cohort have mind mapped with their teachers.

Museum learning is at the heart of The Langley Academy. An exciting range of related activities is built into the curriculum and these will benefit pupils at the Primary Academy as will the well-developed partnerships with a range of local and national museums, including Slough Museum, Oxford University Museum of Natural History, River & Rowing Museum and the V & A.

The Langley Academy building surrounds students and teachers with museum exhibits which act as both an inspirational environment and key learning resource. Research has shown that pupils benefit from working on extended theme-based projects in museum environments and that a large proportion of students at secondary school can improve achievement levels in assessed work based on a museum learning experience. We believe that primary-age pupils should also be able to benefit from this innovative approach to learning.

Science

Science in its broadest sense will feature strongly in The Langley Academy Primary's curriculum. As with Museum Learning, our approach will be based on first-hand learning and, where and when possible, outdoor activities. We will visit the Science Museum following thematic links to the Science National Curriculum and the application of science to pupils' everyday lives. Other possible visits could include:

- West Wittering to witness at first hand coastal habitats, erosion and deposition and the preservation of SSIs
- Local visits to Black Park County Park in Wexham; (EYFS) Shortenills Environmental Studies Centre (Shortenills is a primary focused Centre providing a safe and friendly venue a pupil's first residential away from home. It has easy access to habitat studies, sustainability and other aspects of science, geography, literacy and numeracy) (KS1) and other camping residentials such as Cuffley Camp Outdoor Centre in Hertfordshire (KS2)
- Environmental awareness and concerns will link to the nature and structure of the physical environment of the school building as well as the sustainability elements will be catered for in a 'school farm' where produce will feature as part of the holistic curriculum, our Eco School status (see below) and eventually our school meals.

Sustainability

Sustainability links closely with the approach to Science outlined above and in many ways the two elements will intermingle. We will develop as necessary to be

accredited and gain 'Eco-School' status including the development of eco-friendly practices, grow-your-own produce, recycling, management of finite resources and Bike/Scoot It to school practices. We will involve the whole school in regular, school-wide 'Days of Action'. This will be an opportunity for everyone in the school – pupils, teachers, all other school staff and parents – to get together to work towards achieving some of the targets set out in an Eco action plan.

The Langley Academy's Sir Norman Foster building was designed with innovation and sustainability in mind. Students are able to develop their knowledge of renewable energy sources by observing the building around them – its solar panels, brise-soleils, biomass boiler, recycled water system and power meters that are clearly visible so that the academy's energy consumption is available as a learning tool.

The pupils, where practical, will play key roles in the day to day running and eco-management of the school, including the efficient use of energy and resources at school and home and the responsibilities of individuals in any organisation to ensure that there is an effective use of finite resources:

- EYFS may use the school garden and its polytunnel to learn the requirements and sequences of planting, nurturing and harvesting
- KS1 pupils may contrast and compare the 'sustainability' elements of The Langley Academy and The Langley Academy Primary with their own homes, including studying water as a resource and its usage
- KS2 may consider life style choices and how these impact on lives at both micro and macro levels, comparing and contrasting the impact of practices at home on the environment locally, nationally and internationally.

Internationalism

Each year as a Reception year group, teachers and pupils will foster a long-lasting relationship with a similar school year group within a global context. The relationships with one or more overseas schools will be developed over the years as pupils progress through Primary and Secondary. The use of technologies such as email, Skype and Viber will allow us to build a virtual relationship where an actual one is not possible. Curriculum links as well as raising awareness of the global challenge facing all of us will be at the heart of this curriculum element.

The varied intake at LA which mirrors the multi-cultural make up of Slough as one of the seven towns in England where White British are in a minority, will dictate that Langley Academy Primary should develop this as a key linkage to the work undertaken at The Langley Academy. Our pupils will develop an understanding and appreciation of the concept of 'Internationalism' in this child-centred practical way as a precursor to their transition to KS3. The multi ethnic nature of Langley Academy's intake and its wide catchment area demands that all pupils have the necessary skill set for sound basic interpersonal language acquisition and the ability to apply those

skills in a wider range of literacy tasks to reach a level of academic linguistic proficiency suitable for future tertiary education.

Literacy and numeracy – English and Mathematics

We will be placing a strong emphasis on the development of high standards and acquisition of extensive literacy and numeracy skills to reflect and exceed National norms and the expectations required in the New Curriculum commencing September 2014.

We intend to achieve and deliver outstanding end of Key Stage results based on Quality First Teaching (QFT) and learning pedagogic practices throughout the primary phase. Linked to that, we will give equal importance to developing pupils' personal and social skills. We will provide an appropriate and stable foundation that sets our pupils apart from others and gives them a real sense of self-belief and confidence so important in the mind-set of a successful individual.

English

Our focus on literacy encompasses writing, reading and comprehension and includes expectations from the home. We will support the development of formal language structures and oracy, particularly in Early Years through a focus on high quality speaking, listening and storytelling opportunities. We will ensure that all stakeholders understand the critical role that reading plays in the academic and social development of the individual. We will utilise a well-structured, successful whole school programme based on synthetic phonics and guided reading leading to higher order comprehension skills and acuity of language.

Our approach will be based on stage not age and we will support pupils where appropriate through one-to-one and small group intervention work. Literacy will be at the heart of the curriculum with pupils engaging in rich language experiences linked to storytelling and real life writing. We will set achievable but challenging literacy targets and The Langley Academy Primary's expectations will be that all pupils will achieve as a minimum entitlement the expected norms at the end of each Key Stage. In the majority of cases we anticipate, due to quality teaching and learning practices, that a significant percentage of pupils will achieve to higher levels above expected levels of progress.

English

Literacy will be given a prominent profile in the school's timetable taking a substantial percentage of taught curriculum time. The Langley Academy Primary will adopt two practices as the lynch pins to high literacy standards:

- **RWI** (Read Write Inc) developed by Ruth Miskin, one of the UK's leading authorities on teaching pupils to decode, read and comprehend text

- *Talk for Writing* pedagogy developed by Pie Corbett, educationalist, poet and author

RWI (Read, Write Inc.)

RWI is a tried and tested method that ensures that ALL pupils have the tools to decode and access a language for life. It is a lively phonic programme that gets pupils reading and writing fast. *RWI* is a curricular programme and an excellent pedagogic practice. It delivers a secure, consistent, incremental and workable approach to quality first teaching as well as the teaching of synthetic phonics and the link to the application of that phonic acquisition to guided reading, language development and higher order reading and writing skills.

Talk for Writing

Research into falling standards and key concerns about writing, especially boys' writing, have centred on the lack of early storytelling experiences. The premise of 'having a story in one's head allowing one to write a story' has been taken up and perfected by Pie Corbett.

The approach holds good for narrative and non-narrative, the latter so when linked to first hand experiences/visits and journeys. The aim of the storytelling approach is that pupils at The Langley Academy Primary will have the skills and confidence to write their own stories easily and to a high standard. In order to do this they need to draw on a bank of known stories. Learning a story orally by heart to a set of agreed gestures as in action story telling can support this process. However the learning of the story is not the final goal. When planning for progression in telling and writing stories (imitation – innovation – invention) the balance of time spent on each aspect will change and develop according to the age, year group and time of year.

We believe that both *RWI* and *Talk for Writing* will help us deliver the very best in structure and creativity within rich language and first hand learning experiences at the school. Our use of *RWI* and *Talk for Writing* practices will be regularly reviewed in light of new curriculum requirements and augmented within the holistic structure of language acquisition.

Mathematics

Mathematics will follow the new NC including the key elements of Number, Measurement, Geometry, Statistics; and also Using and Applying which will feature strongly in the curriculum planning with problem-solving tasks set to ensure the application of core skills in everyday activities. Our mathematics curriculum will follow the recommended teaching programmes and be structured around key themes and studies, taking account of the programmes of study.

Work undertaken within the Foundation Stage will be guided by the requirements and recommendations set out in the EYFS document. We will provide all pupils with

opportunities to develop their understanding of number, measurement, pattern shape and space through varied hands-on activities that allow them to enjoy, explore and talk confidently about mathematics. All pupils in KS1 and KS2 will have a daily mathematics lesson and in addition opportunities for teaching and using mathematics will be created in the teaching of other subjects and in their study/half termly themes as part of the school's cross-curricular approach. We will set out our school's curriculum for English, Mathematics and Science on a year-by-year basis and make this information available online in line with the new National Curriculum requirements.

Learning Challenge Curriculum

The term *Learning Challenge Curriculum* does not describe or imply a series of learning experiences based on subject knowledge and understanding but rather a pedagogic approach to learning and pupil engagement per se. Its intention is to ensure that initial teacher planning of the curriculum is reviewed, modified, augmented and integrated to take account of key challenge questions to which pupils wish to find answers. A crucial element of this approach is the teachers' ability to elicit the questions in the first instance through structures such as mind mapping which will form a key initial element of any study.

As The Langley Academy Primary will open with EYFS, there will be a unique opportunity to hone and develop both practitioner and pupil skills in defining and refining practices which will be applied throughout the school. As the school's intakes progress, the *Learning Challenge* approach will need to take account of the development of practitioner pedagogic skills to ensure that they match the increasing sophistication of the pupils' challenge questions.

This pedagogic approach to the delivery of all elements of a holistic curriculum will be based on agreed principles of *Learning Challenge* designed to foster engagement, resilience, relevance to pupils' learning and skills application. Through this strategy, The Langley Academy Primary will ensure that the learning needs, questions and ambitions of the pupils at all ages and academic levels are differentiated and catered for in the planning and delivery of the curriculum:

- Based on questioning and enquiry and the development of higher forms of language acquisition with the goal of Cognitive and Academic Linguistic Proficiency (CALP) for all pupils
- Requiring teachers to think and plan actively to work with the pupils through techniques such as mind-mapping in order to meet the interests, engagement and requirements of the pupils at the varying stages of their educational development
- Fostering an enquiry approach based on curiosity and first-hand experience via virtual and real day and residential visits and journeys
- Integrating 'learning to learn' principles and embedding the application of basic skills to new tasks and problems

- Allowing for a high priority in the use and development of mobile technologies and computing to enhance engagement.

Visits and Journeys

A key element of The Langley Academy Primary's curriculum will be a planned sequence of four to five half-termly visits linked to topics and studies to enhance and give relevance to the pupils' learning. These will range from small group visits locally to their neighbourhood shops for EYFS to buy ingredients (numeracy; local geography; *Talk for Writing*: The Gingerbread Man) to cohort visits for example to the Buckinghamshire 'Black Park' Arboretum (local geography; maths; seasonal change; and *Talk for Writing*: Three Billy Goats Gruff – crossing over a small bridge) and the National Gallery to participate in their *Take One Picture* initiative which chooses one painting from the collection to inspire cross-curricular work in primary classrooms.

At KS1 pupils will engage in visits ranging from Odds Farm Park in High Wycombe (linkage to the Little Red Hen story from *Talk for Writing*) to West Wittering (coastal visit – habitats) and local places of worship of all the key religions (RE). At KS2, in addition to day visits in and out of school, it is intended that the pupils will experience an incremental series of residential journeys:

- Year 3 on a two overnight stay on the school field under canvas (with use of The Langley Academy Primary facilities) linked with day activities to a local water outdoor activity centre and visit to River and Rowing Museum in Henley
- Year 4 to a three day residential to Ufton Court, an Elizabethan House linked with their study of the Tudors
- Year 5 to PGL Isle of Wight's physical and team building centre
- Year 6 on a four-day residential in Northern France based at Le Touquet.

All of the above will be subject to the rigorous agreed risk assessments and practices coupled with recent relevant child safety regulations and appropriate pupil: adult ratios and pre visits by the accompanying staff. We intend that these elements, when woven together in an incremental structured development, will ensure pupil engagement, enthusiasm for learning, resilience and high standards.

The Children's University

The *Children's University* features weekly events linked into the curriculum, allowing children of all ages to determine an interest to follow for a sustained period. This will be three weeks for EYFS rising to six weeks (half a term) for KS1/2. All pupils, regardless of academic ability, will engage in skills-based learning of their choice and, depending on age, ability and maturity, be expected to present a completed assignment of their choice based on their favourite module to their peers. Show-and-tell will have come of age and we will encourage the use of technologies such as film, PowerPoint, as well as written, graphical and artistic presentation. Home/school links and support will be encouraged.

The modules within the *Children's University* will be designed to match pupil maturity and the availability of personnel in the initial stages of the school's development. Over time, the range and opportunities available will extend to allow a broad spectrum of in-school and out-of-school experiences. The *Children's University* will embrace the concept of stage not age. We will allow gifted and talented children to be fast tracked to higher-level opportunities as their academic, social and emotional maturity allows.

One afternoon a week will be set aside to develop a *Children's University* model when six-week (half-termly) modular courses will range from dance, drama, music and sports to museum discovery, and access to The Langley Academy facilities.

In the early development of the school, EYFS will be very much based on the pupils' interests including their hobbies, art, craft, design and technology, cooking, music, sports, MFL taster sessions, paper engineering activities. We will take account of the pupils' immediate and understandably short attention span. We will have a flexible approach, changing direction to follow pupils' interests, and are likely to include:

- a medley of sports and team games to supplement the EYFS curriculum, but linked to the pupils' interests
- visits to places like Burnham Beeches to develop outdoor learning skills through a 'Forest Schools' approach led by experienced practitioners
- art, craft and design opportunities led key school staff or external professionals
- Dance, drama and music including action songs and mini performances linked to literacy programmes.

In KS1, we will have a more focused approach as pupils' interests broaden and their levels of concentration and sophistication develop. In the early part of Year 1, during transition, modules will follow the existing EYFS models. As the pupils mature and develop their interests and focus levels, we will offer a series of planned and manned experiences such as:

- a sequential series of outdoor skills-based learning experiences focussing on individual interest such as gardening and work on an 'Eco Project'
- visits and journeys
- modular skills development courses based on interests ranging from creative arts opportunities to chess, pencil drawing skills and ICT skills games

At KS2, choices will increase as pupils become more self-directed and the range of activities can be extended to the additional facilities and personnel available at The Langley Academy during Friday afternoon. The *Children's University* will offer a wide range of modular options from dedicated interests in Music, Dance, Drama, Sports, and use of the Science and ICT facilities at The Langley Academy or at museums to follow areas of interest to a higher level than available during normal curriculum time. Those pupils who were identified as gifted and talented across the school would be supported to a higher level of attainment.

We will develop our practices so by the end of 2022, when the first KS2 cohort leaves, they will graduate from the *Children's University* in a ceremony and in a manner similar to that of a recognised Higher Education graduation ceremony.

Curriculum Model

The Langley Academy Primary will plan to follow the allocation of timings, subjects, percentages, notional timings per Key Stage as set out below. These timings and percentage allocations, notional at this stage, conform to the DfE expectations. As with every Primary phase school there will be many instances where overlap occurs and as a consequence a blurring of delineation. We will allow for a flexible approach as to the delivery of the notional allocation as the school develops from EYFS.

Notional timings: School Day - Foundation 2

Lesson	Time	Duration
Self-registration and activities	8.40 - 9.00	
Morning session	9.00 - 12.00	3hrs
Lunch	12.00 - 1.00	
Registration	1.00 - 1.10	
Afternoon session	1.10 - 3.10	2hrs

23hrs weekly provision less 50mins collective worship weekly = 22hrs 10mins

Notional timings: School Day - Key Stage One

Lesson	Time	Duration
Registration	8.50 – 9.00	
Lesson 1	9.00 – 10.00	60mins
Lesson 2	10.00 – 10.30	30mins
Break	10.30 – 10.50	
Assembly/Collective worship	10.50 – 11.10	
lesson 3	11.10 – 12.10	60mins
Lunch	12.10 – 1.00	
Registration	1.00 – 1.10	
Lesson 5	1.10 – 2.10	60mins
Break	2.10 – 2.20	
Lesson 6	2.20 – 3.20	60mins

Daily curriculum time – 4hrs 30mins

Weekly curriculum time – 22hrs 30mins; Annual curriculum time – 855hrs

Notional timings Curriculum – Key Stage One			
Note: all parts of the curriculum are mandatory			
	Hours: minutes	Total hours over one year of 38 weeks	Percentage of 22.5hr teaching week
English	5:00	190	22.2%
Mathematics	5:00	190	22.2%
Science	1:30	57	6.6%
D&T	1:30	57	6.6%
ICT	1:00	38	4.4%
History	1:00	38	4.4%
Geography	1:00	38	4.4%
Art and design	1:30	57	6.6%
Music	1:00	38	4.4%
PE	2:00	76	8.9%
RE	1:00	38	4.4%
PSHE	0:30	19	2.2%
MFL	0:30	19	2.2%
Totals	22:30	855	99.5%

Notional timings Curriculum – Key Stage Two			
Note: all parts of the curriculum are mandatory			
	Hours: minutes	Total hours over one year of 38 weeks	Percentage of 24.5hr teaching week
English	6:00	228	24.4%
Mathematics	5:00	190	20.3%
Science	2:15	85:30	9.1%
D&T	1:7.5	42.75	4.57%
ICT	1:15	47.5	5%
History	1:15	47.5	5%
Geography	1:15	47.5	5%
Art and Design	1:7.5	42.75	4.57%
Music	1:00	38	4%
PE	2:00	76	8%
RE	1:00	38	4%
PSHE	0:40	25.3	2.7%
MFL	0.40	25.3	2.7%
Totals	24:35	934	99.2%

The school week and year will mirror that of The Langley Academy to provide consistency and minimal disruption to parental needs and linked to the dates and times of other schools in the Local Authority where practically possible. The Langley Academy operates a six-term academic year. All of the above timings are those related to the 'compulsory' curriculum. An additional School provision will be in the form of Breakfast and After School Clubs. For financial purposes they will be regarded as a separate provision and enterprise dependent on parental take up and need.

Pupils, eligible for support through the Pupil Premium and those deemed to be at risk via referral from other statutory services, will access the facility at reduced or no cost.

Should parent demand indicate a request for 'wraparound' care at times longer than the normal school timings, additional care would link with the Breakfast and After School Clubs as a private enterprise linked to and staffed by trained and vetted personnel. We will also provide a range of post school optional co-ed 'enrichment clubs' run at no cost to parents. These will centre on seasonal Sports activities, ICT and musical activities such as a choir. After-School Enrichment Clubs will grow as the school roll increases, drawing on members of staff and 6th form pupils at The Langley Academy, as part of their community work or work experience, and under the supervision of appropriately-trained and skilled professionals employed by either school.

Content of the Curriculum

The Langley Academy Primary's curriculum will be structured so that all NC elements, including PSHE/Values Education and Collective Worship, will be timetabled into the school week. We will ensure that the school day allows for an equality of provision for all aspects of the curriculum:

- FS2 and KS1 will be approximately 5 hours daily
- KS2 will be approximately 5½ hours daily
- Breakfast and After School Clubs, extra-curricular activities linked to The Langley Academy and the external Slough Sports Hub network.

The 'New' NC will form part of the holistic curriculum with a key emphasis on the Foundation subjects and particular specialisms in both Music and Sports linked to the Slough LA Music service, peripatetic teaching, Slough Schools Sports hub and other bought in professional services such as MFL. These 'bought in' services will be timetabled into the weekly plan. Specialists will work alongside classroom teachers and LSAs in order to develop their own professional skills and extend/develop the experiences for the pupils between these sessions.

English and Mathematics

Literacy and Numeracy will feature as main time elements daily with substantial time each morning devoted to literacy, which will follow the key elements of Speaking and Listening, Reading (synthetic phonics linked to guided reading and comprehension) and Writing in its various genres through *RWI* and *Talk for Writing* incremental progression.

From EYFS, all pupils will access a structured, paced and relevant phonics and guided reading session daily for between 20 and 40 minutes depending on age and development. On the attainment of linguistic fluency at decoding language, usually by the end of year 2, the children will then follow the modular approach linked to comprehension and higher-order language acquisition.

We will give all staff high quality training so that pupils have an outstanding daily *RWI* session at the appropriate stage and development which will be assessed half-termly. *RWI* practices will ensure that no child is left behind and that those for whom language acquisition is challenging will be supported through an individual support programme and one-to-one ten-minute tutoring. Formal *RWI* structures will be developed as the pupils mature and the school grows. Further programmes for 9- to 11-year-olds will be developed including the *Fresh Start* and *Comprehension Plus* packages. We intend to have The Langley Academy Primary accredited as a 'model school' for the delivery of *RWI*. We will ensure that the delivery of *RWI* will mirror best practice as the programme develops with new material and approaches.

Talk for Writing sessions will be class-based. There will be adequate and appropriate support from LSAs to ensure that all pupils are able to access the curriculum appropriate to their abilities. *Talk for Writing* allows all pupils to access the literacy aspects both during the whole class, learning-by-heart and action-telling as well as writing at the developmental level of the child.

All pupils will follow the core *Talk for Writing* practices daily for between 20 and 60 minutes dependent on age and development. From EYFS, pupils will learn to story-tell and story-action a series of half-termly stories. Story-mapping, agreed gestures to signify key words and phrases and an expectation that all pupils will memorise and internalise these key story elements will allow for progression from imitate to innovate, where key elements or characters are developed, and finally to invent, where the story with a similar structure, but with extended literary features, is original to the child.

A year 2 class will spend more time during a literacy unit on inventing stories both oral and written, because they will have between 15-18 stories to build on acquired from previous years. Foundation Stage will spend more time on the imitation phase, whereas Year 5 may only be imitating when they are learning something new, for instance on how to write flashbacks.

Staff will develop an agreed progression for the teaching of writing based on the *Talk for Writing* principles and consideration of the guidance and objectives of the English programmes of study of the new NC.

Literacy in EYFS, KS1 and KS2

Adult-led and child-initiated activities in EYFS will include:

- Giving the children a wealth of opportunities to develop and experience speaking and listening; stimulate their early interest in literacy by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings
- Experiences that develop motor skills through play and handwriting activities; sharing and enjoying a range of rhymes, songs, film clips, stories and books
- Immersion in a print rich environment with opportunities for oral language and written communication, including differentiated phonic activities
- Focused group activities that teach children early communication language and literacy skills, using daily phonics and guided reading and writing sessions
- Big book activities with a focus on shared reading and writing
- ICT activities to enable access to wider texts and language activities.

At the beginning of Year 1, the assessments and teacher discussions from Foundation Stage will enable the planned work to follow a smooth transition. The teaching of Literacy in KS1 will include:

- Explicitly taught and planned sessions following *RWI* and *Talk for Writing* structures as well as consideration of guidance and objectives in the programmes of study of the NC
- Speaking and listening activities, including role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- *RWI* activities that focus on word level work with explicit teaching of phonics and spelling; and text level work using a range of genres will develop comprehension and composition skills and the understanding of print
- Basic skills sessions to develop sentence-level work led by quality texts to develop grammatical awareness and punctuation skills
- Letter-formation and handwriting taught and modelled using a cursive style
- Immersion in a print-rich environment that promotes a reading culture and develops children's oral and written communication
- An incremental series of learned narrative and non-narrative action stories linked to *Talk for Writing* programme and first hand experiences, including non-narrative story mapping, telling and writing linked to visits, such as to key religious buildings in Year 2
- Awareness, preparation and opportunity to experience the writing and reading formats anticipated for the end of KS1 assessments.

At the beginning of Year 3, the teacher assessments and the statutory tests in Year 2 will enable the planned work to follow a smooth transition. The teaching of literacy in KS2 will include, in addition to a continuation of some of the activities in KS1:

- Genre overviews to identify the success criteria of each unit of work and weekly plans tailored to the needs of our children
- Word-level work with explicit teaching of spelling strategies and rules and phonics
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills
- Text level work involving reading a range of genres to develop comprehension skills and scaffold writing
- A range of text types, including cross-curricular writing, modelled to promote sustained composition
- Handwriting and presentational skills taught and modelled using the a selected style of handwriting;
- Awareness, preparation and opportunity to experience the writing and reading formats anticipated for the end of KS2 assessments

Numeracy

Mathematics will follow the new NC including the key elements of Number, Measurement, Geometry, Statistics; and also Using and Applying which will feature strongly in the curriculum planning with problem-solving tasks set to ensure the application of core skills in everyday activities.

All pupils in KS1 and KS2 will have a daily mathematics lesson and in addition opportunities for teaching and using mathematics will be created in the teaching of other subjects and in their study/half termly themes as part of the school's cross-curricular approach:

- EYFS will visit the local store to buy ingredients to make bread (relating to the 'Little Red Hen' story)
- KS1 (Year 2) will learn aspects of measure through their study on 'Funny Bones' and 'Ourselves'
- KS2 (Year 6) will design a board game to consolidate the learning of percentages, ratios and fractions as part of an enquiry on 'Educational Games'
- Lessons will include a mental/oral starter, whole class and independent work and a plenary.
- Lessons are planned so that children are given opportunities for practical activities and mathematical games
- Problem solving
- Opportunities for increasingly difficult mental calculations
- Individual, paired, group and whole class discussions and activities
- Open and closed tasks
- Using a range of resources such as number lines, number squares, digit cards and calculators
- Working with computers as a mathematical tool
- Applying learning to everyday situations

Mathematics in EYFS, KS1 and KS2

Our approach to Mathematics in the **Foundation Stage** will provide children with practical hands-on opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. The learning and development of this area of the curriculum, as all others in the EYFS will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Teachers and practitioners will continually make judgments about the balance between activities led by children, and activities led or guided by adults. They will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As they grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help pupils prepare for more formal learning, ready for Year 1.

- **Numbers:** Pupils will learn to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they will learn to add and subtract two single-digit numbers and count on or back to find the answer. They will begin solve problems, including doubling, halving and sharing
- **Shape, space and measures:** Pupils will learn to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will be able to recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

The principal focus of our mathematics teaching in **KS1** will be to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This will involve working with numerals, words and the four operations (addition, subtraction, multiplication and division) and with practical resources such as concrete objects and measuring tools. Pupils will develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching will also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils will know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

The principal focus of our mathematics teaching in **lower KS2** will be to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. Pupils will develop efficient

written and mental methods and perform calculations accurately with increasingly large whole numbers. Pupils will develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching will also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. They will learn to use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils will have memorised their multiplication tables up to and including the 12x multiplication table and show precision and fluency in their work.

The principal focus of mathematics teaching in **upper KS2** will be to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. Pupils will develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils will be introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures will consolidate and extend knowledge developed in number and will also ensure that pupils can classify shapes with increasingly complex geometric properties. By the end of year 6, pupils will be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Science

We will use science in the **Foundation Stage** to help pupils make sense of the world around them through free and directed play and exploration using all their senses. We interpret 'Understanding of the World' as developing skills (raising questions, observing, describing, verbalising, predicting, sorting, matching, handling everyday utensils, critical thinking, communicating their findings) and attitudes (curiosity, cooperation, respect for the opinion of others, perseverance and determination). Long term planning of the themes through which pupils develop the skills and attitudes will consider, but not necessarily teach, the knowledge that they will learn in KS1. Our Foundation Stage will provide a useful stepping stone to KS 1 and will allow the children to achieve the Early Learning Goals and beyond . Pupils will be provided with a wide range of first-hand experiences, studies and themes to explore using their senses. There will be a balance of experiences of living things (real and representations of living things such as a toy farm, zoo animals and artificial plants), materials (shells, rocks, fabrics, Play-Doh) and physical phenomena (light, sound and pushes and pulls).

A holistic approach in Science

In planning the holistic curriculum, we will use science experiences to create a meaningful context for learning. As an example, after listening to, talking about and retelling the story of 'The Three Little Pigs' pupils explore straw, bricks and sticks with their senses. They will describe the materials using words such as 'prickly and smelly' and use comparative language such as harder than and stronger than (Literacy). They use a sponge to print the pattern of bricks (Design). They have the opportunity to plan together, share and consider each other's opinions when exploring and solving the problem of how to build a strong house out of each material (Personal, social and emotional development, Understanding the world - Design and Technology). Building the house involves gross and fine motor skills (Physical Development). The children then compare their houses with their own homes and could compare them with homes around the world and homes in the past (Understanding the world - Geography and History). Sorting, matching and sequencing skills are also maths skills. They will visit the Chiltern Open Air Museum to see a variety of different houses and homes ranging from a Stone Age hut to Tollgate house.

A sensory garden

Opportunities will be planned so that children can work outside whenever possible. We will develop a sensory garden, linked to our Eco School's project, involving different materials and textures and scented plants. The Langley Academy already has an organic garden and our sensory garden will be developed within it. We will use the environment to explore sounds and make a sound trail, to explore how different objects shine in outside sunlight, to play with their shadows, to become more aware of how the body moves and what each part can do (linking to Physical Development). Pupils can use outside equipment such as a slide to investigate how different objects travel down; observe plants and animals in the immediate area developing a need for sensitivity towards living things and to raise awareness of how to keep themselves safe. During activities in the sensory garden pupils can make labels for plants using symbols to communicate aspects of safety, such as 'can be eaten', 'can be touched'.

The principal focus of our science teaching in **KS1** will be to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will be encouraged to be curious and ask questions about what they notice. They will be helped to articulate the key questions they want answered (Challenge) and to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.

They will learn to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science will be accessed through the use of first-hand practical experiences, but there will also be some use of appropriate secondary sources, such as books, photographs and ICT.

Pupils in years 1 and 2 will explore the world around them and raise their own questions. They will experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They will use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they will begin to notice patterns and relationships. They will learn to ask questions and use simple secondary sources to find answers. They will use simple measurements and equipment (such as hand lenses and egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they will record and communicate their findings in a range of ways and begin to use simple scientific language.

The principal focus of our science teaching in **lower KS2** will be to enable pupils to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They will ask their own questions (Challenge) about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out

Pupils in years 3 and 4 will be given a range of scientific experiences to enable them to raise their own questions (Challenge) about the world around them. They will start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They will begin to look for patterns and decide what data to collect to identify them. They will help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They will learn how to use new equipment, such as data loggers, appropriately and collect data from their own observations and measurements, using notes, simple tables and standard units. With help, pupils will look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.

They will also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils will learn to use subject-specific scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

The principal focus of science teaching in **upper KS2** is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They will do this through exploring and talking about their ideas; asking their own questions (Challenge) about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper KS2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They will also begin to recognise that scientific ideas change and develop over time. They will select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils will draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Pupils in years 5 and 6 will use their science experiences to:

- Explore ideas and raise different kinds of questions
- Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions
- Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.

They will use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for; choose the most appropriate equipment to make measurements and explain how to use it accurately. They will decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They will use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. Pupils in Upper KS2 will use scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time

Physical education

Our high-quality physical education curriculum will inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide

opportunities for pupils to become physically confident in a way which supports their health and fitness. We will provide opportunities for all pupils to compete in sport and other activities which build character and help to embed values such as fairness and respect. Our curriculum for physical education will ensure that all pupils:

- ★ Develop competence to excel in a broad range of physical activities
- ★ Are physically active for sustained periods of time
- ★ Engage in competitive sports and activities
- ★ Lead healthy, active lives.

KS1 pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils will learn to:

- ★ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ★ Participate in team games, developing simple tactics for attacking and defending
- ★ Perform dances using simple movement patterns.

KS2 pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will learn to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will learn to:

- ★ Use running, jumping, throwing and catching in isolation and in combination
- ★ Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- ★ Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- ★ Perform dances using a range of movement patterns
- ★ Take part in outdoor and adventurous activity challenges both individually and within a team
- ★ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

We will provide swimming instruction in years 1 to 6. Pupils will learn to:

- ★ Swim competently, confidently and proficiently over a distance of 25 metres

- ★ Use front crawl, backstroke and breaststroke efficiently
- ★ Perform safe self-rescue in different water-based situations.

Music

We believe that music is a universal language that embodies one of the highest forms of creativity. We will provide a high-quality music education that will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to sing with confidence and enjoyment, compose and to listen with discrimination. Our curriculum for music will ensure that all pupils:

- ★ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and modern musicians
- ★ Learn to sing with ease and fluency and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ★ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 pupils will learn to:

- ★ Use their voices expressively and creatively by singing a varied mixture of songs and speaking chants and rhymes
- ★ Play tuned and untuned instruments musically
- ★ Listen with concentration and understanding to a range of high-quality live and recorded music
- ★ Experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 pupils will learn to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will learn to:

- ★ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ★ Improvise and compose music for a range of purposes using the inter-related dimensions of music
- ★ Listen with attention to detail and recall sounds with increasing aural memory
- ★ Use and understand staff and other musical notations

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and contemporary musicians to develop an understanding of the history of music.

History

Our high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Our teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. The way we teach history will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our curriculum for history will ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically-grounded understanding of abstract terms such as empire, civilisation, parliament and peasantry
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KS1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will learn to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers will

introduce pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils will learn about:

- Changes within living memory. Where appropriate, these will be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (such as the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)
- Significant historical events, people and places in and around Berkshire.

KS2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will learn to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will learn to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. Teachers will combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils will learn about:

- Changes in Britain from the Stone Age to the Iron Age
- Late Neolithic hunter-gatherers and early farmers, referencing Skara Brae
- Bronze Age religion, technology and travel, referencing Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- The Roman Empire and its impact on Britain
- Julius Caesar's invasions in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance by Boudica or Boadicea and others
- The Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Pupils will also learn about Britain's settlement by Anglo-Saxons and Scots and topics may include:

- The Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne.

They will then cover the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:

- Viking raids and invasions and Danegeld
- Resistance by Alfred the Great and Athelstan, first king of England
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066.

KS2 pupils will also carry out a local history study:

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects of national history are reflected in the locality of Slough/Windsor (this can go beyond 1066)
- A study of an aspect of history or a site dating from a period beyond 1066 that was significant in Berkshire.

They will also study an aspect or theme in British and world history that extends pupils' chronological knowledge beyond 1066:

- The changing power of monarchs using case studies such as John, Anne and Victoria
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- A significant turning point in British history, such as the first railways or the Battle of Britain
- The achievements of the earliest civilizations – where and when the first civilizations appeared and a depth study of one of Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – a study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Geography

Our enlightening geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Our teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our teaching of geographical knowledge will provide the tools and approaches that explain how the Earth's features at different scales are

shaped, interconnected and change over time. Our curriculum for geography will ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps and writing at length.

KS1 pupils will develop knowledge about the world, the United Kingdom and Berkshire. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They will learn to:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather...) and key human features (city, town, village, factory, farm, house, office, port, harbour, shop...)

Pupils will acquire geographical skills, undertake fieldwork and learn (in the context of location and place knowledge and human and physical geography) to use:

- World maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Four compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- Fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

KS2 pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical tools and skills to enhance their locational and place knowledge. Pupils will learn (in the context of location and place knowledge and human and physical geography and geographical skills and fieldwork) to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; and of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Cooking and nutrition

As part of their work with food and linked to the school's Eco Status, pupils will learn how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human

creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

IN **KS1**, pupils will learn to:

- ★ Use the basic principles of a healthy and varied diet to prepare dishes
- ★ Understand where food comes from.

And in **KS2**, pupils will:

- ★ Understand and apply the principles of a healthy and varied diet
- ★ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ★ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Design and technology

We believe that design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils at The Langley Academy Primary will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, art and cooking and nutrition. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world. Our curriculum for design and technology will ensure that all pupils:

- ★ Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ★ Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ★ Critique, evaluate and test their ideas and products and the work of others
- ★ Understand and apply the principles of nutrition and learn how to cook.

Through a variety of creative and practical activities, **KS1** pupils will learn the knowledge, understanding and skills needed to engage in the process of designing and making. They will work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. When designing and making, pupils will learn to:

- ★ **Design** purposeful, functional, appealing products for themselves and other users based on design criteria, then generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

- **Make** using a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing a wide range of materials and components, including construction materials, textiles and ingredients
- **Evaluate**, explore a range of existing products and evaluate their ideas and products against design criteria
- Acquire **Technical knowledge** by building structures, exploring how they can be made stronger, stiffer and more stable; using mechanisms, such as levers, sliders, wheels and axles, in their products.

KS2 will cover the same disciplined stages, but take the process further. Pupils will:

- **Design** innovative products and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and by using computer-aided design
- **Make** by selecting and using materials comparing functional and aesthetic qualities
- **Evaluate** their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world
- Acquire and apply **Technical knowledge** by using electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors and apply their understanding of computing to programme, monitor and control their products.

Computing

Our innovative approach to computing education will enable pupils to understand and perhaps even change the world through logical thinking and creativity, by making links with mathematics, science, and design and technology. We see the core of computing as computer science and our pupils will learn the principles of information and computation and how digital systems work. We will equip pupils to use information technology to create programs, systems and a range of media. We will ensure that pupils become digitally literate and able to express themselves and develop their ideas through ICT at a level suitable for the future workplace and as active participants in a digital world. Our curriculum for computing will ensure that all pupils can:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Become responsible, competent, confident and creative users of information and communication technology.

KS1 pupils will learn to:

- ★ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- ★ Create and debug simple programs
- ★ Use logical reasoning to predict the behaviour of simple programs
- ★ Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ★ Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
- ★ Recognise common uses of information technology beyond school.

KS2 pupils will learn to:

- ★ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ★ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ★ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ★ Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- ★ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ★ Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- ★ Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Art and design

As with music, we believe that art, craft and design embody some of the highest forms of human creativity. Our high quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will think critically and develop a more rigorous understanding of art and design. They will learn how art and design both reflect and shape our history, and contribute to our culture and creativity. Our curriculum for art and design will ensure that all pupils:

- ★ Produce creative work, exploring their ideas and recording their experiences
- ★ Become proficient in drawing, painting, sculpture and other art, craft and design techniques

- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KS1 Pupils will learn to:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 pupils will learn to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will learn to:

- Create sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay...)
- Understand the contribution of great artists, architects and designers in history.

Although the programmes of study elements as detailed above from the New National Curriculum are discrete 'subjects', The Langley Academy Primary will consider this entitlement in an innovative and creative manner through the developing and organic thematic approach linked with internal and external visits and links to The Langley Academy facilities and personnel where practically possible. This will ensure maximum buy-in from the children who will want to know more and this will significantly enhance the entitlements outlined above.

Assessing and Meeting the needs of all pupils

The Langley Academy Primary will conform to all of the proposed statutory regulation and advisory documentation detailed in the SEN Green Paper. We will ensure that no child is left behind and achieve this by a co-ordinated approach on an individual, class and whole school level via a series of incremental Wave intervention provisions which will be targeted on assessed needs linking the School's SENCO and external support services as appropriate.

Pre/Post school provision will include home visits for all new to school specifically at FS2. Teachers and LSAs will contact and visit each child prior to entry. They will use a series of key questions allowing our practitioners to have an initial informed view of

the intake and be in a position to prepare accordingly. Early identification of need may be linked to further liaison with external pre-school services especially in the areas of clinical or diagnosed need such as speech and language, global developmental delay and autism.

Following the initial home/school meetings, FS2 staff will assess the pupils over the initial six weeks of the Autumn term to identify specific needs or allow for appropriate 'settling' to school routines and structures. Teacher-differentiated plans and initial focused adult support, supported by advice from the School's SENCO will be the norm and will constitute Wave 1 interventions. Parents will be fully apprised of the school's judgements as soon as practically possible and no later than the Autumn teacher/parent consultation immediately prior to the Autumn break. Referral to the Family GP will be suggested in order to rule out any contingent medical condition. Key language needs will be identified via half-termly *RWI* assessments triggering one-to-one adult ten-minute tutoring support. In most cases this will rectify the need and allow the child to continue to access mainstream support. Reading Recovery trained personnel either employed by the school, or bought-in and trained in our ethos, will be the next line of development.

Where evidence gathered indicates that needs were more 'severe', this will trigger intervention with the further involvement of the SENCO and discussion at PPMs and specialist services, such as half-termly Multi Agency Meetings (MAMs), to determine and record any Wave 2 interventions. These will target specific areas identified as part of an IEP (individual Educational Plan) with SMART targets and expected outcomes over a set period with focused adult support. These Wave interventions will be flexible with teacher and SENCO plans differentiated to individual focus needs. Plans will be modified according to the changing needs, impact of the planned interventions and development of the target pupils. Parents will be fully involved and have a key role to play in Home/School learning support.

Wave 3 intervention will trigger an external assessment by the School's Psychological Service bought into the school as a Service Level Agreement with the Local Authority. Parental permission at a meeting convened by the SENCO and class teachers for that purpose will allow parents an up-to-date review of issues to date, the interventions tried, their impact and the necessity to further the school's understanding of the child's needs by referral – for instance to the service for Autism, CAMHS and Behaviour Support.

Following assessment, and the revision of the IEP, The Langley Academy Primary will ensure that the additional personalised and personnel support recommended by the SENCO and external agency was in place for a substantial period. Regular review at PPMs and MAMs will ensure that the specific needs were being addressed with progress and impact properly documented. Where appropriate, The Langley Academy Primary staff and external personnel will meet with parents to indicate that a Multi Professional Assessment was the appropriate option to be considered.

Pupils with statements of Educational Need will access all of the appropriate provisions outlined in the needs section of the statement and their development subject to the annual review process as required by law. In all but the neediest of situations, inclusivity will be the norm and the majority of support work will be of an inclusive nature within or near the child's class. Only for specific one-to-one focused intervention work will the child be withdrawn. All of the above will be contingent on the needs of the child at his or her stage of educational development and maturity. All school staff will share a corporate responsibility for the pupils in the school with class teachers, supported by the school's SENCO, support staff and other specialist services having the main day to day responsibility for the child's wellbeing and educational development.

We will ensure that all personnel are aware and supportive of those evidencing EAL needs. Where necessary and especially in EYFS, native speakers will be employed as LSAs as part of the core team to meet the language needs of our EAL learners. Our high quality delivery of *RWI* and *Talk for Writing* will allow the majority of EAL learners a fast track to acquiring a working knowledge of English thereby lessening the need to factor in higher level WAVE intervention support.

Children on the Gifted and Talented Spectrum

We will draw up a register of gifted and talented children and will include both academic and vocational higher level skills. We will work with parents and outside agencies to facilitate support opportunities where appropriate. Differentiated weekly and daily teacher planning will ensure that we are catering for these children by matching facility with identified talents and skills. An important element of our work will be regular monitoring of the register in light of age and maturity. The development of individuals on our register will fluctuate as rates of progression and the maturity of other pupils catch up or lag behind. We will work closely with parents to ensure consistency and uniformity of recognition and support.

The Langley Academy Primary will harness the power of The *Children's University* to allow those pupils with high level skills and talents to access, where appropriate, the best opportunities both within the Primary but also in The Langley Academy where facilities and staff will be able to extend the children's range of choice, an opportunity uniquely available in an all-through school.

Grouping/Setting

All pupils will be class-based with setting taking place for English and Mathematics as and when appropriate. Grouping for *RWI* sessions will be based on half-termly assessment as set out in the programme. Teachers and LSAs will deliver the appropriate levels of phonics and guided reading according to stage not age development. This will be the norm across the school as pupil numbers expand year-on-year.

Pupils identified as vulnerable, such as Ethnic Minority Groups (EMG), EAL and SEN will be class-based in all lessons with focused intervention tailored to need, drawn up in conjunction with class teachers, SENCO and other adult support as appropriate. Targeted individual and small group support will be a feature of the increased support available to those in danger of falling behind. Withdrawal will be used where appropriate to the needs of the individual, but inclusivity will be the norm in our school. We will consider phase, house or year group structures for pastoral purposes as the school population expands. In summary, The Langley Academy Primary will undertake:

- An early identification of need
- Liaison with parents and local support providers
- Focused and clear strategic programmes based on school based graduated series of Wave interventions as indicated by pupil need and IEPs where appropriate under the auspices/management of the named SENCO
- Half-termly MAM including key SEN personnel, SLA support and co-operation with external support services such as those related to Education Psychology Services, Autism, Speech and Language, Gifted and Talented co-ordination
- PPMs focusing on termly progress with the Senior Leadership Team (SLT) advising and holding phase and class teachers to account for individual pupils' progress measured against key starting points (end of FS2/KS1 and KS2 PLUS) expected annual progress
- KS1: years 1-2 – one level of progress annually or 6 APS
- KS2: years 3-6 – minimum two levels of progress from KS1 (12 APS) - expectation of 2/3 levels progress annually or 4 APS including challenge of 14 APS progress KS1 to end of KS2
- EMGs deemed to be at risk of under achievement will be identified by our whole school tracking system (see section D2) in order that any vulnerable groups such as EAL or White British boys are identified and support strategies linked to IEPs are put in place. The impact will be triangulated to termly PPMs and progress to both end-of-year and end-of-Key-Stage targets
- The school will identify and record an annual gifted and talented register allowing for additional academic and vocational opportunities linked to the expertise available from The Langley Academy sixth form, academic and vocational staff, the Children's University modules and The Langley Academy's extra-curricular links.

Pupil Transition from KS2 to KS3

One of the prime drivers in our decision to create The Langley Academy Primary was to ensure that the primary/secondary divide and well researched regression between KS2 and 3 was lessened. We will provide experiences in both settings that will allow a smooth transition from Year 6 to 7 and a certainty that practices will have a cohesion and structure understood by the pupils. As the pupils will access aspects of The Langley Academy during their time at The Langley Academy Primary the change will be one of expectation rather than anxiety. The certainty of a high crossover to The Langley Academy in year 7 will allow for focused and planned transition curriculum equally weighted towards the structures outlined for Primary

and the requirements of the KS3 curriculum. The pupils in The Langley Academy Primary will be familiar with setting and banding. KS3 leaders and teachers will take a more active part in teaching at The Langley Academy Primary in year 6 and the pupils will access and have specific lesson time in The Langley Academy.

Working with The Langley Academy

The SENCO from each school will meet frequently; leaders from both academies will meet as part of the regular SLT schedule. Teachers from both phases will develop effective professional working relationships and curriculum teams will meet to develop a coherent transition curriculum. Parents and pupils will be knowledgeable about and aware of the mores, customs and values shared with The Langley Academy through meetings, workshops and teacher/parent meetings prior to transition. Key staff may transfer with vulnerable pupils to ensure emotional integrity as well as educational development thus avoiding many of the pitfalls inherent in transition to a different school. The Executive Principal and Headteacher of The Langley Academy Primary will ensure that all necessary steps are taken for the first intake to The Langley Academy in 2021.

D2 - Measuring pupil performance effectively and setting challenging targets

All pupils at The Langley Academy Primary will follow the requirements of the National Curriculum and the relevant statutory tests and assessments, including the new National Curriculum. We will take account of the current review of assessment and levels of attainment and administer all of the statutory and non-statutory elements:

- EYFS profiles
- Year 1 phonics screening and year 2 follow up
- Year 2 end of Key Stage tests
- Years 3,4,5 non-statutory optional SATS
- Year 6 end of Key Stage tests including level 6 if still applicable
- We may decide, when the pupils enter KS2, to undertake commercial empirical testing such as the Cognitive Ability Tests (CAT) developed by NFER.

The Langley Academy Primary will fulfil all statutory requirements and more.

Early Years

We will implement all aspects of the new EYFS curriculum with its comprehensive and statutory framework. We will utilise developments since its implementation in September 2013 to hone our practice. The Langley Academy Primary will ensure that:

- Rich learning experiences for all pupils are evidenced in the revised EYFS profiles

- Full use is made of Early-Years Self-Evaluation Forms
- All of our performance matrices are visible
- In line with the maintained sector, we will subject our profiles to Local Authority and external moderation
- We exceed the expectations in the Prime areas and PSE

We will modify our approach depending on the outcomes of the consultation process on 'Primary Assessment and Accountability' outlined by the Secretary of State.

Key Stage One

We will link the EYFS profiles to the KS1 (Year1) programmes of study, mindful of the necessity for appropriate transition and the DfE expectations in the New National Curriculum. With our strong focus on literacy and numeracy, we will set high standards:

- 95%+ for Phonics Screening and expect two levels (12 APS) progress. (In Year 1 – phonics screening should be at 80%+ and our challenge is to achieve 100%)
- 100% Level 2b (as the norm) in English and Maths, exceeding the PSA target (2014 – 85%) with all pupils challenged to attain 6 APS annually.
- We will work towards achieving the higher levels at Level 2a and Level 3+ by 2017/18 in order that our data when published will be flagged as sig+ on Raiseonline
- We expect that attainment will reflect well on those who are Summer-born and exceed the National with outcomes in >85% range
- If relevant at the time, we will exceed the National APS in all subjects by >2 and exceed the Reading, Writing and Maths APS by >2
- We expect that the attainment index will flag The Langley Academy Primary as sig+ in all subjects
- Gender difference will be minimised with a lesser differential to similar schools nationally
- EMA, EAL and SEN APS will exceed the National APS scores by >2 APS

Key Stage Two

As we build both numbers and capacity within The Langley Academy Primary we will succeed with all pupils attaining to the National norms:

- We will expect to exceed PSA targets for SATS Level 4 (2014 – English 85%; Maths 85%) and SATS Level 5 (2014 – English 32%; Maths 38%)
- For English and Maths, we will expect two levels of progress (12 APS) as a minimum for all pupils and add an additional challenge to 14 APS by the end of Year 6
- We will exceed PSA targets in English and Maths (2014 – 80%) and, using teacher assessment in Science, (Level 4 2014 – 90%; Level 5 2014 – 50%)
- Overall, our aim is to be at least 10% better than the local authority average attainment in Maths, English and Science and become within the top 10% of primaries in the country within the seven years to the transition of our first cohort to KS3

- If still applicable we will expect a value-added score >100 and our Raiseonline to be flagged sig+ with no elements flagged sig-
- We will exceed the National APS in all subjects by >2 APS and exceed the National in the percentage of pupils achieving or surpassing English and Maths combined by >10%
- EMA, EAL and SEN APS will exceed the National APS by >10% and >2APS across the board
- Progress measures to ensure that by July 2021, 100% of our year 6 cohort will make expected KS1 to KS2 progress with a significant percentage exceeding expectation measured by sublevel variation
- FSM and LAC will indicate a VA score of >100 and APS for pupils eligible for Pupil Premium support flagged sig+ >1 to >2 APS from the National trend
- To attain the National benchmarking as the norm level 4b (if still applicable in 2021/22) with all pupils attaining 12 APS by end of year 6 linked with a challenge target of 14 APS
- The higher level 6 (if still applicable) will be the school challenge target for those pupils who are evidenced through PPMs, empirical and school based summative assessment documentation as capable of achieving to that standard.

Quality First Teaching (QFT)

Our targets will be delivered via Quality First Teaching (QFT). Personalised teaching and Learning will be at the core of The Langley Academy Primary's vision:

- Well-designed interactive lessons with pupils fully engaged in their learning
- Thoughtful teacher assessment for learning practices of questioning, explaining, modelling, encouraging, motivating and praising
- Pupils who talk and listen, accept responsibility for their own learning and work independently
- The encouragement and promotion of dialogic talk structures within the classroom.

Ofsted graded 'Good to Outstanding' lessons will be the norm and expectation for all our staff. Agreed principles of what constitutes that standard will form a key part of the CPD for all staff. *RWI* pedagogic structures, delivered through quality CPD, will support the establishment of Good and Outstanding practices.

Prior to opening, The Langley Academy Primary will appoint a Headteacher designate who, as a practising teacher in a leadership capacity, will have been subject to a rigorous and robust selection process including a class teaching element. The Langley Academy Primary will regard this crucial appointment as one that will set the tone and standards for quality first teaching in the years to come. In the initial years the Headteacher will have a 'non-class-based' teaching commitment. Further appointments will be based on a balanced mix of experienced and Newly Qualified Teachers. We will 'grow our own' and forge strong links and collaboration with Upton Court Grammar School as the teaching school.

Teaching and learning at The Langley Academy Primary will be based on agreed, consistent and proven teaching and learning principles and pedagogic practices which will link to a PPM programme considering the progress and attainment of individual, group and whole class groups.

A robust appraisal and performance process

The Headteacher would have meetings in a three week cycle with the school's SLT responsible for pupil progress and meet with the executive Principal regularly to justify their findings. The meetings would focus on progress against challenging targets as agreed at the beginning of the appraisal cycle measured against appropriate key stage to key stage expectation and ensuring progress and challenge using the most appropriate national benchmarking tools. These would be supported by a programme schedule that would quality assure the work in each year group through book scrutinies, talking to students, lesson observations and focussed 'learning walks'.

Each term during Pupil Progress Meetings all year staff will meet with the SLT and school SENCO to report on pupil progress against targets and articulate the impact of interventions. Information from these meetings would be reported to the termly Primary Governing committee meetings.

The school leadership will report on any identified areas for improvement linked to a School Improvement Plan detailing any key areas for improvement, actions, personnel involved and key impact markers. Our Governing Body will hold the leadership to account and, on a bi-annual cycle, contract appropriately qualified external consultants linked with the teaching school to undertake a rigorous review of school practice along relevant Ofsted guidelines and advise on next step objectives. Linked with internal leadership review of teaching and learning, this will allow us to be subject to rigorous external monitoring of teaching and learning practice, receive appropriate judgements and allow the school to plan and cater for indicated improvement. Linked with staff, pupil and parent questionnaires this will allow us to be in a proactive position to understand our areas of excellence and where we need to improve.

All staff will have an annual Appraisal and review under the DfE statutory framework, taking the September 2013 Appraisal regulations and National Teaching standards as a starting point:

- June/July: Leadership diagnostic completed by staff holding a responsibility (bi-annual). Professional Development Week, including one lesson observation for all teachers
- September/October: INSET PM self-reflection on National Standards audits, performance in previous year in meeting objectives and possible new objectives. These objectives to include pupil progress targets, Professional Development linked to whole school areas for development and a professional CPD objective linked to self-audit of teacher standards. Any staff

wishing to progress through threshold should inform Headteacher in writing. Headteacher will meet MPS 5 and 6 teachers to discuss standards.

Professional Development fortnight, including one lesson observation for all teachers. All SLT line managers appraisers complete National Standards audit on their staff to clarify performance and agreed new objectives

- 31 October: All pay recommendations and PM objectives detailed to Headteacher
- 1 November: Headteacher, Executive Principal and C to assess pay recommendations and objectives.
- November: Pay Committee receives Executive Principal's pay proposals. All objectives are recorded on a central spreadsheet and a member of the SLT and/or Headteacher responsible for the appraisal process monitors the link between the career stage expectations and the expected standard of teaching and learning linked to career progression.
- January/February: mid-year review ref objectives with Headteacher meeting with key groups of staff eg MPS 1/2, 3/4, 5/6, UPS 1, 2, 3

The Langley Academy Primary's leadership will implement all relevant regulations ensuring that all staff are aware that pay progression is dependent on the delivery of QFT as assessed by regular classroom observation, based on Ofsted criteria, and evidence from PPMs and end of year assessment of the agreed pupil progress to expected attainment. Targets will be linked to recent relevant statutory regulation and accountability. Key distributive leadership personnel, based on the staffing structure and specific roles related to levels of seniority, will conduct the annual appraisal cycle. Detailed, non-personalised, documentation regarding the annual cycle of appraisal/performance management and the general objectives set, will be presented to the Governing Body.

Pupil Progress Meetings

Pupil Progress Meetings will be conducted termly. They will focus mainly on progress in the key elements of Reading, Writing, Maths and Science. We will utilise SIMS Assessment Manager to ensure robustness and continuity as the package is already in use at The Langley Academy. The system will be accessible and workable for all members of the school and not just those at leadership level. Progress will be monitored from key points, such as the end of KS1 to end of KS2. Our expectations will define the required progress and the assessed measure of that progress to attainment expressed as sub levels and APS.

PPMs will consider individual, group, class and cohort progress to target. Year-on-year expectations will form the basis for full and frank professional discussions. Effective strategies will be shared with all staff at written feedback and others deemed to be less effective shelved. During PPMs staff will be required to evidence progress for all pupils though aspects ranging from moderated work scrutiny, informal/formal teacher and empirical assessment. They will identify groups and individuals who are achieving or exceeding progress to target, are on track, are in danger of falling behind or are already in that category. Staff will provide

documentation to support intervention strategies and their impact. The meetings will focus in the main on those pupils in the 'red zone', meaning those in danger of falling behind and agree further intervention strategies or actions based on pupil need aimed at addressing evident lack of progress.

The Langley Academy Primary's leadership and SENCO will ensure that any child identified as falling behind accesses an individual or small group support focused intervention programme through the school's incremental structure of Wave interventions based on the identified need and delivered via the LSA, teacher or SENCO team. At the end of each academic year, teachers will make a summative assessment on the attainment of each child in the non-core subjects and RE. These judgements will be made against National norms.

Pupil wellbeing, behaviour, attendance

Wellbeing

A major element of school delivery will be underpinned by both recognised and innovative PSHE programmes including a whole school approach to 'Values Education' (Dr Neil Hawkes) further linked to Professor Guy Claxton's 4Rs of Resilience, Resourcefulness, Reciprocity and Reflection in the context of 'Building Learning Power'. These core principles focused on pupil wellbeing and personal confidence will pervade all aspects of school life and will be regarded as the bedrock upon which all academic achievement will be based:

The Langley Academy Primary will work to all H&S and DfE regulations and best-practice guidelines relating to the safety and well-being of staff and pupils. All staff will undergo enhanced DBS checks. All staff will undertake level 1 training in child protection. Key staff will undertake appropriate paediatric first aid training. The head and senior leaders will undergo Level 2 and 3 child protection training. All staff will undertake and be aware of the need for online and home/school internet safety protocols which will be indicated online via the school website and through an internet-based *Schoolcomms* or *Parentmail* type service as well as via parent/school workshops. The school premises will allow for freedom of movement within a secure and safe physical environment.

Behaviour

As The Langley Academy Primary will grow by ninety pupils every year, the school will be well placed to ensure that the expected behaviours, mores, culture and values embedded in the school vision will be owned by the pupils. School Council, playground buddies, pupil mentors, Values Education and use of sociograms and whole school emphasis on the positive will ensure that expected behaviour norms pervade the school. Agreed consistency of individual, class, child and adult codes of conduct will ensure that all members of the school community play their part.

Pupils, for whom these norms prove difficult, will be supported via a Personal Support Plan (PSP) which will involve parents at the outset and, where appropriate, external agencies. We recognise that bullying can exist, but we will have a zero tolerance approach to any aspect of bullying and utilise the very best tried and tested approaches to remediation and conflict resolution. Exclusion will be a course of very last resort and will not be used unless every other avenue or strategy has been explored.

Attendance

The school will exceed Local Authority and National Attendance averages. Parents will be informed of the expectation of 100% attendance. We will have a zero tolerance to holiday absence during term time and a three-weekly scrutiny of registration will alert us to fall-off in any child's attendance. This may trigger a series of individual parent meetings with key teaching and welfare staff to improve attendance. Escalation to involve the Local Authority's Attendance Officer will if necessary at the final sanction and last resort involve a court fine. This will be a rare occurrence.

Reporting Progress to Parents

The Langley Academy Primary will work closely with all parents to ensure that they realise at an early stage in their child's education the potential problems associated with low school attendance. We will link with outside agencies and statutory authorities to ensure co-operation and consistency with hard-to-reach families. The close teacher/parent relationship, scrutiny of the data, first call daily ring-round linked with an increasing range of incentives and sanctions are intended to promote full attendance. Parental involvement and a sense of collective responsibility from home as well as school will be fostered:

- At FS2, a series of pre-entry home visits based on an agreed format to elicit and allow for preparedness on entry followed by parental follow-up meetings at the school as an opportunity to see the school in action
- From KS1 to the end of KS2, there will be an annual 'meet the teacher' early in the Autumn term
- Twice yearly parent/teacher consultation in the Autumn and Spring detailing personal and academic progress, areas for development and agreed targets to be supported at home
- A summer term invitation to a parent/teacher consultation for the parents of pupils identified as in danger of falling behind - in the 'red zone' or for pupils 'causing concern' as in SEN identification or LAC/those entitled to Pupil Premium support
- An annual written report on progress identifying pupils against National norms, (both optional and statutory SATs), pupil progress targets based on end of year moderated teacher assessments and a key focus personalised section on PSHE development.

All of the above will be linked to an incremental series of parent consultations and workshops and whole school exhibitions of pupils' work which will be designed to engage, inform/educate, support and 'persuade' harmonious and effective home/school links.

D3 - A staffing structure that will deliver the planned curriculum within the expected income levels

Our staffing structure will be based on the pupil numbers shown in the chart in section D1. Slough Local Authority is forecast to require 5 forms of entry each year for the foreseeable future to meet the growing demand of a burgeoning pupil population and therefore the staffing structure will be at 100% pupil capacity:

- FS2 to Year 6: 90 pupils - three classes of 30 pupils

The Executive Principal will have a strategic role, building the ethos and vision of both Primary and Secondary, and driving community engagement. This role is critical because we want to maintain the very unique experience in the Secondary yet at the same time recognise the singular requirements and innovative nature of the development of a Primary developing into an all-through 3+ to 19 school:

- Developing the common culture between the two schools
- Facilitating joint working across both schools
- monitoring standards across Primary and Secondary through consistent quality assurance

The Headteacher will be accountable for achievement and standards of the Primary and the initial development of a coherent vision, ethos, policies, curriculum and staffing appointments before opening. The Deputy Headteacher will be accountable for teaching and learning across the age range in the Primary.

Some aspects of the Directors' roles will expand as Langley Academy Primary develops. For example the Director of Transition will be heavily involved in monitoring student progress across both campuses.

Year-by-year staff recruitment

We will appoint the Headteacher of The Langley Academy Primary School in April 2015, ready for the school opening in September 2015. The organisation charts shown below show how the Senior Leadership Team develops as each new year group is established.

2015/16

The Langley Academy Primary opens
[REDACTED]

2016/17

[REDACTED]

2017/18

[REDACTED]

2018/19 and 2019/20

[REDACTED]

2020/21 and 2021/22

[REDACTED]

The year-by-year appointment of staff is detailed in the financial spreadsheets and summarised below:

Year-by year staff FTE								
	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
SLT	1.2	2.2	3.2	4.2	4.2	5.2	5.2	5.2
Teaching	4.0	7.5	12.0	15.1	20.2	22.8	25.9	25.9
Pupil Support	3.2	5.6	8.0	10.4	12.8	16.0	19.2	19.2
Administrative	2.8	2.9	3.8	4.7	4.8	5.8	5.9	5.9
Premises	0.3	0.8	1.2	1.3	1.3	1.3	1.3	1.3
Catering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.6	1.0	1.4	1.8	2.0	2.3	2.7	2.7
Total	12.0	20.0	29.6	37.5	45.3	53.4	60.2	60.2

The Langley Academy Primary will have a Headteacher and a Deputy Headteacher. The Deputy Headteacher will be appointed in 2018/19 as the school admits pupils into KS2.

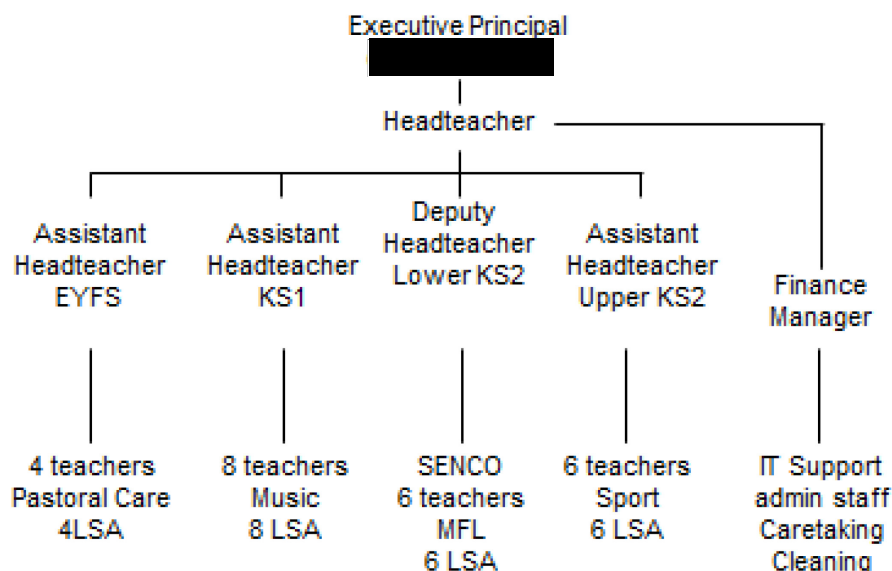
Breakfast Club and After School Club personnel will be appointed in 2015/16 with numbers, times and contractual commitment depending on:

- Parental need and request
- Linked to full time wrap-around care where necessary
- Cost and overheads

Personnel who undertake this work will be paid on a separate contractual commitment. Music, Sports and Language Specialist Services will, if appropriate, be subject to a SLA with The Langley Academy and outside agencies such as Music Service.

Senior Leadership Team

The Headteacher, with the Deputy and three Assistant Headteachers, who will all have responsibility for a phase, will make up the 2020 Senior Leadership Team (SLT). The chart below shows an indication of reporting responsibilities once the school is full:



As staff are recruited, their skills, experience and wishes will mean that the indicated responsibilities will almost certainly differ from the diagram above. In the build-up years, the SLT will be made up of the Headteacher and the Assistant Headteachers who have been appointed. There will be a culture of distributive leadership in that each phase leader will be responsible for the leadership and management of their allocated phase for the academic and pastoral well-being of all pupils as well as the day-to-day staffing and management responsibilities. Half their time will be dedicated leadership time to undertake:

- Monitoring and improving the quality of teaching and learning in the phase including classroom observation, team teaching and mentoring
- Pupil wellbeing, progress, assessment and tracking
- Special Needs (in conjunction with the school's SENCO)
- LSA and ancillary staff day-to-day deployment
- Home/school and external agency links.

The Assistant Headteachers/Phase leaders will lead by example and their teaching will be at least good and often outstanding. They will be role models for all staff and pupils. They will be responsible to the Deputy Head (also a phase leader with a teaching – non-class-based commitment) and Headteacher. Phase leaders will hold weekly meetings with all phase staff, utilise a leadership log and use and follow phase action plans in an agreed format linked to key areas of improvement and development indicated by for example, PPMs, staff appraisal, external review, CPD initiatives additional school intake and school development.

Overarching School Improvement Planning will drill down from leadership to individual teachers and LSAs who will have a participant role in the action planning process and implementation. CPD will be whole school based with the expectation that it will be attended by all teaching and support staff and bespoke to the needs of the school and the expertise required as the school expands.

Teachers

The Langley Academy Primary will employ a balance of experienced and NQTs in each year group. We will link with Upton Court Grammar School, a Teaching School, to engage those new to the profession and 'grow our own'. We are aware of the difficulties in the recruitment of teachers to the profession in Slough and are determined to minimise the use of agency staff. The school's policy will be one of last resort and if appropriate we will employ and train a cover teacher or Higher Level Teaching Assistants. The balance of experience and teachers new to the profession in each year group will allow for a dynamic development of The Langley Academy Primary approach.

Teachers with particular expertise or interest, as in employing EYFS trained staff in our initial few years, will be actively sought. CPD for staff will be based on the outcomes of the appraisal process, the needs of the pupils as identified by PPMs and the development requirements of the school at whatever stage of intake. Teachers who show potential and are ambitious in their chosen career will have ample opportunity to develop professionally and apply for any leadership vacancy within the school as it arises.

Special Educational Needs

The Langley Academy Primary SENCO's role will develop as the school intake expands, from 0.5 FTE at opening to 1 FTE in 2018. The additional LSAs factored into each year will form part of the SEN support team where, after appropriate CPD based on pupils' identified needs, they will take on support roles within the class with specific individuals or groups.

Support staff

Our support staff will play a significant role in lightening teachers' workloads and in supporting learning and make a real contribution to life at The Langley Academy Primary:

- Supporting pupils' education through mediating teacher inputs and peer interactions and interpreting instructions
- Improving inclusion by encouraging pupils to participate constructively
- Acting as a vital link to parents and other stakeholders
- Contributing to curriculum development
- Upholding standards of behaviour through example and through focused attention on pupils who need help, guidance and appropriate discipline.

LSAs will be deployed to specific phases. Expertise, particularly in Early Years, will be welcome initially and we will employ the same balance of experience and 'apprentice' for our support staff. In-house CPD will always be our preferred model as we aspire to have staff who are highly trained, work to a high standard, buy into the vision, mores, values and culture of the school and support its development to become the school of first choice.

Staff will be trained in any regulatory requirements such as Child Protection and First Aid. They will be part of every whole school CPD opportunity during INSET days. They will have the opportunity to develop and progress their careers and education to their benefit and that of the pupils. Any with the qualities to attain HTLA or teacher status will be assisted as appropriate.

Curriculum expertise, roles and expertise

The model for curriculum co-ordination will be based on a cross-phase team approach. The teams will be:

- English/Communication/Language and Literacy (including Speaking & Listening, MFL and Drama)
- Numeracy/Mathematics
- Knowledge and Understanding of the World (including Science, Geography, History, Design and Technology, Eco Schools)
- SEN (including pupil wellbeing and inclusion)
- Creative (including Art and Design, Music, Dance (and Drama overlap), Movement and PE)
- Physical (All aspects including PE/Games/Gymnastics/and Dance overlap with Creative).

We will cross-phase expertise all subjects and all teams in:

- ICT
- Raising Achievement/Assessment
- G&T
- *Childrens' University.*

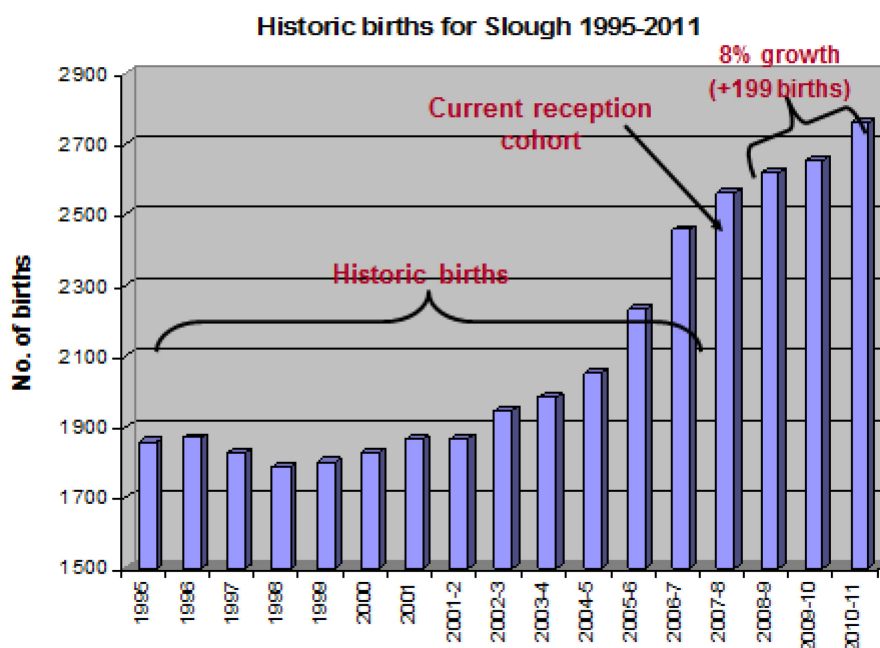
The core teams of English and Mathematics will be led by members of the SLT. Other teams will be led or co-led by staff members with the appropriate interests or expertise. As the school expands, teams will become more cross-phase balanced to ensure the appropriate input and relevance for each key stage. LSAs will be included and encouraged to participate.

E: Evidence of need

A compelling need for a new primary

Slough Borough Council agrees that there is an increasing and urgent need for primary places and are very supportive. They have said that they are not in a position to just open a new school as [REDACTED] states [REDACTED]. In March 2013, the National Audit Office issued a warning that if the government didn't react to the shortage of primary school places, there would be a shortfall of 240,000 places by September 2014. Slough was listed as one of the five areas most at risk, facing a 10% shortfall of places. Lord Nash, parliamentary Under Secretary of State for schools, wrote to Slough Borough Council in April 2013 asking for evidence that 'the council is doing all that it can to meet its statutory duties to provide adequate school places for children'. Slough has a very high level of inward migration, with as many as 700 students entering the school system every year. During the past four years, an additional 20 reception classes have been added at existing schools. These school expansions have, unfortunately, not all been successful, with some schools reverting to their former size. In January 2012 there were 3370 Slough residents attending schools in neighbouring boroughs (all children, not just primary), higher than the number of non-residents at Slough schools (2994).

We regard all of this as solid evidence of the feasibility and necessity of our application which will provide the Local Authority and our present and future parent clientele with a unique but increasingly popular all-through 4+ to 19 educational entitlement. As shown in the chart below, the growth in Slough is in-year as well as due to a rising birth rate, reflecting significant demand from inward migration.



There was an increase from 12,100 children aged 4-10 in 2010/11 to 12,859 in 2011/12. Only 510 new places were created in 2012. Slough reported in November 2012 that they expected, by September 2015, between 7 and 10 new reception classes are required.

	Number of Reception classes available	Number of classes required (range)	Shortfall
2007-08	5	56	
2008-09	5	57	
2009-10	6	61	
2010-11	6	65	
2011-12	73.7	72	
2012-13	76.7*	77 - 78	1 - 2
2013-14	75.7	78 - 80	3 - 5
2014-15	75.7	79 - 81	4 - 6
2015-16	75.7	82 - 85	7 - 10

* with bulge class

The current shortfall of permanent forms of entry is being addressed by bulge classes. Slough Borough Council says it is 'necessarily cautious with forecasts to avoid an over-provision'. However, past experience and information following a discussion with ██████████ at Slough suggests that demand will exceed the figures above and tend towards or exceed the upper band forecast. Further details of the need for more primary places and the widespread enthusiasm for the new school are in Section E. The need is compelling.

Mixed performance from existing primaries in Slough

The performance of primary schools in Slough is mixed. Western House Primary and James Elliman Primary both exited special measures during the first half of 2012, and then Willow Primary School was placed in special measures in July 2012 and has been taken over by Marish Primary. St Ethelbert's Catholic Primary was judged 'Inadequate' in March 2013 and Foxborough Primary, a neighbouring primary judged 'Inadequate' in June 2013 (Italo, is currently working for the Local Authority to improve this school). Both were placed in Special Measures in June and July 2013 respectively. Priory School was judged 'Requires improvement' in March 2013.

On the key measure of expected progress KS1 to KS2 in English and Mathematics, primary schools in Slough are below the average for England. The table below shows some of the poorer performing schools, including the only two schools with more than 100 pupils in the relevant year. There are a few outstanding schools. Castleview Primary, graded 'Outstanding', where ██████████ achieved 94% in English and 90% in Mathematics. Not one of the 3FE schools in Slough is rated Good or Outstanding.

2011/2012 data	English	Maths	Ofsted grading and date
Slough average	88	84	
England average	89	87	

Slough Primary schools				
Pupils	School			
117	Cippenham PS	83	79	Special Measures in 2010 Academy Converter
21	Colnbrook CofE PS	67	83	Special Measures Dec 2012
57	Foxborough PS	85	77	Inadequate Jun 2013
89	Iqra Slough Islamic PS	76	69	Good Mar 2012
90	Montem PS	92	85	Requires improvement Feb 2013
89	Our Lady of Peace Catholic JS	93	76	Good Sept 2009
55	Penn Wood PS	91	91	Satisfactory Mar 2012
105	Priory School	82	76	Requires Improvement Mar 2013
55	St Ethelbert's Catholic PS	79	79	Inadequate Mar 2013
58	Western House PS	81	79	Satisfactory Jun 2012
60	Wexham Court PS	79	81	Good Jun 2010

These figures reveal that there are over 500 pupils in Slough primary schools who are receiving a poor education because the schools are not performing satisfactorily. This means that the new Langley Academy Primary would be able to offer 90 places a year to these parents. They would therefore be able to send their children to a higher performing school, The Langley Academy Primary.

The following chart shows end of EYFS 6+ points data for the end of 2012:

	PSE	CLL/ LCT	CLL/LSL	Reading	Writing	Number	Calculating	ShapeSM	K& Under.
Slough	91	85	79	76	73	89	77	83	83
National	91	86	80	76	67	90	78	85	84
Willow	77	81	75	65	65	84	54	75	68
Marish	88	84	74	78	77	88	77	82	86
Foxborough	88	70	60	42	50	88	60	70	78
Colnbrook	88	86	69	73	62	77	73	81	77

These under-performing schools are all close to the proposed site of The Langley academy Primary.

Compared to the national standards, all schools in this group have a deficit factor in at least one of the Areas of Learning and, in most cases, multiple deficits below National. PSE is a particular area of concern indicating a lack of appropriate maturity in PSE and 'Readiness to Learn'. LSL linking Letters and Sounds/Number as Labels/Shape Space and Measures on the available evidence suggests that AOE [attainment on entry] was low to very low and after two years [1.5 entitlement] in the EYFS these children are still relatively disadvantaged.

End of KS1 Level 2b+	Reading	Writing	Maths	End of KS2 Level 4+	English	Reading	Writing	Maths	Eng & Maths
Slough	77	63	76		83	84	80	82	77
National	74	61	74		85	87	81	84	80
Willow	72	52*	72		No Year 6	results			

Marish	89	74	91		84	86	83	85	82
Foxborough	64*	55*	73		70*	75	68*	72*	65*
Colnbrook	76	48*	86		51*	62*	57*	81	52*

The data indicates key areas of need and under performance in several of these Slough schools. In the key areas of English and Maths, we would ensure that the children at our school would outperform all of the above, ensuring that the curriculum and support programmes would address these key issues to ensure appropriate standards at the end of all key stages.

Historic data is not made available by Ofsted on the many primary schools in Slough that have converted to academies so we are unable to provide any data for them. In 2012, Slough Borough Council axed the role of Director of Education and [REDACTED], linked the move to the reduction in the council's involvement in education caused by the government's free schools and academies drive. The need for new primary academies is clear.

Currently, we have 133 children whose parents have told us they would choose The Langley Academy Primary as their first choice school, but the number is increasing every week. There are 77 for the 1st year of intake and 56 for the following year. We are continuing to market the new school on our website, at parents evenings, at parents Forum and other events. We have the list of names and the relevant IDACI scores available for inspection at any time. These names have been collected either through parents completing the on-line survey or through surveys taken in shopping centres, high streets, outside supermarkets, local church groups, visits to toddler groups and many other places in and around Slough.

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	90	77		86	90	56		62

We are confident that many more parents will select the school when asked. We also enclose a map showing the level of interest by post code. 71% of all the children live

in the SL3 Langley post code, the location of The Langley Academy, an area less than 1km wide to the East and West of the school and which excludes the centre of Slough itself (SL1). We attach as an annex, a mailing sent to local nursery and toddler groups and a poster/flyer used around town and on our website. We also have for inspection, a list of another 41 children, whose birthdays are not in the specific age band for 2015 or 2016 entry to Primary. The parents of these children have indicated that they would choose The Langley Academy Primary as their first choice school and based on many conversations with local families we believe many more would have completed the form if their children had been of the correct age.

Interest has been gathered from all around the multicultural borough of Slough and approximately 70% of those expressing an interest reside in SL3, closest to the proposed site. This indicates that need exists in the most local area where parents will be well aware of existing provision. 100% of those who registered interest signed to say they would make it their first choice indicating that our community wants us particularly, to open a primary school. We encountered many other parents who were very interested in the school, but did not, quite understandably, feel they could say that they would definitely choose our new school as their first choice.

We believe that many parents will want to send their children to our new school but as there is very little information to show parents in the way of a building and other details it is difficult for them to say they will definitely send their son or daughter in 2015. Despite this, parents have been enthusiastic about the idea of our new Primary as we have an existing school in Slough with a fine reputation and Rhodri Bryant, our proposed Executive Principal, and his staff are supporting the venture with the appropriate capacity.

The surveys we have undertaken prove that demand is specific for our school and what The Langley Academy Primary stands for. It is further evident from the names that those interested in the primary come from a broad variety of ethnic groups and demonstrates that we are inclusive to students from all backgrounds. IDACI scores show the variety of deprivation levels from which children would come. These have been sourced from Communities and Local Government, Indices of Deprivation 2010. Seven domains of deprivation, including education, are combined to provide the overall index of multiple deprivation. The spread/breadth of these figures (0.0629319 to 0.5372435) demonstrate the inclusive nature of the potential cohort.

We are continuing to engage with stakeholders and particularly parents who wish to express an interest or state a more specific preference for this school as a potential first choice for their child/children for admission in 2015.

The proposal for the Primary has been publicised to date in a number of ways. A survey was made available to parents on-line in July 2013 and this was signposted in school newsletters, as well as in the local press. The website www.langleyacademy.org outlines the details of the proposal, including our vision

and ethos and the approach to the curriculum. Since this proposal is being made for 2015, our on-going marketing and consultation strategy is critical in continuing to engage with stakeholders. We commit to undertake all statutory consultation required for establishing a Free School and other areas of consultation such as admissions.

Local people and other interested parties will have real influence on the detail of the development of the Primary to ensure that we meet local aspirations and needs. We have consulted and will continue to consult with a wide range of stakeholders including prospective parents and carers; young people; local community groups including churches and faith groups; businesses; FE and HE providers; voluntary and not-for profit organisations and charities; local and parish councillors; local MPs; the Local Authority; other schools across all phases as well as other education providers and local residents. So far all stakeholders including the local MP and other primary schools have been very positive about our proposal.

We will ensure that clear and timely information is provided so that people are very clear about site proposals as well as further details of the proposed education plan including vision and curriculum, governance, admissions policy, implications for local residents and other key information. We will ensure that any deadlines for feedback are set out very clearly.

We want to ensure that we reach all those who may have an interest in the Primary School and this must include those people in the community who are more difficult to engage for a number of reasons. To this end we will continue to use a variety of marketing and consultation approaches:

- The Langley Academy website: www.langleyacademy.org as a key source of information, consultation and marketing tool, providing regular updates
- The collaborative base of all Primary and Secondary Schools in Slough as a way of reaching people through events, publicity and ensuring that parents in particular know how The Langley Academy Primary will fit with the choice of schools open to them
- Specific consultation and information events at key stages in the development of the Primary in accessible local venues to enable prospective parents and others to attend
- A presence in local and community venues such as shopping centres, faith groups' premises, GP surgeries, sports and leisure centres and libraries to provide information and take feedback

- High profile engagement with the media e.g. local press including the free newspapers and radio. We have already held two phone interviews and had a 30 second advert published 10 times a day for two weeks on two local radio stations.
- Social media including Facebook and Twitter
- Traditional marketing and getting feedback so that families and groups who cannot easily access on-line information have an equal chance of being involved, including using posters in community venues to advertise events and provide information and distributing leaflets in targeted areas
- A named contact person with phone and email details widely advertised
- Direct contact by email with all who register for updates and have registered an interest in the Primary

F: Capacity and capability

1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	[REDACTED]	12
[REDACTED]	Y	[REDACTED]	[REDACTED]	10
[REDACTED]	Y	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	[REDACTED]	[REDACTED]	2
[REDACTED]	Y	[REDACTED]	[REDACTED]	5
[REDACTED]	Y	[REDACTED]	[REDACTED]	

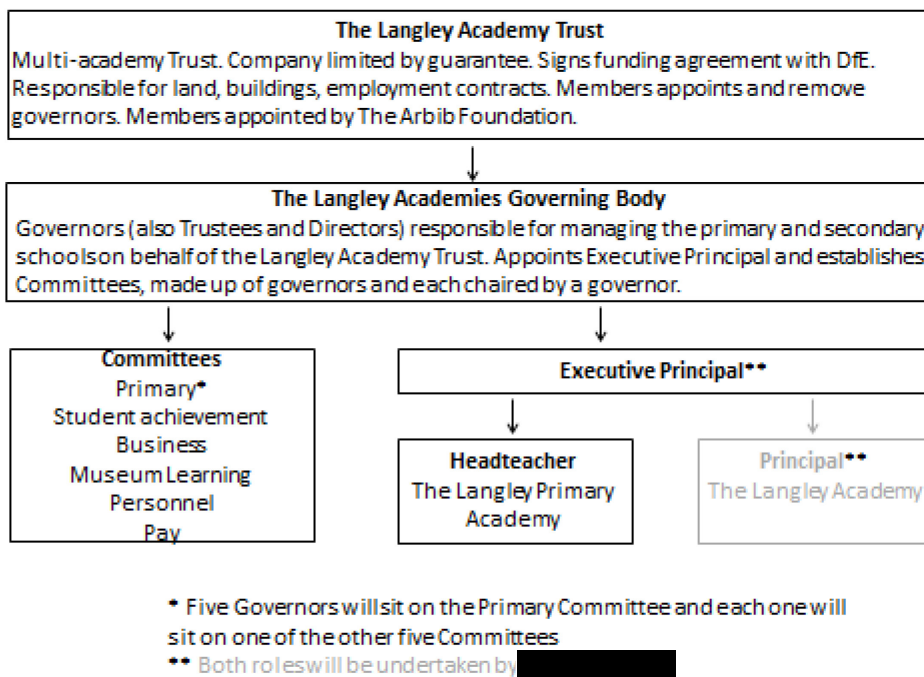
These time allocations will be varied depending on need and could increase if necessary.

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
ICT	We will use the expertise within the Langley Academy
HR	We will use one of the Langley governors, [REDACTED]

F2 - Our governance structure

The Langley Academy Primary will be owned by its own company limited by guarantee, which will be an exempt charity. Our organisational structure is shown below:



The Langley Academy Trust will change its constitution to become a multi-academy trust and a charitable company limited by guarantee. It will enter into a funding agreement with the Secretary of State for the running of the trust (made up of members). The members will appoint the governors (all directors or trustees) to the governing body of the Langley Academy. There will be six Governor Committees overseeing both The Langley Academy and The Langley Academy Primary. The new MAT will adopt the new DfE Model articles.

Members

The members are the 'owners' of the company registered at Companies House and will ensure that the governors they appoint have relevant skills. The members will produce a skills audit, similar to the one already produced for The Langley Academy, each year. The members will meet twice a year. They will also meet if any issues arise that cause concern.

In addition to appointing the governors the members have also set up an Advisory group of ex-governors and experienced professionals who will meet twice a year to provide advice and consider reports and data to ensure that the governors are working efficiently and effectively. The members will appoint the governors to maintain the right skill mix. The number of members is less than half the number of governors to ensure accountability. The Principal will be a governor as well as two elected parent governors and two staff governors. The latter play a valuable role in representing the staff voice to the governors.

The members will make appropriate checks, including following up on references, to ensure that all proposed governors have the right skills, experience and personal attributes and are cleared to be governors. Each governor will be interviewed before appointment and receive appropriate training on a regular basis.

Governors

The sponsor, The Arbib Foundation, will appoint a committed and independent governing body with the breadth of skills needed to oversee the pre-opening and post-opening phases. One or a maximum of two members will be both a member of the Company and on the governing body, ensuring independence, allowing the easy escalation and resolution of issues and eliminating conflicts of interest. Our style of leadership and governance will be open and friendly and facilitate debate on important issues and allow independent challenges to both members and governors.

The Langley Academy governors consist of up to seven governors appointed by the Sponsor, up to three co-opted governors, two members of staff and two parent governors. Each governor will sit on at least one of the committees and they also have responsibility for an area. These latter are called Link Governors and this might be Maths, English, MFL, DT but also SEND and safeguarding. This will allow the governors to act as 'critical friends' by learning about the area but also they are able to challenge staff and the Principal. The governors of The Langley Academy were praised in the recent Ofsted inspection. Regular meetings and monitoring will mean that governors know when there is an issue so can act accordingly. They are familiar with the SEF and Academy Development Plan.

The main Governing Body and Student Achievement Committee will meet four times a year, the Business Committee (which includes finance) and the Personnel and Museum Learning Committees three times a year, and the Pay Committee once a year. The Primary Committee will meet four times a year and will have delegated powers. Where appropriate we will co-opt non-governors to work on committees where we feel their skills would add value and improve our decision-making. On occasion, our committees will make use of external advisors. These advisors may attend committees, but will not be member of them and will not have any decision-making responsibility or authority.

The Langley Academy Primary Committee will initially consist of the five members of the proposer group who are applying to set up the new school. They are all very qualified and experienced governors who have a very broad skill set between them covering all aspects of the setting up and running of a school. They all share our vision. This will provide a very strong start for the new school and the necessary drive to get up and running. They will ensure that the primary does not become less important than the secondary school while it is building up and reaching steady state. Procedures will be put in place so that this continues. The main board will ensure that sufficient time is given to primary issues and will delegate some areas to the Primary committee so they have more control. This will include primary specific policies, buildings, budget and appointing staff. We will have a mix of primary and secondary parent and staff governors. All governors will be well qualified and competent with strong connections back to the secondary. This will allow decisions to be made quickly and effectively. The primary committee is similar to a Local governing body with some delegated powers.

The governors will play a major role in setting the strategy of the primary, setting targets and educational outcomes, monitoring quality, challenging performance and holding the Executive Principal, the Headteacher of The Langley Academy Primary and the Primary's Senior Leadership Team to account for the achievement of targets and budgets.

Although our plans for a nursery are not included in this bid, we will ensure that our governors have the skills to oversee the nursery.

Our Executive Principal



Members of our team have recruited many outstanding Headteachers and Principals. They have comprehensive plans for the appointment including a range of tasks and tests. This will help to ensure that an outstanding individual is appointed.

The Senior Leadership team and delegated powers

The Executive Principal will set up a formal leadership structure to oversee the Langley Academy Primary. Every week, the leadership team will meet. The four-person team will be made up of the Executive Principal, the Primary Headteacher, and the two Vice Principals of The Langley Academy. The new Primary Headteacher will lead her or his team through a management structure which will enable staff to develop to the best of their potential. As we already have our proposed Executive Principal in post as the successful Principal of The Langley Academy, his delegated powers and responsibilities are well established and proven to be effective. These powers will be reviewed and updated to take account of his new responsibilities.

Avoiding and resolving conflicts of interest

It will be important to identify any conflicts of interest. No member of the governing Body will benefit or gain advantage from being a governor. For example, the Executive Principal would not be present when the governors are discussing pay and performance management. Equally, if governors were discussing letting a contract for provision of services and one of its members had a connection to one of the potential suppliers they would be required to leave. Any potential conflict will be declared and the governor will absent themselves from any decision making. If a decision is made where a governor does benefit it will be recorded and monitored to ensure transparency and good value for money. We will maintain registers of financial and other interests of the governors and have a standing item on the agenda on each governing Body in which members can declare interests in relation to any particular agenda item. We will also ask every governor to confirm that no close relations, partners, business partners or other friends (beyond those of an established and open business relationship) are involved in any potential conflicts of interest. Our decision-making will be transparent and properly documented.

Some of the services may be provided by The Langley Academy such as payroll, finance and catering. We will not assume that this will happen. We will take quotations from other organisations and monitor regularly to ensure value for money and that it is the best option.

F3 Post-opening expertise

We have already identified individuals with the necessary skills to make sure the governing body is appropriate. They are experienced governors with relevant school, buildings, ICT, HR and financial backgrounds. We intend appointing [REDACTED] to provide vast experience from the primary sector. Some of our governors have experience outside of an educational context which is very valuable as it will bring a different perspective, challenging accepted ways of doing things and asking the 'obvious' questions which will help to enhance the effectiveness of our governing body.

[REDACTED]

The collective expertise of this core team includes all aspects of education, the learning expertise and the running of a school: curriculum design (including Museum learning and Science); teaching and learning; inclusion; SEND; financial management; budget setting; monitoring and scrutinising financial information; managing a school budget; financial accountability; systems (including ICT); leadership and strategic management; human resources (including recruitment and disciplinary procedures); briefing and working with lawyers; premises and building issues; procuring and managing service contracts; performance management (and familiarity with data systems, RAISE online etc.); child development and young people's issues; safeguarding; marketing and communications. Our skills include all aspects of setting up a new school including, liaison with the DfE on the funding Agreement and the EFA about the building, work on the design and accommodation in schools, legal issues, appointment of staff, writing of policies and other vital activities to ensure they open on time and on budget. [REDACTED]

Of equal importance, this team has the vision to create an exciting new school that parents will select as their first choice and where children will thrive. Our governors, making up a larger team, will bring more of these core education-related skills and add different skills – skills from different business in the public, private and third sectors; experience with different leadership and management models; experience of handing all sorts of bureaucracies, dramas (and crises); track records of success and is the application of sound common sense when 'experts' tell them the way to go and the decisions they must make. Our governors will balance a huge enthusiasm for our plans with, where necessary, a healthy scepticism about any ideas that seem to be ill-researched or unnecessarily risky.

As the final shape of governing body crystallises, we will conduct a skills audit/gap analysis to double-check that we have all key areas covered. Where there are gaps, we will target appropriate training or mentoring. Should we feel the need for other skills and as governors may leave we will tap into our networks, approach organisations such as SGOSS to recruit governors and bring in non-governors with specific areas of expertise on sub committees.

We understand that no individual is going to have all these skills. We operate our governing body as a team, and we need to ensure that, between us, all the necessary skills and knowledge are covered around the table. Governors are not there to provide pro-bono professional services, if a skills gap is identified, then the next vacancy which occurs will be used if at all possible to fill that gap.

F3 (a) Proposed governors

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	Chair	[REDACTED]	[REDACTED]	10
[REDACTED]	Principal	[REDACTED]	[REDACTED]	7
[REDACTED]	Financial management	[REDACTED]	[REDACTED]	4
[REDACTED]	Educationalist primary	[REDACTED]	[REDACTED]	4
[REDACTED]	Educationalist	[REDACTED]	[REDACTED]	8
[REDACTED]	Educationalist	[REDACTED]	[REDACTED]	3
[REDACTED]	Government liaison Business expertise	[REDACTED]	[REDACTED]	2

██████████	Museum Learning	██████████	██████████	2
██████████	Business expertise	██████████	██████████	2
██████████	Parent governor	██████████	██████████	
██████████	Staff Governor	██████████	██████████	
██████████	Staff Governor	██████████	██████████	

F3 (b) Skills gap for governing body

We are not aware of any specific skills gaps in our proposed governing body. The governors of The Langley Academy recently undertook a skills audit of analysis of thirteen serving Governors. The results are shown in the following table:

Area of expertise	Level of experience: 'extensive'	Level of experience: 'moderate'	Any training required
<i>Generic skills, knowledge and experience. No single governor is expected to have all of these, but across the team of governors these should appear and can be considered as essential for the governing body as a whole.</i>			

Experience of governance (including in other sectors)	7	3	1
Strategic planning	7	2	
Self-evaluation and/or impact assessment	3	6	
Data analysis	3	7	
Experience of staff recruitment	7	5	
Performance management, Staff and Organisation	5	4	
Community relations	1	8	
Chairing	7	3	
Leadership	7	2	
Coaching/mentoring or CPD	3	3	
Negotiation & mediation	4	3	
Communication skills, including listening	6	5	
Problem solving &/or creativity	6	4	
Ability to influence	5	3	
Handling complaints, grievances or appeals	3	6	
Risk assessment	3	5	
Knowledge of this academy	6	4	1
Parent's perspective: currently of academy	2	1	
Knowledge of the local community	2	2	
Knowledge of sources of relevant information/data	1	4	1
Knowledge of the local/regional economy	2	5	
<i>Specialist knowledge or experience</i>			
Financial management/ accountancy	5	5	

The following are useful but not necessarily essential. These are useful in order to be able to challenge, monitor and scrutinise effectively. They are not required in order to carry out operational tasks or to take the place of external expertise.

Premises & facilities management	2	3	
Human resources expertise	2	3	
Procurement/purchasing	3	2	
Legal		3	
ICT &/or management information systems	1	2	
PR & marketing	2	3	
Work placements/career planning		1	1
Teaching & pedagogy	1	2	1
Special educational needs	2	1	2
Children's & young people's services or activities	1	1	2
Health services	2	1	2
Safeguarding	1	3	1
Experience of Primary schools – Nursery sector	1	2	1
Project management	2	4	
Health & safety	3	4	
Quality assurance	2	2	
Surveying, consultation &/or research		4	
Other: please specify: Construction	1		

F4 Recruiting a high quality Principal

██████████, Principal of The Langley Academy, will be appointed Executive Principal. 20% of the current cost of employing ██████████ has been included in The Langley Academy Primary budget, representing one day per week each year.

We will appoint a special individual as Headteacher with a substantial track record who will endorse our ethos. The Headteacher will be committed to the highest achievement for all and be a creative and enthusiastic educationalist. [REDACTED] has extensive experience in attracting quality candidates for new Principals, Headteachers and senior leadership team appointments and in selecting outstanding people. Once the Headteacher is in place, filling other posts will be quicker and easier. We expect to recruit the Principal in July 2014 and hope he/she can commence duties two terms ahead of opening in January 2015. The team is familiar with recruiting all levels of staff and headhunting the best candidates.

Recruitment of Headteacher and key staff	2014				2015		
	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep
Go ahead from DfE	■						
Finalise documentation		■					
Advertise in TES and other media			■ ■				
Interview and appoint Principal				■ ■			
Principal starts					■		
Two members of SLT start						■	
Staff recruitment						■ ■	■

F5 Our educational track record

The Arbib Foundation sponsors The Langley Academy in Slough. It opened in September 2008, replacing the former Langleywood Secondary School which was a failing school. Pupils and a significant number of staff transferred to the new school. The proportion of students eligible for free school meals is significantly above the national average, as is the proportion of students from minority ethnic groups. The Langley Academy is the most popular non-selective secondary school in Slough and is always over-subscribed. In 2001, the Ofsted report graded the school 'Satisfactory', and the school data for 2011 showed an improved performance on the first two years of the academy's life and a significant improvement on the performance at the predecessor school. In February 2013, The Langley Academy was graded overall 'Good' by Ofsted with the Behaviour and Safety of pupils graded 'Outstanding'.

The following is the summary of the Ofsted report:

- The majority of students learn well and make good progress in most subjects, particularly mathematics
- Students who find reading difficult are very well supported so that they make good and sometimes rapid progress
- The main reason why achievement is good is because the majority of teaching is typically good and sometimes outstanding, and it is well matched to the needs of most students
- Students have outstanding attitudes to learning. Behaviour is excellent. Relationships throughout the academy are extremely positive and this ensures that the academy is a calm, purposeful environment in which to learn
- The sponsors' vision permeates all aspects of academy life and the Principal, leadership team and those who lead subjects and house groups are relentless in driving improvement
- Leaders and managers are well placed to secure further improvement as they have successfully improved achievement, behaviour, attendance and teaching in recent years
- Governors have a strong understanding of the academy's strengths and further areas for development and they provide appropriately high levels of support and challenge.

The full report is available here: www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135631

The Ofsted School Data Dashboard is available here: <http://dashboard.ofsted.gov.uk/dash.php?urn=135631>

The Langley Academy's detailed performance figures are available on RAISE online www.raiseonline.org The Langley Academy's best 8 value added (VA) scores VA has been sig+ for last two years with 348.6 v NA of 335.1 in 2011, 349.7 v 339.5 in 2012 and this year we have scored 359.86 which should be sig+ again. We do not have LA averages for this.

The results of The Langley Academy must be interpreted in the context of the education system in Slough. Slough still operates grammar schools and the intake at The Langley Academy will reflect the number of pupils who have taken the 11 plus and taken up a place at a grammar school. The following table is taken from the DfE school statistics website, but the national averages are not an accurate comparison as they include schools in areas that have no grammar schools. The averages do not take account of social deprivation nor other factors that affect attainment. Nevertheless, the % of pupils making expected progress in Mathematics exceeded the national average in 2012.

School type	% of pupils making expected progress	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	% achieving the English Baccalaureate	% achieving grades A*-C in

		English	Maths	2012	2011	2010	2009		English and maths GCSEs
England - all schools		NA	NA	59.4%	59.0%	53.5%	49.8%	18.4%	60.0%
England - state funded schools only		68.0%	68.7%	58.8%	58.2%	55.2%	50.7%	16.2%	59.3%
<input type="checkbox"/> The Langley Academy	Academy Sponsor Led	60%	72%	50%	55%	44%	33%	10%	50%

Capacity to drive improvement

The range of skills possessed by the governors outlined in Section F3 encompasses considerable experience in school improvement. [REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

At The Langley Academy [REDACTED], [REDACTED], [REDACTED]

F6 Capacity to expand

We are not planning to open more than one Primary, nor are we planning to bid for any other free schools.

G The Langley Academy Primary Budgets:

Full Recruitment of Pupils: General

The budgets have been prepared on the basis that there is no inflation.

The Langley Academy Primary will eventually have 7 year groups, with 90 children in each year, starting with Early Years and increasing by one year group each year until all 7 years, Early Years to Year 6, are full.

Langley is based in a "Fringe" salary area and all salaries are based on Fringe salary bands

[REDACTED]

[REDACTED] [REDACTED] [REDACTED]

[REDACTED] [REDACTED] [REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Premises

We wish to establish the primary in new buildings on or [REDACTED]. The current site is about 15 acres in size and lends itself to a new development as it is flat and has several potential entrances. We have identified 4 potential positions on the site as shown in the spread sheet and in the separate email sent to premises.freeschools.

The site plan feasibility study has been undertaken by [REDACTED]. [REDACTED] The Langley Academy team also planned and executed the design and build of a Sixth Form Block in 2011. We have calculated that the school will need a gross area of approximately 3,100square metres of space. If the school had 3 floors the building will take up the spaces shown in the 4 red patches on the drawing. Most of the sites are owned by the Academy Trust and are freehold.

We want pupils at The Langley Academy Primary to have their own entrance and playground and the layout of the site would allow this readily. The pupils will share sporting and other key educational facilities without having to leave the safety of the school site. We believe that the synergy we plan between primary and secondary can only be achieved if the schools are adjacent to each other and share both a joint campus and a coherent educational philosophy and vision.