

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

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

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

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

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], [REDACTED], London, [REDACTED].
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: [REDACTED] and [REDACTED] are married.
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: We are a combination of a teacher-led and community group.
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: Advance School	
14.	Company address: 7 Granard Business Centre Bunns Lane Mill Hill NW7 2DQ	
15.	Company registration number and date when company was incorporated: 8330949, 13/12/12	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	

Company directors

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

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

1. Name: [REDACTED] - Director

2. Name: [REDACTED] - Director

3. Name: [REDACTED] - Director

4. Name: [REDACTED] - Director

5. Name: [REDACTED] - Director

21. Please provide the name of the proposed chair of the governing body, if known:

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

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

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



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

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

Signed:

Position: Member of company

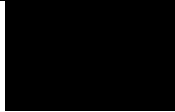
Print name: ██████████

Date: 20/12/12

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

Section B: Outline of the school

1.	Proposed school name:	The Advance School, Norbury
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes	

	<input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	
12	Please tell us how you found this site:	One of our group worked for the owners.
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	London Borough of Croydon
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	London Boroughs of Merton and Lambeth
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Introduction

The Advance School will inspire children and their parents, many of whom will qualify for the pupil premium, to make **progress** in the highest decile (10%) nationally. A unique approach to team teaching will enable delivery of extremely high standards of lessons, whilst team learning supports all children in reaching their potential. Ten proven educational pillars, each of which boosts outcomes, will allow our children to soar into the highest decile. A core set of values will run through everything we do, turning out well-rounded individuals, equipped to excel in their life beyond our school.

Rationale

Our school offering has been carefully designed in order to meet the needs of the children in the local area. Norbury is located on the north western edge of Croydon, bordering with Upper Norwood, Bensham Manor and West Thornton. Norbury Town Centre is located within the ward.

Demographic data

Norbury (26%) contains higher levels of deprivation for children in state schools than the national (19%) or local authority average (25%). Therefore, we need to ensure that our school is able to meet the needs of a large number of children from deprived backgrounds. Norbury is very diverse with 57% of people from a minority ethnic group. The largest groups are British Indians, British Pakistanis and Black British Caribbeans, with the last group forming the biggest ethnic group. The most common religion in Norbury is Christian (59%), followed by Muslim (11%) and Hindu (9%).

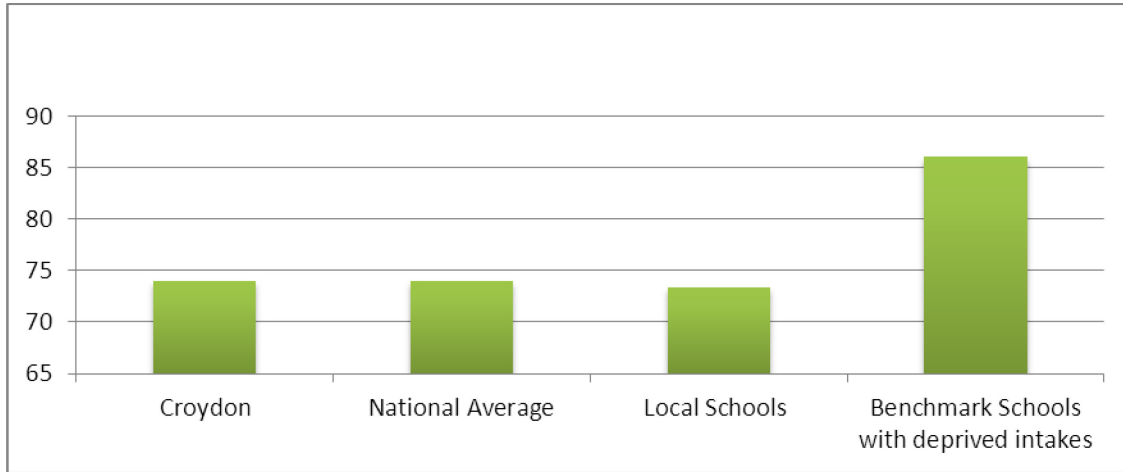
The area (40%) contains a higher level of English as an additional language (EAL) than the national (17%) or local authority average (32%). Therefore, we will need to make sure that our school is able to meet the needs of a large number of EAL children.

Our ambition is to be in the highest decile of schools nationally for pupil progress. In order to provide a suitable benchmark of what can be achieved, we have used the last three years results of ten schools that have been identified by Ofsted¹ as outstanding with very high levels of children eligible for Free School Meals (FSM).

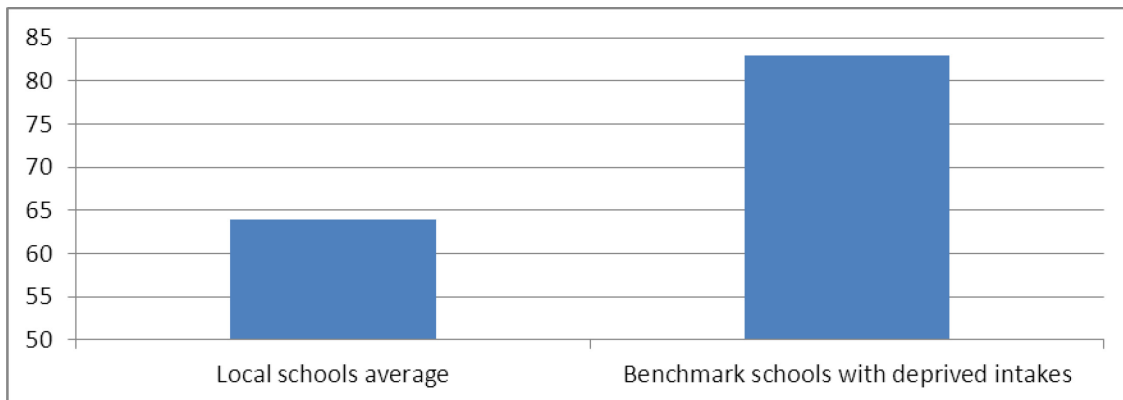
At local schools in and near Norbury, the results of combined scores in English and

¹ The Ofsted report was 'Twenty Outstanding Primary Schools, excelling against the odds' (2009). The ten benchmark schools were Ash Green Primary School (Calderdale), Banks Road Primary School (Liverpool), Bonner Primary School (Tower Hamlets), Gateway Primary School (Westminster), John Burns Primary School (Wandsworth), Michael Faraday School (Southwark), St John the Divine Church of England Primary School (Lambeth), Shiremoor Primary School (North Tyneside), Simonswood Primary School (Knowsley), The Orion Primary School (Barnet).

Maths at level four are a little below the national and local authority averages, and well below the results of benchmark schools (by about 13%):

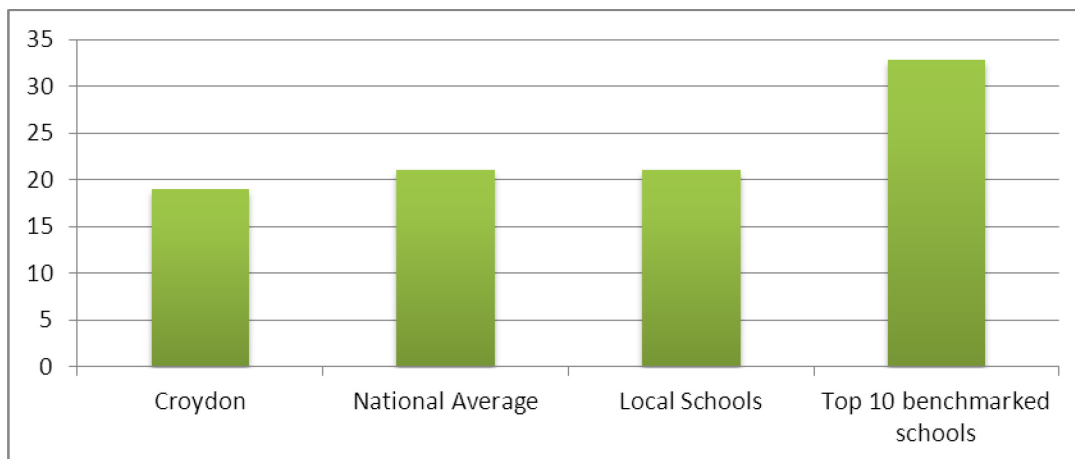


This means that local children have the potential to do significantly better. For children from deprived backgrounds, the gap between the results of combined scores in English and Maths at level four at local schools and the benchmark schools is even bigger (nearly 20%):



This means that the gap between children from deprived backgrounds and non-deprived backgrounds is not being closed and that children from these backgrounds have the potential to do a lot better that they are currently doing.

At level 5, for combined English and Maths, local schools perform at around the national average, but well below the benchmarked schools (by about 12%):



This suggests that local children who could reach level 5 are failing to reach their potential in these subjects.

Croydon has only 64% of primary pupils attending good or outstanding schools, placing it in the fourth quintile nationally. Local Ofsted reports indicate that there is only one outstanding school in the area. A majority of the schools in the area are rated as good. However, when you look at the four schools with very high levels of FSM (greater than 30%) only one of these is rated as good (having recently come out of special measures) whilst the others are all rated satisfactory.

Demand for places

Over the last 10 years there has been a 33% increase in the birth rate in the area and the Council is projecting a deficit of 203 places for 2014/15. After taking into account what the Council thinks it is possible to deliver with bulge and permanent increases of local schools, there is still a deficit of 83 places. There is a clear need for a new three form entry primary school in the local area.

SEN

Local Authority data for children with special needs in maintained primary schools shows that 1.2% have statements, 7.8% are on school action plus and 13.1% are on school action. Therefore, we can expect somewhere around a fifth to a quarter of our students to be requiring some form of special needs support. The most common forms of special needs for the local authority are speech, language and communication needs (33.6%), BESD (21%), MLD (16%), ASD (8.1%) and specific learning difficulty (7.9%). This means we need to have an approach that really supports children with SEN, especially in their language and communication needs and their emotional well-being.

Summary

From this data and information on needs and performance in the local area, it is clear that there is a significant local need for a school that:

- Enables all children to reach their potential and in particular those who are eligible for the pupil premium and come from a range of ethnic backgrounds, EAL or SEN.
- Delivers outstanding achievement in English and Maths including those capable of attaining level 5 and above.
- Is outstanding despite high levels of deprivation.
- Provides three forms of entry.

Vision

The Advance School will be a three form entry, non-denominational 4-11 primary school based in Norbury. Our school will be focused on children from the most deprived parts of the local area and/or children who have English as an additional language (EAL) and those with SEN. When full, the school will have 630 children.

The School mission is for our children to be 'in the highest decile'.

By the highest decile, we mean the progress our children achieve both across the curriculum and in their personal development, compared to children from similar backgrounds nationally.

Values

In order to be able to achieve this ambitious target, our school has a set of seven values that run through everything we do. These values have been chosen because we believe that they are central to the children's success in life. We want our children to 'live the values' by the time they leave our school at the end of Year 6. We want our staff to live these values too.

Value	Description
Cooperate	Staff and students work together with others in order to become greater than the sum of their parts.
Achieve	Staff and students reach their potential with students performing in the highest decile nationally across the curriculum.
Society	Staff and students understand their role and become active members of society.
Persevere	Staff and students never give up; they can overcome setbacks and keep trying until they succeed.
Independent	Staff and students take responsibility for everything they do.
Respect	Staff and students respect other people and respect themselves.
Expression	Staff and students believe in themselves and their capacity to do the best they can in whatever they do.

Educational Ethos

Our school will use ten proven educational pillars that when implemented together enable us to succeed in our mission. These pillars have been chosen because of their ability to make significant impacts on the outcomes of the children likely to be in our school and their alignment with our vision and values.

1. Use team teaching to deliver outstanding teaching

Our core values of cooperation and achievement have led us to adopt a team teaching approach. Across a year group, we will have six qualified teachers. They will work together in order to become greater than the sum of their individual parts by supporting each other in order to deliver outstanding teaching. Every term, teachers will work in pairs to plan literacy, maths and other subjects in the curriculum for all three classes. Each team will have literacy and numeracy specialists.

This approach will allow teachers to focus their energies on fewer but higher quality lessons whilst all the children get the benefit of planning by a high quality numeracy and literacy specialist. In every class, two teachers will be present in English and Maths lessons. The role of the two teachers will be well defined so that the maximum amount of benefit is given to the children from having an additional teacher in the classroom. Our CPD process will be integrated with our team teaching model. Class teachers will typically be mentored by one or more support teachers who will provide regular and frequent feedback, advice and support in order to help them develop their skills as quickly and effectively as possible.

2. Provide a broad and balanced range of inspiring high aspiration learning opportunities

In order to help fulfil our vision, we will have a broad and balanced curriculum that will set high aspirations with appropriately stretching targets throughout the school, whilst embedding our values. Our approach to lessons is aimed at engaging and inspiring all of our children and their community. Strategies will include:

- Integrating our values throughout the curriculum, e.g. using stories that display perseverance, children working together independently from the teacher or providing open ended tasks that allow children to fully express themselves.
- Creating a highly active learning experience.
- Using the Arts (Dance, Drama, Media Arts, Music and Visual Arts) extensively throughout the curriculum.
- Producing inspiring termly 'WOW' moments using schools trips or inviting guests into the school.
- Linking to content that interests the children, e.g. music and the X-Factor, or art and the landscape of London.
- Additional time for PE and Games.

3. Adapt lessons to meet the needs of all of our children

We will adapt our lessons as appropriate to maximise the learning of every child, allowing them to express themselves and reach their potential. This takes into account the needs of each individual within a class and will mean making adaptations due to levels of attainment, SEN, EAL, AG&T, gender, ethnicity, interests, etc.

4. Integrate children's personal development and well-being throughout

A child's well-being and personal development play a major role in helping them to learn, especially for children with difficult home lives or SEN, etc. Therefore, our pastoral care will be integrated into everything we do including:

- Ensuring that we have high levels of attendance with plenty of encouragement for parents and children as well as a rigorous tracking and support process.
- An approach to behaviour management that focuses on praising and rewarding children whilst providing clear boundaries and sanctions for when these boundaries are crossed.
- Supporting children's emotional needs throughout the school and by providing trained Counsellors for children to access whilst having a zero tolerance approach to bullying.
- Adapting the Social and Emotional Aspects of Learning Curriculum (SEAL) into our PSHCE curriculum.

5. Use the best possible proven classroom approaches

We will use teaching strategies that are proven to have a significant impact on the progress of all of our children and that fit with the values of the school. Given the characteristics of our children, we have chosen strategies that are proven to be at least as effective for children with SEN, on pupil premium or EAL. Research from Durham University has shown these key strategies to be active learning, cooperative learning, formative assessment and meta-cognitive (learning to learn) strategies.

6. An extended school program that meets the needs of our children

Extra-curricular activities can have a significant impact on children's outcomes and allow them to express themselves. This is especially important for children from more challenging backgrounds found in the locality. Therefore, we will create an extended school program that supports children in their learning and development. The program will include breakfast clubs, homework clubs, booster classes, school and sports clubs and supporting structured holiday activities.

7. Recognise the importance of parents/carers and other stakeholders in supporting children

Parents and carers have a major impact on the outcomes that children achieve. Therefore, we will work hard to build successful relationships and have a policy that supports them in supporting their children. Other stakeholders and external organisations can make a significant contribution to the outcomes that our children can achieve. Therefore, we will work closely with them in order to have volunteers, enrich

the curriculum and provide additional expertise.

8. Progress is constantly assessed and support for those not making the expected progress put in place as soon as possible

We want all of our children to make constant progress so that they achieve their full potential. Therefore, we will regularly assess the progress of our children and put in place appropriate support as soon as possible where they are not progressing as expected. Assessment and tracking will pick up on the progress of all children including G&T, SEN and CLA.

9. Have the best possible staff

The quality of a teacher is a major influence on the progress that the children make and good quality Continuous Professional Development (CPD) is a cost-effective way of improving outcomes within a school. Therefore, we will work hard to recruit and retain the best staff that match our ethos and values and ensure that they receive the best possible CPD.

10. Continually look to improve.

If our school is to reach and maintain its aims of being in the highest decile for progress, then we will need to constantly be finding better ways to deliver for our children. Therefore, the school will build in processes that continually help the school to improve.

We believe that by using these ten pillars and implementing them successfully, we can achieve our vision.

Targets

Our Key Performance Indicators (KPIs) are closely aligned with our vision, our values and our educational pillars. Our KPIs fall into five categories:

KPI Group	Explanation
Academic	Measures that focus on how children achieve across the curriculum.
School Values	Measures on how children measure up to the schools values.
Teaching quality	The quality of planning, teaching and learning in the classroom and team teaching.
Behaviour, attendance and well-being	Measures that focus on pastoral care.
Pillars	Measures that provide data on how our key pillars are supporting the school that are not covered in other KPIs.

Where a target is a first year target, this is the first year that it is applicable so the 'Percentage achieving level 4 or above in English and Maths' will only apply once we have a Year 6 class that has graduated (i.e. the seventh year of the school).

Academic Targets

Some of our key academic targets are as follows:

KPI	Target
Percentage of children who made progress in the highest decile nationally compared to children of similar backgrounds for Literacy and Numeracy.	First year = 100% in highest 25% Third year = 100% in highest decile.
Percentage of children who made good or outstanding levels of progress in Reception.	First year = 75% Third year = 100% (50% outstanding)
Percentage achieving level 2 or above in reading, writing, speaking and listening, phonics, maths and science at end of KS1	First year = highest 25% Third year = highest decile.
Percentage achieving level 4 or above in English and Maths.	First year = highest 25% Third year = highest decile.

These targets reflect the fact that we do not expect to achieve our vision of being in the highest decile right away but aim to get there over a three year period.

In terms of attainment, at KS2 the highest 25% would currently equate to the following results:

% achieving level 4 and above in English and Maths – all pupils = 78%

% achieving level 5 and above in English and Maths – all pupils = 25%

With our target being in the highest decile for progress, the percentage achieving level 4 and above in English and Maths for all pupils would be around 85% and 28% at level 5. These numbers will change over time.

Values Targets

We will have two key measures of our values:

1. Percentage of children taking part in society work every term – the target for this will begin at 80% in the first year, rising to 100% by the end of the third year.
2. Average level of perseverance, independence, respect, expression, team working and average value score – these will be measures using surveys of pupils, parents and teachers. We will benchmark scores early in the life of the school in order to be able to set targets moving forward.

Teaching Targets

Our KPIs will focus on three areas of teaching:

KPI	Target
Lesson quality	First year = 60% outstanding/40% good. Fourth year = 90% outstanding/10% good.
Lesson planning quality by curriculum area.	First year = 60% outstanding/40% good. Fourth year = 90% outstanding/10% good.
Effectiveness of team teaching (based on an average score from teacher self-evaluation with '0' being totally ineffective and '5' being team teaching is highly effective).	First year = 4 Fourth year = 4.6

These targets have been set so that teaching is overall outstanding (based on Ofsted criteria) by the end of the first year with improvements in teacher performance every year thereafter.

Behaviour, Attendance and Well-Being targets

We will have a number of KPIs in this area:

KPI	Target
Well-being score	Average score of 4 out of 5 representing well-being survey questions that have been answered as 'most of the time', e.g. Are you happy in school?
Overall absence and percentage of persistent absentees.	Year 1 – Overall absence = 4.4% (LEA average = 4.9%, Outer London Average = 4.4%) Percentage of persistent absentees = 3.1% (LEA average = 3.5%, Outer London Average = 3.1%)
Percentage of children with set number of advance pounds.	Difficult to initially set. Therefore, benchmark early in start of school and use as a guide for setting further targets.
Average number of children with a detention per week per class.	Initial target = 5 (i.e. one per day on average).

We will assess pupil well-being by using surveys of parents, pupils and teachers.

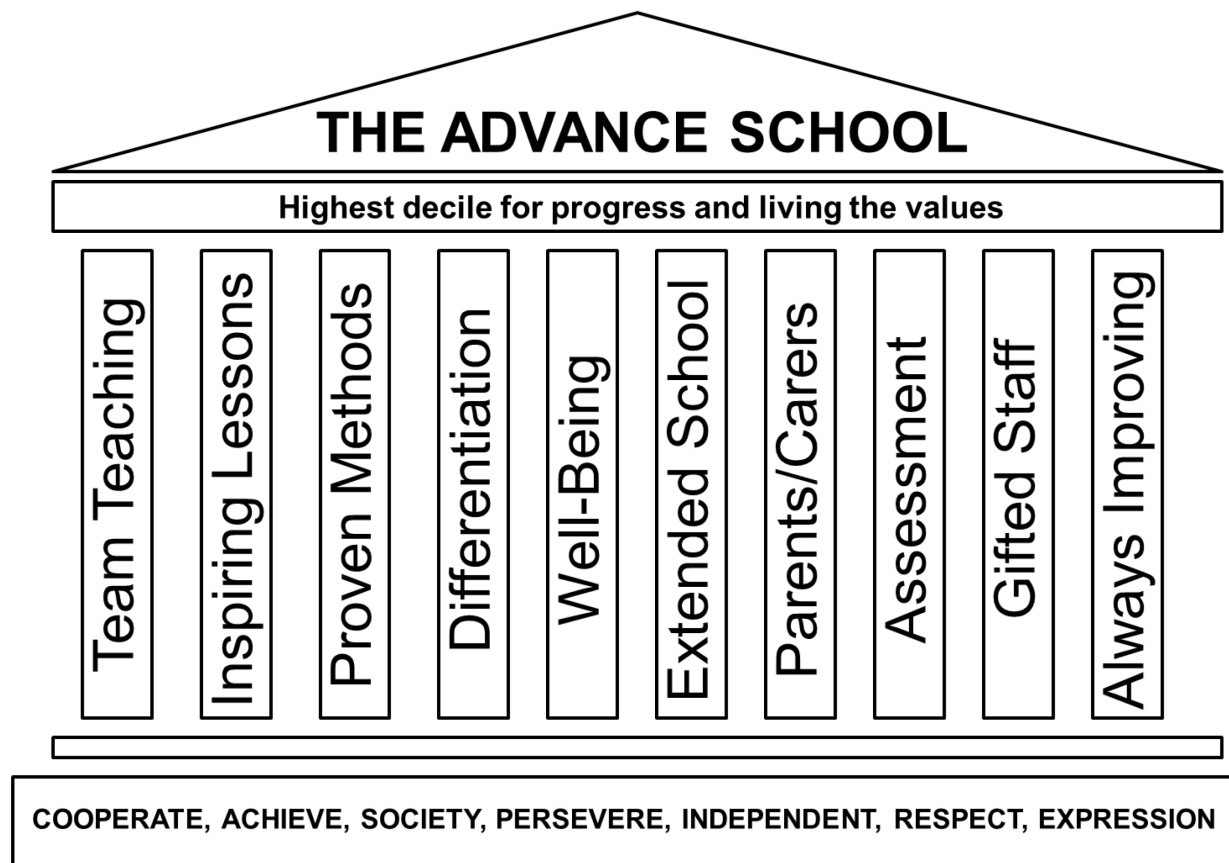
Pillars Targets

These targets will include measures on staff satisfaction, the results of an annual external mock Ofsted inspection, parents and carers attending parents' evening and parents' perceptions of the school, the extended school program and the effectiveness

of school operations. Some of these targets are initially difficult to set and so we will benchmark them early in the life of the new school. The Mock Ofsted inspection target will be overall outstanding whilst the parents evening attendance target will be 100%.

Summary

The Advance school offers a high aspiration school with a set of strong core values in an area where there are few outstanding schools and a desperate shortage of places. The school will be a three form entry school and use our ten proven educational pillars in order to meet the needs of all children in the school including children on pupil premium, EAL and SEN. The Advance School will monitor its success using a series of KPIs focusing on academic achievement, living the values, quality of teaching and attendance, well-being and behaviour.



Section D: Education plan – part 1

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		90	90	90	90	90	90	90
Year 1			90	90	90	90	90	90
Year 2				90	90	90	90	90
Year 3					90	90	90	90
Year 4						90	90	90
Year 5							90	90
Year 6								90
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		90	180	270	360	450	540	630

The Advance School will take 90 children into Reception in September 2014 and add a further 90 children each year until the school reaches capacity at 630 in 2020.

Section D: Education plan – part 2

D1 – Curriculum Rationale

In this section:

- Curriculum principles
- Types of Curriculum
- Transitions
- Summary

Curriculum Principles

Our pupil intake will contain levels of pupil premium and EAL well above the national average from a wide variety of nations across the world. Based on the local authority averages the level of pupil premium will be around 22% and EAL 32%. We can also expect about one quarter of our children to have an SEN.

Unfortunately, too many local children are not currently reaching their potential, especially in English and Maths. Therefore, our proposed curriculum is focused on enabling all of our children to reach their potential and make progress equivalent to being in the highest decile of children nationally.

Using evidence from a wide range of sources and combining this with our vision and values, we have established ten pillars for creating our curriculum:

1. Use team teaching to deliver outstanding teaching.
2. A broad and balanced range of inspiring high aspiration learning opportunities.
3. Adapt lessons to meet the needs of all of our children.
4. Integrate children's personal development and well-being throughout
5. Use the best possible proven classroom approaches.
6. An extended school program that meets the needs of our children.
7. The importance of parents/carers and other stakeholders in supporting children.
8. Constantly assess progress and support children as soon as possible.
9. Have the best possible staff.
10. Continually look to improve.

1. Use team teaching to deliver outstanding teaching

The Sutton Trust has reviewed the research on the impact of teaching on children's outcomes:

'The difference between a very effective teacher and a poorly performing teacher is large. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a

*bad teacher is a whole year's learning.*²

Therefore, in order for children to reach our aspirations The Advance School will make outstanding teaching a pillar. A key element for doing this is our team teaching model.

Across a year group, we will have six qualified teachers; two or three experienced support teachers and three or four less experienced class teachers. The team will work together to become greater than the sum of their individual parts by sharing work efficiently and effectively and supporting each other in delivering outstanding teaching. Every term, two teachers will plan literacy, two will plan maths and two will plan the other subjects in the curriculum for all three classes. Each team will have literacy and maths specialists. When working on subjects in pairs, teachers will work in ways that ensure that they quality-assure each other's work and that the workload is shared in a way that maximises the efficiency of their planning. This approach will allow teachers to focus their energies on fewer but higher quality lessons whilst all the children get the benefit of planning by a high quality maths and literacy specialist.

In every class, two teachers will be present in English and Maths lessons. The role of the two teachers during a lesson will be defined in the lesson plan so that the maximum amount of benefit is given to the children from having the additional teacher. Here are some examples of good classroom practice for team teaching:

- One teacher takes the basic content of a lesson whilst the other provides additional support for a defined group of children.
- Both teachers are guiding separate groups of children within a class.
- One teacher takes a group of children for pre-learning of an upcoming subject.

As a standard, all teachers will get four hours of non-contact time per week. This will provide teachers with more time to plan, allowing better quality and for teachers to stay fresher for longer so that they are able to perform at their best for the whole term. Our CPD process will be integrated with our team teaching model. Class teachers will typically be mentored by one or more support teachers who will provide regular and frequent feedback, advice and support in order to help them develop their skills as quickly and effectively as possible. In addition, we will have regular termly observations of lessons in order to help all teachers to develop their practice. The outcome of these observations will feed into the performance management process. Formal training for staff will take place as part of the induction process, at the beginning of every academic year, as part of team and full staff meetings and for INSET days.

2. Broad and balanced range of inspiring high aspiration learning opportunities

For nearly twenty years, research has shown that low aspirations for children by teachers can become a self-fulfilling prophecy. In addition, research by the National Foundation for Educational Research found that children are much more engaged (and

² Improving the impact of teachers on pupil achievement in the UK – The Sutton Trust.

therefore able to learn) when they have a curriculum that interests them. Therefore, given the School's aim to be in the highest decile for progress nationally and with achievement as one of our core values, our curriculum will set high aspirations with appropriately stretching targets throughout the school's broad and balanced curriculum whilst providing lesson content and approaches that are able to engage and inspire our children. In order to help with this, teaching will:

- Be a highly active learning experience.
- Use the Arts (Dance, Drama, Media Arts, Music and Visual Arts) throughout the curriculum allowing children to reach their creative and expressive potential.
- Contain extra literacy and PE and Games time.
- Produce inspiring termly 'WOW' moments using schools trips or guests.
- Link to content that interests the children, e.g. Music and The X Factor.

3. Use the best possible proven classroom approaches

Another pillar for delivering outstanding lessons is to use teaching strategies that are proven to have a significant impact on the progress of all of our children and that fit with the values of the school. Given pupil intake, we have chosen strategies that are proven to be at least as effective for children with SEN, on pupil premium or EAL. Durham University³ has shown these key strategies to be active learning, cooperative learning, formative assessment and meta-cognitive (learning to learn) strategies.

Children learn best when they are actively engaged in what they are learning. The Advance School will use a wide range of tools and techniques such as targeted questioning, talk partners and show me boards to deliver engaging lessons which enable the children to express themselves.

Cooperative learning (working in groups) enables children to extend their understanding and develop higher levels of thinking as well as language development, especially for children with EAL. Depending on the subject and the lesson children will either work in groups of four or in peer tutoring pairs. This approach will require our children to live our values of cooperation, achieving, persevering, taking responsibility, expressing themselves and showing respect for their fellow pupils.

Meta-cognitive strategies (sometimes known as 'learning to learn' strategies) are teaching approaches which make learners think about learning more explicitly through teaching pupils strategies to plan, monitor and evaluate their own learning. They help children to take responsibility for their own motivation and learning; to become aware of their own strengths and weaknesses as a learner; to set and monitor goals, and having strategies to choose from, or switch to, during learning activities. This approach links with our value of children taking responsibility and can easily be combined with cooperative learning so that children support each other in learning to learn.

³ Toolkit of Strategies to Improve Learning – Durham University.

Teachers will use formative assessment so that children understand what they are expected to learn (the learning intentions) and how they will know if they have succeeded (the success criteria). The children will be given regular descriptive feedback that helps to focus their efforts to improve their performance. Teachers will use the assessment in order to adapt lessons.

With cooperative learning and meta-cognitive strategies, children are able to undertake a large amount of formative assessment by themselves. This approach will require children to take responsibility for their own learning and to persevere when they do not meet the success criteria the first time. Time will be set aside to support this, for example at the end of a scheme of work in literacy, each team will review their work and look to see areas in which they have done well and areas where they need to improve next time. This will be recorded in each child's personal development book. This review period will also focus on reviewing how the team worked together and what the children need to do in order to help each other next time. The information will be reviewed by teachers in order to help them plan future lessons and assess children's progress.

Using the best possible proven teaching approaches helps to ensure that each lesson is highly effective at improving outcomes.

4. Adapt lessons to meet the needs of all of our children

Differentiation is widely used in teaching today in order to try and meet the needs of all children. We will adapt our lessons as appropriate to maximise the learning of children by taking into account the needs of each individual child. This could mean making adaptations for a range of reasons, e.g. levels of attainment, SEN or pupil interests.

By ensuring that the curriculum takes into account the needs of all children, it helps to prevent any child being left behind, improving outcomes as a consequence.

5. Integrate children's personal development and well-being throughout

Research from the University of Illinois⁴ has shown that a child's well-being and personal development plays a major role in helping them to learn, especially for children with difficult home lives. Therefore, our pastoral care policies will wrap around everything that we do within the school in order to create an ethos where:

- Children want to learn
- Children want to be in school
- Children feel safe and secure
- Children enjoy working with others
- Children are confident and able to handle setbacks and challenges
- Children are able to work independently and take responsibility for their learning
- Children respect themselves and others
- Every child is highly valued and feels that is the case

⁴ The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth Grade Students.

This pillar will ensure that every child gets the support they need.

6. An extended school program that meets the needs of our children

Children only spend a small proportion of each day in lessons. Evidence from the Joseph Rowntree Foundation⁵ has shown that appropriate extra-curricular activities can have a significant impact on children's outcomes. Therefore, we will create an extended school program that supports children in their learning and development. The program will include breakfast clubs, homework clubs, booster classes, school and sports clubs. Our extended school program will help to remove barriers from children's learning, provide opportunities to boost their learning and provide opportunities for them to develop skills and knowledge in things that interest them.

7. The importance of parents/carers and stakeholders in supporting children

The huge influence that parents/carers can have on the outcomes of children is well documented. This is true across all social classes and all ethnic groups. In addition, the Joseph Rowntree Foundation has found that successful parent intervention can play a significant role in improving educational attainment. Therefore, we will build successful relationships with parents and provide parental support that will boost the outcomes of our children. Some of our parents will have low levels of educational attainment, especially in English, and have low levels of income. Therefore, we will need to take this into account in all aspects of the school and its relationship with parents.

Our aims of working with parents are to:

- Support parents in supporting their children.
- Support parents in the challenges they face that impact on their children.
- Listen, reflect and respond to parents' views.
- Keep parents informed on the progress of their children.
- Get parents involved in supporting the school.

We will support parents in supporting their children by:

- Taking into account their language needs when communicating with them.
- Helping teachers and parents to build good relationships.
- Informing parents of what the children are learning and providing resources and ideas of how they can help support their children in their learning. Specifically, we will provide a resource pack at the beginning of each term containing resources for parents to use with their children at home, resources available on the parental portal including video clips of how to support your children.
- Ensuring parents understand the expectations that we have of children including homework, behaviour and attendance and how they can help their children to meet these expectations.

⁵ The role of aspirations, attitudes and behaviour in closing the educational attainment gap.

- Using breakfast and homework clubs to provide support not easily available at home including making these clubs available for parents to attend.
- Providing 'support your child' workshops for parents on developing skills to help their children. This might include maths, reading, or behaviour management.
- Regularly reviewing our approaches and differentiating them according to needs, e.g. parents who have limited or no English.
- Where necessary making home visits to help engagement.
- Supporting parents through the transfer from primary to secondary.

We will support parents in the challenges they face that impact on their children by:

- Having staff trained to listen to parents and provide support.
- Helping parents to find support such as literacy support or language classes.
- Allowing parents to use school resources, e.g. computers to write CVs.
- Working with local services and using the expertise of others in the community, e.g. religious institutions, social services, other schools and charities.

Other stakeholders/organisations can also make a significant contribution to the development of our children and help with the school delivering on its vision. We will:

- Look for volunteers from the local community to help in the school with tasks such as reading, helping with clubs, maths, local history and geography.
- Work with local groups in order to break down barriers and teach children respect.
- Work with local schools.
- Work with organisations to help meeting the needs of children with SEN.
- Work with clubs, charities and local organisations that can help us to deliver our curriculum. For example, working with the National Sports Centre at Crystal Palace to improve our PE and Games curriculum.

Responsibility for this pillar is with the Deputy Head.

8. Constantly assess progress and put in place support as soon as possible

In order to reach the school's ambitions for achievement, we need to quickly identify when a child is not making the expected progress and provide support for that child as soon as possible. Therefore, we will be regularly assessing the progress of our children and putting in place support as soon as possible where they are not progressing as expected. Assessment and tracking will pick up on the progress of all children including AG&T, SEN and CLA.

In order to monitor the progress of the children, we will benchmark their levels of achievement against where they need to get to in order to be part of the top decile nationally for progress by the time they leave the school. These benchmarks will be set for each module of work and each year across all subjects.

9. Have the best possible staff

Sutton Trust research shows that the quality of a teacher is a major influence on the progress that the children make and research from the Institute of Education has shown that good quality Continuous Professional Development (CPD) is a cost-effective way of improving outcomes within a school. Therefore, we need to recruit and retain the best staff and ensure that they receive the best possible CPD in order to deliver on our vision and values.

10. Continually look to improve

The best organisations in the world do not stand still. They know that they continually need to look for a better way of doing things if they are to prosper. This is just as true for schools. If our school is to reach and maintain its aims of being in the highest decile for progress, then we will need to constantly be finding better ways to deliver for our children. Therefore, the school will build-in processes that continually help the school to improve. Continuous improvement will take place at several different levels:

- **At an individual level.** Every member of staff will commit to constantly reviewing their performance and looking for better ways of working. This will be built into the school's CPD process.
- **At a team level.** Teams will review their performance during their team meetings, analysing issues, putting plans in place to improve and implementing those plans.
- **At a school level.** Members of the SLT will be regularly reviewing the school's performance, analysing issues, putting plans in place to improve and implementing those plans. These will feed into the School Improvement Plan.
- **At governor level.** The Board of Governors will also review its performance, analyse issues, put plans in place to improve and action those plans. Some of those issues could arise from team level through whole school level and to the Board.

In order to make continuous improvement a success, we need to put the appropriate structures and tools in place.

Taken individually, each of our ten curriculum pillars will make a significant impact on our school outcomes. When put together, we believe that these pillars will enable us to deliver on developing children who make progress in the highest decile nationally and who live our values.

Type of Curriculum

For literacy and numeracy, KS1 and KS2, we will use the Success For All programmes that are based around the objectives set out in the National Curriculum. Success For All uses an approach which has active learning, cooperative learning, formative assessment and meta-cognitive strategies integrated into it. Research by the Institute for Effective Education (IEE) has shown that this approach is proven to be one of the most effective available for schools in the UK, including for children from deprived

backgrounds and/or with EAL.

For Reception, we will also use the KinderCorner Success For All programme. Again this provides approaches that support our ethos whilst targeting the seven areas for learning in the EYFS framework.

For KS1 and KS2 Art, Geography, History, ICT, Music, Games and PE, Science, and D&T we have selected the International Primary Curriculum (IPC) because it:

- Enables our children to reach high levels of achievement.
- Reflects the wide range of international backgrounds that our children will come from.
- Is designed to use or can easily be adapted to use active learning, cooperative learning, formative assessment and meta-cognitive strategies.
- Recognises the importance of personal development.
- Is flexible enough to enable the school to adapt to our ethos and teach distinct subjects whilst benefitting from a thematic approach.
- Can easily be adapted to meet the needs and interests of all of our children including those from deprived backgrounds and/or with EAL.
- Will allow children to express themselves.

In RE we will use the local authority agreed curriculum because it is designed for children to learn about the many cultures and religions in their local community.

Our Personal Development and PSHCE curriculum will be created from a combination of the Social and Emotional Aspects of Learning (SEAL) programme and Philosophy for Children (P4C) approach whilst being tailored to focus on the teaching of our core values.

The Advance school will undertake the national tests at KS1 and KS2 and the Year 1 phonics screening. They will form part of our Key Performance Indicators.

Overall, our curriculum will deliver an experience for all of our children which meet their needs, are aligned with our core values and use relevant key pillars to deliver success.

Transitions

The success of the transitions that children undertake within their life at school can determine whether children continue to make excellent progress. Therefore, the school will have a number of approaches to smooth transitions. For transitions from one year group to the next we will do the following:

- Next year's teachers will plan with the current year's teachers in the last term of the year in order to understand how to adapt lessons for the children coming into their class.

- Where possible we will seek to have one teacher from the current year group going up with the children into the next year group in order to provide some continuity.
- Next year's teachers will team teach to the class that they will be working with in the following year in order to begin to get to know the pupils as soon as possible.
- Children will spend some time in the classroom that they will be in next year.
- The children from the next year up will take responsibility for talking to the children from the year below about what they can expect when they move up and answer any questions they have.

The transition from Reception to Year 1 needs to have a particular focus in order to ensure children have continued progress. In addition to the above, we will:

- Treat the transition as a process rather than an event so that it happens over a period of time and that the children's social and emotional needs are given a strong focus during this process.
- Ensure that Y1 teachers understand the EYFS profile of their children and can take it into account in their planning.
- Keep parents fully informed and involved in the transition.
- Pay attention to the needs of individual children.

For easing the transition for children going from KS2 to KS3 we will:

- Prepare pupils to be independent learners, resilient and confident who know how to behave with self-discipline even when in much bigger surroundings with many temptations.
- Build relationships with all local secondary schools that our children are likely to go to and work with them on how we can ease the transition, e.g. welcoming secondary staff into our school to find out about the children (especially if they are SEN or EAL) and meeting them.
- Provide advice to parents and children in Y5 on the options available to them with the aim of getting them to pick appropriate aspirational choices, such as aiming for scholarships for independent schools or taking 11+ for grammar schools, if appropriate.
- Support parents and children to go to open days/new pupil days at potential schools.
- Have information on secondary school curriculums so that children can prepare for it through their personal development plans.
- Help parents prepare their children for transition, e.g. by allowing them more independence in journeys to and from school.
- Keep in contact with past pupils as part of an 'alumni' network and monitor how they do at GCSE and beyond at different schools.

Summary

Each one of our curriculum pillars has been selected because of the significant support it will provide to our pupil intake and their role in enabling the school to meet its vision and values. From these pillars we have chosen curriculums that both meet the needs of our pupil intake and deliver the school's vision and values. We want our children to succeed beyond our school and will support the transition for children into secondary school to help this to happen.

D2 - Curriculum Plan

In this section:

- Curriculum Models
- Content of the Curriculum
- Extra-Curricular and Enrichment Activities
- School Timetable and Calendar
- Organisation of Pupils
- Summary

Our curriculum plan focuses on the needs of our expected pupil intake, our vision for the school, our core values and research for particular approaches.

We have made reference to the Institute for Effective Education (IEE) in considering our curriculum approach. The methods recommended by the IEE are only those that have large bodies of high quality evidence for their effectiveness.

Curriculum Models

The Success For All programmes described for the Reception class, literacy and maths have extensive evidence for their effectiveness.

Reception

In Reception we will use the KinderCorner Success For All programme. It is designed as a full-day programme. The overall goal will be to ensure that every child enters Year One with basic language, literacy and numeracy; a basic knowledge of science and the world around them; and the core values of the school. It will be aligned with the statutory framework for the EYFS and will contain age appropriate activities that target the seven areas of learning and development. KinderCorner is a spiral curriculum: children build their knowledge and expertise through repeated exposure to a concept or through continual practise using a skill. It incorporates a systematic synthetic phonics programme, applied by reading specially-developed phonetically regular stories.

KS1 and KS2

In order for our children to achieve the vision of being in the highest decile for progress, we believe that it is essential that children have a solid foundation in literacy and numeracy due to their significant influence in almost all subjects. Therefore, nearly a third of our curriculum is set aside for literacy and a fifth for maths. Literacy will be taught across the curriculum, e.g. writing historical stories in history. In addition, children will spend additional time developing their handwriting and visiting the school library.

An analysis of the research on the impact of PE and Games on academic achievement

by Loughborough University⁶ shows that they are important in raising achievement as well as improving behaviour, well-being, and ethos. Therefore, significantly more time than the recommended two hours per week has been set aside for this purpose.

Science and the humanities are given significant dedicated time in concentrated lessons, whilst Art and ICT will be widely integrated across our curriculum.

Our core values and the evidence for the positive impact that Social and Emotional Learning programmes have on attitudes, behaviours and academic performance from a meta-analysis performed by Loyola University, Chicago means that we have a lesson dedicated to children’s PSHCE every week.

Weekly Allocation

KS1 and KS2 curriculum model:

	KS1	KS2
Literacy	450mins (32%)	450mins (30%)
Numeracy	300mins (21%)	300mins (20%)
Science	85mins (6%)	95mins (6.3%)
Games and PE	170mins (12%)	190mins (12.7%)
MFL	35mins (2.5%)	40mins (2.7%)
PSHCE and Personal Development	45mins (3.2%)	50mins (3.3%)
Geography, History, D&T	85mins (6%)	95mins (6.3%)
Art	55mins (3.9%)	60mins (4%)
Music	50mins (3.5%)	55mins (3.7%)
ICT	35mins (2.5%)	40mins (2.7%)
Handwriting	15mins (1%)	15mins (1%)
Library	35mins (2.5%)	40mins (2.7%)
Assembly	30mins (2.1%)	30mins (2%)
RE	35mins (2.5%)	40mins (2.7%)
Total	23hours 45mins	25hours

Teaching Strategies

Across our curriculum in KS1 and KS2, we will use a range of proven teaching strategies (according to the IEE) in order to enhance learning. These include active learning, cooperative learning, formative assessment and learning to learn strategies. These strategies have a large evidence base for their effectiveness including with children who are EAL, from deprived backgrounds or SEN. At the beginning of each school year, children will be taught how to use these strategies successfully in order to improve their learning.

⁶ The Impact of Physical Education and Sport on Education Outcomes: A review of literature.

Content of the Curriculum

Reception

The curriculum will have a series of sixteen themes that last for several weeks such as Winter and Weather, Day and Night, Spring and Insects. We will use the KinderCorner programme and adapt it to the needs of our children and the core values of the school. The different elements within KinderCorner are:

- Greetings, Readings, & Writings - Invites children to begin the day with reading, writing, and other meaningful activities.
- Let's Get Together - A vocabulary-rich sharing time focusing on the theme, promoting oral language development and a sense of community.
- Rhyme Time - Rhymes, songs, and games that target phonemic awareness and vocabulary related to the theme.
- Story Tree - Engages children in wonderful, age-appropriate literature as they make predictions, recall events, and learn new vocabulary.
- Learning Labs - A range of child-initiated activities involving problem solving, exploring materials, experimenting, observing, and recording.
- 15 Minute Maths - Connects maths to everyday life.
- Snack/Outside/Gross Motor Play - Enhances children's interpersonal, self-help, and gross motor skills through peer and adult-child interaction.
- Sound Steps - Exposes children to phonics through letter-sound connections, blending, and segmenting.
- Math Mysteries - Emphasizes number concept awareness and math skills development, as children construct their own understanding of mathematics.
- Let's Daydream - Introduces poetry and prose while engaging children's imagination and story-telling skills.
- Write Away - Fosters emergent writing through carefully supported and modelled creative or theme-related topics.
- Let's Think About It - Reinforces skills and concepts that children have learned.
- Home Link - Promotes family involvement in children's education through tasks that link learning to life outside school.

Each of these elements will focus on developing one or more of the EYFS seven areas of learning providing children will lots of opportunities for development.

KS1 and KS2

As part of all lessons, teachers will look for ways to link the lesson to our values. This will include cooperative learning or discussions on values inspired by books being read in literacy, persevering in numeracy or discussing values being displayed in historical events such as 'Did the approach of Henry VIII to his wives demonstrate respect?'

Every year group will have a maths and literacy specialist. When fully staffed, across the school we will have a curriculum leader for each subject whose main objective is to help other teachers to deliver outstanding teaching and learning in their subject.

Literacy and Maths will be taught with two teachers in each classroom. Other subjects will have one teacher in the classroom, either the class teacher or a support teacher.

Literacy

For KS1 and KS2 we will adapt the Success for All literacy programmes. Every day children will have a 90 minute literacy lesson and be organised into teaching groups determined by their reading comprehension level. The aim is to ensure that the full 90 minute session is appropriately differentiated so that all pupils are able to make significant progress. There will be six teachers across the year allowing up to six teaching groups or fewer groups with two teachers in the classroom as best fits the needs of the year group. The pupils will be organised into talk partners and teams of 3 or 4 in order to facilitate cooperative learning through the use of speaking and listening. Emphasis will be placed on each child's progress as they strive to achieve their learning goals. However, each member of the learning team is responsible for not only their own learning but that of other team members. Recognition will be given to teams where all members have reached their learning goals.

Success For All Literacy Roots Programme.

In Year 1, we will adapt the Success for All Literacy Roots programme. It builds on the systematic teaching of synthetic phonics in Reception whilst developing a significant sight word vocabulary. The programme provides extended phonics instruction supported by decodable stories, and fosters children's love of reading by experiencing a rich variety of teacher-read books. The programme is built around four components:

1. **FastTrack Phonics** - Colourful mnemonic pictures are integrated with alliterative phrases, sounds, and letter cues to provide phonemic awareness and phonics instruction. Entertaining puppets, chants, and games add fun to the fast-paced systematic instruction that is designed to review and introduce sounds and their written representations.
2. **Shared Stories** - Vibrant story books engage children to practice their decoding, fluency, and comprehension skills. The teacher presents new vocabulary and guides pupils as they read the decodable story with their partners. Higher-level thinking skills are targeted in whole-class discussion to stimulate children's oral language and cognitive development as they become confident, enthusiastic readers.
3. **Story Telling and Retelling (STaR)** - A collection of books, both fictional and non-fiction text, are read interactively with children as part of the daily lessons. Using partner talk and response, teachers model and practise the early skills of predicting, clarifying and questioning to support the development of effective reading strategies.
4. **Writing** - In addition to a daily supported short writing task, every third lesson children are guided through a longer writing activity that is related to the theme of both the Shared Story and STaR books. Children think, speak, and work collaboratively with others as they go through the writing process.

The first three components will always contain a range of interactivities activities, e.g. using the Interactive White Board (IWB) and supporting video clips that mean that the children are always engaged and actively learning.

In Years 2 to 6, we will use the Success for All Literacy Wings programme. In this programme, children use a wide range of carefully selected literature including fiction, non-fiction and poetry books. In most cases children read the whole book. A typical lesson will contain a range of different activities such as a 'think, pair, share activity' to brainstorm vocabulary from a stimulus, a class discussion based on a stimulus, interactive reading with a group or the whole class, the recording of predictions for what happens next, an introduction to vocabulary including children repeating the correct pronunciation, partner reading, restating what has happened in a story, recording the main ideas, a class discussion of the main ideas, re-reading a page of text in order to practice fluency and a plenary made up of a class discussion to help extend development of their skills in an area such as drawing conclusions.

The lessons will be refined by teachers who take into account the needs of the learners, adapt them for team teaching (e.g. supporting more groups of children in order to stretch their learning), ensure that they are emphasising our values (e.g. draw out discussion points on our stories about where our values have and have not been displayed) and use the creative arts, e.g. get children to act out the re-telling of a story.

Children will have reading and spelling homework every day and once a week they will have a written piece of literacy. Every day, children will record the book they read and their reflections in a reading log.

Literacy skills such as reading will be taught across other subjects in the curriculum, for example by developing research skills in history using appropriate texts or by ensuring key vocabulary is available in different subjects.

Children will be assessed and regrouped according to their reading level every eight weeks to ensure they are receiving the appropriate level of tuition. Teachers will monitor children who are being frequently regrouped.

Research from the IEE shows that for struggling readers, one to one tuition works best with qualified teachers trained in helping struggling readers. Therefore, this tuition will take place as required.

However, the evidence also shows that volunteer tutors using structured and intensive programmes can also have a significant impact. Therefore, we will look to recruit and train volunteers to help with reading as well.

We will work with the local library service to make sure that all children are members and we will set time aside for them to visit the local library several times a year. In addition, every year one of the school trips will involve a trip that helps to inspire reading such as a trip to the Ministry of Stories.

Every term, the school will run reading games and competitions such as 'Battle of the Books' in order to promote reading.

As part of building a culture of responsibility, we will look to have the school library run by the children and a high proportion of the books throughout the school will be chosen by them. Every year group will have a large selection of books that children can take to read as part of their homework. Additionally, books covering the topics to be studied for the term will also be widely available. As part of our extended schools offering, we will look to have reading groups run by the children (with support from members of staff) to offer further opportunities for children to develop their reading skills.

Parents and carers can have a significant impact on the reading of their children. However, some of our parents are likely to be relatively weak readers themselves, especially in English. Therefore, we will work with local adult literacy organisations such as Croydon Adult Learning and Training to develop parents reading skills and help them in turn to support their children.

In time, many of our children will have siblings in the school. This is an area where we believe that there is an opportunity for older siblings to help the younger ones, especially in their reading. We will develop a program for siblings to learn from each other, especially in reading through peer support.

For handwriting, we will use a continuous cursive approach. Although this will be more difficult to begin with for younger children, they will not need to learn a new style of writing in order to write joined up. It has a flowing movement helping physical memory and is recommended by the British Dyslexia association.

Maths

For KS2 we will adapt the Success for All Power Maths programme. This programme teaches both the objectives of the maths framework and also embeds co-operative learning strategies. It enables teachers to structure activities so that all pupils will discuss, debate and wrestle with ideas, concepts and skills until they thoroughly understand them. Each lesson for Power Maths has five elements:

1. Think Alouds - This is when new skills are taught. As teachers demonstrate pupils answer questions and talk about what they observe. Once the pupils have seen the teacher demonstrate the new learning and have heard the explanation, they practise their new learning with a partner and/or team mates.
2. Team Huddle - gives pupils time to test out what they think they know within the safety of their team. It is the team's responsibility to ensure that everyone in the team understands what has been taught.
3. Team Mastery- Team members solve problems independently. They then check with their team mates to see if they have the same answer and explain their thinking.
4. Individual Check - Here the individual pupil is assessed rather than the teams.
5. Team Recognition - The emphasis on the team element is that when the team is

functioning well, every person in the team succeeds. That is why it is the team that is rewarded and not individuals.

Organisation

The children will be organised into teaching groups determined by their maths level against the APP criteria. The aim is to ensure that the full 60 minute session is aimed at the correct teaching level and that all children are able to make significant progress. There will be six teachers across the year allowing up to six teaching groups or fewer groups with two teachers in the classroom as best fits the needs of the year group. The pupils are organised into talk partners and teams of 3 or 4 in order to facilitate cooperative learning through the use of speaking and listening. Emphasis is placed on each individual child's progress as they strive to achieve their learning goals. However, each member of the learning team is responsible for not only their own learning but that of other team members.

For KS1 Maths teachers will use the national curriculum and the principles and format established in the KS2 Power Maths programme to develop schemes of work and individual lessons. In KS1 and KS2, children will be expected to do maths for homework every day, for example times tables, number bonds or reading an analogue clock depending on their needs. In addition, once a week, children will be given a larger piece of homework which enables them to practise the maths skills that they have been learning that week. The Power Maths programme follows the national curriculum with five blocks each split into three sections.

Twice every term we will have a Key Stage 2 Times Tables Challenge that rewards children for the progress that they have made in learning their times tables.

Every class will have a wall display for maths which will reflect current or recent maths work including problems for children to solve in their own time.

Evidence from the IEE for the use of ICT in maths shows moderate gains using self-taught exercises for computations. Therefore, we will look to use ICT in some instances to support maths teaching. There is a lack of research on which software programs are most effective and this is a fast moving field so when required, we will have a look at the market in order to identify appropriate programs.

The IPC

The IPC has over 90 different thematic units of learning. Each IPC unit incorporates a range of subjects including Science, History, D&T, Geography, ICT, Music, Art and PE and provides many opportunities to link literacy and numeracy. Each subject will be taught on its own based on a theme and we will focus on the knowledge, skills and understanding that the children require. Each unit has a number of learning tasks to help teachers to help children achieve a range of learning goals. For example, a theme of clothes in KS1 incorporates:

- Geography (What people wear in different countries , What the climate is like in different parts of the world, How the weather affects what people wear);
- Science (How we can sort materials, How to carry out a scientific investigation, Which materials will keep us warm or dry);
- Art (How to create our own tartan design, About symmetry in design, How to make repeat patterns);
- Design and technology (How wool is made, How to make a weaving on a cardboard 'loom', What felt is and how it is made, About different methods of fastening clothes);
- History (About clothes people wore in the past, About comparing clothes 'then' to 'now').

Teachers will ensure that over a year, the children will get the appropriate balance of subjects as described in our curriculum model. They will have some flexibility depending on the needs of the children.

Once a week, as part of their homework, children will take home some relevant reading on an IPC subject, e.g. the Romans for history or Materials for Science. Children will usually work in mixed achievement teams of three or four as per Literacy and Maths within their class so that the learning is shared across the groups.

Evidence from the IEE shows that science is best taught through inquiry based approaches with a significant practical element and this approach also works well with our co-operative learning ethos. Therefore, Science will be taught in this way.

The school will use laptops as the primary form of computing for the children in order to allow the physical flexibility of being able to use the computers anywhere, provide the ability to use them for word processing and the creation of spreadsheets whilst making ICT affordable. As part of the ICT curriculum we will use software that meets our requirements in terms of functionality, is up to date and cost effective.

The school will have children from a wide range of international backgrounds and geography will provide an opportunity for children and their parents to describe where they come from. We will also seek to link with schools elsewhere in the UK and overseas in order to support our geography curriculum.

As part of art, children will make several trips to art galleries during their time at the school.

For some areas of music we will use ICT to support learning, e.g. using software that supports composition. From year 3 onwards, all children will have the opportunity to learn a musical instrument from an external tutor once a week. We will provide a wide range for children to choose from including the piano, string, wind, brass and percussion instruments. Some of the music curriculum will be taught in other subjects such as dance in PE and music in people's lives in history and geography. Every week, children will attend a singing assembly. This will have a focus on musical skill development such

as singing in a round as well other benefits such as children working together and providing a sense of community and well-being. The school will also have a choir.

For PE and Games, children will have opportunities to participate in Gymnastics, Ball games, Athletics, Dance, and from Year 4 swimming.

Spanish

We have chosen Spanish as our Modern Foreign Language as it is a global language, will be something that teachers will either already have or be able to pick up fairly easily, will likely be able to be carried on in Secondary school and because we are unlikely to have many children who have Spanish as a language at home.

We believe in being in the highest decile across the curriculum including in foreign languages. Therefore, we will start teaching Spanish from Year 1 onwards. We will use IPC themes and adapt the QCA schemes of work for Spanish into the Advance way of teaching (e.g. cooperative learning) to provide an appropriate curriculum. We will look to work with other schools teaching Spanish in order to benchmark our performance and link to schools in Spanish speaking countries to enrich the curriculum.

Personal Development and PSHCE

Throughout their time in school, children will undertake a tailored programme of personal development focused around the values of the school. In order to develop our PSHCE curriculum, we will take the Social and Emotional Aspects of Learning (SEAL) themes as a starting point and use a community of enquiry approach (philosophy for children (P4C)) in order to develop the relevant skills. We have chosen to use the SEAL aspects because of the evidence base for its success and the significant overlap with our values:

SEAL ASPECT	Relevant Advance School values
Self-awareness	Achievement, Perseverance, Independence, Respect, Expression, Co-operation.
Managing feelings	Perseverance, Independence, Respect, Expression and Co-operation.
Motivation	Achievement, Perseverance, Independence and Expression.
Empathy	Respect and Cooperation.
Social skills	Independence, Respect, Co-operation.

We will use a P4C approach because of the evidence to support its ability to develop the cognitive learning skills of enquiry, reasoning, evaluation, information processing and creative thinking at the same time as developing our values and for how it lends itself to our cooperative learning approach.

For at least one week every term, the lesson will be focused on the society value and will support children in meeting their community work targets.

Eventually, children's personal development in most of these values will be assessed

against level descriptors that are age appropriate similar to APP criteria. However, in the early years of the school, it will be very difficult to establish exact criteria as there are no current benchmarks. Therefore, the school will set some initial best guess criteria of what the children can achieve and refine it each year.

Every evening, from Year 3 onwards, children will be expected to complete a personal development log. This will ask the children to review how their day went against their targets, what went well, what they need to improve and how they can meet their targets.

Progress in PSHCE will be recognised in the weekly achievement assembly with Advance pounds given out for children who make good progress. The assembly will also hear stories from the children about what they have done to earn their pounds.

RE

The school will adapt the local authority RE curriculum given its focus on religions commonly found in the local community. We will make trips to various places of worship in order to broaden children's views of different religions.

Physical Classroom Environment

The aims of our classroom environment will be to:

- Support learning.
- Link with the schools vision and values.
- Create a welcoming environment and promote well-being.
- Help meet the needs of all students.

We will support learning by:

- Having arrangements that support cooperative learning.
- Making physical learning resources available such as shapes and Dienes blocks.
- Having display based learning resources such as number lines.
- Displaying personal targets, learning intentions and success criteria.
- Having a carpeted space in front of the IWB.
- Providing plenty of books for children to read and use for research.
- Making dictionaries and thesaurus available for reference.

We will create a welcoming environment and promote well-being by:

- Providing children with personal spaces for their possessions, bags and coats.
- Having age appropriate sized furniture,
- Taking into account the needs of left handers.
- Displaying children's work in order to boost self-confidence.
- Providing a welcoming reading corner.
- Displaying the number of Advance Pounds that children have earned.

- Providing a drinking area so that children can access water.
- Using music when appropriate, e.g. when practising handwriting.

Assemblies

Children will have a main assembly at the beginning of the week focussing on items of interest for that week, e.g. National reading week. In the middle of the week, children will have a singing assembly. At the end of every week, there will be an achievement assembly. This will provide recognition to children, groups and classes who have done well in terms of displaying school values, levels of attainment and attendance.

Extra-curricular and Enrichment activities

The school will have a large number of extra-curricular and enrichment activities. This will include a breakfast club, homework club, booster clubs and clubs covering the curriculum. These activities will be run by teachers and volunteers and will all be optional. However, the school will strongly encourage attendance where it helps to meet the needs of the child. We will work with parents to provide structured activities for children to do during the holidays.

Breakfast club - A good start to the day with a decent breakfast is essential if children are going to be ready to learn when they come into their first lesson of the day. This is less likely to be the case for children with difficult home lives. Therefore, the school will have a breakfast club starting at 8am. The aims of the breakfast club are to:

- Improve the health and nutrition of children by ensuring that children receive a quality breakfast and learn about nutrition.
- Improve children's education by raising motivation, energy and achievement and providing opportunities to assist with learning.
- Support children's social needs to help children with concentration, behaviour and confidence, improve social interactions, reduce bullying and provide a calm and settled start to the school day.
- Support parents in getting their children to school on time and providing childcare for working parents.

We will focus breakfast club attendance on children who:

- Struggle to come to school on time.
- Do not receive a good breakfast in the morning.
- Have working parents.
- Need extra educational or emotional support.
- May need somewhere to do their homework but cannot attend homework club.

In order to encourage as many pupils as possible, the breakfast club will be free. The breakfast club will be staffed by school teaching staff on a rota as part of their contract with overall responsibility with the Deputy Head. These costs have been taken into account in our financial plan. Where possible, we will seek funding to help provide the

breakfast club although no external funding has been assumed in our financial plan.

Homework club - Every evening, immediately after the end of the day, the school will have a homework club. The homework club aims to provide a place for children to do their homework or work on their personal development and provide childcare for working parents. The club will be run by teachers in order to provide quality support to children and allow feedback to be given to class teachers about individual children. In addition, children will be expected to use their cooperative learning skills to support each other in the homework club. The homework club will last for an hour.

Booster classes - For children who require additional support outside of the school day we will provide before and after school booster classes. These classes will be for children who are not making the expected progress, who are new to the school and need additional support or for children preparing for entrance exams for secondary schools. These will be run by teachers and will be run based on the needs of the pupils.

School clubs - The school will run a wide variety of clubs that provide opportunities for children to express themselves in a wide range of activities or boost their achievement in a particular subject. Clubs will be based on each of the schools subjects including personal development and on areas of interest to the children such as football or ballet. Most clubs will be an open invitation with numbers limited. Some clubs will be focused on boosting children who are G&T in a particular area, e.g. a poetry club. Where available and cost effective we will look to work with external professional organisations to provide further enrichment activities, e.g. athletics coaching as well as local volunteers to provide clubs.

Structured holiday activities - It is important the children continue to learn and develop outside of school term time. Therefore, we will work with parents to develop plans for activities for children during the holidays. Activities will include reading, making things and trips.

WOW moments - every term, each year group will get to experience a WOW moment. This is an activity that makes the children go WOW and is tied into the curriculum. A WOW moment will usually be either a school trip or an activity in school with an external guest.

Lunch and Playtimes

At lunchtimes and playtimes we want the children to have the opportunity to relax, have fun and take responsibility for how they spend their time. In order to help facilitate this, we will teach children games that they can play that reinforce our values, e.g. team games for cooperation, although these will not be obligatory.

With the aid of the school council, we will provide playground equipment for the children to use. Staff on duty at lunch and play times will be trained in looking out for issues of concern such as bullying whilst a first aider will always be on hand. Every year group will have lunchtime and playtime helpers who have volunteered to help put out and

bring in playground equipment and with supporting other children. This will count towards a child's society core value target.

Children will have access to quiet areas for those who do not wish to be in the main playground. Children with special needs or behavioural difficulties will be given extra support to make lunch and playtimes a success for them, e.g. the support of a dedicated member of staff or being supported by a peer group.

When the children are unable to access the playground (e.g. for heavy rain), activities will be available for children to use in the main hall, e.g. board games and cards.

Use of ICT as Teaching and Learning Aids

ICT will be integrated into all classes in order to support teaching. Every classroom will have an Interactive White Board (IWB), speakers, two PCs, a printer and a visualiser. Most lessons will have IWB content designed to support and enhance active learning. In addition, the children will have access to individual laptops with appropriate software and fast and filtered broadband access which can be used to support learning as required. Some examples of how ICT would be used in different aspects of the curriculum are:

Subject	Use of IWB	Use of Laptops
Literacy	Providing pictures of an unknown noun described in a book.	Writing and editing of a story. Publishing a newspaper.
Maths	Children demonstrating solving problems.	Children using software to practice computation skills.
Science	Providing short clips of experiments that cannot be carried out in the classroom.	Use a probe to measure temperatures and plot onto a graph.
History	Model analysis of historical pictures.	Research a subject.
Geography	Talk to a school in another part of the world over a webcam.	Use software such as google maps to examine the local area.

The second PC in the classroom will usually be used by teachers to support the learning of a group they are working with or for a group's independent activities.

Upon joining the school, based on their needs, teachers and other staff will be given an introduction session on how to use and get the best out of the ICT available in the school. On-going training will be provided as required and members of teams will be expected to help each other in developing their skills.

Teachers, parents and students will have access to an ICT learning platform. For teachers this will provide them with tools to help their work such as lesson plans and resources. For children it will contain additional resources to support their learning. For parents it will contain resources to support children's learning, details of their child's assessment and behavioural information and a school calendar with key event.

School Timetables and calendar

The table below shows a typical timetable day for a Reception class:

Time	Activity
8.55-9.05	Registration
9.05-9.20	Greetings, Readings, & Writings
9.20-9.35	Let's Get Together
9.35 - 9.45	Rhyme Time
9.45-10.05	Story Tree
10.25-11.05	Learning Labs
11.05-11.20	15 Minute Maths
11.20-11.30	Snack time
11.30-11.55	Outside/Gross Motor Play
11.55-12.55	Lunch
12.55-13.05	Registration
13.05-13.30	Sound Steps
13.30-13.55	Math Mysteries
13.55 -14.25	Let's Daydream
14.25-14.50	Break
14.50 - 15.15	Write Away
15.15-15.25	Let's Think About It
15.25-15.40	Home Link

Each day of the week will have a very similar structure.

The table below shows a typical timetable for a class in KS1:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.55 - 9.05	Registration	Registration	Registration	Registration	Registration
9.05-10.05	Maths	Maths	Maths	Maths	Maths
10.05-10.25	Break	Break	Break	Break	Break
10.25-11.55	Literacy	Literacy	Literacy	Literacy	Literacy
11.55-12.55	Lunch	Lunch	Lunch	Lunch	Lunch
12.55-13.05	Registration	Registration	Registration	Registration	Registration
13.05-13.40	Library visit	ICT	Spanish	Music	RE
13.40-13.55	Assembly	Handwriting (15mins)	Music/ Singing Assembly	PSHCE	Achievement Assembly
13.55-14.15	Break	Break	Break	Break	Break
14.15-15.10	Geography, History or D&T	Science	Games	PE	Art
15.10-15.40	Geography, History or D&T	Science	Games	PE	Personal Development
Homework	Reading Spelling Maths IPC topic	Reading Spelling Maths	Reading Spelling Main Maths	Reading Spelling Maths	Reading Spelling Literacy Maths

The table below shows a typical timetable for a class in KS2:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.55 - 9.05	Registration	Registration	Registration	Registration	Registration
9.05-10.35	Literacy	Literacy	Literacy	Literacy	Literacy
10.35-10.50	Assembly	Handwriting (15mins)	Music/Singing Assembly	PSHCE	Achievement Assembly
10.50-11.15	Break	Break	Break	Break	Break
11.15-12.15	Maths	Maths	Maths	Maths	Maths
12.15-12.55	ICT	Spanish	Music	RE	Library visit
12.55-13.55	Lunch	Lunch	Lunch	Lunch	Lunch
13.55-14.05	Registration	Registration	Registration	Registration	Registration
14.05-15.05	Science	Games	PE	Art	Geography, History or D&T
15.05-15.40	Science	Games	PE	Personal development	Geography, History or D&T
Homework	Reading Spelling Maths IPC topic	Reading Spelling Maths	Reading Spelling Main Maths	Reading Spelling Maths	Reading Spelling Literacy Maths

The school day will look like this:

Time	Activity
8am	Breakfast Club
8.15am	Booster Clubs
8.30am	Staff briefing
8.55am	Registration
3.40pm	End of Core school time
3.45pm	Home work and school clubs
4.45pm	End of clubs and end of day.

Staff meetings will take place once a week after school and will mostly consist of teacher training, time for assessment or discussion of school wide issues. Team meetings will take place once a week after school in order to review the past week, provide year group training, carry out assessment, discuss forthcoming lessons and plan improvements. The school terms and year will be aligned with the schools in the local area in order to cater for parents who have children in more than one school. In 2012/13 this split was as follows:

Term	Length (weeks)	Approximate dates
1	8	Early September to late October
2	7	Early November to late December
3	6	Early January to mid-February
4	5	Late February to late March
5	5	Mid April to late May
6	8	Early June to late July
Total	39	

In addition, we will have a number of INSET days before the beginning of term 1 for experienced staff and additional days for new staff.

Organisation of Pupils

For each year group, children will be organised into three classes of thirty children. Each class will be allocated a class teacher who will have the primary responsibility for pastoral care of the children in their class. The classes will be reviewed every year. When allocating children to a class we will look to:

- Assess whether the child will successfully socially integrate into the class.
- Have mixed levels of achievement, pupil premium, EAL and ethnic mix.
- Assess how best to support the range of special needs (e.g. do two children with the same SEN go into the same class so that they can support each other).
- Listen to the voice of the children and find out what they want, e.g. to be with some of their friends.
- Consider what will work well for building teams.

School clubs will normally be organised by year group, especially for very popular clubs. Less popular clubs may be organised by phase or even wider across the school. The breakfast and homework club will be focused on getting the children who need to most support to attend. The organisation of them will depend on the membership. Initially, they will be whole school oriented. However, if there are large numbers the clubs will be split into smaller units.

Summary

Our curriculum plan is based on our ten core curriculum pillars and our school values will underpin learning across the curriculum. Our team teaching model allows for a strong focus on maths and literacy as core components of a diverse curriculum that offers students the opportunity to achieve positive and varied learning outcomes. The School's extra-curricular and enrichment activities will provide additional support for learning and the curriculum plan. Our recognition and reward system and activities that can bring the students together, such as the singing assembly, will encourage pride in learning outcomes and achievements across the whole school.

D3 Show how your staffing structure will deliver the planned curriculum

In this section:

- Staffing Structure
- Staff Roles
- Senior Leadership Team
- Staff CPD
- Teacher Offer

Staffing Structure

Our staffing structure will be based on the following principles:

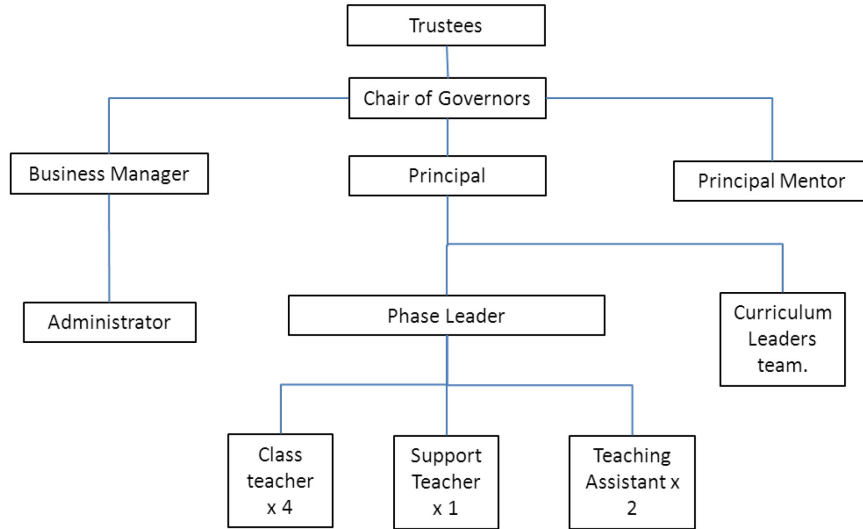
- 1 There are clear lines of responsibility which are logical.
- 2 Levels of Management are optimised in order to provide value for money.
- 3 No individual has more than seven direct reports that they are responsible for performance management of to ensure sufficient bandwidth.
- 4 Phase leaders will also be heads of years.
- 5 Curriculum leaders will work with the Principal as a team in order to develop the curriculum.
- 6 The Business Manager will look after back office functions including finance, procurement, HR, ICT, catering and facilities management, allowing the Principal to focus on delivering the educational vision of the school.
- 7 The staffing structure allows outstanding CPD.

Organisational Charts

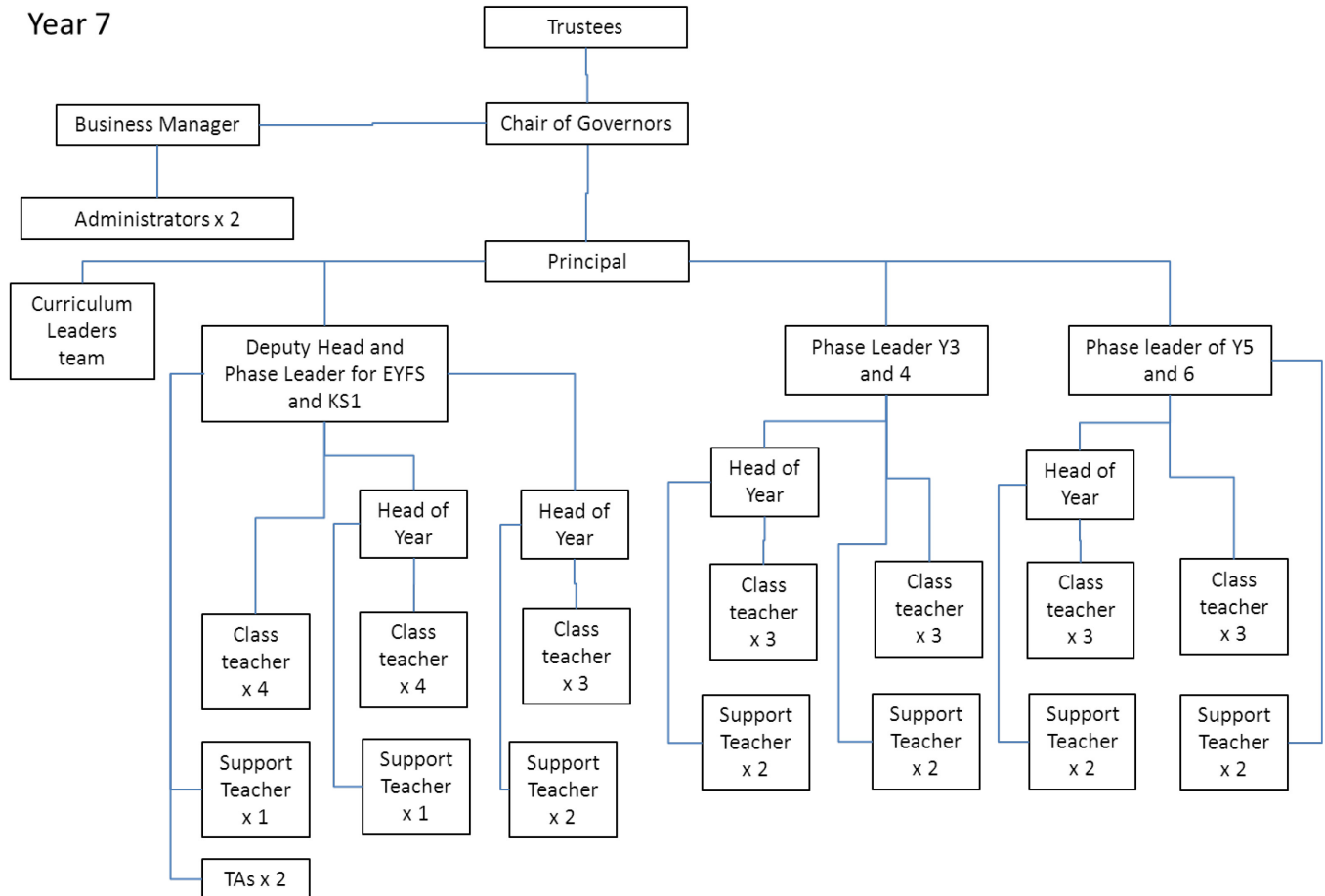
The charts below show the organisational structure of the school in the first year and in the seventh year of the school. The hierarchy splits out back office staff and core education focused staff. This will allow a focus on teaching and learning for the educational professionals. The Principal provides line management to Phase Leaders who in turn manage Heads of Years. Heads of Years line manage the teaching staff in their year group. The Principal also manages the Curriculum Leaders team.

We believe that this organisational structure delivers value for money by focusing resources on where they will add the most value for delivering on our vision (e.g. team teaching) whilst ensuring that there is adequate management capacity to run the school and move it forward. Section G of the application shows how the finances work for this structure.

Year 1

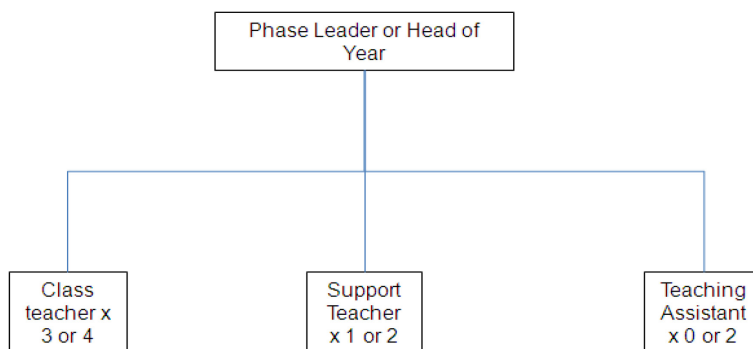


Year 7



Teams

At the heart of the advance school model are the year group teams. These will consist of a Phase Leader or Head of Year, one or two support teachers, three or four class teachers and in Reception a couple of teaching assistants (TAs):



Staffing in different years

In the first year of operation we will have three classes in Reception. For these 90 children we will have a ratio of 15:1 within the classrooms at all times. This initial staffing structure will achieve value for money by balancing the experienced teachers with less experienced ones. Additionally, the part-time Business manager role saves money whilst providing necessary expertise. The staffing of the school will build up over the seven years as follows:

Role	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Principal	1	1	1	1	1	1	1
Deputy Head	0	0	0	1	1	1	1
Phase Leader	1	1	1	1	1	2	2
Head of Year	0	1	2	2	3	3	4
Support Teacher	1	4	5	6	7	9	12
Class Teacher	4	6	10	14	18	21	23
Administrator	1	1	1	2	2	2	2
Business Manager	1	1	1	1	1	1	1
Teaching Assistants	2	2	2	2	2	2	2
Total	11	17	23	30	36	42	48

Staffing at lunchtime and break times

All staff will be involved in supervising lunchtimes and break times on a rota. This will include teaching staff. They will be given non-contact time around these breaks in order to ensure that they get a sufficient rest.

Staffing of extended schools activities and booster clubs

Teachers will be expected to staff many extended school activities and booster clubs as an integral part of their role.

Non-payroll staff

We will have a number of contracts with individuals or organisations to provide services to the school. These will include services for cleaning, premises, ICT support, music tuition, and principal mentoring.

Principal Mentor - We will employ either a new or relatively inexperienced but high potential Principal as we feel that this provides the best value for money option whilst the school is growing and will allow us to recruit someone who will grow into the role in a way that supports the vision and values of the school. Therefore, in order to support the Principal whilst they get established we will appoint a mentor for them who will meet with the Principal once a week for the first three years of the school. The mentor will have a proven track record as an outstanding head and will advise the Principal on their development and the delivery of their responsibilities. The mentor will report into the Chair of Governors and is accounted for in our financial plans.

Staff Roles

When full, the key members of the school staff will have the following roles:

Principal

The role of the Principal in the school will be slightly different to the standard principal role. The Principal will not have responsibility for the back office functions such as premises and financial management although they will of course have a significant influence on these functions. This frees up the Principal to focus on delivering the core educational aspects of the school. The key leadership responsibilities are:

- 1 Demonstrate and deliver the educational values of the Advance School.
- 2 Implementation of The Advance School vision.
- 3 Implementation and development of the ten curriculum pillars.
- 4 Development and implementation of the school improvement plan.
- 5 Line management of Deputy Head and phase leaders.
- 6 Management of the curriculum leaders' team.
- 7 Work with the Business Manager to ensure back office services meet the needs of the school including finance, premises, HR and ICT.
- 8 Developing outstanding relationships with stakeholders including staff, pupils, parents, governors, local authority, etc.
- 9 Reporting to the board of governors.
- 10 Compliance with legal and regulatory requirements.
- 11 Deputy child protection officer.
- 12 Achieving the school's KPIs.

The Principal will run a curriculum leaders team. This team will have individual curriculum leaders and focuses on specific areas of curriculum development such as Special Needs or Pastoral care. The team will work to identify the needs of the school in terms of curriculum development and produce a school wide approach. The Principal will be line managed by the Chair of Governors and performance managed by the Strategic Personnel committee.

Deputy Head

From the fourth year of the school onwards, the school will have a Deputy Head. The Deputy Head will also teach in order to obtain value for money. The key leadership

responsibilities are:

- 1 Demonstrate and deliver the educational values of The Advance School.
- 2 Implementation of The Advance School vision.
- 3 Line management of Heads of Year, teaching and support staff in year group.
- 4 SENCO and G&T Co-ordinator.
- 5 Overall responsibility for pupil well-being including attendance, behaviour and pastoral care.
- 6 Act as Principal when Principal is absent.
- 7 Member of SLT.
- 8 Support the trust in developing its educational vision.
- 9 Teaching in the early years.
- 10 Child protection officer.

The Deputy Head will also act as a Phase leader and therefore will have the line management responsibilities of a Phase leader. The Deputy Head will be given four PPA sessions per week in order to fulfil their role. Until the Deputy Head is recruited, the phase leader for Early Years will take over from the school Principal, if they are absent for any reason.

Phase Leaders

Phase leaders will be responsible for the outcomes of all aspects of their phase and will be members of the SLT. As a member of the SLT they will be feeding into the school improvement plan and owning aspects that are specific to their phase group. Phase Leaders will line manage the staff in their year and also teach. Therefore, they will need to balance the needs of their role and so to help them they will be given three non-contact sessions per week. Their key leadership responsibilities are:

- 1 Demonstrate and deliver the educational values of The Advance School.
- 2 Implementation of The Advance School vision.
- 3 Line management of heads of year, teachers and support staff.
- 4 Responsible for implementing school education plan within their phase.
- 5 Member of SLT.
- 6 Teaching in their year group.
- 7 Head of year for the group they teach.

The first Phase Leader recruited will initially be the SENCO and Child Protection Officer until the Deputy Head is recruited. They will also stand in when the Principal is absent. We will recruit a first Phase Leader who has the potential to become the Deputy Head.

Heads of Year

The Heads of Year are responsible for what takes place in their year group including the line management of the staff. Their key leadership responsibilities are:

- 1 Demonstrate and deliver the vision and educational values of The Advance School.

- 2 Line management of teachers.
- 3 Responsible for implementing school education plan within their year.
- 4 Teaching in their year group.
- 5 Effective team working.

They are line managed by their Phase Leader.

Curriculum Leaders

The Curriculum Leaders are responsible for everything that takes place within the school on the subject they are responsible for. They will also be support teachers, class teachers, Heads of Year or Phase Leaders. Their key leadership responsibilities are:

- 1 Demonstrate and deliver the educational values of The Advance School
- 2 Developing The Advance school education plan for their subject.
- 3 Work with the trust to develop the vision for their subject.
- 4 Feed in general training needs to SLT.
- 5 Provide training in their specialist subject.
- 6 Work with stakeholders of the curriculum.
- 7 Teaching.
- 8 Running a club for their subject.
- 9 Resourcing of subject.

There will be a curriculum leader for each of the subjects in the curriculum. They will report into the Principal for this part of their role although they will be performance managed within their standard reporting lines. The curriculum leaders will operate as an additional team within the school staffing structure. In the early years of the school some staff will be leaders in more than curriculum area so that every subject has a leader. However, leaders in literacy and numeracy will not be expected to pick up multiple subjects so that they can remain focused on these core areas.

Support teachers

Support teachers are experienced teachers who carry out their teaching functions but also have responsibility for supporting class teachers. They may also be Heads of Year and Heads of Phases. Their key responsibilities are:

- 1 Support class teachers.
- 2 Planning.
- 3 Teaching.
- 4 Implement educational plan in the classroom.
- 5 Mentor class teacher.
- 6 Team working.

Class teachers

Class teachers will be relatively inexperienced but fully qualified teachers. Their key responsibilities are:

- 1 Demonstrate and deliver the educational values of The Advance School trust.
- 2 Planning
- 3 Teaching.
- 4 Pastoral care of class.
- 5 Looking after their classroom.
- 6 Implement educational plan in the classroom.
- 7 Team working.

All teaching staff will take on 'additional' roles such as curriculum leaders, running clubs or supporting the SENCO. These additional roles will be reflected in higher initial staff salaries.

Business Manager

The School Business Manager is responsible for ensuring the smooth running of all of the non-teaching back office functions within the school and development of the trust including the setting up of new schools. The key responsibilities are:

- 1 Demonstrate the educational values of The Advance School Trust.
- 2 Procurement.
- 3 Contract management including catering, premises management, stationery, etc.
- 4 Line management of school admin staff.
- 5 School governance.
- 6 Financial management.
- 7 Support the Trust in growing the Advance school model.
- 8 Development of non-teaching school processes.
- 9 Administer the School Improvement Process.

The School Business Manager will work closely with the Principal but report into the Chair of Governors and be performance managed by the strategic personnel committee (see section F for more details). This reflects their role in developing the Trust.

Administration staff

The first administrator will begin as a general administrator covering a wide range of tasks and responsibilities. Once the second administrator is recruited, tasks will be split between them. Their key responsibilities include:

- 1 Demonstrate the educational values of The Advance School trust.
- 2 Receptionist.
- 3 Attendance monitoring.
- 4 Collection of monies.
- 5 Assistant to Head, SLT and Business Manager.
- 6 Processing of procurement orders.
- 7 Lunch administration.
- 8 Support for Governors committees.

- 9 Support administration of school publications such as newsletters, prospectuses, etc.
- 10 Petty cash
- 11 Expense claims.
- 12 Bank statement reconciliation.
- 13 Admin of recruitment process.
- 14 Maintain staff files.
- 15 Completion of statutory returns.
- 16 Liaise with external providers, e.g. premises, school dinners, etc.
- 17 Support for trustee role.
- 18 Administration of medicines.

Senior Leadership Team

Over the school development period, the members of the SLT will grow:

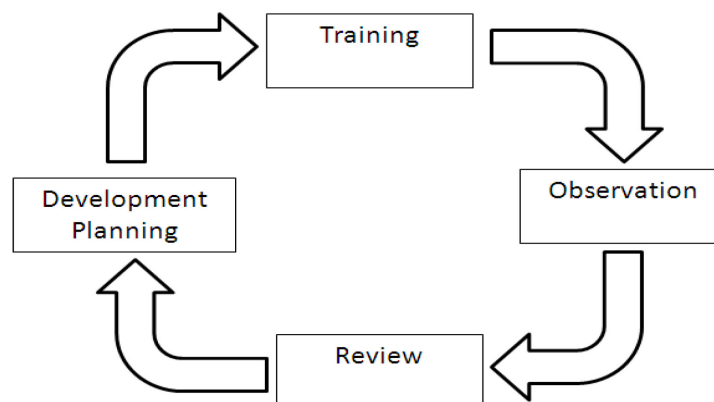
Year 1 - Principal, Phase leader and Business Manager.

Year 7 - Principal, Deputy Head, Phase leaders x 2 and Business Manager.

The SLT will meet once a week focusing on moving the school towards its targets. Each member will have a clearly defined area for which they lead on the SLT with the Phase Leaders being responsible for their phases, the Business Manager being responsible for back office functions, the Deputy Head being responsible for a phase, special needs and child protection and the Principal for overall delivery of the schools vision and values.

Staff CPD

One of our key curriculum pillars for implementing our vision of being one of the highest decile of schools for progress and producing children who live our values is about the recruitment, development and retention of the best possible staff. With our expectations for the quality of teaching being extremely high, we require a CPD process that will help to deliver this standard of teaching. The Advance school will have a continuous CPD cycle consisting of four elements:



- **Training** - when first joining the school, staff will undergo a series of training sessions to help them understand the Advance School way of doing things. This will include training on cooperative learning, team teaching, etc.
- **Observation** - every term, teachers will be formally observed teaching in their classroom. In addition, mentors will be regularly observing mentees as part of their team teaching.
- **Review** - every term, following an observation, a teacher and their line manager will sit down to discuss their overall performance. Twice a year, this will be a more formal written process as part of a teacher's performance management and will feed into their pay review.
- **Development planning** - The final stage of the cycle is for a teacher and their Line Manager to agree on how that staff member will improve their performance moving forward. This would normally involve training, mentoring with follow through into the classroom.

A teacher's performance will be assessed against a number of categories including schools values, ethos, curriculum pillars and KPIs. In addition, teachers will have an extra category for extra responsibilities such as mentoring, curriculum lead, management, etc. Their performance will link directly to their pay increase.

Other staff will also benefit from a comprehensive CPD with similar cycles. Each different type of role will have different categories that they will be assessed against. For example, an administrator will be assessed against their ability to carry out their admin tasks to a high standard.

Teacher Offer

Another key aspect of our staff proposition is how we will retain our best staff. We will provide the following benefits that differ from the normal teacher terms and conditions:

- The benefits of working in a high performing team.
- Additional support within the classroom.
- Less planning and assessment due to sharing across the team.
- Additional non-contact sessions.
- Outstanding staff CPD.
- Inner London pay scales for an Outer London school.
- Faster advancement up pay scales.

We recognise that there are some drawbacks in our offer such as no second adult in the classroom for most lessons. However, overall we believe that we will offer a package that will prove attractive to many outstanding teachers.

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

In this section:

- Different needs
- The classroom and staffing
- ICT
- Other agencies
- Partners
- The School Environment
- Summary

The principles that underlie our strategy for ensuring that the needs of pupils with differing abilities are met is that we want all of our children to be able to fulfil their potential and to be included fully in the school community. Only in this way, can we live up to our respect value and achieve our aim of being in the highest decile for progress.

Different Needs

This section considers children with SEN and Disabilities, G&T, Additional Educational Needs (AEN), those that qualify for the pupil premium and/or those with social, emotional and pastoral needs. Local Authority data for children with special needs in maintained primary schools shows that 1.2% have statements, 7.8% are on school action plus and 13.1% are on school action. Therefore, we can expect somewhere around a fifth to a quarter of our students to be requiring some form of special needs support. The most common forms of special needs for the Local Authority are speech, language and communication needs (33.6%), BESD (21%), MLD (16%), ASD (8.1%) and specific learning difficulty (7.9%).

Our school, with its focus on children from deprived backgrounds is likely to have children with higher levels of SEN, AEN, Disabilities and Social, Emotional and Pastoral needs than the national average, and in the case of AEN (EAL) it is likely to be significantly higher.

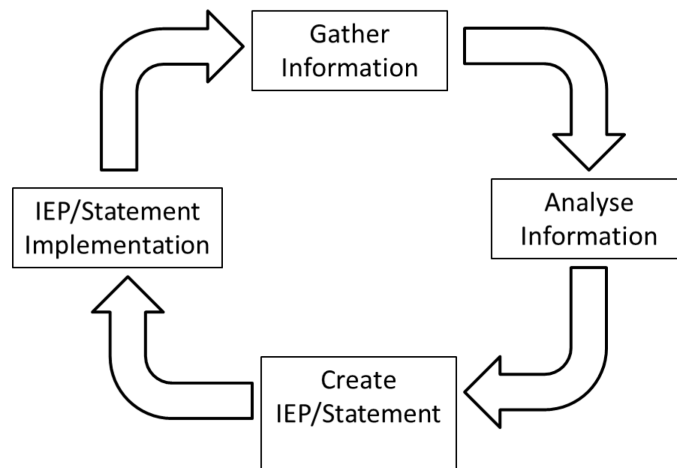
SEN and Disabilities

Throughout our approach to SEN we will have regard for the SEN code of practice and the DfE publication 'Support and aspiration: A new approach to special educational needs and disability - Progress and next steps'. In particular we will build in the principles they espouse into everything that we do:

- A child with SEN should have their needs met.
- Children's special educational needs are picked up early and support is routinely put in place quickly.
- The SEN of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.

- Parents have a vital role to play in supporting their child's education and know what support they can expect from the school.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled wherever they are.

The importance of early identification, assessment and provision for any child who may have SEN cannot be overemphasised. We will use the following cycle for school action (SA), school action plus (SA+) and children with statements:



Gather information - In this stage, data is gathered from assessments and observations that may indicate an SEN. A child who is causing concern may enter this cycle at any stage and at any time during the school year. There are a range of sources of information:

- Parents/Carers - these provide a valuable source of information about the child including languages spoken at home and existing identified needs.
- Assessment - we will regularly assess a child's progress across the curriculum including their personal development to identify areas where children are not making the expected progress or are greatly exceeding standard expectations.
- Teacher Observation - we will identify children with difficulties.
- Interviews - in order to gather more evidence it may be appropriate to conduct an interview with the child.
- Evidence from previous settings such as nurseries.

Analyse information - in this stage, relevant teachers and the SENCO will look at the evidence gathered and assess whether a child has an SEN and the level of need. Children will be assessed as having special educational needs if:

- They have a learning difficulty, which calls for special educational provision.

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.

Where progress is not adequate we will consider the child's learning characteristics, the learning environment, the task and the teaching style. Some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships. Therefore, we will look carefully at such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively.

Where a child has EAL, the assessment of SEN can be particularly difficult. Given our expected high levels of SEN we will look very carefully at all aspects of a child's performance in different subjects to try and understand whether any lack of progress is due to a limitation in language or an SEN.

Create IEP/Statement - if the child is considered to be on SA or SA+, then an IEP with appropriate SMART targets will be created in collaboration with the child and parents/carers, where this is possible. If assessed as being on SA+, then an external agency (usually the NHS) will be used to make recommendations for creation of the IEP. A child will be placed in the school action plus category where the child:

- Has made little or no progress in specific areas over a sustained period.
- Continues to work substantially below that expected of a child of similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Where a child has demonstrated a significant cause for concern, the school will request a statutory assessment. The school will provide the information that the Local Authority requires in order to undertake this process including IEPs, levels of attainment, reports from other agencies and the views of the parents and child.

Parents and carers have a major part to play in enabling children with SEN to reach their potential. We will support parents so that they:

- Can recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Can make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

We will seek to build good relationships with parents by:

- Explaining what we are doing and why.
- Acknowledging and using their parental knowledge in relation to their child.
- Being positive about children's strengths.
- Being aware of parents' feelings.
- Helping parents to manage through the procedures and access support.
- Respecting their viewpoint and aiming to reconcile differences constructively.
- Respecting the needs that parents might have such as language barriers or SEN.
- Being flexible about when meetings take place.
- Providing them with information so that they are able to make informed choices.
- Helping them to access services such as the local parent partnership or support services in the voluntary sector, e.g. National Parent Partnership Network.
- Using a trained mediator to help reconcile differences.

The process of being assessed as needing support, the production of a support plan and the implementation of that plan can be an emotionally difficult process for a child with negative consequences for self-confidence and independence. Therefore, we will ensure that the process is carried out in partnership with the child and that they get the emotional support that they need in order for them to build self-confidence and to go on and succeed. This may involve counselling.

In order for our children to make appropriate progress we need to make sure that the supports that we use are as good as possible. We will follow four key principles:

- 1 Ensuring that we have set appropriate stretching targets with high expectations.
- 2 Taking into account the huge range of different abilities and multiple complexities involved in SEN so that individually tailored interventions are made.
- 3 Overcoming potential barriers to learning and assessment.
- 4 Implementing support as soon as possible.

Our methods of support will fall within four broad groups:

- 1 **Grouping for teaching** - SEN Pupils will be part of an ordinary class and based in ordinary classrooms. Our small three or four member teams will support children with SEN whilst we ensure that we will be flexible with our grouping approaches in order to best meet the needs of all learners and provide appropriate peer support. They may be taken out of the classroom for short periods to provide support for learning, e.g. pre-teaching of a forthcoming topic.
- 2 **Additional staffing arrangements** - Support for SEN pupils will be routinely available within the classroom and teachers will be provided with training and information to achieve this. Additional adult support may be provided, if appropriate.
- 3 **Teaching and Learning and Curriculum methods** - Wherever reasonably possible, children with SEN will be involved in all the life of our school, including our

extended school offering. Within lessons, most of the time, pupils with SEN should be catered for as part of the differentiation within the lesson plan. Teachers need to ensure that activities are appropriate and that scaffolding is in place to ensure all the children have equal access to the curriculum throughout a lesson. For example, hand-outs may need to be available in large print for children with visual impairments or sign language used for children with hearing loss.

However, there may be times when a child's support plan requires support beyond differentiation. Teachers and the SENCO will aim to be creative in their approach with a wide range of options available to them in order to meet the needs of the individual child. These options include Early Literacy Support (ELS), Further Literacy Support (FLS), Phonics Interventions, additional classroom resources, e.g. Visual timetables, peer tutoring, homework club, booster classes, parent groups, volunteers, e.g. for reading, external support through agencies or partners, e.g. Speech and Language therapy, counselling and special facilities at breaks and lunchtimes,

We will also ensure that SEN issues are reflected in the curriculum, e.g. using stories containing children with SEN and discussing issues in PHSCE. If there is a trip, the school will ensure that all children can attend by providing additional adults to support and transport as necessary.

4. **Built environment** - we will look to minimise parts of the school to which disabled pupils have limited or no access and appropriately amend the school environment.

IEP/Statement Implementation - teachers should now fully implement the IEP or statement as soon as possible. We will begin to incorporate targets set in IEPs and Statements as part of the standard lesson planning process. For internal programmes, the heads of year will work with the relevant co-ordinators to deliver the plan as soon as possible. For specific programmes for children with additional needs - including, for example, physiotherapy, speech and language programmes, the SENCO will work with agencies and partners to provide the programmes as soon as possible.

It is important that children within the school but especially a child's peer group accept and understand their needs and make them feel welcomed. Our pastoral care policies will take into account the needs of children with SEN and are designed to make sure that all children are and feel valued and that discrimination is prevented and eliminated.

It is critical that we monitor the progress of children against their support plan in order to make sure that it is working. On the chosen review date (usually 8 weeks from implementation) the SENCO and class teachers will review the progress of the children with an SEN and consider whether amendments to the support need to be made. At the end of every term, the Principal and the SENCO will analyse the school level data on the progress of children with SEN. This will help to identify any school wide issues in provision that may need to be addressed.

Where a child has been identified as SEN when they enter the school we will:

- Use information from the child's previous setting to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child.
- Use the baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that on-going observation and assessment provides regular feedback to teachers and parents about the child's achievements and form the basis for planning future learning.
- Involve parents in developing and implementing a joint learning approach.

Given the very high levels of speech, language and communication and BESD that we expect our children to have, our induction process will include strategies for helping children with these special needs, e.g. using our co-operative learning approach to develop listening and social skills.

Our key society value, applies equally to children with SEN and disabilities as to any of our other pupils. We will encourage active participation in society and will seek to use examples of role models with SEN who are succeeding within or outside of the school.

All SEN information on a child will be kept online in the schools systems. As part of the annual review of key school policies, we will consider revisions to our SEN policy.

G&T

In order to ensure that all of our children are able to achieve their potential, we need to make sure that our most able children are given the opportunities that are appropriately challenging, inspire their learning, motivate their work and support their social and emotional needs. In order to do this we will:

1. Identify children across the curriculum that may be classified as G&T.
2. Ensure that the curriculum and lesson planning takes their needs into account.
3. Provide extra-curricular and enrichment activities.
4. Provide appropriate grouping, staffing and resources.

These are discussed in more detail below:

1. Identify children across the curriculum who may be classified as G&T

From Year 1 onwards, each year team will nominate six children in every subject who are the most able, gifted and talented. This number will be flexible if there are only five standout children or there is a seventh who would be considered G&T. We will also look to identify children who are gifted in a particular topic within a subject, e.g. poetry or dance.

Teachers and the G&T coordinator will look at a range of evidence before deciding on

whether a child is G&T. This will include assessments, rates of learning, the depth that a child is able to process material at, children that show unusual levels of imagination, sensitivity and emotional response. The aim is to identify evidence of potential as well as actual current achievement. Some G&T children will be 'hidden' because of EAL, SEN, socio-economic group, etc. We will take this into account.

Children who are identified as G&T will be given an IEP in discussion with the child and their parents containing some SMART targets. These IEPs will be reviewed every assessment cycle (normally 8 weeks).

In order to set appropriate targets for children who are classified as gifted and talented, we need to recognise that there are different levels within this broad category. Therefore, we will seek to 'level' these children in order to establish appropriate targets and expectations based on how their capabilities. For example, a child could be in the top 3%, the top 0.3% or the top 0.03% in a particular ability. The targets and support plan need to adequately take this into account.

2. Ensure that the curriculum and lesson planning takes their needs into account

Long and medium term planning should take into account the needs of children who are G&T and consider how their needs will be met. For example, can they be provided with opportunities to cover more depth within a subject or can the pace of the curriculum be varied for them?

Wherever possible, children who are G&T should be catered for as part of the differentiation within the lesson plan. Teachers need to ensure that activities are appropriate and that scaffolding is in place to ensure that they are appropriately challenged. Techniques for helping to do this include increasing the complexity of a task, using open ended approaches, higher order questioning, encouraging thinking across subjects.

Some G&T pupils may be keen to specialise early in some activities, such as in academic work, to the detriment of other experiences or subjects of the curriculum such as group performance, sporting activities or even going out at playtime. We will encourage pupils to fulfil their full potential in those subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

3. Provide extra-curricular and enrichment activities

Every child who is identified at G&T will be invited to attend an after school club run by a teacher designed to stretch their potential. These clubs will look to provide opportunities with outside partners to inspire the children. For example, trips to Oxbridge for the academically gifted, debating competitions, maths and spelling bees, summer schools, and visiting experts.

4. Provide appropriate grouping, staffing and resources.

In order to meet the needs of children who are G&T, grouping will be flexible. In English and Maths, children are grouped into classes and teams according to attainment. For

other subjects, teachers will need to make a judgement on the most appropriate grouping within the class to get the best out of a G&T child. This may be a mixed ability group or an attainment based group. Well-designed group work will enable a G&T child to reach their potential even when working in mixed ability groups with appropriate forethought. There will also be times when it will be appropriate for a G&T child to work independently.

Our team teaching model will provide the time required to enable high quality planning that takes into account the needs of G&T learners within lessons. Meeting the needs of all learners is a core part of our performance management process and teachers will be provided with appropriate CPD opportunities to develop their skills in meeting the needs of G&T children.

The school will work with the child and their parents/carer to help with the transition into secondary school by:

- Advising on school selection.
- Discussing with secondary schools how they can support G&T children.
- Providing information to secondary schools on G&T children.
- Arranging visits for children to secondary schools for study support.

G&T children will have access to additional resources that support their learning, e.g. multimedia equipment and software, artefacts, books, original source material, photographs, art materials, musical instruments and sports equipment.

Additional Educational Needs - EAL

The school expects to have very high levels of EAL. Therefore, we need to make sure that everything that we do helps to support these children. The needs of EAL pupils will be met by the whole school curriculum, for example by using teaching strategies that are proven to work for children with EAL such as making lessons language rich and encouraging speaking and listening.

Given the diversity within the school, we will also integrate children's cultural and religious backgrounds into our standard planning and practices. The school will support the needs of children and their families with EAL and provide learning opportunities for children and their families new to English or at various stages of proficiency.

Where available and affordable, the school will seek to provide a variety of writing in the children's home languages, for example, dual language labelling and books, displays, posters, community language newspapers, food packets, etc. and use key words in consultation with parents to help children's understanding and promote their self-esteem.

The school will look to provide opportunities for children to hear their home language through songs, rhymes and storytelling in their home language using audio materials and computer software. Where possible, we will work with parents to get actively

involved in their children's learning activities, reading dual text stories to the children and bringing community language newspapers and magazines into the setting.

It is our belief that by developing English fluency in the home, we empower parents to become active partners in their child's learning whilst at the same time supporting the maintenance of the family's first language and culture at home and in the wider community. Therefore, we will work with parents to help them access support for developing English fluency.

Some of the children admitted to the school will be very new to English and/or have refugee and asylum seeking status. When this occurs, time will be set aside for a meeting between the class teacher and the parents, with the support of a Bilingual Assistant. Information about the child's educational background or any other relevant issues will be made known to all adults working with the child. Reference materials regarding a pupil's country of origin will be made available. We will also help the parents and guardians access information regarding health, housing and other issues in their own language.

Our new pupil induction process will help the child to integrate into the school, for example by providing a peer to support them who speaks the same language and providing them with additional support to develop their English. The development of children's fluency in English will be assessed using the four stage system developed by the Centre for Language in Primary Education. The assessment of English fluency will form a vital part of the formative assessment processes within the school and the tailoring of the curriculum to the needs of the pupils.

CLA

All children in care will have a Personal Education Plan which will detail how they will be supported within the school. We will do the following specific things to support looked after children:

- 1 Doing the things we do for all children but more so - Many looked after children have suffered from a disrupted school experience and have attended a number of schools or been absent from school for extended periods of time. The subsequent gaps in their learning can become barriers to progress. We will ensure that we appropriately focus on how to increase their rates of progress and build the child's confidence and self-esteem.
- 2 Balancing high levels of support with real challenge - The attainment of looked after children are often lower than that of their peers. They will often have low self-esteem and lack confidence but can thrive if provided with appropriate challenge. Therefore, the class teacher and CLA co-ordinator will work together to set appropriate targets.
- 3 Skilfully linking each child to a key person they relate well to - Children looked after often have a history of people leaving them and of losing contact with close

family members. A school can provide a consistent, long term relationship with an adult who will focus on their personal, emotional and academic needs. Therefore, we will provide someone to act as a key contact for a child in care. Additionally, the school Counselling service will be available to children.

- 4 Developing strong partnerships with carers, local authorities and specialist agencies - A large number of different agencies have a key role in caring for each looked after child. It is crucial to ensure that everyone is working collaboratively to secure the best educational outcomes for each child.
- 5 Making things happen and seeing things through - Many looked after children feel they have little control over their lives. Listening, being responsive and seeing things through are important for gaining the trust of looked after children and ensuring they achieve the best educational outcomes possible.
- 6 Providing discrete flexibility - There is no 'typical' looked after child. They are highly individual – each with their own needs, special likes and strong dislikes. For many, the challenges they face can show itself through unacceptable behaviours in the school environment. These behaviours make them at greater risk of fixed-term or permanent exclusion. However, consistency is important and the looked after children want to be treated the same as all the children in their class. Therefore, we will provide more understanding and flexibility when their response or behaviour falls below acceptable levels.
- 7 Actively extending the horizons of each child - Many looked after children have difficulty in making and keeping friends. Looked after children often have low levels of self-esteem and self-confidence. Opportunities to develop hobbies and interests can have a significant impact for these children. Interests can help build self-confidence and, for many, strengthen social skills.
- 8 Planning for future transitions - For looked after children transfer from one school to the next can be particularly daunting and may mean developing new relationships with foster carers as well as with a new mentor and others in school. Therefore, we will provide our looked after children with thorough preparation and a gradual and staged introduction to transitions.

The Deputy Head will have the role as the CLA coordinator.

Children who qualify for the Pupil Premium

Research by the IEE has identified the strategies that are proven to work for children who will qualify for the pupil premium. These are strategies that we have built into our school as standard and include:

- Rigorous monitoring and use of data - see section D5
- Raising pupil aspirations - high levels of achievement is one of our core values and part of our vision. It will be built into our personal development curriculum.

- Engaging parents and raising parental aspirations - see section D1
- Developing social and emotional competencies - this will form part of our personal development curriculum.
- Supporting school transitions - see section D1
- Using proven classroom strategies - cooperative learning, formative assessment and meta-cognitive (learning to learn) strategies.

Additionally, in order to 'narrow the gap' we will use the pupil premium in three ways:

- 1 Provide funding for a counselling service.
- 2 Funding after school booster classes.
- 3 Funding a proportion of the cost of each phase leader to specifically track and put in place support for children.

All three of these things are part of our standard offering for all children but will disproportionately be of relevance to children who qualify for pupil premium and would not be affordable without the pupil premium contribution.

Different Roles

There are a number of key roles within the school that support our approach:

Principal - The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for SEN. The Head must keep the governing body fully informed and must work closely with the SENCO and G&T co-ordinator.

Deputy Head - This person is in charge of the overall curriculum within the school and will be the SENCO, G&T co-ordinator and CLA co-ordinator. They will have overall responsibility for the implementation of our approach for all children with different abilities including:

- Ensuring that we carry out our statutory duties to identify, assess and make provision for children's SEN, having regard for the SEN code of practice.
- Overseeing the day-to-day operation of policies.
- Co-ordinating provision for these children.
- Liaising with and advising teachers.
- Managing LSAs.
- Overseeing the records of all the children.
- Liaising with parents of children.
- Contributing to the training of staff.
- Liaising with external partners and agencies.
- Liaising with the dedicated governors.
- Overseeing the monitoring and progress of children.
- Identifying training needs.

Curriculum Leaders - these teachers are responsible for the quality of provision in their subjects. As part of this role, they will be responsible for ensuring the quality of differentiation and scaffolding within their subject and the quality of provision outside of the classroom.

Deputy SENCO, G&T coordinator and CLA coordinator - once the school is full we will have a large number of children with support plans. Therefore, the Deputy Head will require the support of a couple of deputies in order to share the load. These deputies will be trained and mentored by the Deputy Head and provide succession planning for the Deputy Head.

Heads of Year/Phase Leaders – They will be responsible for the supporting of children with SEN, CLA, AEN and G&T within their year group and identifying training needs in their year group.

Class/Support teachers - these will play a key role in identifying different needs, drawing up support plans, implementing them within lessons and ensuring that they are working. All teachers are responsible for the attainment and progress of all pupils including those with SEN, CLA, etc. Teachers lead on the writing, reviewing and implementation of IEPs for the children within their class. The IEP is written following a meeting with the relevant coordinators and reviewed with them as appropriate.

Governors - The governors are responsible for ensuring that the school fulfils its statutory duties, for example towards children with SEN in accordance with the Code of Practice and disabilities legislation. The governing body will have an elected SEN governor, G&T governor, CLA governor and AEN governor. Staff will meet with the relevant governor on a regular basis, normally at least three times a year.

SEN Support staff - Support staff (Learning Support Assistants) are deployed to support children with statements. They are line managed by Phase Leaders or Heads of Year.

Pupil - Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The view of the child is given due weight according to the age, maturity and capability of the child. Children, where possible participate in all the decision making processes that occur including the setting of learning targets and contributing to IEPs.

Parents - Parents hold key information and have a critical role to play in their children's education. All parents of children with different abilities will be treated as partners. They will be supported so that they are empowered to:

- Recognise and fulfil their responsibilities
- Have knowledge of their child's entitlement
- Make their views known about how their child is educated
- Have access to information, advice and support

- Be involved at the earliest stages or as soon as a concern is raised.

Our whole approach to children with different needs relies on ensuring that our staff have the right skills, the resources and time they need to do an outstanding job for these children. Staff CPD will be critical in this area and will be available through staff meetings, team meetings or in one to ones depending on the requirements. Upon induction, staff will be given a session on meeting different needs including an audit of their skills and experience. This will help to identify initially any skills that they already have and those that need further developing.

The teachers of children who are identified as needing a support plan will also have their skills audited and any training needs identified and training received as soon as possible and normally within a couple of weeks. At the end of the academic year, as part of transition planning, teachers will be given training on meeting the needs of children in the year group they will be teaching next year. Similarly, any children who are welcomed into the school and are given an IEP, will have their year teachers assessed for training needs and training provided as soon as possible and normally within a couple of weeks.

ICT

When used effectively, ICT has great potential to support children with differing abilities in a wide range of ways. At Advance, we will create a centralised resource of ICT tools available to support children. Examples of use of ICT to support children include:

- Using a sound recorder or video camera to record work for children who struggle to write.
- Setting individual preferences on a computer, e.g. large text for children who are visually impaired.
- Providing children with their own IWB presentation where they may have difficulty following it on the board.
- Providing alternative input devices where a mouse or keyboard are difficult to use.
- Voice recognition software to aid writing.
- Screen readers of text for reading difficulties.
- Producing personalised resources quickly, e.g. with larger text.
- Braille producing equipment.

When purchasing software for the school, we will consider how well it can be adapted to be used by children with different needs.

Other agencies

Medical and/or social circumstances may also impact on children with differing needs. In order for all of our children to reach their full potential, we will need to access skills and resources from beyond the Advance school. Therefore, we will work in close liaison

and cooperation with other involved professionals such as Doctors, Educational Welfare Officers, Social Workers, School Psychologists and the Police. The SENCO will coordinate this. Outside agencies will usually undertake some form of assessment of the child before deciding if they can offer additional help or resources and so the school will complete a CAF for a referral.

There are a number of professionals and organisations that we will work with including:

- **LEA support services** - They can provide advice to teachers (e.g. on teaching techniques and strategies, classroom management, and curriculum materials); support for curriculum development; direct teaching or practical support for class teachers; part-time specialist help, or access to learning support assistance. Such services include specialist teachers of pupils with hearing, visual, and speech and language impairments, teachers providing more general learning and behaviour support services, counsellors, educational psychologists, and advisers or teachers with knowledge of information technology for children with special educational needs. Curriculum support and advisory services can also be a resource for advice on specific subject-related teaching techniques and strategies and curriculum materials.
- **Croydon parent partnership** - Provides advice and support for parents.
- **Social Services** - in some cases, social services may need to be involved, e.g. if a child is CLA.
- **Health professionals** - We will work with the designated medical officer to provide SEN support from appropriate professionals such as speech and language therapists, occupational therapists and physiotherapists, doctors and the school nurse and CAMHS specialists for the assessment and treatment of mental health problems.
- **School Nurse** - Medical checks will be carried out shortly after a child is registered to the school and again if any problems occur during the child's time in school.
- **Language services** - There provide support for a child who is EAL where an assessment needs to be carried out in the child's home language.
- **Educational Welfare Officer** - We will pay for an EWO to give advice on attendance and welfare concerns. Children causing real concerns may be referred to them.
- **Educational Psychologist** - An EP will be able to give help and advice on children at all stages and contribute to the writing of an IEP.

Often the needs of the child will require joint working across a range of agencies. Where required, we will act to facilitate this joined up working in the interests of the child. In

particular we will need to ensure that the process works for the child and their parents/carer and not just the professionals.

Partners

We will work with organisations with particular SEN expertise such as special schools and charities.

Charities

We will work with specialist charities to provide support to the school by way of information and funding to the school or directly to families, e.g. the Caudwell Charity and Family Action, English Speaking Union and Whitgift where appropriate.

Schools

This may include mainstream or special schools to provide additional support for enrichment of the curriculum or for advice and training.

The School Environment

We will adapt the school environment as best as possible to meet the needs of all learners. Adaptations could include lifts, ramps, disabled toilets, sound systems for hearing impaired pupils, study carrels, reducing visual distractions in the classroom, allowing easy access to resources for all children, labelling including picture or diagrams, visual timetables, providing adequate space, e.g. for wheelchairs or children with Asperger's, lighting, signage, furniture, e.g. correct table and chair heights, floor coverings and layout of the playground.

Summary

The Advance School will implement policies and curriculum plans that support children with different abilities so that they can all achieve as confident learners and participate fully in the school environment. We will ensure that our processes that identify different abilities and support and foster learning are implemented early in the child's education. Our development procedures and policies will ensure staff and governors have specific areas of responsibility to ensure our support to pupils with different abilities aligns with our vision and values and delivers for all students. We will work with parents and speciality organisations to ensure that pupils with different abilities are supported with appropriate expertise throughout their time at Advance.

D5 – Pupil Achievement

In this section:

- Areas of achievement
- Data Gathering and Assessment
- How the KPIs will be used
- Monitoring and Reporting Systems
- Reviews of targets and interventions.
- Accountability and Performance Management
- Engaging Parents and Carers

Areas of Achievement

Our measures of success are closely linked to the vision and values of our school. Our KPIs fall into five categories described in Section C: Academic, School Values, Teaching Quality, Behaviour, Attendance and Well-being and the Pillars.

Consistent with our vision, the school will be focused on ensuring that all children make outstanding progress. Therefore, where appropriate, our measures are segmented into different groups of children such as EAL or CLA so that we can detect trends.

Academic Targets

Most of the academic targets are set in order for the school to go on to achieve in the highest decile of schools for progress. The school's academic target setting process will take place in two stages. First of all we will set the overall school targets for the end of Reception, KS1 and KS2. Aligning with our vision of being in the highest decile of schools nationally for progress, these overall targets will be based on benchmarks such as Fischer Family Trust (FFT) and RAISEonline data to establish the progress that our children need to make in order to be in the highest decile for progress. This will be broken down to each individual child in order to be able to set appropriate targets and monitor progress. We will then work backwards to understand what this means that each child should achieve by the end of each school year and in every eight week cycle of assessment.

Given our team teaching approach, our teaching methods, plans for staff development, our year in, year out improvement plans, our overall curriculum plan (such as 90 minute literacy) and the likely low levels of achievement when children first enter the school, we believe that being in the top decile for progress is a realistic albeit challenging target. Our academic KPIs are detailed below:

KPI	Target	Rationale for Target	Frequency of Review	Rationale for Measure
Percentage of children who made progress in the highest decile nationally compared to children of similar backgrounds for Literacy and Numeracy.	First year = 100% in top 25% Second year = 100% in top 15% Third year = 100% in top 10%	Benchmarked against Fischer Family Trust (FFT) data. Target increases over time as each year group develops and improves a core set of lessons and processes.	Progress data reviewed every 8 weeks.	Core measure of vision to be in the highest decile for progress. Links with core achievement value.
Percentage of children who make good or outstanding levels of progress in Reception.	First year = 75% Second year = 85% Third year = 100% (50% outstanding)	Benchmarked against progress children need to achieve to be considered outstanding by Ofsted. Target increases over time as Reception develops and improves a core set of lessons and processes.	Will know if we are on target every 8 weeks.	
National value added score.	First year = top 25% Second year = top 15% Third year = top 10%	Benchmarked against national data. Target increases over time as each year group develops and improves a core set of lessons and processes.	Scores published once a year.	Important absolute measure. Links with core achievement value.
Percentage achieving level 2 or above in reading, writing, speaking and listening, phonics, maths and science at end of KS1	First year = top 25% Second year = top 15% Third year = top 10%	Benchmarked against national data. Target increases over time as each year group develops and improved a core set of lessons and processes.	Will know if we are on target every 8 weeks from progress data.	
Percentage achieving level 4 or above in English and Maths.	First year = top 25% Second year = top 15% Third year = top 10%	Benchmarked against London data for schools with greater than 20% FSM. Target increases over time as school develops and improves a core set of lessons and processes.	Will know if we are on target every 8 weeks from progress data.	
Percentage of children who met expected standard for IPC subjects.	Difficult to initially set due to lack of data.	Benchmark exercise will take place with other IPC schools in South London.	Scores published twice a year.	

Given that we will be a new school, it may take some time for us to fully implement our vision. Therefore, we will be setting an initial target of being an outstanding school, i.e. in the top 25% with the target improving for each year. These targets will apply to each new year so in the second year of the school, the year 1 class will have a target of top 25% for progress.

In terms of attainment, at KS2 the top 25% would equate to the following based on FFT data of an evenly distributed intake:

% achieving level 4 and above in English and Maths – all pupils = 78%

% achieving level 5 and above in English and Maths – all pupils = 25%

This would make us around the 30th highest performing school in Croydon out of 71 schools based on absolute results. With our target being in the highest decile for progress, the percentage achieving level 4 and above in English and Maths for all pupils would be around 85% and 28% at level 5. This would place us 16th for schools within Croydon based on absolute results. These numbers will change over time.

For IPC subjects, there are level descriptors of what children are expected to do by a certain age but there is no benchmark data. We will work to create benchmarks with other IPC schools in order to be able to assess the progress of our children and set appropriate targets.

Core Values Targets

For most of the school's values there are no benchmarks that we can use to set meaningful targets. Therefore, we will carry out an assessment of children against our values early in the life of the school. This will enable us to set targets. We will regularly review these targets to ensure that they are both ambitious but achievable.

KPI	Target	Rationale for Target	Frequency of review	Rationale
Percentage of children taking part in society work every term.	First year = 80% Second year = 90% Third year = 100% Note: acceptable criteria vary by age and needs of child with much higher expectations in Y6 compared to Reception.	Aim to get vast majority of children taking part in first year with a few hard to reach unable to take part. Engage hard to reach over following years.	Score published twice a year. Will know if we are on target every 8 weeks from personal development record.	Links with core society value.
Average level of perseverance, independence, respect,	Difficult to initially set. Therefore, benchmark early in start of school and use as a guide for		Score published twice a year. Will know if we are on target every 8 weeks from	Links with core values.

expression, team working and average value score.	setting further targets.		teacher observation and personal development record.	
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For being an active member of society, we have set some initial targets based on the vast majority of children being able to achieve with some hard to reach children taking more time to reach the expected levels. These targets increase over time so that all children are expected to be participating.

Teaching Targets

In order to deliver our ambitions for our school, we need to ensure that the quality of our teaching and learning is exceptional and our targets reflect this:

KPI	Target	Rationale for Target	Frequency of Review	Rationale
Lesson Quality	First year = 60% outstanding/40% good. Second year = 70% outstanding/30% good. Third year = 80% outstanding/20% good. Fourth year = 90% outstanding/10% good.	Benchmark based on being an outstanding (by Ofsted criteria) school from the start. Targets build steadily as lessons and staff development deliver better quality. 90% target takes into account that new teachers to the school may not reach outstanding immediately, especially NQTs.	KPI published every term. Will know if we are on target every term.	Essential for achieving vision of the highest decile
Lesson planning quality by curriculum area.	First year = 60% outstanding/40% good. Second year = 70% outstanding/30% good. Third year = 80% outstanding/20% good. Fourth year = 90% outstanding/10% good.	Benchmark based on being an outstanding (by Ofsted criteria) school from the start. Targets build steadily as lessons and staff development deliver better quality. 90% target takes into account that new teachers to the school may not reach outstanding immediately, especially NQTs.	KPI published every term. Will know if we are on target every term.	
Effectiveness of team	First year = 4 Second year = 4.2 Third year = 4.4	Initial target suggests that team is working well but room for improvement.	Score published once a year. Will know if we	

teaching.	Fourth year = 4.6	Should develop over time leading to very high performance.	are on target every term from teacher feedback and SLT observations.	
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We will adapt the Ofsted criteria for rating lessons and planning into five categories, the standard four and an additional category for an exceptional lesson. This is a lesson that will be the best that you will ever see for teaching the relevant learning intentions.

We aim to be an outstanding school as soon as we are open and therefore our initial targets reflect this with the majority of observations being outstanding. However, we must recognise that it is not possible to deliver exceptional lessons throughout the school right from the off and take this into account in our expectations for teachers.

Given the significant benefits that teachers receive from team teaching, we believe that these targets are much more straightforward to achieve than is the case in other schools and so this is a realistic target. It may not be possible to reach 100% given that we will recruit several NQTs in most years. However, given the support they get from the team teaching model we expect NQTs to develop quicker than is the norm.

Outside of formal observations, it is important that the quality of lessons is consistently at a high standard. Therefore, every week during team meetings, the team will review the quality of planning to improve it. Additionally, once a term, a curriculum leader along with a member of the SLT will undertake an analysis of the quality of the planning of one week's worth of lessons in order to provide further support for teams. The lesson(s) will be given a rating from inadequate to exceptional and feedback given in how the plan could have been improved. The rating will form the basis of the KPI.

At the heart of our school is our team teaching model. The success of this model is critical to the success of our school. Therefore, the teacher survey will ask a series of questions about how the team is performing. With appropriate training and support, we expect our team teaching to be highly effective right from the start of school. Therefore, a target which reflects this has been set.

Behaviour, Attendance and Well-Being Measures

The initial attendance target has been set using Outer London average data. Given that we expect to be a school in more challenging circumstances than the average of these schools, this seems like a challenging but reasonable target to set for our first year. In later years, we will look to benchmark against the best schools in similar circumstances so that we eventually reach the highest decile of this group.

We will measure pupil well-being by asking a series of questions in our parental and child surveys that relate to well-being (e.g. Do you think that the school cares about you?) and taking an average score.

KPI	Target	Rationale for Target	Frequency of Review	Rationale
Well-being score	Average score of 4 out of 5 representing well-being survey questions that have been answered as 'most of the time', e.g. Are you happy in school?	Target means that we are achieving decent levels of well-being straight away.	Score published twice a year. Will know if we are on target every term from teacher and SLT observations	Well-being critical for achieving vision of the highest decile.
Overall absence and percentage of persistent absentees.	Year 1 – Overall absence = 4.4% (LEA average = 4.9%, Outer London Average = 4.4%) Percentage of persistent absentees = 3.1% (LEA average = 3.5%, Outer London Average = 3.1%)	Outer London average for state primary schools. Will be initially challenging given school is likely to have more challenging circumstances than the LA average and be more like an Inner London school.	Published every term. Will know every week if we are on target.	Attendance critical for achieving vision of the highest decile.
Percentage of children with set number of advance pounds.	Difficult to initially set. Therefore, benchmark early in start of school and use as a guide for setting further targets.		Published every term. Will know every week if we are on target.	Behaviour indicator. Critical for achieving environment where children are focused on learning and achieve vision of the highest decile.
Average number of children with a detention per week per class.	Initial target = 5 (i.e. one per day on average).		Published every term. Will know every week if we are on target.	

Pillar Measures

For some of our key pillars measures, targets are again difficult to initially set due to a lack of benchmarks. Therefore, again we will assess these measures early on in the life of the school and use these to set meaningful targets.

KPI	Target	Rationale for Target	Frequency of Review	Rationale
Staff satisfaction	Difficult to initially set. Therefore, benchmark early in start of school and use as a guide for setting further targets.		Once a year. Will know if we are on target every term from teacher and SLT observations	Staff critical for success of school and achieving vision of the highest decile.
Mock Ofsted Assessment	Overall outstanding.	Aim is to achieve this standard as soon as possible.	Once a year. Will know if we are on target from other KPIs	External indicator of school performance and help to achieve vision of the highest decile.
Percentage of parents/carers who attend parent evenings	100%	Set clear expectation that all parents/carers should attend. Best schools do achieve this standard.	Twice a year. Will know if we are on target as part of parent evening sign-up before actual event.	Parental /carer engagement critical to achieve vision of the highest decile.
Parents perceptions of: -Pupil well-being -Engagement and communication. - Teaching, learning and curriculum - Pupil behaviour - Relationships with staff. - School facilities and administration.	Difficult to initially set. Therefore, benchmark early in start of school and use as a guide for setting further targets.		Twice a year. Will know if we are on target from parental feedback including parent governors.	Parental /carer engagement critical to achieve vision of the highest decile.
Number of children attending different parts of extended school program including	Difficult to initially set. Therefore, benchmark early in start of school and use as a		Twice a year. Will know if we are on target every week.	Extended curriculum is essential for achieving vision of

homework club, breakfast club, after school clubs.	guide for setting further targets.			highest decile.
Staff perception of operational effectiveness.	Difficult to initially set. Therefore, benchmark early in start of school and use as a guide for setting further targets.		Once a year. Will know if we are on target every term from teacher and SLT observation.	Ensure that operations support staff in everything they do.

For our mock Ofsted, a target of outstanding overall from the beginning fits in with the aims of the school. The target will be further refined based on the outcome of the mock Ofsted to increase the performance in areas which are not outstanding.

The engagement of parents and carers is essential for the success of the pupils and the schools vision. Therefore, we have set an initial target of 100% attendance for parents evening. This will be a stretching target but has been achieved by schools in deprived circumstances.

Data Gathering and Assessment

We will have a number of ways of gathering data for use in our KPIs including assessments of pupils' learning, surveys, registration, external data and reviews, internal reviews and class data:

Assessments of Pupils' Learning - Assessments are different between the Reception Year and the rest of the school. In Reception, staff will carry out on-going unplanned observations on all the children. Additional planned and targeted observations will be carried out by staff and written and photographic observations made. Additional focused observations will be carried out to determine children's attitudes, behaviour and relationships and to support children further in their learning and development. Next steps will identify what adults need to do to support and extend the child's learning and build on their previous experiences and learning, for example, plan provision and opportunities for children to practise.

The school will use the Development Matters as an on-going working tool to continuously assess and track children's progress. This will enable teachers to see at a glance where individual children are in their learning and development and identify what they need to do to ensure that the children have opportunities to develop their knowledge, skills and understanding.

The school will carry out an initial assessment within the first term of a child entering Reception. Assessments and progress will be reviewed at the end of each eight week period. This forms a core KPI.

In KS1 and KS2, the assessment of children will take place in three ways: on-going teacher formative assessment, 8 week cycle formative assessment and formal summative testing.

As part of most lessons, teachers within a year group need to carry out an assessment of the progress that the children have made in a subject. Teachers are free to choose a range of methods for this, for example the marking of written work or children self-assessing using a thumbs up/thumbs down approach. An analysis of this progress should be used to plan and review the next lesson in the sequence. This may require a small amendment to an existing planned lesson or require a whole new lesson. Assessment information will be recorded as part of the lesson review.

In order to carry out written assessment, an appropriate marking policy will be created that is quick and easy to use and provides effective feedback to children in terms of a couple of things they have done well and something that they need to improve.

As well as assessment in individual lessons, teachers will undertake formative assessment in 8 week cycles. In KS1, teachers will undertake formative assessment in Reading, Writing, Speaking and Listening, Phonics, Maths and Science every 8 weeks for Years 1 and 2 assigning a level descriptor to each child. Teachers will undertake formative assessment in Reading, Writing, Spelling, Handwriting and Maths every 8 weeks for all KS2 classes. Absolute levels and progress information will be used to put pupils into appropriate teams and plan future lessons. A child's assessment, their targets and how they are going to get there will be discussed with them at the beginning of a new 8 week period. This information will be made available to parents so that they are aware of how their child is doing. By formally tracking every 8 weeks, we are able to put in place interventions as soon as possible in order to meet the targets rather than allowing children to progress at an insufficient rate for a sustained period of time.

Formative teacher assessments will be carried out in pairs to help validate scores and will be based on evidence in the classroom including books and pupil observations. Teacher assessments will be benchmarked against APP criteria in Reading, Writing and Maths taking into account the targets that we have set for each individual child. For example:

- A child that is considered to be able to achieve a level 5 in maths by the end of year 6 will have targets for progress set throughout the child's entire school life. These targets may change depending on the circumstances of the child.
- A child who is making progress above that expected would see their targets rise.

Towards the end of the academic year, Year 1 will take a SATS style assessment in Reading, Writing, Speaking and Listening, Phonics, Maths and Science in order to help validate teacher assessment. Year 2 will undertake the KS1 SAT tests when required. Towards the end of the academic year, Years 3, 4 and 5 will take a SATS style assessment in Reading, Writing, Spelling, Handwriting and Maths. Year 6 will undertake the KS2 SAT tests when required. For the History, D&T, Geography, Music, Science,

ICT, Art, Games, PE and Spanish, we will undertake formative teacher assessments at the end of each module of work. For personal development, teachers will make a formative assessment based on observations and a child's personal record against each of the values on a termly basis. This will be supplemented by the pupil and parent survey carried out twice a year.

Surveys - We will use surveys of parents/carers, pupils and staff in order to provide data for a number of measures including assessment of how children are living our values and pupil well-being. Many survey questions will be focused on providing quantitative data in the form of a yes/no answer. Other survey questions, for example those on measuring values or well-being will be focused on obtaining a score.

Registration - Registration data will be used to provide the information on attendance and extended schools attendance.

External Reviews - External data and reviews are used to produce some of our KPIs such as our Ofsted rating and SATS scores.

Internal Reviews - Internal review data is used to produce some KPIs, e.g. teacher observations and quality of lesson plans.

Class Records - The last area for gathering data is from class records used to produce behavioural related KPIs.

The school will collect lots of other data in order to drive decision making or support outside bodies, e.g. levels of obesity. However, this information is not used directly for our KPIs although it may be used to provide further contextual information on a KPI. For example, obesity will be an indicator on pupil well-being and the value of respect one aspect of which focuses on looking after one's own health.

How the KPIs will be used

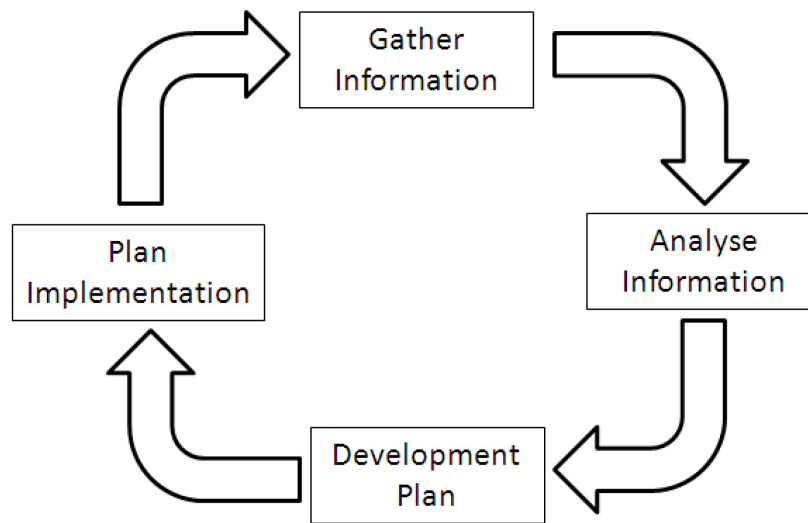
Our KPIs will be used to plan lessons, track progress, performance manage staff, communication to stakeholders, strategic planning by the Governors, reporting to Members of the Trust and to produce staffing plans.

Planning lessons

The KPIs and the targets we set will be used by the teachers in order to inform their planning. This will include appropriate differentiation to meet the needs of individual children or groups of children as well as schemes of work that will progress children's learning as required.

Tracking Progress

All of our KPIs have been set so that we can track how we are doing and make decisions that will improve the outcomes for our students. Where targets are being missed, we will go into an improvement cycle:



Gather information - in this stage we will disseminate and gather more information on the indicator, e.g. if the indicator is attendance related and we know that there has been a flu bug going round the school then that provides some useful contextual information. Information will be disseminated widely across the school and stakeholders in order to make the KPIs transparent and help to focus energies.

Analyse information - at this stage we look at all the data we have gathered in more detail in order to try and come to some decisions on what is causing the target to be missed. For example, if we have detected that significant numbers of children are not making sufficient progress in a particular subject within a year group, we can review the lesson plans, observe learning and speak to the teachers to find out what might be happening. It may be that better differentiation is required within the lesson or there could be more subtle reasons to do with team dynamics.

Development plan - in this stage we set SMART objectives detailing what we are going to do in order to get the KPI back on track or if appropriate setting a revised target. For example, if there is a lack of differentiation, then that is relatively easy to plan for. There are a wide range of possible interventions depending on the exact cause of concern. Some examples are detailed below. This stage will also involve communication with relevant stakeholders such as other teachers, line managers, parents, governors, etc., in order to come up with an agreed plan.

Plan implementation - this is where the development plan is implemented and the success monitored. If the intervention is unsuccessful then the issue will be escalated to the next link of the management chain (see below).

Performance management of staff

The targets will be used to help performance manage the staff - see CPD section of application for more detail.

Communication to stakeholders

There may be many people who are interested in how the school is doing including parents/carers, the local authority and outside bodies that support the school. Therefore, we will seek a user friendly way to publish our KPIs annually on our website, in our newsletters and in governors' reports.

Strategic planning by the Governors

The board of Governors will use the KPI information to help develop the School Improvement Plan and monitor its success.

Reporting to Members of the Trust

The Members of the Trust will use the KPI information to help them monitor the performance of the Governing Body.

Staffing plans

Some of the KPIs provide information which will aid decision making on where to place staff. For example, if a year group team is failing to work as a team and normal support has not proved effective then it may be that the team will be broken up.

Monitoring and Reporting Systems

During the pre-opening phase we will look to procure a monitoring and reporting IT system(s) that enables us to collect, store, analyse and report KPI information. Other systems will be procured to handle back office functions such as finance and payroll.

The following table details what we require for data mostly related to KPI information:

Functionality	Who will record data?	How will it be analysed and how will it be used?	How often will it be collected?	Who will have access?
Basic child information, e.g. Name, Address, Contact details of parents/carers, medical needs, home language, pupil premium eligibility, siblings in school, race, gender, CLA status, class, class teacher, parents evening attendance.	This information will be recorded and kept up to date by the school administrator.	This information will allow analysis by gender, class, ethnic group, EAL, etc. It can also be used to make sure that appropriate medical equipment is in school and taken for school trips. It will be used to contact parents in the case of emergencies or to chase up non-attendance or to invite them to attend meetings. Some of this data, such as pupil premium will help financial planning.	As soon as a child starts school. Updated as circumstances change.	- School Administrator and deputy. - Class teachers - Head of Year - Deputy Head - Principal
School Census data	School administrator	Information is sent to the DfE as required.	Updated as required.	- Principal - Deputy Head - Business Manager - School administrator.
Reporting and data mining - pre-configured and flexible reporting tool.	Will use data recorded elsewhere.	Used for reporting requirements and data analysis within school allowing segmentation by class, SEN, AG&T, CLA, Gender, Race, EAL, Pupil premium.	Reports produced as required.	All staff will have access to reporting but reports will be restricted based on the confidentiality of the data.
Attendance data	Class teachers	Analysed by EWO and Deputy Head. Used for attendance monitoring and actions and KPI production. Use for rewarding 100% attendance.	Daily.	All teaching staff will have access to attendance data but will be restricted based on the confidentiality rules.
Admissions data including enquiries and allocated places.	School administrator	Use to gauge level of interest in the school ahead of admissions and actual numbers.	Ongoing throughout the year.	Principal Business Manager School Administrator
Clubs - set up clubs, assign students, produce registers.	Club co-ordinator.	Used to monitor attendance at clubs, number of clubs and individual pupil achievement.	Every time a club is set up and run.	Principal Deputy Head Club coordinators
Parents portal	View only	Allows parents to look at their child's data including attendance, assessments,	Underlying data constantly updated.	Parents of individual child.

Functionality	Who will record data?	How will it be analysed and how will it be used?	How often will it be collected?	Who will have access?
		homework, school reports, basic information and request appointments.		
Assessment and target data	Class teachers	Records assessment and target data on all children, for all subjects.	Updated after an assessment	Class teachers, Heads of Year, Phase Leaders.
School reports	Class teachers	Allows easy production of school reports.	Produced twice a year.	Class teachers, Heads of Year, Phase leaders.
Survey data including questions on key values, team teaching, well-being and staff morale.	Pupils, parents and staff.	Survey data is used to produce KPIs.	Produced twice a year.	All staff will have access but reports will be restricted based on the confidentiality of the data.
Behaviour and achievement data including advance pounds, bullying incidents, racial incidents.	Class teachers	Tracks giving out of Advance pounds, detentions, classroom removals and escalations and statutory reporting to the DfE.	Updated every day.	All teaching staff will have access but reports will be restricted based on the confidentiality of the data.
SEN, G&T data	Teachers SENCO, G&T Co-ordinator	Details children's SEN, level and IEP. Indicates children who are AG&T and their IEP.	Updated as required.	All teaching staff will have access to their class.
Staff records including name, address, performance management, contract, and absence data.	Members of staff	Used to maintain staff records, monitor the performance management process (e.g. observations), staff absence, CRB checks and CPD records.	Updated as required.	Member of staff and line manager(s).
Lesson plan data.	Curriculum leads	Used to produce KPI on lesson plan quality.	Updated as required.	All teaching staff.
Available online	n/a	Enables staff to access from a range of locations and devices.	n/a	All staff.
Security	School Administrator	System provides appropriate levels of security at system and data level.	Updated as required.	School Administrator, Business Manager, Principal

Functionality	Who will record data?	How will it be analysed and how will it be used?	How often will it be collected?	Who will have access?
Backups.	n/a	Provides appropriate level of backup	n/a	n/a

Review of Targets and Interventions

Where targets are met or exceeded, we will review the targets to decide whether to raise the bar or keep the same target and allow resources to focus on other targets that we are not meeting. The decision will be taken in the context of the overall school improvement plan and the capacity to implement the plan successfully. However, the assumption in the majority of cases will be that the bar will be raised. Where a target is consistently being met or exceeded the bar will almost certainly be raised. We will also revisit the target setting process and ensure that we are setting suitably aspirational targets moving forward.

Where we are not meeting our targets, there are an almost infinite number of interventions that could take place in order to get back on track depending on which target is being missed and the reason for missing the target. Interventions fall into a number of categories:

- 1 **Support for children** - these are interventions for individual children such as specific differentiation, booster classes, attendance at breakfast club or Counselling.
- 2 **Support for teachers** - these are interventions for individual or groups of teachers such as training and mentoring in a curriculum area, lesson planning or classroom management.
- 3 **Support for parents and stakeholders** - these are interventions to support stakeholders such as sessions on helping parents with behaviour or getting your child to school on time or working with the local authority on issues related to children in care.
- 4 **Support for other staff** - these are interventions for non-teaching staff such as training on ICT systems.
- 5 **Process changes** - these are interventions where the school needs to improve its processes such as the processes for handling poor attendance.
- 6 **School policy changes** - these are interventions where the school policy is not working as it should and needs to change such as the way that we meet the needs of AG&T children, or pastoral care.

The table below provides some specific examples.

KPI target being missed.	Possible cause	Possible solution	Lead responsibility
High % of children in a class not making adequate progress.	Teachers need support with classroom management.	Provide additional mentoring, support and training to improve classroom management.	Head of Year
High % of children in a year not making adequate progress.	Planning across the year has not been of a high enough standard.	Provide additional support and quality control for lesson planning.	Head of Phase
A child in a class not making progress.	Child not working effectively within their team.	Look to change teams around.	Class teacher
SEN children not making progress across a Phase group.	Teachers need more support in meeting the needs of SEN children in the phase.	SENCO provides additional training and support for planning in order to meet the needs of the children.	Deputy Head/SENCO
SEN children not making progress across school.	School policy is not effective.	SENCO, SLT and Governors review school policy, amend and implement.	SENCO
Boys failing to make adequate progress across the school.	Approaches to lessons are failing to enthuse boys.	Whole school teacher training on how to make lessons boy friendly.	Principal
Not enough children taking part in society work within a class.	Not enough support for this value from the class teacher.	Develop class teacher in supporting this value.	Head of Year
Child has low average value score.	Child is experiencing challenging home circumstances.	Child requires counselling for support.	Class teacher
Standard of lesson observations below expected standard for a teacher.	Teachers need support in stretching the learning within a lesson.	Provide additional mentoring, support and training to improve lesson teaching.	Head of Year

Accountability and Performance Management

The appropriate level of management responsibility depends on the scope of the issue:

Scope	Lead responsibility	Oversight responsibility
Individual child	Class and support teacher	Head of Year
Whole class	Head of Year	Phase leader
Whole Year	Phase leader	Deputy Head
Whole phase	Deputy Head	Principal
Whole school	Principal	School Governors
Curriculum area across year or phase.	Curriculum leader	Deputy Head
School operations	Business manager	School Governors

Initially, the Lead person responsible will be expected to resolve the issue. If they are unable to rectify the situation within a term or need support then this will be escalated to the next person in the management chain.

For example, if an individual child is assessed as not making adequate progress, it is up to the class teacher alongside a support teacher to put in place a development plan for that child. This will be overseen by the Head of Year. If there is not sufficient progress during the next assessment period (normally 8 weeks), then the issue will be discussed with the phase leader or if they are the head of year, the Deputy Head and a revised development plan put in place. If the child continues to make inadequate progress during the next assessment period, then the issue will be raised with the School Principal.

In order for the process to be effective, teachers need to be aware of their responsibilities, have appropriate support and training and feel recognised and rewarded for their achievements. Therefore, the school will put in place the following:

- An explanation of the school performance process as part of school induction.
- Training and guidance on how to record and analyse assessment data and produce and implement development plans, target setting and assessment.
- Time set aside during staff and team meetings to support these processes.

- Include recognition of the skills and competence of staff in this area through the performance management process including overall performance and pay review.

Discussions of issues will normally take place in performance management sessions, team meetings, staff meetings and governors meetings depending on what is appropriate.

Engaging Parents and Carers

Engaging successfully with parents and carers about our targets is essential if we are to help them to help support their children in order to realise our vision. We will engage and communicate with parents in a wide variety of ways. These methods will be adapted based on the needs of parents, e.g. working hours or childcare availability.

- **Parent Portal** - we will have an online portal that will provide information to parents on the latest assessment, survey and pastoral care data on their child as well as details of children's homework, how to support them in their learning and forthcoming curriculum content and resources to help their learning and development. We will enable parents to use school computers to access the portal where they do not have internet access at home and provide translation and reading support for those that need it.
- **School reports** - At the end of the academic year we will provide a full school report and once a year after Christmas a mini report. The full report will contain a complete review of the child's performance in the past year including assessment results and feedback from teachers on every subject and attendance data. The mini report will contain the latest assessment and attendance information for the child. Both reports will be presented to parents at parents' evenings.
- **Parents evenings** - twice a year, we will hold parents evenings. These will take place just after the Christmas holidays and at the end of the year. These discussions will centre on the child's school reports. Parents will have been aware of any serious concerns long before these meetings and will have been able to track their children's progress as part of the 8 weekly review cycles.
- **Supporting your child sessions** - every term, we will hold a supporting your child session for each year group. These sessions will cover a range of themes based on the need of the pupils and parents such as homework, reading, numeracy, behaviour, living the values, etc.
- **Parental survey** - twice a year, we will ask parents to complete an online survey asking for their thoughts on the school. We will use this feedback to create KPIs and to inform school improvement plans. We will provide support for parents who cannot access the internet or who

need help with translation and reading. The survey will normally be completed on parents' evenings to make it easier for parents.

- **Assemblies for Parents** - at the end of every term, we will invite parents to an assembly where we will celebrate the pupils' achievements of the last term and provide information on how they can support their children over the holidays and into the next term.
- **Newsletters** - every week, we will publish a newsletter providing news on the school such as forthcoming events, answering commonly asked questions and celebrating successes. Newsletters will also contain details of the KPIs twice a year so that parents can see how we are doing. If desired, we will run sessions for parents on our KPIs so that they are able to ask questions and provide further feedback.
- **Hard to reach parents** - we will work hard to reach parents who are more difficult to engage. This will be especially true for children in care who may go through several foster parents in their school life and so it is important that for each carer we support them in supporting the child.
- **Home school agreement** - this will contain information on what the school commits to do and what parents can expect from the school as well as what the school expects from parents, e.g. attendance, homework, etc. The home school agreement will be discussed at the start of year meeting and parents asked to sign it.
- **Start of year meeting** - early in the beginning of each academic year, we will have a start of year launch meeting. This will take place in order to explain to parents the expectations on them and their child and what they can expect from the school. It will also include information on the forthcoming curriculum and what they can do to support their children.
- **Causes of concern meetings** - these are the meetings that will take place when there is a significant issue with an individual pupil. The reasons for these meetings are many but will include poor attendance, lack of progress, behavioural issues, etc. An initial meeting of this type will be held between a parent and a class teacher. The outcome will be an agreed action plan to tackle the issue. If there is no improvement within a reasonable time period then a member of the SLT will become involved depending on the seriousness of the issue.
- **Observing lessons** - parents will be welcomed into the school to observe lessons so that they can see how lessons operate and how we develop their children.
- **Informal feedback sessions** - an example of this would be a coffee morning where parents could relax and discuss what they like about the school and what they feel the school needs to work on.

D6 admissions

The Advance School will have an admissions policy in accordance with the School Admissions code, the Admission Appeals Code and Admissions law as it applies to maintained schools.

The school will have an agreed admission number of 90 for entry into the reception class. The school will accordingly admit up to 90 pupils in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 90 or fewer apply. The school will not have any specialities for SEN.

If the school is oversubscribed, after the admission of pupils with a statement of SEN where the school is named in the statement, priority for admission will be given to those children who meet the criteria set out below:

- 1 A 'looked after child' or a child who was previously looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions.
- 2 Children with a sibling attending the school at the time of application. Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers or sisters.
- 3 Other children by distance from the school, with priority for admission given to children who live nearest to the school as measured by using Ordnance Survey data to plot an address in this system. Distances are measured from the main entrance of the child's home to the main entrance of the school as specified in the school information pack.

Random allocation will be used as a tie-break in category '3' above to decide who has highest priority for admission if the distance between two children's homes and the school is the same. The process will be independently verified and we will run a waiting list for pupils who have not gained a place. A child will automatically be included on our waiting list if our school was named on their application at a higher preference than the school where their child was allocated a place. The order of the list will be based on our criteria detailed above.

If oversubscribed, we would like to prioritise children based on their eligibility for the pupil premium as we feel that our school is particularly suited to meeting their needs and we will seek Secretary of State approval for this as part of our funding agreement.

Timetable

Our admissions timetable will look like this:

Date	Activity
1 November 2013	Start consultation on proposed arrangements. Consultation to last 8 weeks.
15 January 2014	National closing date for primary school applications.
1 March 2014	Completion of admission arrangements.
16 April 2014	National offer day for primary school places.

Appeals

We will have a compliant appeals process and run appeals panels which are accessible to parents and young people who do not gain a place at our school, if it is oversubscribed.

D7 Pastoral Care Draft

In this section:

- Attendance
- Behaviour
- Well-being

Our vision is for our children to be in the top decile nationally for progress across the curriculum and in their personal development. In order to achieve this, children must be in school, behave appropriately and know that they are valued as individuals, and are encouraged in their learning, growth and social development in a healthy and safe environment. Consequently, this section covers our interlinked approaches to attendance, behaviour and child well-being.

Attendance

In order for children to meet our vision of being in the top decile for progress, they need to be in school as often as possible. Unfortunately, many schools with high levels of deprivation, struggle to achieve high levels of attendance. Therefore, we will have robust processes and targets in place in order to maximise levels of attendance. We will have an attendance target for overall absence of 4.4%. This is significantly above the Croydon figure (4.9%). For persistent absence we will set a target of just 1.5%. This is significantly below the Croydon figure (2.4%) and the national figure (1.9%). However, it is a number being achieved and exceeded by outstanding schools in areas of high deprivation.

Our attendance processes can be split into policy, monitoring and action systems, incentives and curriculum:

School Policy

The school attendance policy will make clear the expectations that we have for attendance. The policy will be explained to parents as part of the induction process at the beginning of each school year. Where appropriate, reminders will be given. School policy will include that parents will contact the school in advance if their child is going to be off school and by 8.30am on the day of absence. It will also make clear that holidays during school time are strongly discouraged because of the impact that they have on the children's learning and should only be made in exceptional circumstances such as family bereavements. We will have many families who have relatives overseas and therefore occasionally circumstances will arise where unavoidably children need to go overseas. In these circumstances, the school will provide appropriate homework for the children. Medical and dental appointments will be expected to be made outside of school hours. The school policy will also make it clear that lateness is not acceptable and will explain the negative impact that this has on children's self-esteem and learning. Where children are unavoidably absent, provision will be made by teachers to help the children to catch up. This may involve additional homework.

Monitoring and Action Systems

These are the systems that run on a regular basis that monitor pupils' attendance and lateness and trigger actions. Every day, the school registers should be completed by 9.30am. The school attendance monitor will ring the parents of any children who have an unexplained absence. Unexplained absences will be followed up in a timely fashion by the attendance monitor. A child's attendance or regular lateness that is causing concern based on agreed thresholds will be reported to the Deputy Head. There will then follow a series of escalations until the issue is resolved beginning with an informal chat with the parents, followed by a formal letter, followed by an attendance interview with the Deputy Head and attendance officer. At each of these stages, the aim is to be supportive of parents/carers in order to help them to get their children into school and on time. However, if the situation has still not satisfactorily been resolved then the school will begin legal proceedings in partnership with the LEA education welfare service. Data on attendance will form a KPI that will regularly be reported to the trust.

Incentives

The school will have a large number of incentives that aim to encourage children to be in school. Clearly the quality of the curriculum provision and the quality of and approach to pastoral care are critical to this and are detailed elsewhere. However, the school will also have a series of explicit awards for children with excellent attendance records. These will include badges at the end of every term for children with 100% attendance and no late arrivals and their names celebrated in school newsletters. Every week, the class with the best attendance in each year will receive an attendance bear which will be announced and celebrated each week as part of the achievement assembly. The winning class across the whole school will receive a special award and have the class in the school newsletter. Children will receive additional Advance pounds for every day that they arrive in school on time and will lose pounds for absences and being late.

Behaviour

Outstanding behaviour management is a prerequisite for children to achieve our vision of being in the top decile for progress. Our behaviour management approach will aim to achieve outstanding behaviour in a way that is linked to our values of children being independent, self-disciplined and taking responsibility for their actions, showing respect and completing their work so that they go on to achieve. It has long been shown that rewards are far more effective in motivating pupils than sanctions. Therefore, our school will have a positive behaviour ethos towards social, emotional and behavioural difficulties. We will look to have a behaviour management system in place that shares the features of policies in schools that are successful in promoting and sustaining good behaviour. Therefore, our system will be characterised by a policy which:

- Is based on a systematic approach and is aligned with our values.

- Has the use of praise and rewards far outweighing the use of sanctions.
- Has engaged staff, pupils, parents/carers and governors and that is widely disseminated and understood by these groups.
- Has clear procedures for dealing with breaches of discipline and is consistently and fairly applied.
- Makes early identification of pupils presenting behavioural problems, undertakes appropriate analysis and is able to provide appropriate support.
- Has the provision of appropriate staff development.
- Has effective links with the relevant external support agencies.
- Has support from parents/carers in promoting good behaviour in school.
- Has a measured approach to the use of suspension and expulsion.
- Has well planned curriculum initiatives
- Has clear expectations including for routines.

Whole school approach

Our approach to behaviour management will be standardised across the school taking into account different expectations for age and the individual needs of pupils where appropriate. The school rules will be based on the school values and will be displayed prominently throughout the school in both hallways and classrooms:

Value	Rule
Cooperate	I will work well with others.
Achieve	I will do all my work as well as I can.
Society	I will help the communities I am part of.
Persevere	I will keep trying until I succeed.
Independent	I will take responsibility for everything I do.
Respect	I will treat everyone including myself with consideration and respect.
Expression	I will confidently express myself in everything I do.

The respect value will be expected to be shown to everyone regardless of their role, sex, culture, disability. Discrimination in any form will not be tolerated.

Our approach to lessons and our whole curriculum is that it should be fun, engaging, challenging and provide active learning experiences. This will help to minimise behavioural issues due to boredom or frustration.

Rewards

The school aims to provide a positive approach to discipline where good behaviour is rewarded by praise rather than the mere censuring of unacceptable behaviour. The primary system of formally rewarding children at the Advance School will be the Advance pounds system. This will be a school-wide positive reinforcement management system intended to empower children to make good choices every moment of every day so that they will inherently and experientially learn that when you do good things, good things

happen. The system is also intended to reinforce our expectations and promote the internalisation of our school values. The system will be adapted within Reception by providing a more visual representation of the pounds accumulated in order to enhance understanding. Teachers will write comments regarding behaviour on each child's Advance pounds card. Teachers will calculate the weekly amounts of pounds at the end of the day on Thursday. Children will receive a notice of the amount of Advance Pounds they have obtained on Friday and take their pounds card home, to be signed by a parent/carer and returned to school on Monday. In this way, parents/carers will be able to see every week how their children are doing.

Children will receive comments from their teachers and members of staff each day. Positive comments add pounds and negative comments take pounds away. Children will get pounds for a wide range of activities, e.g. being on time (£1), completing homework (£1), good behaviour (£1), living a value (£1). However, children can also lose pounds for the wrong behaviours, e.g. being late (-£3), unexcused absence (-£6), not living a value (varies depending upon severity). At the end of the month, children will be able to use their pounds to purchase school supplies and books.

School based rewards are celebrated at the end of each week in the achievement assembly. The achievement assembly will include rewards for attendance (to the class in each year with the highest levels of attendance for the week), homework (to the class in each year with the highest levels of completed homework each week), Advance Pounds (to the class in each year with the highest total number of pounds for the week).

The school will also have other forms of rewards, e.g. celebrating great work within a class or in an assembly, badges for attendance and certificates for living a value during a term.

Readily Understood by Staff and Pupils

We believe that an effective behaviour management policy is one where staff are engaged in developing and delivering the policy, understand the expectations and have the skills and resources needed to implement them successfully. We believe that the best behaviour policies are created in association with the children and that this is a fundamental part of children taking responsibility for their own actions - a core value. Time will be set aside in the curriculum at the beginning of each term to refresh the children's knowledge and understanding. In addition, lessons that promote social, emotional and behavioural skills will be delivered as part of the PSHCE curriculum.

In other areas of the curriculum, there will be learning intentions that contribute to positive behaviour such as learning to work successfully in groups, respecting one another's ideas and using appropriate language. We believe that children also need to implicitly know the expectations for behaviour. We will actively use role models and peer support to help set those expectations within the school. Learners often share experiences more readily with each other than with adults, and peer culture and opinion is a major

influence on behaviour and attendance in school. We will take advantage of this by creating a peer support system bringing benefits to individual learners, the school and peer supporters themselves. As well as improving behaviour, we believe that a peer support approach will bring a number of benefits that help to deliver the vision that we have for our pupils and the school including developing pupil self-esteem, empathy, social skills, listening and communication skills and conflict resolution skills. In addition, it will help to develop the school's sense of community and reinforce our ethos.

At a whole school level, we will work with the children on the behaviour policy via the school council to ensure that the policy is regarded by the pupils as fair and reflects an appropriate balance between rewards and sanctions and is implemented consistently by the staff. We will collect information from children on behaviour through the use of a variety of means such as tutorial time discussions and the bi-annual pupil survey.

We will work with all staff so that they are able to contribute to the development of the policy. Staff will be expected to model the high standards of behaviour expected from learners. We will work with staff so that they receive the training and support they need to implement our policy. Every new member of staff, as part of their induction, will receive training on our expectations for behaviour, the role they play in helping to deliver these expectations, who should be involved when, actions that should be taken, where to get extra support and how we monitor and evaluate behaviour within the school. Any further training requirements in this area, will be identified as part of staffs' on-going CPD. This may involve offering things like peer support and coaching and modelling of effective practice.

The school behaviour policy will be reviewed annually.

Breaches of Discipline

Our sanctions are designed to change behaviours rather than be solely a punishment in order to make them most effective. If a child's behaviour is difficult and disruptive in class, e.g. talking when not appropriate, teachers should follow the whole school procedure of stepped sanctions. Initially, the class teachers should deal with the behaviour of the child as part of the classroom routine. While the majority of learners respond well to clear expectations supported by staff modelling and reinforcement, some learners will require more targeted support to help them succeed at school.

If a child's behaviour continues to be persistently disruptive then teachers should use a stepped series of sanctions. The steps would be as follows:

Step	Sanction
1	The child is given a warning and told they are on the first step of the ladder.
2	If the behaviour continues the child should be told that they will lose a privilege such as part/all of their playtime or a negative comment written on their Advance pounds.
3	At this stage it may be appropriate to send the child to another class/teacher.

4	At this stage, or for more serious incidents, the child should be sent to one of the SLT.
5	The child is now sent to a Deputy Head or Principal and the child's parents may be called into school or otherwise informed.

A stepped system of sanctions will also be used in the playground when children are breaking any rules or behaving in an inappropriate way, e.g. jumping on someone.

There will be times, when a child will display challenging behaviour such as assault or verbal abuse. In these instances, the child should be removed from the situation and taken to a member of the SLT who will take immediate action to involve parents. This may require safe handling of the child and key members of staff will be trained in the correct way to do this. The member of the SLT will then analyse the situation and decide on the sanctions and support to be used but could include withdrawal from the classroom, a meeting with parents or a behavioural improvement plan.

In some instances, the Principal or Deputy Head will work with the class teacher and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies such as social services or mental health services. Serious incidents like racist abuse will not be tolerated and will be referred to the SLT straight away. In these cases parents will be informed and relevant forms filled in.

Early and on-going monitoring, analysis and action

The early identification of behavioural problems is essential so that appropriate support can be put in place as soon as possible. We will monitor levels of rewards and sanctions in order to:

- Ensure learner equality.
- Monitor individual children who need support.
- Monitor the effectiveness of interventions.
- Inform analysis and discussions of issues.
- Identify when and how to target improvements.

Monitoring will take place by recording the number of Advance Pounds a child receives and any breaches above step 2 on the list of sanctions. Year group teams will conduct regular pastoral reviews to identify learners most at risk of falling behind on the expectations for behaviour, leading to an analysis of the causes of the problems recognising that there can be both long-term causes (e.g. lack of self-worth, family relationships, psychological issues) and short-term triggers (e.g. boredom, feelings of injustice, tiredness) of poor behaviour. Staff will look at the causes of bad behaviour and we will provide checklists of possible reasons for poor behaviour to support discussions and keep the focus on improving behaviour in the future. The undertaking of pastoral reviews will be monitored by the Deputy Head. Overall school monitoring will also take place to cover issues that are recurring themes across the school. This will include identifying how well pupils get on with each other including from different backgrounds and their relationship with members of staff, types

of behaviour exhibited by learners, behaviour triggers – including time of day, member of staff and curriculum subject intervention strategies used, dates and frequency and the impact of interventions.

The monitoring of behaviour will be reported to the Children, Families and Community committee of the school governing body on a termly basis with identified issues and action plans.

Provision of appropriate staff development

Staff will receive training on the school's approach to behaviour management as part of their induction training. Periodically, as required, the weekly staff meeting will focus on behaviour management. This will be focused depending on the needs of the school but may include training, reviewing what works well and what needs to be improved. In addition, the needs of individual teachers in this area will be assessed as part of their performance management and appropriate training and support put in place.

External Support Agencies

For children with persistent social, behavioural or emotional difficulties we will seek to work with professionals or professional organisations/charities to provide expert advice and support for staff and children. The school will work closely with the local authority, local health authority, specialist charities (e.g. SEBDA) and Counselling services such as Place2Be in order to meet the needs of our children. In the first few years of the school, Place2Be will train one member of staff from each year group as a Counsellor in order to enable them to support children. Once the school can afford it, we will have a part time fully qualified Counsellor on site. Our policies will contain detailed processes and criteria for referring either individuals or their parents/carers to external agencies for specialist advice.

Role of Parents/Carers

We recognise the importance of strong home-school links in helping behaviours. Therefore, we will look to work closely with parents in this area. At the parental induction meeting and at the beginning of each year, we will instruct parents on our expectations of behaviour, advise them on how they can help their children to meet these expectations and where they can get extra support, if required. For parents, we will run short tutorials on helping their children to develop specific elements of social, emotional and behavioural skills. We will work in partnership with parents/carers to build trust, confidence and mutual respect. We will look to establish effective communication to explain standards of acceptable behaviour and attendance and find solutions to behaviour and attendance problems. We will regularly seek parents' views on the standards of behaviour within the school using a variety of methods depending on what is most appropriate including the parental survey. We will actively identify parents who may need further support in helping their children in this area and design solutions to help meet their needs.

Exclusions

Our aim is to minimise the amount of exclusions that take place within the

school and so exclusions will be seen as a last resort. In order to prevent exclusions we will put in place a range of measures including:

- Engaging with parents as soon as possible.
- Changing a grouping or class.
- Internal exclusion such as temporary placement in another year group.
- A managed move to another school. Similarly, we would receive managed moves from another school.
- Consideration by the SENCO of in-school interventions.
- Allocation of a mentor.
- Referral to a specific service such as education welfare or CAMHS.

Unfortunately, there are times when we will need to exclude a child. This will only occur when there has been a serious breach of the school behaviour policy and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Individual fixed period exclusions will be for the shortest time necessary and for a maximum of three days. Permanent exclusion will normally only be used as a final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been tried without success. However, there may be occasions where a 'one off' offence is so serious as to suggest permanent exclusion, e.g. a level of violence towards another pupil. In these instances the Principal will be expected to follow a clearly defined process including a thorough investigation, considering all the evidence, allowing the pupil to give their version of events, check whether the incident may have been provoked and keeping a written record. The appeal of an exclusion will be heard by a sub-committee of the school governors.

Curriculum

Our curriculum will support our behaviour policy with PSHCE containing personal and social education programmes which promote pupils' consideration and respect for others, enhance their self-respect, confidence and self-esteem and, through suitably challenging classroom approaches, which provide opportunities for them to develop their assertiveness and self-protection skills. Behaviours will also be covered in school assemblies.

Expectations and routines

Expectations and routines are important in helping all stakeholders to deliver the behaviours expected in the school. These will be set by the Principal and Senior Leadership Team and will be clearly communicated to all stakeholders. Expectations and routines will be set for how children should behave and appear throughout the school including how they should wear the school uniform, the level of noise when walking around the school, behaviour in assembly, how children should behave towards each other, dealing with bullying, school attendance, coming to and leaving school, using stairs and playground behaviour. These expectations will be made clear to children along with the rationale behind them. Pupils will be reminded if they are breaking the school rules or are not living up to the expectations that we set.

Within the classroom a series of routines will be set to aid behaviour management. These routines will include coming into and leaving the classroom at the start and end of a lesson, what to do if you are late, showing that they are ready for learning at the start of the lesson, distributing and collecting resources, moving around the room, understanding the levels of noise expected for different activities, moving from one activity to another, what to do when they are stuck, before asking an adult for help, showing that they need help from an adult, getting an adult's attention, getting work marked, what to do if they have finished an activity and have time to spare, asking to leave the classroom, asking to move to a quiet area if they are getting distracted or 'wound up', clearing up, eating and drinking in the classroom.

During the school day, there are a number of transition moments, e.g. coming into school, going for lunch, going into the playground. We believe that these moments are vitally important for helping to promote a positive school environment. We will work with staff, visitors, parents/carers and children to create routines that make these moments a positive experience for all.

Well-being

The well-being of our children will play a major influence on the success of our school and whether they can achieve our vision for achievement and personal development. Many of our children will be potentially vulnerable, come from difficult home circumstances or have an SEN and our approach will be critical in creating an ethos where children can focus on achieving their best, are confident to express themselves and respect themselves and others. Our approach to well-being will be fully integrated into how the school operates and our management processes and staff development will enable all staff to contribute effectively to establishing and maintaining good relationships with our children that generate mutual respect and promote pupil well-being.

The ability to develop excellent relationships with pupils will be a key focus of our staff recruitment and will form a part of the induction program of the school. In order for staff to be at their best in providing care for children they also need to be cared for with good relationships amongst the staff, feel valued, work well together and are an effective team and team working will form an integral part of our school ethos. We will look to constantly monitor our ethos and processes for ensuring child protection and will use a range of monitoring systems including seeking feedback from staff, parents, governors and external support agencies, classroom observations, classroom based discussions and scrutiny of written work.

The outcomes of this monitoring will provide evidence for subsequent development of, or modification to, existing provision.

The primary responsibility for a child's well-being within the school lies with the class teacher with help from support teachers. Team teaching will enable a higher quality of care by significantly increasing the chances that issues are identified early and that experienced teachers are on hand to support less

experienced teachers in developing their care practice. The results of the well-being questions from the pupil and parent surveys will be analysed by Heads of Year and Phase Leaders to identify any broader concerns.

The school building will provide adequate space for interviewing, counselling and supporting individual pupils wishing to discuss interests or problems of a personal nature.

Safeguarding and Child Protection

All staff will have responsibility for safeguarding and child protection. The Deputy Head will have the primary responsibility for child protection and a designated governor will also have responsibility for child protection. Staff will be well informed about the potential dangers to children and young people arising from issues such as child abuse, drug and substance abuse and bullying and what safe practice entails. This will be covered in the induction process and periodically refreshed based on needs. Delivering this will form an integral part of our staff CPD. We will have rigorous processes in place to prevent unsuitable people from working with children and young people, e.g. timely CRB checks.

Parents have a central role in the well-being of their children. Therefore, we will look to work closely with parents as soon as they become involved in the school in order to build up good relationships to help with resolving any difficulties that arise. We want parents to know and be reassured that their children are being educated in a safe and caring atmosphere and that they know and have confidence in the safeguarding arrangements we have in place. We will want them to know about the school's responsibilities in terms of child protection, drug education, health and safety and sex education and they understand and support our procedures for dealing with these issues. At the beginning of every school year, parents will be taken through our policies and procedures. Teachers will provide regular feedback to parents on the well-being and progress of their children and they will listen to and respond to the feedback from parents and, where appropriate, relevant agencies.

Our child protection policies will ensure that there are appropriate arrangements in place which protect children from physical, social, emotional and intellectual harm. Any child protection concern raised by a pupil with a member of staff will immediately be raised with the Deputy Head who will assess the situation and decide how to proceed and who needs to be involved. External agencies have a crucial role to play in the well-being of children. We will ensure that we have clear lines of communication and good, flexible relationships with relevant external support agencies, including social services and the Police to help to attempt to resolve problems related to individual pupils. We will work with representatives of external support agencies to provide up-to-date information for staff and pupils in areas relating to the pupils' care and protection. We will have policies, systems and procedures in place to safeguard children including:

- Clear procedures for dealing with allegations of abuse by members of staff or volunteers ensuring that they are taken seriously, dealt with

quickly in a fair and consistent way in order to provide effective protection for the child and supporting the person who is the subject of the allegation.

- Detailed procedures of how to respond to a child being placed on the Child Protection Register including progress monitoring, absence, signs of a deteriorating home life.
- Maintaining appropriate records.

We will regularly review our policies in this area and make amendments as required.

Bullying

Bullying is not compatible with our schools core value of respect for others. It detrimentally affects the ability of children to achieve and their well-being and will not be tolerated. Our principal approach to bullying will be to prevent it happening in the first place. We will do this by creating an ethos of good behaviour, where people treat each other with respect because they know that this is the right way to behave and have a clear understanding of how their actions affect others. Bullying will also be tackled within the curriculum through PSHCE, anti-bullying week, assemblies and responses to specific incidents. Children who are particularly sensitive or vulnerable will be given additional support by promoting positive attitudes, e.g. through positive images in books and materials, working to eliminate discrimination and through trained peer mentors who are willing to give support to victims of bullying. We will instruct pupils to report any incidents of bullying to a teacher, another adult or through a message box placed within every classroom. The key message will be that bullying must never be kept secret. Where bullying is not reported, the children involved in not reporting will have a circle time to discuss the importance of reporting.

The primary responsibility for the day to day care of pupils rests with the class teacher. However, every member of staff will be responsible for preventing bullying within the school and will receive appropriate training explaining their responsibilities, identifying children who might be more vulnerable, e.g. child with SEN, and teaching them how to spot signs of bullying, e.g. a child becomes withdrawn and anxious, has a spurious illness, prefers to stay with adults, etc. It will be the responsibility of class teachers and heads of year to identify any vulnerable learners and to make sure that they are appropriately supported. Interventions might include providing a mentor or explaining a special need to a class or referring a child to a Counsellor. Where there is a suspicion of bullying, this should be reported to the class teacher who will monitor the child carefully and decide with colleagues upon any support that is required.

The Deputy Head will be responsible for the implementation of our anti-bullying policy. Parents/carers will be made aware of the school's policy so that they are clear about our approach and are confident that we will do something if they believe their child is being bullied. They will be reminded of it at the beginning of each school year.

All incidents of bullying will be taken seriously and dealt with as quickly as possible. This includes bullying that takes place outside of school or via text message, mobile phones or social media. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable. The victim will be reassured and instructed to report any further incidents to a member of staff immediately. They will also be able to access the school counselling service. Their parent/carer will be informed and told about the actions that the school is taking and how they can support their child.

All incidents of bullying will be recorded so that it can be monitored and action plans developed, if appropriate. Children will also be asked about bullying in the bi-annual pupil survey.

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong, e.g. detentions or being removed from their usual class. They will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. All bullies will attend a counselling session in order to try and prevent further incidents. Where appropriate, parents/cares will be informed and the actions the school are taking discussed and how they can help in preventing it occurring again.

If counselling and other preventative measures, such as peer support strategies do not succeed, persistent bullying will be dealt with under the school's discipline policy. In the most serious cases, permanent exclusion may be considered if the bullying involves serious actual or threatened violence against another child or amounts to persistent and defiant misbehaviour.

Our anti-bullying approach will be reviewed annually to ensure that it is kept up to date and can deal with new trends, e.g. cyber-bullying. We will work with external organisations such as the Anti-bullying alliance to provide expertise or resources to support the school's strategy. Where appropriate we will work with the wider community, e.g. Police or local authority.

Physical and Mental Health

The health of a child can have a major impact on the outcomes that a child achieves. As part of our curriculum and living the values, we will seek to inform children about how to look after themselves and where to go for support. This will include healthy eating, regular exercise, personal hygiene and getting enough sleep. Parents play a significant role in helping their children to maintain a healthy lifestyle and so we will support them in doing this by providing targeted support classes.

The school will have a Counselling service for children to access in order to support their mental health and provide them with further support for their emotional and social skills so that they are able to access the whole

curriculum and reach their potential.

Staff and children will be kept safe according to government guidelines on health and safety. Several members of staff will be trained in the safe restraint of pupils.

PSHCE Curriculum

We will develop well-being among the pupils through our PSHCE curriculum, peer support, co-operative learning and volunteering (e.g. Year 4 children helping out in Reception). Our SEAL based approach will allow children to grow in their self-esteem, confidence and independence of thought, will focus on skill development including helping children in recognising and managing their emotions, demonstrating care and concern for others, establishing and maintaining positive relationships, making responsible decisions and developing the skills to cope with possible threats to their personal safety both within and outside school and who they should go to.

Children's opinions will be valued, and their concerns dealt with sympathetically and appropriately providing them with opportunities to develop independence of thought and expression whilst also being taught to work with their peers and value and respect the contributions and views of others. It will provide them with the necessary skills to help them cope successfully with negative peer pressure and influences. As part of our society values, we will expect our children to help and support others in their community and further afield and engage in shared educational and social activities with children from other schools. We will regularly assess the progress that children make in PSHCE.

Online Safety

Teaching children how to be safe online will be an integral part of our ICT and PSHCE curriculum. We will have an appropriate child protection internet filtering system in place within the school so that internet access is safe and we will sensitively explain the dangers of the internet such as the risks posed on social media sites. We will also provide information sessions for parents to help them to keep their children safe.

Medicines

Many of our children will have some form of medication and so we will have a clear policy in this issue aimed at ensuring that our children are safe, able to attend school and able to access the curriculum. Our procedures for managing medicines will be operated by the school administrator. This will include record keeping, the safe storage of medicines, administration of medicines (especially those with long-term or complex needs) and emergency procedures.

We will discuss medication with parents so that we can take into account individual needs, have appropriate written agreements in place and make the responsibilities of parents clear.

A suitable adult will be assigned responsibility for medicines on trips and

outings. We will provide suitable training for staff on administration of some medicines, e.g. Epi pens, where appropriate.

Our medicines policies will be regularly reviewed.

Section E: Evidence of demand – part 1

E1: Evidence of demand from parents of local children

Below we set out the results of the parental surveys we ran, up to and including the 17th December 2012. Please note that we will be continuing our activities into 2013 and as such expect the number of confirmed first choice places from parents to grow further.

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	90	97		108%	90	92		102%
Year 1								
Totals	90	97			90			

Below we show a geographical map evidencing the location of our parents, which as we would expect is concentrated in the Norbury area:



In summary, we can evidence local parental demand for 97 places at the School for the first year class (2014/15) and 92 places for the second year class (2015/16). These represent 108% and 102% of the school's capacity for 2014/15 and 2015/16 respectively.

Additionally, we have consulted with Croydon Council on our application and they have shown us that there is a need for 83 additional primary school places in the local area for 2014/15 on top of their significant plans for school expansion and bulge years.

Therefore on both counts we are already able to show sufficient demand for a 90-child per year primary school, with expectations that we will significantly further increase our confirmed demand in the next few months.

We also list below a selection of quotes we received from local parents who had children who were 2 or 3 years old and supported our application. These were gathered at some of the face-to-face sign-up sessions we ran with parents in the Norbury area



How we produced our parental demand evidence

The surveys were conducted through two main channels throughout the autumn of 2012:

- Face-to-face questionnaires conducted in the Norbury area by our founding team
- Online survey available at the School website www.advanceschool.org.uk/register.php

The face-to-face activities were held in many different areas in the Norbury locality – shopping centres, children centres, libraries, etc. – so as to ensure we were present in a diverse range of places and thus would reach the whole of the community. For instance, by visiting shopping areas, such as Iceland in Norbury, we ensured we were visible to and achieved sign-ups from even the most disadvantaged sections of society, who had children but potentially didn't make use of libraries, childminders or Sure Start centres. Below we set our further information on each of these channels.

Questionnaires

Having defined our school offering, in September we designed a questionnaire to be completed by local parents, asking for their views on the school and its key features. The questionnaire used is set out below:

Parent Survey

The 30-second summary of Advance School is:

Advance is a new free school coming to Norbury in September 2014. It will be a Primary school that uses two teachers in English and Maths lessons, helping with literacy and numeracy, and giving your child the best start to their education.

There are three key messages to communicate to parents when we describe the Advance School to them:

- we will have **two teachers in each English and Maths class**, meaning their children will have twice as much support with literacy and numeracy
- the school will instil a **strong set of values** in the children including self-belief, helping their community, doing their best, never giving up, personal discipline and, respecting other people
- we will run **breakfast and after-hour clubs** for the children, to support parents who are in work.

Questions

1. Contact details?

Name	
Postcode	
Email address	
Phone number	

2. When will your child start reception? [2014/15]
3. Do you support the Advance schools team teaching model which provides for two teachers in English and Maths classes? [Yes / No]
4. Would you send your child to our school as your first choice?
[Yes / No]
5. What are your views on the services the school should provide?
e.g. breakfast / after-hours clubs
e.g. volunteering days and peer support
6. Would you be interested in helping us? If so, how? [Yes / No / Maybe]
e.g. introducing us to other parent groups
e.g. joining us on days like today
e.g. leafleting
7. Other thoughts/comments/notes:

Having designed the questionnaire, we needed to make contact with local parents. To facilitate this, we developed a stall and marketing material, including a 4-page leaflet and branded balloons, and visited various popular focal points in Norbury for the parents of young children:

- Saturday visits to popular shopping areas in the area.
- Saturday and midweek visits to the parent & children groups for 2 and 3 year olds run by Norbury and Thornton Heath libraries.
- Midweek drop-in sessions at Sure Start centres in the Norbury area.

We started running the sessions from early October and held 12 in the following 3 months. The shopping street stalls generated 50% of our parental sign-ups, the libraries 20% and the Sure Start sessions 15%.

In all instances, members of our founding team identified parents with children of the appropriate age, went through the leaflet and questionnaires with them and populated it with their responses.

In November, we identified local childminders via the following website - www.familyspacecroydon.co.uk/search/browse/childcare/childminding) – and called them and explained about Advance School and its goals. The large majority of them were positive and agreed to set up meetings with the parents of the children they looked after who were 2 or 3 years old. Some of the childminders themselves also had their own children of that age. We held 5 of these meetings through November and December, and at each one we talked the parents through the leaflet and the questionnaire, thus identifying a further 10% of our total parental demand.

Online survey

As part of our overall marketing strategy we decided to build a website which

provided information on all aspects of the school – its values, teaching methods, curriculum, etc. – so that interested parents and members of the community could draw on this additional resource to understand more about the school and its aims. The website was launched in September 2012 and can be viewed at www.advanceschool.org.uk. To support our sign-up activities, we also made the questionnaire available as an online survey.

We ran a number of local engagement initiatives during the autumn on 2012, each of which publicised the school and generated visitors to our website, some of whom were parents who went on to complete the online survey. These engagement initiatives included:

- Providing Leaflets to members of the public at the various face-to-face survey sessions we ran in October, November and December
- Met with representatives of Norbury Baptist Church and the Thornton Heath Asian Resource Centre to publicise the school and its aims
- Meetings we set up with Norbury councillors and Croydon Council in September, where we explained the goals of Advance School in order to enlist their support
- We made contact with the local papers so as to achieve positive media coverage of the School; one such success was The Croydon Advertiser article published online in September 2012 (see <http://www.thiscroydontoday.co.uk/Croydon-free-school-s-double-dose-education/story-16955864-detail/story.html>)
- General web searches done via search engines such as Google.

Where we received completed online surveys via the website, we called the individuals involved and confirmed whether or not Advance School would be the first choice for their child. In total, we received 5% of our parental sign-ups via the website.

E2: Marketing

Below we set out our ongoing plans for marketing the school, which also references the marketing activities carried out to date.

Marketing the School

A key part of the School's proposition is to support children from all backgrounds, including those from disadvantaged families. In order that we were able to engage with parents from a wide range of backgrounds, much of our local marketing (such as the street stall and leafleting sessions we ran) took place close to or within areas with high levels of ethnic minorities and four lower super output areas that are within the 20% most deprived in the country. For example, we ran our shopping street stalls outside Iceland on Norbury High Street and outside Tesco in Thornton Heath. The parents we spoke to at these locations were representative of the local area, frequently being from ethnic minority groups and/or not speaking English as their first language. From the conversations we had with many of them about the breakfast and out-of-hours clubs we propose to run, it was also clear that many of the parents worked in low-paid jobs (e.g. as retail workers, basic clerical staff, cleaners) with little flexibility in their hours of employment.

Throughout our marketing material, e.g. our leaflet and website, we make it clear that we will provide additional support for children from all backgrounds via a number of the features of the School:

- **Additional support in English classes** - our team teaching approach will allow teachers to spend more time with children who have weaker literacy skills, ensuring that they make the necessary improvement
- **Welcoming environment for BME families** - we make it clear that the school encourages applications from parents who don't speak English as their first language
- **Breakfast clubs** - providing a good first meal of the day is important for children whose parents struggle to do this themselves; this in turn helps get the children in the best frame of mind for classes
- **After school, homework and booster clubs** - for children who are struggling with their learning, or for those children who have parents that are working and don't have flexibility in their hours, the School will run extra teaching sessions beyond the normal school day.

The photos and images used on our leaflet and website include children of all ethnic groups, representing the diverse demographic of Norbury. In doing so, we believe that we have made it clear that the school is welcoming to all cultures and applications are encouraged from across the whole community.

Realising that the team teaching approach is a relatively new innovation in teaching, and one that only a minority of parents will be familiar with, we have explained in detail on our website how this approach works and the benefits it can bring. While most parents will intuitively understand the concept, we wish to make the detail of this teaching method accessible to all.

Building on the experience of the initial parental demand evidence gathering, we will continue with the marketing activities that have been shown to be most successful at generating applications from local parents. These will be supplemented with new initiatives that reflect the fact that parents of three year olds will become part of our target audience, as well as the new channels that will become available to us as a soon-to-launch / existing school.

In order to ensure that we keep as many of our existing parents on board as well as to generate new applicants, our marketing activities will run throughout the year. However, there will be a slight concentration towards the September to January period when the application process is open. Below we provide more details on each of the activities we have already commenced in 2012 and indicative future timescales for each one for 2013 and beyond. Please note that for the face-to-face visits we will continue with the strategy of attending sessions where our research has shown that most/all of the attendees are parents with 2 or 3 year old children.

Timeline	Marketing Activity	Frequency
June – March	Engagement with and visits to local Sure Start children centres (there are	Once per week

	ten of these within a few miles of our proposed site)	
June – March	Visits to mother and toddler sessions at Norbury and Thornton Heath Libraries	Once per month (both occur on a Friday morning)
June – March	Visiting nurseries and other childcare providers	Varies, but on average one per fortnight
September – January	Open evenings for parents with young children (the dates will be publicised in advance on the website, via email newsletter and through hard copy flyers we will leave on notice boards in libraries, children centres, etc.	Monthly
Ongoing	Website optimisation, i.e. boosting of our site’s ranking on internet search engines for relevant keywords local parents would search on, e.g. ‘Norbury primary school’	Monthly
Ongoing	Open dialogue on the school’s progress with the local community and media (see section on ‘working with the community’ below)	We will be running one or two community events each month; media will be invited to these to reinforce our message
Ongoing	Monthly email newsletters to local parents and other community figures, providing the latest information on the school and encouraging them to spread the word to other parents of young children	Monthly
Ongoing	Working with the Council so that we are in the relevant publications and on the Council website.	Bi-monthly calls / meetings as required

It is worth noting that the above marketing channels collectively tap into local communities of all socioeconomic and ethnic backgrounds, ensuring that the School will truly represent families from all walks of life.

Furthermore, as the Norbury area has a large contingent of parents who don’t speak English as a first language, we intend to translate the written information from our leaflet and website into the most commonly represented languages (e.g. Polish and Bengali). Our initial marketing efforts have generated support from parents of many different backgrounds and nationalities, and some have offered to use their knowledge of other languages to perform translations. Once done, we can then make these other language versions of our leaflet available at the various face-to-face events we run (e.g. at shopping centres, libraries etc.), as well as having the translated content available online at our website. This will make our offering

more accessible to those who have limited English ability, which is important as our school will be of additional value to these parents, since their children are more likely to need the extra English support offered by Advance.

Should we discover at any stage that our marketing efforts are not engaging a significant local group, we will run additional targeted sessions to ensure that we do raise awareness of the School amongst them. These sessions would be held at local churches, mosques, temples and local community support groups.

Working with the community

The Advance School ethos includes a strong commitment to developing civic values amongst the students. We believe this is critical if we are to support children to become the model citizens of the future, with a passion for supporting democratic values and acting responsibly within their community. The School will actively engage with the Norbury community to ensure that this goal is met, as well as to generate positive publicity, further spreading awareness of our offering and boosting applications.

Some community activities will be quite general in nature and will allow us to invite all groups from the local community, while others will be more specific to a particular group. The table below sets out a selection of the activities we will run to support community engagement:

Frequency	Event	Details
Annual	Sports day	Invite all members of the community to attend this summer term event
Annual	Prize-giving	Held in the summer term with different community groups supporting particular prizes, e.g. Crystal Palace Football Club or Surrey Cricket Club supporting the PE prize
Annual	School fete	Held in May and open to all members of the public
Annual	Business day	5 or 10 local firms from different sectors visit the school in the autumn term to explain their industry to the children; e.g. building company, estate agent, printer, IT/computing company, recruitment agency
Annual	Religious diversity days	One day held in the spring term where local faith groups are invited to visit the school and talk to the students, for example we have already begun discussions with Norbury Baptist Church
Termly	Volunteering events	Half-day events at the weekend such as clearance and planting on the school grounds, or a trip to local old persons' home in December to sing carols
Termly	Fundraisers	Social, fun events held in the evenings or at weekends to raise money for local charities, e.g. quiz night
Ongoing	Primary school	Working with other primary schools in the

	co-operation	community in order to support managed transfers, SEN support, sharing expertise, lobbying other organisations, etc.
Ongoing	Secondary school contact	Developing relationships with local Secondary schools to aid transitions
Ongoing	Nurseries and children's centres	Working with nurseries and children's centres in order to understand the needs of children coming into the school
Ongoing	Youth clubs	Working with local youth organisations to encourage participation by our children in extra-curricular activities
Ongoing	Council	Work with the Council so as to help them to meet the needs of pupils in terms of number of places, SEN, CLA, etc.

Summary

We have been successful at engaging the Norbury community and communicating the Advance School message to them, such that we can already demonstrate sufficient local parental demand for a 3FE school. Should our application be successful, we will continue and expand our marketing efforts in the run up to opening in September 2014 and beyond.

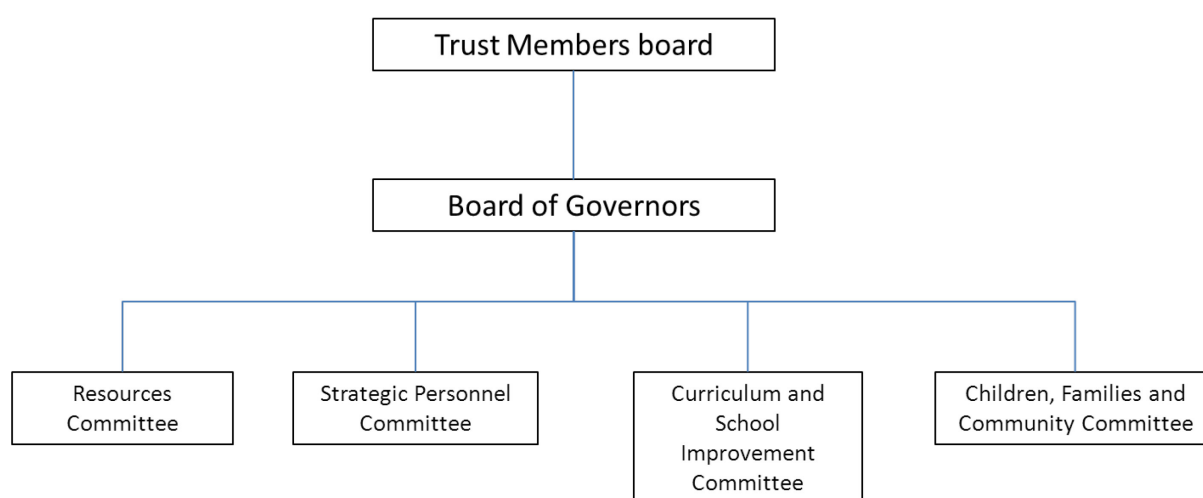
Section F: Capacity and capability

In this section:

- Governance
- The Team Behind Advance
- Expertise required
- Recruitment

Governance

The Governance Structure of the trust will look like this:



The Members Board

The Members Board will consist of three members. They will operate at a strategic level with the ultimate control over the academy trust. The functions of the members of the academy trust include:

- Overseeing the achievement of the objectives of the company.
- Taking part in Annual and Extraordinary General Meetings.
- Appointing some of the governors.
- Signing off the company's financial accounts and annual report.
- Power to amend the articles of the company and ultimately to remove the governors.

The three members are [REDACTED], [REDACTED] and [REDACTED].

Board of Governors

The Board of Governors will consist of thirteen people in order to strike a balance between having the necessary set of skills and knowledge with a cohesive, fully involved board. The board will contain seven people who are appointed by the members' board for their professional expertise, two parent governors, one staff governor, two trust members and the Principal.

The professional roles will be filled by people with the skills and experience to strategically contribute to the development of the school. These people will be appointed for an initial three year term which can be renewed indefinitely. The professional roles are educational leadership, finance, legal, procurement, premises management, HR and marketing

The educational leadership, finance, premises and marketing positions will be filled by members of the start-up group (██████████, ██████████, ██████████ and ██████████ respectively). A recruitment process will be undertaken during the pre-opening phase in order to recruit the remaining roles.

Parents from the school will vote for two representatives to become governors. Parent governors will normally be appointed for three years. However, whilst the school is growing the term will be for just one year in order to allow new parents to have an opportunity to vote for a governor.

A staff representative will be elected by the staff. We have decided to have only one member of staff on the board in order to limit the total number of governors and keep the body effective. Staff governors will be appointed for three years.

The Chairman of the Board of Governors and two vice-chairs will be elected by the Board annually. The Chairman will be expected to share responsibilities with the two vice-chairs in order to provide for succession planning.

The functions of the Board of Governors will include:

- Delegation of responsibilities to committees.
- Ensuring the quality of educational provision.
- Challenge and monitor the performance of the school.
- Strategic Oversight of finances and property.
- Consider recommendations of delegated committees.
- Exercise reasonable skill and care in carrying out their duties.
- Ensure that the school complies with the law.
- Operate the school in accordance with the Funding Agreement that has been signed with the Secretary of State.

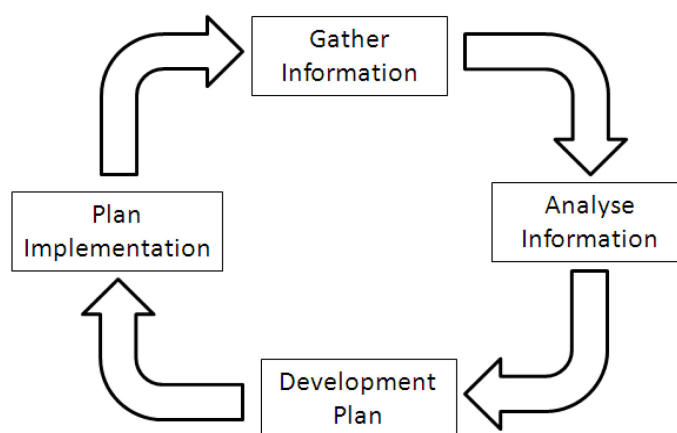
The Board of Governors will meet every other term (three times a year) with additional meetings as required. It is expected that in the early development stages of the school, the Governors will need to meet more frequently. Where a member of the Board of Governors has a conflict of interest with an item being discussed, then they would be expected to declare that interest at the beginning of the meeting and leave the room when that item was discussed. This rule also applies to committees. Where members of the Board of Governors are related (which is the case with ██████████ and ██████████) both members will exclude themselves from voting on issues that directly affect the other, e.g. a vote for chair of governors.

In order to ensure that the Governors are given the information that they require to hold the school leadership to account they will be provided in advance of the meeting with:

- A set of Key Performance Indicators and commentary at every meeting.
- An update on the progress of the school against the school development plan.
- A list of other strategic issues impacting on the school and an update on how they are being handled, e.g. a staff disciplinary and safeguarding.

In addition, the governors will receive a report from each of the committees with the necessary amount of information in order to make informed decisions.

All new Governors will go through an induction process conducted by the Chairman of the Board of Governors with the support of the Principal and School Business Manager. This will include an introductory training course on the Governor role provided by an external provider, as well as more specific training on the school including an overview of the school's governance structures, a walk through the school development plan, KPIs and key issues. The school governing body will go through an annual CPD cycle:



Gather information - This will involve collecting information on the performance of the governing body from a range of sources, including an external expert on governance such as a National Leader of Governance, members using checklist tools, qualitative information and reviews from the annual mock Ofsted.

Analyse information - different sources of information are gathered together and agreement is reached on areas that need to be worked on.

Development plan - areas for development are developed into plans on how the development will take place.

Plan implementation - implementation of the development plan such as

training.

The Governing body and members will be assessed against the following criteria:

- Understanding the vision of the school.
- Contribution to setting of the strategic direction of the school.
- A clear understanding of the strategic priorities of the school.
- Providing high levels of professional challenge to hold the school to account.
- Focus on raising standards and promoting the personal development and well-being of all learners.
- Effective engagement with parents, pupils and staff and are well informed about their views.
- Have a good understanding of the quality of provision within the school and how the schools performance compares locally and nationally.
- Fully and systematically involved in the evaluation process, keeping the work of the school under review and acting upon findings.
- Adopt a robust approach to self-review of the Governing body's performance.

Annually, the Chair of Governors and the Members of the trust will consider how the school can get the most out of individual governors.

During the pre-opening phase we will have a shadow governing body with a more limited membership. This body will contain a chair and two vice chairs and oversee the project steering committee for the pre-opening phase. There will be no other committees at this stage.

The shadow body will grow during the pre-opening phase. Once the school is open, early in the first term, we will appoint staff and parent governors to the board. At the latest, we will have a full governing body by Christmas 2014.

Committees

The Advance School Governance model will have four committees - resources, strategic personnel, curriculum and school improvement and children, families and community. This structure has been chosen in order to provide clear accountability for delivering our vision and values via our curriculum principles within our financial constraints.

The committees will each contain five members of the governing body. All members of the governing body will sit on at least one committee. Where a member of a committee wears more than one hat then an additional governor will be selected in order to bring the membership total to five. Membership of committees for non-assigned posts will be by a vote of the governing body. All committees will:

- Receive reports from the Principal or other members of staff about matters relating to any of the issues listed in their terms of reference,

e.g. premises report from the school business manager to the resources committee.

- Contribute to, monitor and evaluate relevant parts of the school self-evaluation, the school development plan and the policies allocated to them, reporting or making recommendations to the full governing body.
- Consider recommendations from relevant external reviews for example audit or Ofsted, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the full governing body.
- Take appropriate action on any other relevant matter referred by the governing body.
- Raise issues of concern with the full governing body.
- Produce a summary report of their meeting for the Board.

The Resources Committee

The resources committee will be made up of five members of the governing body including Chair or Vice Chair of governors, Finance Governor, Premises Governor, Principal and One other.

The committee will meet termly and in advance of the main governor body meetings, with additional meetings as necessary. The committee will oversee:

- The school finances ensuring that the school operates within all financial regulations, responding to any issues arising from the audit of the school's accounts and ensuring value for money.
- The maintenance and development of the school site and premises.

Policies that the committee will be responsible for include: data protection, health and safety, and the accessibility plan.

The Strategic Personnel Committee

The strategic personnel committee will be made up of five members of the governing body including Chair of Governors, HR Governor, Principal, Educational Leadership Governor and one other.

The committee will meet termly always in advance of the main governor body meetings, with additional meetings as necessary. The quality of personnel and supporting policies is recognised as so important to the school that it has been given a dedicated committee. The committee will:

- Oversee the adoption and implementation of staffing policies and procedures, ensuring that all principles of good and fair employment practice are adhered to, that staff and trade unions are consulted and legal requirements fulfilled.
- Ensure a review of the whole school pay policy and make appropriate recommendations to the governing body.
- Ensure an annual review of teachers' salaries.
- Ensure an annual review of support staff salaries.
- Recruitment of all members of the SLT.

- Consider the school Business Manager's performance and the annual review of salary.
- Consider the Principal's performance, ensure their welfare, and following appraisal the annual review of salary.

For this last point, the Principal will be excluded from the decision making to prevent a conflict of interest. The Principal's performance will be discussed by this committee every term with actions agreed for the following term. If the performance of the principal is inadequate then a process of support and development will initially be put in place in order to improve performance and the governing body informed. If the performance continues to be inadequate then the committee will raise it at the full governing body for a decision on whether to terminate the Principal in line with the school HR policies. A similar process applies to the School Business Manager.

The salary of the Principal and School Business Manager will be linked to their performance review.

Policies that the committee will be responsible for include performance management, teachers' pay, recruitment, staff discipline and allegations against staff.

Curriculum and School Improvement Committee

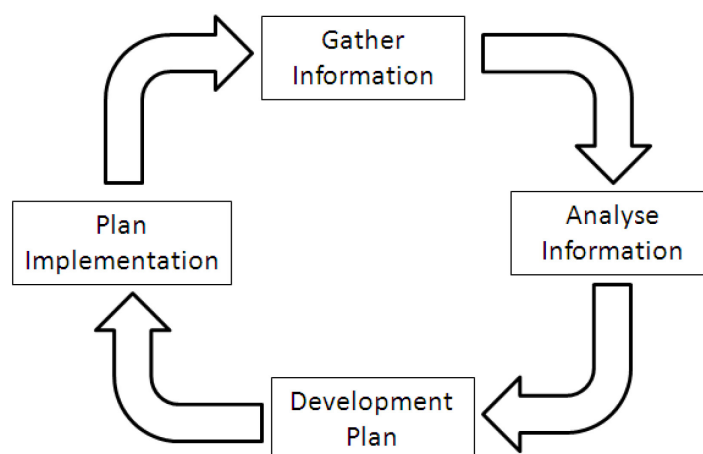
The Curriculum and School Improvement committee will be made up of five members of the governing body including Chair or Vice Chair of governors, Educational Leadership Governor, Staff Governor, Principal and one other.

The committee will meet termly, in advance of the main governor body meetings, with additional meetings as necessary. The committee will:

- Oversee pupil achievement, ensuring the school provides a high quality learning experience and delivers a broad and balanced curriculum in keeping with the school's aims, all pupil needs and legal requirements.
- Oversee the annual school evaluation and improvement cycle (see below).

Policies that the committee will be responsible for include: SEN, G&T and Curriculum. This committee will also be responsible for drafting a review of the school performance, drafting the school improvement plan, agreeing how the plan will be implemented and monitoring progress. This information will be summarised for the scrutiny of the full governing body.

Every year, the Governing body will undertake a school evaluation and improvement cycle. The aim of this cycle is to systematise school improvement leading to better outcomes. The cycle will involve four steps:



- 1 **Gather information** - this step will involve gathering data from key issues, KPIs, the SLT, governor observations, staff, parents, pupils, other stakeholders and a mock Ofsted to decide on the areas that the school needs to improve in. Every year, the school will pay for a mock Ofsted to be conducted in order to help inform the evaluation process and provide external scrutiny including a thorough range of lesson observations linked to pupil tracking in each class.
- 2 **Analyse information** - different sources of information are gathered together and agreement is reached on areas that need to be worked on.
- 3 **Development plan** - creation of the plan including the objective, plans for implementation, timescales, resources required, person responsible and other people involved, how it will be monitored and the success criteria.
- 4 **Plan Implementation** - the improvement plan is implemented. Progress against the plan will be regularly monitored by the curriculum and school improvement committee and reported to the full governors' board.

Children, Families and Community Committee

The committee will be made up of five members of the governing body including Chair or Vice Chair, Marketing Governor, Principal, Parent Governor and one other. The committee will meet termly, in advance of the main governor body meetings, with additional meetings as necessary. The committee will

- Oversee the school's pastoral care policies, including the extent to which pupils feel safe.
- Establish a policy on behaviour and associated policies e.g. anti-bullying, monitor their implementation and evaluate outcomes e.g. the impact on exclusions in the school.
- Monitor attendance and evaluate strategies designed to maximise it.
- Establish, monitor and evaluate child protection and safeguarding policies and procedures.

- Monitor and evaluate strategies to ensure that pupils are living the values.
- Monitor and evaluate the engagement of parents with the school, parental views and how these are taken into account and consider ways in which home-school links can be further developed, making appropriate recommendations.
- Monitor and evaluate the effectiveness of communications with parents including statutory requirements such as the complaints procedure and home-school agreement.
- Monitor community links and community use of the school, and evaluate the school's contribution to promoting community cohesion
- Monitor the range of the extended school offer and evaluate its impact.

Policies that the committee will be responsible for include: Pastoral care policy, anti-bullying policy, admissions, complaints, FOI procedures, school prospectus.

The Board of Governors will also create ad hoc committees as necessary in order to handle specific activities.

The Role of the Principal and the Governing Body

The Principal will be responsible for:

- Implementing the Advance education strategic framework within the school via internal organisation, management and control including vision and curriculum.
- Contributing to development of The Advance education strategic framework.
- Implementing policies agreed by the governing body.

The Principal will report into the strategic personnel committee on a termly basis. Regular meetings will be held with the Chair and deputy Chairs of Governors, as required.

Role of Chair of the Board of Governors

As well as chairing the board of governors, the chair has the following responsibilities:

- Attendance of the relevant committees.
- Succession planning for their role.
- Development of the Board of Governors.
- Regular meetings with the Principal.

The Chair will report to the Board of Governors on these responsibilities at each board of governors meeting.

The Team Behind Advance

There are seven people involved in The Advance School:



In addition, we have identified the following roles and expertise to be added to the Governing body:

Role	Rationale
Legal	Provide expertise on seeking legal advice to the Governing body so that the school is properly legally protected.
Procurement	Provide expertise on the best procurement procedures in order to reduce costs and obtain the best suppliers.
HR	Provide expertise on HR policies and processes in order to have the best possible methods for recruiting, retaining and developing our staff.

We will seek to recruit (see section below) these Governors early in the pre-opening phase so that they can contribute their expertise to the process.

Expertise Required

In order to identify the expertise required during the pre-opening phase, we have split the phase into a series of workstreams and identified the skills and experience required:

Work Streams	Category	Key Experience
Educational Plan	Education	Education Leadership, Teaching
Governance	Education	Governing
ICT	Education	Educational ICT procurement.
School Start-up	Education	Starting up a school.
HR (including policy development and procurement)	Education	School HR development and procurement.
Finance	Finance	School Finance.
Premises	Other	Contractor Management, school internal design.
Marketing	Other	Marketing
Project Management	Other	Project management.
Recruitment including Principal, staff and Governors.	Other	Recruitment of senior school staff.
Procurement (including facilities management, catering, stationary)	Other	Procurement processes.
Legal (Procurement and Advice review).	Other	Legal procurement and assessment.
Operations development	Other	Operations design.

Educational Expertise

The Advance school team has three members with educational expertise: [REDACTED], [REDACTED] and [REDACTED]. Their experience is detailed above. In order to deliver the educational workstreams will require time skills and experience to implement:

- An educational plan for a new school. This workstream will be a major piece of work and take in the region of 6 months. The Advance team contains the skills and experience to do this but not the capacity. Additionally, more experience would be desirable. Therefore, we will recruit additional expertise to lead and support on this workstream (see below).
- Effective governance arrangements. This workstream will be several weeks work. [REDACTED]. However, more experience would be desirable. Therefore, we will recruit some additional expertise (see below).
- ICT for a new school. This will be several months work. The Advance team lacks the capability and capacity for this workstream. Therefore, we will recruit some additional expertise (see below).
- School Start-up. This requires a couple of hours of week of consultancy. The Advance team has the skills and experience to do this and the capacity. However, additional experience would be ideal. Therefore, we will recruit some additional expertise (see below).
- HR policies and procurement. This requires a few hours every week during most of the pre-opening phase. The Advance team has the skills and experience to do this but not the capacity. Therefore, we will need to recruit some additional expertise (see below).

In order to support these workstreams and provide sufficient capacity and capability at the beginning of the pre-opening phase, we will need to recruit two roles: Principal Designate and an Educational Consultancy.

Principal Designate (PD) - The PD will provide input on all education areas and will lead the development of the educational plan. It is very unlikely that we will recruit a PD with experience of setting up a new school and therefore, they will be supported by other expertise. The PD will have a voice in most workstreams during the setup of the school but will often not be the lead person. The recruitment of a Principal Designate is described below.

Educational Consultancy (EC) - The EC will be a firm or a number of firms that will provide required expertise to carry out various elements of the school pre-opening phase such as ICT consultancy. We will select provider(s) based on their ability to deliver in the relevant work streams, their experience in starting a new school, their fit with the core team, an alignment with our core values and affordability.

The resources on each Educational workstream are described below:

Workstreams	Lead Person	Other People Involved
Educational Plan	PD	EC, [REDACTED], [REDACTED]
Governance	[REDACTED]	EC
ICT	EC	PD
School Start-up	[REDACTED]	EC
HR (including policy development and procurement)	EC	PD, [REDACTED]

Once the school is up and running, we have identified a number of areas of educational expertise that we will require beyond the educational expertise of the Principal, Deputy Head and teaching staff:

- I. Educational Leadership development governor – [REDACTED].
- II. Ensuring high standards governor - this role ensures that our school is delivering the extremely high standards that we expect. [REDACTED].
- III. Principal Mentor - we will recruit a Principal who is new to the role. Therefore, we will recruit a mentor to provide them with support as they grow into their role in the first few years.

Finance Expertise

The Advance team has one person with professional financial expertise – [REDACTED] (see above) and several others with controlling the finances of organisations. However, we lack experience of running finances in schools. In order to deliver the educational workstreams will require time skills and experience to implement:

- I. Developing financial management and budget practices within a school environment. This will require several weeks of work. [REDACTED] to support this workstream but it needs to be led by someone with experience of financial management in schools. Therefore, the Educational Consultancy will lead this part of the work. The Principal Designate will also be involved so that the processes can be operated after pre-opening.
- II. Procurement of accountant and auditor. This will be a few weeks of work. [REDACTED] but ideally it will be led by someone who has done the procurement for schools. Therefore, the Educational Consultancy will lead this part of the work.
- III. Financial allocation and control of the Pre-opening budget. Once the budget is allocated, this role will take a few hours per week. [REDACTED].

Once the school is up and running, we have identified the need for expertise on:

- I. Day to day financial management - This will sit with the School Business Manager.
- II. Strategic overview of financial management - [REDACTED].
- III. School Accountant and Auditor – an external organisation will be recruited during the pre-opening phase.

Other Expertise

In order to deliver the other workstreams will require time skills and experience to implement:

- **The premises workstream.** This will be a major workstream and will require many hours of work most weeks during the pre-opening phase. [REDACTED] will be assisted by the Educational Consultancy who will

provide that experience. [REDACTED] whilst the Principal Designate will also be involved to ensure that the plans fit in with the implementation of the educational plan.

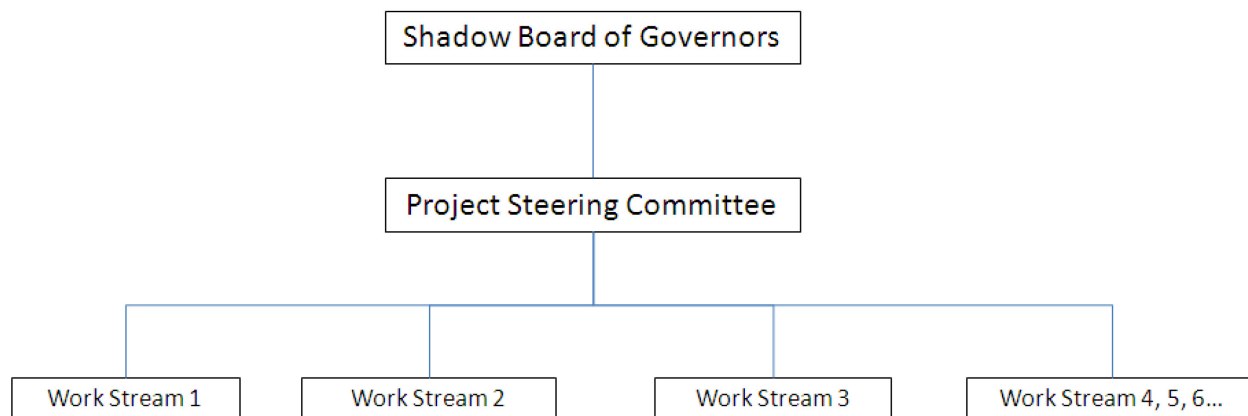
- **The Marketing workstream.** This is an extremely important workstream as it will ensure that there is a high demand for a place in our school. It will require a few hours of work every week spread over the entire pre-opening phase. [REDACTED]. With [REDACTED].
- **The Project Management workstream.** This will manage the whole delivery of the school on time, on budget and with the appropriate level of quality. Therefore, it requires expertise on project management and on setting up of a new school. The lead position will take several days a week. The Advance team does not have the capacity to support this workstream. Therefore this workstream will be run by the Educational Consultancy. [REDACTED].
- **The Recruitment workstream.** This workstream will recruit the most senior roles to the school and will take up many hours throughout the pre-opening phase. [REDACTED].
- **The Procurement Workstream.** There are a large number of services to procure and so this workstream will take up several hours per week during the entire pre-opening phase. The Advance team have the skills and experience to undertake procurement. However, there is not the capacity. Therefore, this workstream will be led by the Educational Consultancy who should have experience in this area and will aim to procure the best services at the most competitive price possible.
- **The Legal Workstream.** This will access legal advice for the school. This workstream will be a few days' work early on during the pre-opening phase. It will begin by procuring a legal firm. [REDACTED]. She will be assisted by the Educational Consultancy in order to provide experience based on the opening of other schools.
- **The Operations development workstream.** This requires expertise on designing back office operations for a school. This will be a significant amount of work requiring at least a day a week during most of the pre-opening phase. This requires expertise in operations ideally in a school environment. Therefore, this will be led by the Educational Consultancy.

The resources on each of these workstreams are described below.

Work Streams	Lead Person	Other People Involved
Premises	[REDACTED]	[REDACTED], EC, PD
Marketing	[REDACTED]	[REDACTED]
Project Management	EC	[REDACTED]
Recruitment including Principal, staff and Governors.	[REDACTED]	[REDACTED], [REDACTED], EC, PD.
Procurement (including facilities management, catering, stationary)	EC	[REDACTED]
Legal (Procurement and Advice review).	[REDACTED]	EC
Operations development	EC	[REDACTED]

Pre-Opening Phase Governance

All members of the group including the PD and EC will sit on a steering group whose purpose is to oversee the project and respond to any challenges. The steering group will report to the shadow governing board on the progress of the project. The project structure will look like this:



The Principal Designate and Educational Consultancy will be held to account by the shadow Board of Governors.

The main costs of the pre-opening phase will be the funding of the PD and EC roles.

The PD role will require full time funding from April 2014 to September 2014. This will cost approximately [REDACTED].

The EC role provides the lead on a several streams with a lot of involvement being a consultative role to provide experience and guidance. With significant contingency we expect this to cost in the region of [REDACTED].

We will also look to pay the Head of Phase role and other teaching staff before opening in recognition of their need to undertake substantial training and preparation during the summer holiday period. This will cost in the region of [REDACTED].

If we have a budget in the region of [REDACTED] this should leave us with plenty of funds ([REDACTED]) for additional costs such as marketing, legal advice and recruitment costs.

The control of the finances will be ultimately be controlled by the steering committee. [REDACTED] will act as the financial controller and will be authorised to make payments without agreement of the steering committee for limited sums.

Recruitment

We consider the quality of the people that we recruit to be key to the success of the trust. Therefore, we will put in the appropriate time and resources in order to recruit the best people possible.

We will be based in an Outer London Borough but within a stone's throw from two Inner London Boroughs. Therefore, our school is likely to have the characteristics of an Inner London school. We will be competing with schools across London for staff and outstanding staff in particular will be in short supply. Therefore we will need to have an outstanding staff offering and that we sell the school effectively. Key features will include:

- Inner London salaries.
- Outstanding personal development opportunities.
- Our unique ethos and vision.
- Passion for developing children with a wide range of needs and backgrounds.
- Using the best teaching practices globally.

We have a number of key roles to fill within our school the most important of which is the Principal.

Principal

We believe that it is important to have a Principal Designate on board as soon as possible in order to start integrating them into the pre-opening phase and for marketing purposes during the fourth quarter of 2013 when parents are picking schools for their children. However, it is likely that the PD will have to serve out a notice period and so we have planned for them to be full time from April 2014. However, we would like them to start as soon as possible following appointment. Therefore, the recruitment timetable will be as follows:

Date	Activity
April 2013	Approve Job description
June 2013	Advertise in TES
July 2013	First interviews
September 2013	Assessment Centre and Appointment
April 2014	Latest date that Principal Designate becomes full time.

For our Principal we are looking for someone who has at least a couple of years' experience as a Deputy Head in an inner city primary school with high levels of FSM and EAL working with the challenges this brings including working with a range of external stakeholders, behaviour management and parental engagement. They will have an excellent academic record and demonstrate the following personal characteristics:

Attributes that align with the core values of our school:

- Co-operation - is able to work with others as part of a team.
- Perseverance and Resilience - is able to deal with setbacks and still go on to achieve.
- High expectations of achievement - is able to set a high standard and hold people to account.
- Expresses themselves in an inspiring way - is able to motivate staff and pupils.

- Respects other people - is able to develop respectful relationships with all stakeholders.
- Active member of society - is able to demonstrate a commitment to society.
- Takes responsibility - is able to accept their own mistakes and learn from them.

In addition, we would look for the following attributes:

- Analytical thinking - is able to handle data.
- Conceptual thinking - is able to grasp concepts and apply them broadly.
- Intellectually curious - is open to new ideas and approaches.
- Self-awareness - understands own strengths and weaknesses.
- Integrity - demonstrates honesty.
- Personal drive - wants to achieve personally and help others to achieve.
- Develops themselves and others - understands the importance of CPD.
- Influential and persuasive - is able to convince and take people with them.

We will assess these attributes through a competency based interview process seeking examples of where candidates have demonstrated them and an assessment centre with other candidates containing a number of exercises such as a team exercise (collaboration, influence), data analysis and various case study scenarios for discussion.

We want a Principal to focus their time and energy where their strengths lie, i.e. delivering outstanding education. Therefore, we have separated out the back office responsibilities from the standard Principal role and given this to the Business Manager (see below). The Principal will work closely with the Business Manager to make sure that the back office functions support the school as best as possible.

The process for recruitment will be led by [REDACTED] and the selection panel will be made up of [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. This group has experience in recruiting half a dozen Principals and other senior management positions.

Educational Consultancy

A second key role during the pre-opening phase is that of the Educational Consultancy. This role will involve leading on some work streams such as ICT procurement and HR policy development as well as contributing to the development of other work streams.

The role will be filled by an organisation(s) that has access to a range of experts to cover the wide range of different work streams where their input is required.

As a key role, the recruitment process for the Educational Consultancy will

begin before the school is approved with an agreed tender description. An invitation to tender will be sent to identified organisations in June 2013 with a cut-off date of a month. Potential firms will be able to access an area of our website with additional information including our submission to the DfE.

A shortlist will be interviewed and an appointment made in July 2013. For this role we are looking for previous experience in setting up a school, preferably a free school and highly skilled individuals in the required areas of expertise. They will demonstrate the following personal characteristics:

Attributes that align with the core values of our school:

- Collaboration - are able to work with others as part of a team.
- Perseverance and Resilience - are able to deal with setbacks and still deliver.
- High expectations of achievement - deliver to a high standard.
- Communicate effectively - are able to be understood and get their point of view across.
- Respect other people - are able to develop respectful relationships with all stakeholders.
- Active member of society - is able to demonstrate a commitment to society.
- Takes responsibility - are able to own up to mistakes and correct them.

We are looking for an organisation(s) that has the ability to contribute to work streams on Educational plan, Governance, Premises, Finance, School start-up, Project management, Recruitment, Procurement, Legal, ICT, HR and Operations.

We will assess these attributes through the tender submission and an interview process. Successful organisations will be able to provide what we are looking for at the lowest price and within budget. It is possible that no one organisation will be able to meet our requirements for all workstreams. Therefore, we will build into the tender process the ability for organisations to tender for one or more of the workstreams so that we have the flexibility to select more than one organisation, if required.

The process for selection will be led by [REDACTED] and the selection panel will be made up of [REDACTED], [REDACTED] and [REDACTED].

Phase Leader

Another key role prior to opening is the recruitment of the phase leader. This person will lead the Reception year group, be a member of the SLT and will lead the school when the Principal is not around during the first few years of the school. We will aim to have this member of staff starting full time in June 2014 in order for them to play a significant role in implementing the education plan.

Therefore, the recruitment process will begin as soon as the Principal Designate is appointed so that they can play a role in the recruitment process.

An advert will be placed in the TES in October 2013 with a cut-off date of a month. Potential candidates will be able to access an area of our website with additional information including our submission to the DfE.

A first shortlist will be interviewed in November 2013 with an assessment centre and appointment in December 2013. Although the Phase Leader will be appointed, we will not expect them to start full time until June 2014. However, we expect them to begin working on the school in evenings, weekends and holidays as soon as they are appointed. Again, this early timetable will allow us to go through a second round of recruitment if the first is unsuccessful.

We will look for someone with experience of leading a Reception year group in an inner city primary school with high levels of FSM and EAL. A successful candidate will be aligned with our core values and be an outstanding teacher. They will demonstrate the following personal characteristics:

Attributes that align with the core values of our school:

- Collaboration - is able to work with others as part of a team.
- Perseverance and Resilience - is able to deal with setbacks and still go on to achieve.
- High expectations of achievement - is able to set a high standard and hold people to account.
- Expresses themselves in an inspiring way - is able to motivate staff and pupils.
- Respects other people - is able to develop respectful relationships with all stakeholders.
- Active member of society - is able to demonstrate a commitment to society.
- Takes responsibility - is able to accept their own mistakes and learn from them.

These are the same as the Principal. However, we would not expect them to be as highly developed in the Phase Leader.

In addition, we would look for the following attributes:

- Subject knowledge - has an excellent understanding of the whole curriculum.
- Children's Well-being - is able to get the best out of all children.
- Classroom management - is able to manage behaviour extremely effectively.
- Teaching strategies - is able to effectively use our approach to classroom pedagogy.
- Assessment - Is able to use a range of techniques to effectively assess children.
- Planning - Ability to create outstanding lessons with an integrated creative arts elements and appropriate differentiation.
- Technology - Is able to use technology to effectively support learning.

- Develops themselves and others - understands the importance of CPD.
- Personal drive - goes the extra mile to achieve for themselves and others.
- Analytical thinking - is able to use data to gather information and make decisions.
- Integrity - demonstrates honesty.
- Influential and persuasive - is able to convince and take people with them.

In order to assess the various skills we will use an assessment centre with a range of activities focusing on key skills including team working and case studies, we will observe the candidate teaching and a competency based interview.

The process for recruitment will be led by the same selection panel as the Principal selection but with the Principal added to the panel.

Business Manager

The role of Business Manager will play a central role in both providing back office functions to the school and within the Trust where they will be responsible for leading on the growth of the Trust including the setting up of new schools. Additionally, the role has an important role in the last couple of months of the pre-opening phase of the school in order to ensure a smooth transition of the operations. Therefore, the Business Manager will start in July 2014. An advert will be placed in the TES in February 2014 with a cut-off date of a month. Potential candidates will be able to access an area of our website with additional information including our submission to the DfE. Interviews and an appointment will be made in March 2014.

For the BM role, we are looking someone who can run the back office functions of the school and who will be able to lead on the creation of applications for additional free schools under the trust. Given, the dual nature of this role and our desire for the Principal to focus on the educational elements of the school rather than the back office functions, our BM will report into the Chair of Governors.

A successful candidate will be aligned with our core values and demonstrate the following personal characteristics:

Attributes that align with the core values of our school:

- Collaboration - is able to work with others as part of a team.
- Perseverance and Resilience - is able to deal with setbacks and still go on to achieve.
- High expectations - is able to set a high standard and hold people to account.
- Expresses themselves in an inspiring way - is able to motivate their staff.
- Respects other people - is able to develop respectful relationships with all stakeholders.

- Active member of society - is able to demonstrate a commitment to society.
- Takes responsibility - is able to accept their own mistakes and learn from them.

In addition, we would look for the following attributes:

- Time management - handles their workload appropriately.
- Develops themselves and others - understands the importance of CPD.
- Integrity - demonstrates honesty.
- Influential and persuasive - is able to convince and take people with them.
- Project Management - is able to manage projects effectively including pre-opening phase and on-going school improvement.
- Trust development - is able to significantly contribute to the growth of the trust.
- Intellectually curious - is open to new ideas and approaches.
- Procurement - manage suppliers in finance, technology, health and safety and premises, etc.
- School Processes - manage and develop school processes including financial management.
- Analytical thinking - is able to use data to gather information and make appropriate decisions.
- Conceptual thinking - is able to grasp concepts and apply them broadly.
- Self-awareness - understands own strengths and weaknesses.
- Personal drive - wants to achieve personally and help others to achieve.

The process for recruitment will be led by [REDACTED] and the selection panel will be made up of [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

Principal Mentor

The Principal Mentor (PM) is a part time consultant role supporting the new Principal as they develop within their new role. The PM will begin when the Principal becomes full time.

For the PM role, we are looking for someone with experience in mentoring new Principals who will probably have been a Principal themselves and is aligned with our core values.

A job advert will be placed in the TES and the process for recruitment will be led by [REDACTED] and the selection panel will be made up of [REDACTED], [REDACTED], [REDACTED] and the Principal Designate.

Teaching Staff

The five teachers and two teaching assistants will be recruited by the Principal Designate and Phase Leader with support from the Lead Consultant. So that the school is able to recruit the best and undertake a second round of recruitment if required, the process will begin in January 2014 with an advert

placed in the TES.

We will be looking for teachers who will either be or on the way to becoming outstanding teachers. Amongst the cohort, we will be looking for one specialist in each of literacy and maths. A key consideration will be how the teachers will work as a team. All the staff will be aligned with our core values and demonstrate the following personal characteristics:

Attributes that align with the core values of our school:

- Collaboration - is able to work with others as part of a team.
- Perseverance and Resilience - is able to deal with setbacks and still go on to achieve.
- High expectations of achievement - is able to set a high standard and hold people to account.
- Expresses themselves in an inspiring way - is able to motivate pupils.
- Respects other people - is able to develop respectful relationships with all stakeholders.
- Active member of society - is able to demonstrate a commitment to society.
- Takes responsibility - is able to accept their own mistakes and learn from them.

These are the same as the Principal and Phase Leader. However, we would not expect them to be as highly developed in the teachers.

In addition, we would look for the following attributes:

- Subject knowledge - has an excellent understanding of the curriculum.
- Children's Well-being - is able to get the best out of all children.
- Classroom management - is able to manage behaviour extremely effectively.
- Teaching strategies - is able to effectively use our approach to classroom pedagogy.
- Assessment - Is able to use a range of techniques to effectively assess children.
- Planning - Ability to create outstanding lessons with an integrated creative arts elements and appropriate differentiation.
- Technology - Is able to use technology to effectively support learning.
- Develops themselves and others - understands the importance of CPD.
- Personal drive - goes the extra mile to achieve for themselves and others.
- Analytical thinking - is able to use data to gather information and make decisions.
- Integrity - demonstrates honesty.

In order to assess the various skills we will use an assessment centre with a range of activities focusing on key skills including team working, case studies an interview and an observation of them teaching. No more than one of the five will be an NQT.

The two teaching assistants will be recruited from the local community by the Principal Designate and the Phase Leader. They will have strong literacy and numeracy skills and will demonstrate our core values. Job adverts will be placed in the local press.

Administrator

The administrator will be recruited by the Principal Designate and the Business Manager. The administrator will have the interpersonal skills to manage the reception of the school as well as the organisational and technical skills to carry out back office administration. This member of staff will also demonstrate our core values.

Governors

There are three 'professional' governor roles that we will need to fill: Legal, Procurement and HR. Once the school has been approved, we will begin the recruitment process for these roles with the aim of filling them by the end of 2013 so that they are able to play a meaningful role in the setup of the school.

As well as the relevant expertise and experience of the Governors, we will be looking for a number of qualities including:

Understanding and buy-in of our values and the educational vision including:

- Collaboration - is able to work with others as part of a team.
- Perseverance and Resilience - follows through on issues.
- High expectations of achievement - is able to set a high standard and hold people to account.
- Expresses themselves clearly - is able to get their point across.
- Respects other people - is able to develop respectful relationships with all stakeholders.
- Active member of society - is able to demonstrate a commitment to society.
- Takes responsibility - is able to accept their own mistakes and learn from them.

In addition, we would look for the following attributes:

- Vision - Is able to see the bigger picture and use it to plan future development.
- Continuous improvement - Will help to maintain the drive for school improvement.
- Challenge - Able to support and challenge the school constructively.
- Accountability - Ensures that the school is held accountable.
- Integrity - Demonstrates honesty.

In order to get the best possible governors, we will run a professional selection process involving getting as many people to apply as possible, sifting CVs and interviews. The process will be run by the same selection panel as used for the Principal Designate.

We will look to recruit the Legal Governor by approaching the School Governors One Stop Shop, local law firms and the law society and advertising in legal publications.

We will look to recruit the Procurement Governor by approaching the School Governors One Stop Shop, appropriate groups such as the Society Of Procurement Officers and procurement magazines.

We will look to recruit the HR Governor by approaching the School Governors One Stop Shop and appropriate groups such as the Chartered Institute of Professional Development and publications such as HR magazine.

On-going recruitment

Once the school is opened, with the exception of posts for the SLT, decisions on recruitment will be delegated to the Principal.

Recruitment policies will be written during the pre-opening phase and will contain details of the use of interviews, classroom teaching assessments and assessment centres based on the processes used during the pre-opening phase and described above and reviewed based on their success.

Key information and indicators on staffing and recruitment will be regularly reported to the Strategic Personnel Committee. This will include information such as turnover, information from exit interviews, staff profile information such as age, sex, race and updates on recruitment of staff, capabilities and weaknesses.

Section G: Initial costs and financial viability



Section H: Premises

We have identified a potential premises for our school:

Information	Premises
Address and Post Code	██████████, ██████████, ██████████ SW16
Current Use	Disused Office Accommodation
Freeholder	██████████
Size and description	2430m ² over 6 floors. Note: Standard schedule of accommodation is 3224m ² for 21 class school.
Availability	Freehold or leasehold available.
Outdoor space	Limited playground space but playing field available to rent behind site.
Parking facilities	Very limited pick-up and drop-off facilities.
Current State of Repair	In reasonable condition.
Natural light, ventilation and air quality.	Good light and ventilation. Air quality not good, next to main road.
Surrounding Environment	Next to main road. However, noise was not an issue within the building.
Planning Permission	Change of use required.
Cost	Should provide good value for money.

We believe that this site would be suitable for our school because:

- It is ideally located in the centre of three heavily deprived areas meeting our vision of being a school with high levels of FSM.
- The ██████████ has a premises at the rear of the building that could potentially be used to provide extra space.
- There is a playing field at the rear of the site that potentially would be available during the day. This would be ideal for our PE and Games curriculum.
- The building is open plan. Therefore, the internal space can be fairly easily reconfigured into classrooms and other school rooms.
- Norbury Library is situated opposite the site.
- There is a park to the rear of the site that could be used for parts of the curriculum such as science.
- The site has been vacant for a couple of years. There is little demand for the site and so a cost effective solution may be able to be negotiated.

However, there are a number of limitations of the site:

- Lack of outdoor space. We may be able to work with the ██████████ to use their outdoor space during the day. We will need to timetable different Years at different times to make the space work.
- The parking, drop off and pickup facilities are limited. This will need to be covered in the travel plan with parents encouraged not to drive.

We have also identified a second potential site. However, we do not know much about it. The address is [REDACTED], [REDACTED] SW16 [REDACTED]. It is the site of the former [REDACTED] and is boarded up.