



Department  
for Education

# Free school application form 2013

**Mainstream and 16 to 19** (updated November  
2013)

**CHILTON COURTSTAIRS FREE SCHOOL (06609)**

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## Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

<b>Section A:</b>	Applicant details and declaration
<b>Section B:</b>	Outline of the school
<b>Section C:</b>	Education vision
<b>Section D:</b>	Education plan
<b>Section E:</b>	Evidence of need
<b>Section F:</b>	Capacity and capability
<b>Section G:</b>	Budget planning and affordability
<b>Section H:</b>	Premises
<b>Section I:</b>	Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

**Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [mainstream.fsapplications@education.gsi.gov.uk](mailto:mainstream.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> 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**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

#### **Data Protection**

Personal data is collected on the Word and Excel templates 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

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 22 November ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p><b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within one of the windows below?</p> <p>9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</p> <p>9am on 5 May 2014 and 12 noon on 9 May 2014.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

<b>Section I of your application</b>		
<p><b>11.</b> Have you sent:</p> <p>a copy of Section A (tab 1 of the Excel template); and</p> <p>copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</p> <p>a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</p> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

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

the requirements outlined in the 'How to Apply' guidance;

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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

**Signed:**

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

**Print name:**

**Date:**

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

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





## **Section A: Applicant details**

Please complete the Excel application form.

## **Section B: Outline of the school**

Please complete the Excel application form.



**SECTION A: APPLICANT DETAILS**

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)  
[Jump to further details about the group](#)  
[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	Reg number - 06609
Name of proposed school:	CHILTON - COURTSTAIRS PRIMARY FREE SCHOOL
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	CHILTON PRIMARY SCHOOL, CHILTON LANE, RAMSGATE KENT CT11 0LQ
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	A Local Authority School application led by a Headteacher, Governors and Community members
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	CHILTON COURTSTAIRS FREE SCHOOL
Company address:	17 JOHN NEWWINGTON CLOSE, KENNINGTON, ASHFORD, KENT TN24 9SG
Company registration number:	8834748
Date when company was incorporated:	07/01/2014
Please confirm the total number of company members (must be a minimum of 3):	5
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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**Further details about the group**

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.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	N/A
--	-----

If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	118530
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Good
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	<a href="http://www.chiltonprimaryschool.co.uk/ofsted-inspection-2013.pdf">http://www.chiltonprimaryschool.co.uk/ofsted-inspection-2013.pdf</a>
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	For link to performance data - please click on the following link: <a href="http://www.chiltonprimaryschool.co.uk/pdfs/sats-results.pdf">http://www.chiltonprimaryschool.co.uk/pdfs/sats-results.pdf</a> Alternatively follow the DfE performance tables link: <a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=118530">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=118530</a>
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>Chilton Primary School, Chilton Lane, Ramsgate Kent CT11 0LQ.  The above named school, which we will have direct links with, is not registered at Companies House or with the Charities Commission.  There will be a formal link with a Local Authority maintained primary school, who will provide strategic direction via the schools Governors and current Headteacher, who will be appointed as Executive Headteacher if this proposal is successful.</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. 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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>N/A</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>N/A</p>



1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. 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. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Kent
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Proposed opening year:	2015
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Age Range:	4-11
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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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:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	210
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Please say which year groups the school will have in first year and the PAN for each	Year groups to open in the first year are Year 'R' and Year '3'. PAN for each group will be 30	The
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Date proposed school will reach expected capacity in all year groups:	2018
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	Yes
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If yes please say when you propose the principal would start:	At the Pre-opening stage
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Please say how many people will sit on your governing body:	11-15
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**Use of freedoms**

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
--	----

Please list any other freedoms you intend to use	
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## Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section C1

Ramsgate town and district needs a new single form entry primary school in 2015 because there are not enough places in other local schools to meet future demands. (See **Table 1** - Primary Forecast charts for Ramsgate, Section C, page 14)

Many children living in the Ramsgate locality currently have to travel unacceptable distances for their primary education and an additional one form entry school in Ramsgate would help to break this trend. Broadstairs, as well as serving its local area, also takes many children from Ramsgate and Margate. The impact of this is that as more families are moving into Broadstairs, they are unable to get a place at a local school. A new housing development has already begun in Broadstairs and school places will have to be provided for children moving into this housing. A new school will be provided at Westwood Cross in Broadstairs, but not before 2017/2018, placing even greater pressure on schools in Ramsgate and the surrounding Thanet district. (Kent Education Commissioning Plan 2013 – 2018)

Chilton Primary School, an existing school, with a strong track record of improvement, leadership and being judged 'Good' in all areas by OFSTED (2013) is proposing the establishment of a brand new school. This offers a great opportunity to develop a free school with the community, for the community - a place that they call their own. A free school will also increase the diversity in the local family of Primary, Infant and Junior schools and church schools that exist across Ramsgate and extend for parents the choice of education available.

The educational achievement of children in Ramsgate has traditionally been below the Kent average and has not always compared favourably to national figures (see **Table 2** – Educational achievement of children in Ramsgate, Section C, page 15). It is an area where many have low expectations of educational success and working in partnership with our proposer school – Chilton Primary School, we want to change that. We will create a new school in partnership with the local community where every family believes their child will achieve academic and social success and every child knows that they are on the way to a successful future working towards Further or Higher Education.

We are modelling our Free School on the same ethos as our proposer school - Chilton Primary School. We are committed to promoting real social mobility and we will share the strap line with our proposer school '*Together we make a difference*'. The values of our proposer school (Aspiration, Challenge, Collaboration, Diversity, Engagement, Enquiry and Autonomy) were drawn up with all stakeholders working together to create a shared identity through a common set of values. We will look to do the same in our Free School working with the community and stakeholders, using our curriculum, The International Primary Curriculum (IPC), to mould the values we wish to create. The values will focus on academic, personal and international learning. We want our

children to enjoy their learning; develop enquiring minds, develop the personal qualities they need to be good citizens of the world and develop a sense of their own nationality and culture while at the same time developing a respect for the nationalities and cultures of others. Most of all, we want our children to develop the skills they will need in order to confidently face the world of tomorrow.

From the moment that you walk into the school we want people to identify that it is a community where adults care about the children, where children love to be in school and where everyone is focused on achieving a set of common goals of 'being the best that they can be'. The school environment will be clean and attractive with a constantly changing exhibition of children's work which celebrates the children's success and demonstrates their progress and achievement.

The overall aim of our free school is to improve the current and future lives of local children and families and to rank amongst the highest performing primary schools both in Kent and Nationally. Our school will not follow a particular philosophy (such as Steiner or Montessori) but there will be a distinctive ethos and a distinctive uniform. We will strive to become a teaching school, to achieve the International School Award and be a Rights Respecting School that not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils. Our Free School will be an inclusive school that welcomes all children and families from the local community including those with special needs.

A significant proportion of children in Ramsgate enter school lacking many of the social and language skills already acquired by others of their age. (See Table LA Summary scores – page 24) They often have limited vocabularies and poor listening skills. There are also an increasing number of children with English as a second language. To build children's repertoire of spoken and written language so that they become confident and effective communicators we will provide a curriculum with a strong focus on speaking and listening, based around language and reading which seeks to underpin a development in writing. This will be achieved by the school using 'The Power of Reading' - a whole school development project which engages teachers and children in the literacy curriculum with high quality books and creative teaching approaches (Section D page 27).

We will also use some of the freedoms available to us as a Free School, operating a non standard school day by starting much earlier than the local family of schools and introduce a 'Co-curriculum' for all Key Stage 2 pupils (Section D page 31-32), which will extend the school day and provide more time within the curriculum for the development of those valuable and hard to measure personal qualities within our pupils such as teamwork, perseverance, self-discipline, empathy and leadership.

Mindful of the needs of working parents and those wishing to get back into employment we will run an extended day which will include activities before and after school that support and extend our curriculum. Our year will also be extended with opportunities for children and families to participate in a range of activities. In addition children will have the opportunity to work as volunteers on improvement projects in school and in the wider community helping build their sense of community and citizenship.



Parents will be clear that we place their children's achievement at the top of the list. We want them to do the same and will ask that both they and their children sign 'The Partnership Contract' which commits the child to behaving well, treating everyone with respect and coming to school every day, on time, in uniform and ready to learn.

Like our proposer school, we will be strict about attendance because every minute of learning counts, a comparison of other Ramsgate schools via the DfE Schools Performance Tables (Dec 2013) shows the proposer school does well in this area compared to others. (See **Table 3** – Ramsgate School's attendance rates, Section C, page 16)

We will also be exacting about uniform because we want our children to take a pride in their appearance and their school and to focus on their performance rather than the latest designer clothes, building on our expectation will be the motto 'Look Smart, Feel Proud'. We will also have in our school on-site access to a Family Liaison Officer (FLO) and Learning Behaviour Mentor (LBM) offering one-to-one counselling and group sessions for children and families where required.

The school and its community will have strong partnerships with Canterbury Christ Church University, The West Ramsgate Achievement Partnership (WRAP) and local secondary schools. This will support our aim to become a teaching school. There will be other benefits for children and their families through the use of facilities and programmes such as mentoring. We will also maintain a positive partnership with the Local Authority and will form part of the local family of schools, through our connections and the collaboration that will be set up with our proposer school.

Research by the KCC Childcare Sufficiency Assessment team (CSA), carried out in April 2012, has shown that there is a need for additional child care places in the Cliffsend and Pegwell Wards of Ramsgate, currently needed are:

- 29 Full Day Care places
- 34 After School Club places
- 2 Breakfast Club places
- 15 Sessional places
- 2 Holiday Play Scheme places &
- 7 Child Minder places

As a result of this information we intend to forge a partnership with a local child care and early years' provider in the private, voluntary or independent (PVI) sector so that children are ready to learn when they come to our school. This provision will be based on site and we will ensure that it is of high quality with externally accredited standards, a broad curriculum and secure safeguarding procedures. If there is no suitable local provision we will go to the market to commission a new provider. It will also be through partnerships in the PVI sector that we will provide some of our extended year and 'co-curriculum' activities.

This will be a school where: there is a culture of understanding and respect for local people, local culture and local values; every adult is dedicated to serving the needs of

its community; where families are true partners in their children's education; where staff are selected not only because they are outstanding professionals but also because they believe they have a responsibility to reach every child; where children expect (and are expected) to reach high academic standards, make positive personal growth, behave with respect and dignity and develop the emotional resilience to succeed, even in the face of adversity.

**Table 1 - Primary Forecasts charts for Ramsgate** - Kent County Council produces a regular forecast of the requirement for reception numbers. The forecast below reflects the demographic situation across Ramsgate. It is possible to see that more reception places will be required in the town of Ramsgate, with an upward trend that is set to continue, given the inward migration. Chilton – Courtstairs Free School would help meet the rising demand for primary school places in the area.

School	PAN (2013)	PAN Capacity	Year R Admission Number	Year R					Total Roll				
				2013/14 (F)	2014/15	2015/16	2016/17	2017/18	2013/14 (F)	2014/15	2015/16	2016/17	2017/18
<b>Ramsgate Planning Area</b>													
Chilton Primary School	60	420	60										
Christ Church CE Junior School, Ramsgate	60	240	-										
Dame Janet Community Infant and Nursery School	90	630	90										
Ellington Infant School	90	270	90										
Newington Community Primary School and Nursery	60	630	90										
Newlands Primary School	60	420	60										
Priory Infant School	60	180	60										
Ramsgate, Holy Trinity CEP School	30	210	30										
St Ethelbert's Catholic Primary School, Ramsgate	30	210	30										
St Laurence in Thanet CE Junior School	64	256	-										
	<b>694</b>	<b>3466</b>	<b>510</b>	<b>572</b>	<b>554</b>	<b>564</b>	<b>524</b>	<b>539</b>	<b>3529</b>	<b>3651</b>	<b>3749</b>	<b>3773</b>	<b>3818</b>
<b>Surplus/Deficit</b>				<b>-62</b>	<b>-44</b>	<b>-54</b>	<b>-14</b>	<b>-29</b>	<b>-63</b>	<b>-185</b>	<b>-283</b>	<b>-307</b>	<b>-352</b>

KCC Forecasts are made at Area Planning Level rather than school specific

**Table 2 – The educational achievement of children in Ramsgate**

*“The educational achievement of children in Ramsgate has traditionally been below the Kent average and has not always compared favourably to national figures.”*

Schools nearest to the proposed free school location	Distance away	School Type*	Number of pupils	% achieving L4 or above in reading, writing & Maths		Subject level results 2013					
				2012	2013	Reading		Writing		Maths	
						L4+	L5+	L4+	L5+	L4+	L5+
Chilton Primary School	0.309	Pri	420	<b>77</b>	<b>85</b>	<b>91</b>	<b>51</b>	<b>94</b>	<b>55</b>	<b>94</b>	<b>53</b>
Ramsgate Christ Church CofE Junior sch	0.500	Jnr	231	75	65	84	40	80	27	75	36
Ellington Infant School	0.770	Inf	264	-	-	-	-	-	-	-	-
St Laurence in Thanet CofE Junior school	0.821	Jnr	213	51	65	85	42	80	18	76	35
Newington Community Primary School	0.969	Pri	435	71	70	85	22	80	33	89	11
Priory Infant School	0.975	Inf	179	-	-	-	-	-	-	-	-
St Ethelbert’s Catholic Primary School	1.483	Pri	212	84	90	93	43	100	50	97	43
Newlands Primary School	1.612	Pri	366	Data not available	73	73	29	75	27	88	20
Dame Janet Primary Academy	1.625	Pri	616	60	46	60	25	58	14	64	21
<b>Thanet District Ave %</b>	-	-	-	<b>72</b>	<b>71</b>	<b>82</b>	<b>39</b>	<b>81</b>	<b>27</b>	<b>81</b>	<b>37</b>
<b>Kent Ave %</b>	-	-	-	<b>72</b>	<b>74</b>	<b>85</b>	<b>45</b>	<b>83</b>	<b>31</b>	<b>83</b>	<b>41</b>
<b>National Ave %</b>	-	-	-	<b>75</b>	<b>75</b>	<b>86</b>	<b>44</b>	<b>83</b>	<b>30</b>	<b>85</b>	<b>41</b>

\*Pri = primary, Jnr = Junior, Inf = Infant

*(Source – DfE School Performance Tables Dec 2013)*

**Table 3 – Ramsgate Schools’ attendance rates**

*“Like our proposer school, we will be strict about attendance because every minute of learning counts, a comparison of other Ramsgate school via the DfE Schools Performance Tables (Dec 2013) shows the proposer school does well in this area compared to others.”*

Schools nearest to the proposed free school location	Distance away	School Type	Age range	Number of pupils	% of overall absence	% persistent absence
<b>Chilton Primary School</b>	0.309	Community	4 - 11	420	<b>3.9</b>	<b>1.1</b>
Ramsgate Christ Church CofE Junior school	0.500	Academy sponsor led	7 - 11	231	<b>4.4</b>	<b>2.5</b>
Ellington Infant School	0.770	Community	5 - 7	264	<b>4.9</b>	<b>4.4</b>
St Laurence in Thanet CofE Junior school	0.821	Academy sponsor led	7 - 11	213	<b>4.6</b>	<b>0.0</b>
Newington Community Primary School	0.969	Community	3 - 11	435	<b>5.3</b>	<b>5.4</b>
Priory Infant School	0.975	Community	5 - 7	179	<b>4.6</b>	<b>3.2</b>
St Ethelbert’s Catholic Primary School	1.483	Voluntary aided school	4 - 11	212	<b>7.1</b>	<b>7.7</b>
Newlands Primary School	1.612	Academy sponsor led	4 - 11	366	<b>6.0</b>	<b>5.5</b>
Dame Janet Primary Academy	1.625	Academy sponsor led	4 - 11	616	<b>6.8</b>	<b>2.0</b>
<b>Thanet District %</b>	-	-	-	-	<b>5.8</b>	<b>9.0</b>
<b>National %</b>	-	-	-	257	<b>4.8</b>	<b>3.6</b>

*(Source – DfE School Performance Tables Dec 2013)*

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Reception</b>		30	30	30	30	30	30	30
<b>Year 1</b>			30	30	30	30	30	30
<b>Year 2</b>				30	30	30	30	30
<b>Year 3</b>		30	30	30	30	30	30	30
<b>Year 4</b>			30	30	30	30	30	30
<b>Year 5</b>				30	30	30	30	30
<b>Year 6</b>					30	30	30	30
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>		60	120	180	210	210	210	210

## Section D: Education plan – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

### Key Stage 2 Education Plan

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Mathematics	5	Mandatory	
Literacy	7.5	Mandatory	This includes 30 minutes daily guided reading teaching.
International Primary Curriculum (IPC)	7.5	Mandatory	
Physical Education	2	Mandatory	
Religious Education	1	Mandatory	
Music	1	Mandatory	
MFL - French	1	Mandatory	
Co-Curriculum	3	Mandatory	See section D1 p 34 & 35 for more details about what this will entail
Extra-curricular	2	Voluntary	See section D1 p 35 for more details about what this will entail
Assemblies	1:25	Mandatory	

### Key Stage 1 (excluding EYFS) Education Plan

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Mathematics	5	Mandatory	
Literacy	7.5	Mandatory	This includes 30 minutes daily guided reading teaching.
Phonics	2		25 minutes daily phonics teaching through the use of Letters and Sounds.
International Primary Curriculum (IPC)	6	Mandatory	
Physical Education	2	Mandatory	
Religious Education	1	Mandatory	
Music	1	Mandatory	
MFL – French	0.5	Mandatory	
Assemblies	1.25	Mandatory	
Extra-curricular	2	Voluntary	See section D1 p 35 for more details about what this will entail



## Early Years Foundation Stage (EYFS) Education Plan

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Mathematics	4	Mandatory	Of the 4 hours allocated 0.5 will be Teacher Directed (TD); 0.5 will be Child Initiated Activities (CIA); 0.5 will be Practical Teaching Activities (PTA) and 0.5 will be Outdoor Activities (OA) based on PD- Physical development activity. This will be repeated as being the same for Literacy.
Literacy	6.5	Mandatory	This includes handwriting (30 minutes) & guided reading (25 minutes daily)
Phonics	2	Mandatory	25 minutes a day, through the use of Letters & Sounds
Understanding the World/ Expressive Art & Design	8	Mandatory	EYFS profile coverage - Understanding the World. Of the 8 hours allocated 1 will be Teacher Directed (TD); 1 will be Child Initiated Activities (CIA); 1 will be Practical Teaching Activities (PTA) and 1 will be Outdoor Activities (OA) based on PD- Physical development activity.
Physical Development	1.5	Mandatory	These timings do not include Outside Activities (coverage is PE & Write dance)
PSED (SEAL, RE, PSHE)	1.5	Mandatory	EYFS profile coverage
Music	0.6	Mandatory	
MFL – French	0.8	Mandatory	10 minutes of French 4 days a week
Assemblies	1.25	Mandatory	

### Section D1:

#### The curriculum plan

##### Curriculum Principles

As a Free School, we would propose using the International Primary Curriculum (IPC) so that we are able to achieve a curriculum that is not only balanced and broadly based but one which truly “prepares pupils at the school for the opportunities, responsibilities and experiences of later life” (National Curriculum, 2013, p.5, DfE). This curriculum, while continuing to teach both English and Mathematics as discrete subjects will, we

believe, provide both an academic and social approach to pupil's education, enabling each child to develop socially, emotionally, intellectually, creatively and physically.

The IPC will enable the school to meet its educational vision as set out in Section C page 10, where we want our children to enjoy their learning; develop enquiring minds, develop the personal qualities they need to be good citizens of the world and develop a sense of their own nationality and culture while at the same time developing a respect for the nationalities and cultures of others. Most of all, we want our children to develop the skills they will need in order to confidently face the world of tomorrow.

The main drivers for our curriculum, built around those of the IPC clearly build upon the vision for the school as described earlier. They are:

- a strong drive on improving learning and engagement in the local community underpinned by the principles of: equality and diversity; respect for local people, local culture and local values; citizenship in the local, national and global context;
- building children's repertoire of spoken and written language so that they become confident and effective communicators;
- a development of skills for learning, life and the future economy;
- aspiration so that every child: wants to succeed; knows how to achieve well academically and become socially competent; participates, is creative, is able to express their voice, contributes responsibly, and has a sense of what it means to be a democratic citizen; believes that they are on the road to a successful future.
- a strong focus on the whole child and their physical, social, spiritual, cultural and emotional wellbeing that means that they: are well placed to for learning; will make good progress; will develop the emotional resilience to succeed even in the face of adversity.

If the curriculum is to fully engage the children and promote high achievement we know that teaching and learning must be of the highest quality, our approach will be built upon Quality Wave One, Two and Three teaching approach. (Personalised learning – a practical guide - DCSF, 2008) Children will be taught as a whole class, in groups and where appropriate to their need, individually. Strong relationships, engagement and participation will set the context for learning in all classrooms, building on the development of all learners.

Below are the other key features that will characterise teaching and learning in our school.

Our teaching will be characterised by:

- exceptionally high expectations and a relentless focus on social skills, literacy skills and the teaching of reading;
- good learning relationships and a broad and engaging range of teaching styles and strategies;
- strong subject knowledge with a clear emphasis on English, Mathematics and Science, (the focus of science will be through the IPC);

- regular assessment and sound feedback, built on the principals of Assessment for Learning, which informs children about how well they are doing and what they need to do to improve;
- personalised learning built on robust assessment for learning principles designed to accelerate progress, particularly for: children from deprived backgrounds; children who are gifted and talented; children with special needs and disabilities; children with English as an additional language; children in care and those with social, emotional and behavioural difficulties;
- at least good progress is made by all children in lessons (4 points of progress per pupil per year will be our expectation);
- creative use of resources including ICT to support and extend the learning objectives;
- activities which capitalise on children's curiosity;
- Parents and other community members supporting in the classroom.

Our children's learning will be characterised by:

- the mastery of basic skills and good achievement now and in the future;
- positive attitudes to learning, strong relationships and exemplary behaviour;
- hard work, perseverance and a clear belief that they can succeed even in the face of adversity;
- caring for others and their environment (behaving like good citizens);
- the ability to work independently and in collaboration with others;
- the ability to identify and use a range of resources to support and enhance their learning including ICT;
- confident use of the language of learning;
- a creative approach to identifying and solving problems and the ability to think like scientists;
- a reflective and evaluative approach that helps them and others to improve;
- the pursuit of learning beyond the classroom;
- knowledge of big ideas and the things that shape our world.

### Outline of expected pupil intake for proposed school

While we do not know at the time of writing our application the precise needs of our intake, we want to demonstrate an understanding of the overview of our proposed school by drawing on the information available to look at the profile of pupils as learners in schools across Ramsgate.

Schools nearest to the proposed free school location	Distance away	School Type	Age range	Number of pupils	% of pupils eligible for free school meals	% of pupils with English not as first language	% of pupils with SEN statement or on School Action Plus
Chilton Primary School	0.309	Community	4 - 11	420	11.4	7.3	4.2
Ramsgate Christ Church CofE Junior school	0.500	Academy sponsor led	7 - 11	233	11.6	3.4	11.6
Ellington Infant School	0.770	Community	5 - 7	277	26.0	5.5	9.7
St Laurence in Thanet CofE Junior school	0.821	Academy sponsor led	7 - 11	232	25.0	3.9	12.1
Newington Community Primary School	0.969	Community	3 - 11	445	52.1	3.0	8.8
Priory Infant School	0.975	Community	5 - 7	182	23.1	8.4	16.5
St Ethelbert's Catholic Primary School	1.483	Voluntary aided school	4 - 11	208	14.9	18.6	13.5
Newlands Primary School	1.612	Academy sponsor led	4 - 11	405	46.2	8.5	13.5
Dame Janet Primary Academy	1.625	Academy sponsor led	4 - 11	616	43.4	8.4	18.3
National data taken from Raise online data							
<b>National</b>	-	-	-	-	26.7	18.1	7.7

(Source – DfE School Performance Tables Dec 2013)

The data for each school in Ramsgate has been presented in order of the schools closest to the free school's proposed site. Eventual numbers in the school will reach 210 on a full form of entry, given the geographical location of the school and the area from which we are most likely to draw pupils, the following profile of the school has been identified and is outlined below as an indicator of the profile we are likely to receive, based on the information we have of the population and the schools already situated in the area where the school may be located.

School Type	Minimum / maximum ranges	Expected Free School profile
Age range		4 – 11
Number of pupils	<b>183</b> pupils on roll to <b>616</b> pupils	210
% of pupils eligible for free school meals	<b>11%</b> of pupils eligible for free school meals to <b>52%</b> pupils	11.4
% of pupils with English not as first language	<b>3%</b> of pupils with English not as first language to <b>18.6%</b> pupils	4.2
% of pupils with SEN statement or on School action plus	<b>4.2%</b> of pupils with SEN statement or on School action plus to <b>8.3%</b> pupils	7.9

Local Authority Scores for EYFS data – Kent

LA Summary Scores		End of EYFSP / 2013				
Total cohort: 17137, Total eligible: 17098, Total excluded <sup>1</sup> : 39						
Early Learning Goals		% Eme	% Exp	% Exc	% Exp or Exc	Avge Points
Good Level of Development <sup>2</sup>					63.7	2.32
PRIME LEARNING GOALS	<b>Communication and Language</b>					
	Listening and attention	12.0	60.9	27.1	88.0	2.15
	Understanding	12.4	61.7	25.9	87.6	2.13
	Speaking	14.2	64.7	21.0	85.8	2.07
	<b>Physical Development</b>					
	Moving and handling	7.9	67.4	24.8	92.1	2.17
	Health and self-care	5.7	67.7	26.5	94.3	2.21
	<b>Personal, Social and Emotional Development</b>					
	Self-confidence and self-awareness	8.5	69.2	22.2	91.5	2.14
	Managing feelings and behaviour	10.7	68.3	20.9	89.3	2.10
Making relationships	8.8	70.3	20.9	91.2	2.12	
SPECIFIC LEARNING GOALS	<b>Literacy</b>					
	Reading	20.4	55.5	24.0	79.6	2.04
	Writing	28.4	55.9	15.7	71.6	1.87
	<b>Mathematics</b>					
	Numbers	20.5	62.4	17.1	79.5	1.97
	Shape, space and measures	14.0	69.7	16.3	86.0	2.02
	<b>Understanding the world</b>					
	People and communities	10.1	74.9	15.0	89.9	2.05
	The world	9.2	73.9	17.0	90.8	2.08
	Technology	6.0	77.4	16.6	94.0	2.11
<b>Expressive arts and design</b>						
Exploring media and materials	8.5	73.7	17.9	91.5	2.09	
Being imaginative	9.2	74.3	16.5	90.8	2.07	
AREAS OF LEARNING	Communication and language				81.3	2.12
	Physical development				90.2	2.19
	Personal, social and emotional development				85.7	2.12
	Literacy				70.7	1.95
	Mathematics				78.2	1.99
	Understanding the world				87.1	2.08
	Expressive arts and design				88.9	2.08
OVERALL	Prime learning goals				76.4	2.14
	Specific learning goals				65.7	2.03
	All learning goals				62.1	2.08
	Average Total Points for Cohort					35.4

The data above shows the county profile for areas such as literacy and numeracy levels in Kent; we know the data for Thanet is below that of the Local Authority so with that in mind it is important we develop a curriculum centred on children's language and mathematical skills as these are critical to how a child engages with his or her environment.

We know that vocabulary is a predictor of a child's later-life outcomes, including, but not only, their success in learning to read (Hart & Risely, 2003). Vocabulary tests at age five are highly predictive of later life outcomes including income at age 30. Persistence of poor language and communication skills into adulthood has also been linked to higher rates of unemployment, low earnings and ill health (Gutman & Feinstein, 2007).

It is because of this that we have dedicated such a large proportion of our curriculum to the teaching and learning of Literacy skills while developing and reinforcing those skills through the International Primary Curriculum (IPC)

### **School Day**

The formal school year will be 38 weeks divided into 6 terms in line with the local family of schools, with five hours of taught time each day across both the key stages. We will use the freedoms of being a free school to adjust the schools hours. The school day will start earlier than all other local schools, at 8.30am and will formally end at 3.00pm, apart from the days on which Co-curriculum activities take place, extending Key Stage 2 pupils' learning by three hours a week (i.e. an additional hour, three days of the week). Each day there will be a 15 minute midmorning break, (except for EYFS which will have 20 minutes, which will also incorporate a healthy eating snack & milk time) and a 1 hour lunch period for all pupils.

We will cater particularly for the working parent and those looking to return to employment providing both before and after school care beyond the school day and also an extended year. Apart from co-curriculum activities, there will be a range of before and after school activities for the children, their parents and other members of the community, with additional opportunities during the school holiday period.

### **Content of the Curriculum**

#### **IPC**

As already stated, we will use the International Primary Curriculum. The IPC is a comprehensive curriculum with a clear process of learning and with specific learning goals for every subject, for personal learning and for international mindedness. Within the IPC there are 10 subjects covered. These are;

- Science,
- Geography,
- History,
- Technology,
- Information and communications technology (ICT),
- Art,
- Music,
- Physical education (PE),
- Society
- International

Further details on the IPC and how it is used to support children's learning and development are available at: <http://www.greatlearning.com/ipc/>

How will we make it work for us?

- Literacy and Numeracy will be taught separately from the IPC but links will be made to the thematic units of work.

- Science, whilst being in the IPC will also be taught as a separate subject but linked to the IPC units / themes, designed to capitalise on children's curiosity and help them to think like scientists. Children are natural investigators and using their questions as a starting point we will help them to discover answers through methods of enquiry - identifying problems, hypothesising, gathering data and drawing and testing conclusions.
- Also we want all our children to be technologically advanced, so ICT will be woven through the whole curriculum so that it becomes integral to the way we work.
- Through its cross-curricular approach, each unit separates yet integrates many primary subjects including science, history, geography, PE, design technology, ICT, society, international, art and music while enabling links to literacy and numeracy.
- The principle of the IPC is to focus on a combination of academic, Personal and international learning for children worldwide combined with innovative and exciting ways to learn. It is a complete curriculum that instils good learning in a school.

## **English**

As already stated earlier in the section, language development underpins all the learning that takes place in schools, as a child's language is the medium through which he or she learns about other subjects. English makes a major contribution to the development of a child's language which, in turn, contributes to the child's understanding of his/her world, the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

Within English, teaching and learning across the school will be based on the objectives outlined in the National Curriculum and based loosely upon units of teaching originating from the National Literacy Strategy. Units of learning will be designed, using assessing pupil progress materials, so that they are skills focused and allow children to build and develop a broad range of literacy (reading & writing) skills.

While there will be discrete English lessons each day, literacy skills, in particular speaking and listening & writing, will be used and developed in every curriculum area through the International Primary Curriculum. Taught Literacy sessions will ensure that children are engaged in a variety of activities matched to their specific needs. Play, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base at Foundation, Key Stage 1 and Key Stage 2 with an emphasis on pupils exploring and expressing their own world. Teaching and learning styles will mix instruction; group collaboration; paired work; practical activity, performance; individual research and investigation with appropriate strategies to encourage effective learning through language, such as sharing learning intentions and success criteria and opportunities to review and evaluate. Varied and regular writing tasks will also be a feature across the whole of our curriculum in every year group.

## **Writing**

Writing will play an essential role in the curriculum as a whole. Writing opportunities will interest and engage children so that they will learn to become thoughtful, reflective and

evaluative writers. They will write for a range of audiences and purposes and throughout the teaching and learning of writing, they will develop an understanding of how to write a broad range of text types (fiction, non-fiction and poetry). They will be taught to use and choose a rich range of vocabulary which will reflect their authorial intent and desired impact on a reader. They will also learn to employ a range of sentence construction that ensures that writing is interesting, clear and concise. Children will build a repertoire of skills that will allow them to control and shape whole texts, thus becoming adept and adaptable writers with transferable skills across the whole of our curriculum.

All of these writing skills will be based on children's existing phonic knowledge and the way we use the CLPE materials from "The Power of Reading" project.

## **Reading**

In reading we will use a variety of approaches such as: shared reading, independent reading and guided reading; strategies that enable children to construct meaning from a variety of fiction and non-fiction texts; a strong decoding and spelling foundation using a blend of phonics and visual techniques to suit the learning needs of the individual child. However it will be whole texts that will be used as the basis for learning in all areas of literacy. Teaching and learning approaches and styles are adopted using the practices associated with the "Power of Reading" project developed by the Centre for Literacy in Primary Education (CLPE) ([www.clpe.org.uk/](http://www.clpe.org.uk/)).

In Key Stage 1 reading will be taught in small groups outside of a literacy lesson. Once a week, a teacher will work with a focus group and other children may, at this time, be working independently or with another adult.

In Key Stage 2, reading will be taught to the whole class from a whole text. Learning will be scaffolded and differentiated according to need and a range of different learning styles and approaches put in place to enable effective learning to take place for all. This learning will then be transferred to the literacy lesson and other areas of the curriculum as appropriate.

Additional reading support will be put in place for individuals according to need at the discretion of the class teacher, we will use 'The Better Reading Partnership' (BRP) approach for this (see link <http://www.interventionsforliteracy.org.uk/interventions/list-view/better-reading-partnership-now-known-as-boosting-reading-potential/>.)

## **Phonics**

Phonic teaching will follow the "Letters and Sounds" publication.

In Reception, phonic teaching will initially form the basis of Literacy learning. Phonic sessions will be daily and may require children to be streamed according to the phase of teaching.

In Year 1, phonics will be taught daily. Children will be split into 'phase' groups and will work with different adults at different points during the week. Each group will work with a class teacher and be given opportunities to work independently at least once per week rehearsing the skills they have been taught.

In Year 2, phonic teaching will continue based on the model used in Reception and Year 1.

Phonic progress and achievement will be tracked for every child using "Letters and Sounds" grids.

Using this model, phonics may continue in Year 3 and 4 so that children are suitably prepared to begin to learn spelling rules. A spelling curriculum will be used which draws



spelling rules from a range of documents (including “Support for Spelling”, “Spelling Bank” and “Progression in Phonics”) and this will be used throughout Key Stage 2 to teach spelling rules. The vocabulary and methods associated with high quality phonic teaching will still be applied when teaching these rules.

We know that literacy is critical to the whole curriculum and to a child's capacity to learn. In addition, some of our children will enter school with limited language repertoires and it will be particularly important that they have a rich language experience through reading, writing, speaking, viewing and listening which develops their range of vocabulary and their ability to use more formal language registers. (Commentary on page 25)

With this in mind apart from the development of the curriculum to address this, the proposed staffing structure of the school (EYFS -1 class teacher and 2 qualified Early Years support assistants & Year 1 – 1 class teacher and TA) will provide good adult pupil ratios in children’s formative years with the emphasis on developing children’s speech and language skills to develop their social communication and speaking and listening skills, which we believe will fit the school profile. (See page 24)

### **Mathematics**

For mathematics we will follow the national curriculum at both Key Stages and there will be daily lessons for all pupils. We want our children to develop: mathematical habits of mind; value mathematics; master basic facts; be mentally agile; be creative problem solvers; tackle complex problems with confidence; read, write and discuss mathematics; apply mathematics in other subject areas and begin to understand and appreciate the role of mathematics in the world.

Understanding mathematics is an essential life skill and all our children need to become good mathematicians. This means that the curriculum and teaching need to address not only the mastery of basic skills and recording but also have a progressive focus on real life mathematics and the more advanced concepts. We know that there are persistent gaps between the mathematics performance of primary school children from different backgrounds and with different characteristics. We will make sure that the structure of our curriculum, the teaching strategies and personalised learning programmes are used to reduce these gaps.

The structure of teaching and learning across the whole school will have a focus on the mastery of mental skills, the teaching of ‘number’ only in terms 1 and 2 this will ensure that children can have a secure understanding and grasp of the concrete skills that are required for more abstract features of mathematical understanding.

Research has consistently identified the need for primary teachers to gain a better subject knowledge of mathematics. We will look to appoint a subject leader with very strong subject knowledge (MaST Trained) and also provide a programme of training for others. We will also engage parents and members of the community in learning mathematics so it increases their confidence and places them in a better position to support the learning and achievement of their children.

We will encourage children and their families to play games which support and extend their mathematical thinking and skills. There will be a maths games library, and a range of board games which may be used on school premises but also taken out on loan for use at home. We will also provide parents with numeracy courses to enable them to see how their child is taught at school.

## **Physical Education**

As well as increasing children's knowledge and understanding in physical education we want children to develop positive attitudes towards physical activity and have a wide range of formal and informal experiences. Participation in physical activities should help to improve pupils' self-esteem and confidence and also their sense of wellbeing.

A central aim of our physical education curriculum is to cultivate a love of activity and to complement cognitive learning. We want to promote the benefits of physical activity and ensure that children are aware of the link between physical activity, healthy eating and a healthy lifestyle. We will be sensitive to cultural issues that may influence children's participation and that of their families.

We intend that every child will be physically fit with a sense of wellbeing. They will have the opportunity to develop any individual physical talents to a more advanced level and also to participate in competitive activities. We will base our formal lessons on the national curriculum programmes of study and there will be regular timetabled activities such as; Rugby, Hockey, Football, Netball, Cricket, Athletics, Gymnastics, Dance and Swimming. As well as opportunities like Surfing and Sailing, building on our already strong links with Ramsgate Yacht Club.

We will provide ALL Key Stage 1 and 2 children with more than the 2 hours a week guidelines with further opportunities through the co-curriculum and our extended curriculum offer in which we will provide physical activity sessions before or after school. These will also be designed so that parents and other community members are able to participate or indeed to lead activities. These sessions will include dance, a wide range of exercise classes, games, walking, cycling, skipping and many more activities that can be continued out of school.

Our curriculum and activities will be supported through the membership of a local school sport partnership, facilities at our proposer school and good on-site provision including an all-weather pitch at a partnership secondary school. We will play competitive games and will promote competition both within and beyond the school. (See pages 31 & 32)

## **Music**

Every child in the school will take part in a music programme. The programme will comprise of specific musical skills including singing, listening, playing instruments, theory, history and performance. There will be formal music lessons each week based on the national curriculum programmes of study and every child as they pass through Key Stage 2 will be offered the opportunity to learn to play an instrument. There will be an opportunity to sing and take part in a range of other musical activities as part of our co-curriculum programme.

In the first instance we will share expertise for music teaching, from our proposer school, Chilton Primary School which has a local reputation for high quality within an inclusive approach.

## **French**

For our modern foreign language we have chosen French based on our geographical location as well as the ease for visiting France. We have already made good community links with the Town Council Twinning association and they would be keen for us to develop our links even further. Having knowledge of a foreign language is widely recognised as part of being well-educated and a modern foreign language is a desirable if not essential requirement for entry into university, college and good employment.

We will teach French from Reception to Year 6 as part of the formal curriculum. We will also have a range of activities to support French in our extended day and year. Some of these activities will also be open to parents and friends so that learning French can become a family activity. The secondary schools in Ramsgate and the wider area have French as one of their modern foreign languages so our children will have a good foundation on which to build.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These include: speaking and listening skills; knowledge and understanding of grammatical structures and sentence construction; aspects of mathematics such as counting, calculations, money, the time and the date; songs, alphabet, poems, rhymes and stories in other languages; international or multicultural work, for example celebration of festivals, storytelling; using ICT, for example email with schools abroad, materials from the internet and satellite television; geographical and historical work relating to other countries.

### **Personal, social, health and economic education (PSHE) and citizenship**

Through the IPC curriculum and our aim of becoming a Rights Respecting School we will strive to promote healthy, independent, responsible and resilient members of society. We will expect all our children to play a positive role in contributing to school life and the wider community through: class and school councils; family and community activities; fund raising events; supporting charities; valuing diversity; caring for each other and respecting the environment. We want our children to become confident and self-motivated; to know right from wrong; to understand their rights and responsibilities and to see the need for rules within our society.

There will be a clear emphasis on children understanding and responding to their own feelings and those of others, knowing their bodies and learning about relationships. They will be taught how to stay safe including recognising and responding appropriately to danger. We will make sure that they know about safe and unsafe substances, the consequences of choice and how to say no. We will also deal with healthy lifestyles, healthy eating and personal hygiene.

We want our children and their parents to develop emotional resilience and to be able to deal with adversity in positive ways.

While we will teach PSHE and citizenship via the IPC, much of the programme will be woven through the curriculum in English, drama, science and mathematics. It will also be reinforced by circle time, assembly, educational visits, community work, and through activities related to our behaviour policy, particularly around bullying and racism.

The curriculum will be based upon the national curriculum programmes of study with a very strong emphasis on developing social skills and resilience. Staff will be aware of the importance of the way that they establish expectations, model behaviour and act like good citizens. Children will have the opportunity to work as volunteers on projects in school and in the community. This will help to build their sense of community and citizenship.

### **Religious Education**

Non-denominational Religious Education will be provided for all children as part of the curriculum and is in accordance with the locally agreed County Religious Education syllabus.

Parents will have the right to withdraw their children from Religious Education and collective worship should they so wish. If parents do not wish their child to be taught the

agreed syllabus or take part in short acts of collective worship then we will request they inform us in writing. If the child is excused, suitable alternative arrangements will be made.

### **Assemblies**

We will hold assemblies daily as an important time for the school community to come together to celebrate achievements. It will also be our opportunity for collective worship and a time for singing and music making and also a time when we place an emphasis on the development of values and attitudes towards each other and the world around us. Assemblies will be non-denominational, although they will be of a broadly Christian nature, however due consideration will continue to be given to the multicultural society in which we live, building on our value of International mindedness. We will respect the wishes of families who do not wish for their child to participate in collective worship.

We believe that collective worship can enhance children's whole school experience. In particular, it develops the feeling of belonging to a community which is essential for personal and spiritual growth. We will value this special time for the space it gives children and others in the community to develop a reflective approach to life with the opportunity to express their reflections in traditionally religious or other ways. There will be open invitations to assemblies for families and other community members particularly on occasions when children are celebrating their achievements. We will also draw on the knowledge and experience of local religious leaders, and others from a wide range of ethnic backgrounds and religious beliefs, to extend and enhance our repertoire of assemblies.

Assemblies will support and enhance many aspects of our curriculum including speaking and listening, drama, PSHE and citizenship and Religious Education.

### **Co-curriculum**

The co-curriculum will become an essential feature of our school and set us apart from others in our local family. We deliberately use the term co-curriculum and not extra-curriculum because it is not an extra for pupils or teachers. It will be at the heart of developing all those valuable and hard to measure personal qualities such as teamwork, perseverance, self-discipline, empathy and leadership. Alongside the study of specific subjects, all pupils, throughout their time in Key Stage 2 at the school, must engage in co-curricular activities including physical activity. This will remove the burden felt by many children of worrying about what their friends are doing; at Chilton Courtstairs Free School everyone will have the freedom to pursue their interests and have new experiences.

Pupils will have to choose three co-curricular activities a week - music, competitive team sport, and drama. Pupils will also have regular opportunities to visit local museums, exhibitions and the theatre. The activities on offer will vary from term to term and most pupils will struggle to choose from the options available, however it will be compulsory for pupils to choose at least one sports option.

The school as part of the Local Sports Partnership will also hold competitive fixtures against other schools which take place at weekends or after school in sports such as cross country, rugby, tennis, football, athletics, cricket and swimming.

We will also run a series of study support lessons for a range of subjects throughout the year, with targeted intervention strategies at key points in Years 5 & 6. This

programme will include subject surgeries, Saturday Schools and special holiday sessions.

Co-curriculum activities will be free but we may need to charge for some other activities. We will, where appropriate, use various agencies to support our co-curriculum work and also aim to support pupils in gaining accreditation, such as the LAMDA Award, Youth Sports Leadership Scheme – both of these awards would prove useful to pupils when making applications for Higher Education in the future as they are national awards.

Below is an outline of the co-curriculum activities we would look to make available to pupils:

<b>Arts</b>	<ul style="list-style-type: none"> <li>• Drama School</li> <li>• Craft</li> <li>• LAMDA (London Academy of Music &amp; Dramatic Art) sessions – external tutor.</li> <li>• Debating &amp; discussion</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Instrumental tuition – Recorder, Guitar &amp; Keyboard</li> <li>• Choir</li> </ul>
<b>Sports</b>	<ul style="list-style-type: none"> <li>• Dance,</li> <li>• rugby,</li> <li>• football,</li> <li>• netball,</li> <li>• cross country,</li> <li>• gymnastics,</li> <li>• tennis,</li> <li>• cricket, and</li> <li>• Junior sports leader.</li> </ul>
<b>Interest studies</b>	<ul style="list-style-type: none"> <li>• Study support (twice a week)</li> <li>• Young scientists</li> <li>• Reading Club</li> <li>• French</li> <li>• ICT</li> <li>• Cookery – Year 5 &amp; 6 pupils only</li> </ul>

### **Extra-curricular additional optional activities**

On non co-curricular days, we will offer extra-curricular activities. Some of these activities will also be open to Key Stage 1 pupils. Apart from Breakfast Club we would also seek to provide the following activities;

- **Arts:** dance, craft, photography.
- **Clubs:** Circus skills club, chess club, athletics, gardening club, film club and Girls' IT.
- **Music:** Choir, school band.
- **Sports:** Karate, multi sports, junior keep-fit, dance, surfing, wall-climbing and golf.

### **Home Learning (Homework)**

*"Homework is not an optional extra, but an essential part of a good education."*

*White Paper, Excellence in Schools (2010).*

We will make judicious use of Home Learning, to support children's learning and accelerate their progress, we believe that children make the best progress when parents/carers are fully involved in their child's learning as backed up by the school strap line that "Together we make a difference". A home learning policy will be drawn up by the professional staff in consultation with children and their families. We see home learning as the provision of appropriate tasks or work that is given to pupils outside of the classroom to further enhance their learning. Home learning will be an integral part of the teaching and learning process for all pupils and supports pupils' progression. 'Love to Learn' home-learning tasks will be given out to ALL children on a Friday and the task will be completed to return to school on Wednesday. This will enable children to be supported in their learning by parents /carers and other extended family members. The co-curriculum will also ensure that there is built-in study time for each Key Stage 2 pupil, to support them in learning activities.

### **Qualifications**

As a mainstream primary school we will ensure that the administration of end of Key Stage 1 teacher assessments are carried out and reported on to parents and statutory bodies, along with the administration and reporting of statutory end of Key Stage 2 tests (level 3 – 5) in:

- English reading
- English grammar, punctuation and spelling
- Mathematics and
- Teacher assessment moderations that take place in Writing across the Local Authority and/ or our local family of schools.

We will also, as appropriate to the needs of individual pupils, administer the level 6 version of the statutory assessments.

We will undertake the administration of the Phonics screening check for all Year 1 pupils, and Year 2 pupils who previously did not meet the standards of the check in Year 1. All of the above arrangements will be followed in accordance with the statutory advice provided by the Department for Education in the Assessment and Reporting Arrangements (ARA) documents for Key Stages 1 and 2. From this we will be able to show how well the children are performing and benchmark our performance against others at National, County and Local level so we remain accountable, as a school, to all stakeholders. As outlined by the KPI on page 40-41 of section D

### **Assessing pupils needs (Including LAC, G&T, SEN, Wave two non SEN)**

All pupil's progress will be monitored through robust monitoring systems (see Section D2, page 42-45) and through Pupil Progress Interviews, Assessments and routine screeners pupils needs will be identified and met through targeted support where required. This process will address the need for all pupils including Looked After Children, Gifted, Talented and children identified with a Special Educational Need.

Where pupils are not making expected progress, the SENCO and/or Senior leaders will work with the class teacher in identifying possible support strategies for the class teacher and teaching assistant to implement.

Screening tools such as Language for Learning, Speech Link, Language Link and Lucid Cops will be used to identify any language or memory difficulties and then a specific support programme can then be implemented to address an area of weakness. Further targeted support for literacy and maths will also be used depending on the need of the individual, with the aim of ensuring we close all achievement gaps and meet our KPI

Annual Data such as Raise online and KCC Local Authority data such as Making Figures Speak For Themselves (MFSFT) will be used to identify whole-school issues that have occurred over the previous year. This will enable the leadership team to identify relevant training or support that may be required to address a certain need. Assessment data will be collected three times a year and analyses using the John Sinnott (EduDataUK) system will be used to identify current trends within the school and where weaknesses may be occurring and this will then become targeted action for the SENCO and leadership team. (See Monitoring and Evaluation Systems page 42) As well as identifying weaknesses at a whole school issue (for example it may identify the pupils at school action level across the school are not meeting expected progress) it will also identify individual pupils that are not making significant progress. These pupils can then be supported further by class teacher, TA or SENCO as appropriate. We will then have access to the individuals tracking data as they progress through the school so that achievement over time is monitored

#### **The role of the Special Educational Needs Coordinator:**

We will employ a fully qualified teacher who has or will work towards achieving SENCO accreditation. The SENCO will be part of the Senior Leadership team and play an active part on the school development plan. The SENCO will have a good knowledge of the SEN Code of Practice and will be able to implement the correct systems to adhere to this legislation. SENCo role will include:

- Ensuring the school meets all requirements for special educational needs and disabilities as set out through legislation;
- Monitor the progress of all pupils across the school identifying where pupils may be making less than expected progress and implement strategies to support this;
- Evaluate the impact of provision (including effective use of teaching assistants) and address any concerns that arise;
- Develop systems that ensure all pupils needs are met and that staff are accountable for the progress of pupils;
- Audit whole school systems such as use of language for learning and provision mapping so that impact can be measured and a cost analysis can be completed;
- Liaise with agencies when appropriate for further support with specific pupil needs or whole staff training either through LIFT or CAF process;
- Liaise with parents and develop parental involvement when supporting a child identified as requiring additional support or vulnerable;
- Be accountable to the governors and report to them three times a year;
- Line manages all support staff.

The Inclusion manager, along with the Headteacher, will also have responsibility for Child Protection and Looked After Children. The Inclusion Manager will deliver training for all staff on Child Protection as outlined by the safeguarding board and will ensure the school meets all expectations for safeguarding procedures. The inclusion manager will liaise with Social Services as appropriate and complete all documentation for CP conferences, LAC reviews and CHiN meetings as required.

**The role and/ or responsibilities of other staff:**

Class teachers and Teaching Assistants are expected to work together to support wave one quality teaching. All staff (including TA's) will be accountable for the progress of the pupils within their class and they will be held accountable for this through pupil progress meetings (held three times a year following assessment). Class teachers and TA's will be expected to liaise with either the SENCO, Family Liaison Officer or Learning Behaviour Mentor should they have any concerns about a pupil within their class. Class Teacher is expected to direct the Teaching Assistant during lesson times. Teaching Assistant will be expected to run further support programmes (such as BRP or memory training) independently as directed by SENCO or Class Teacher.

Class Teachers and other staff involved with a particular child will be expected to meet with parents at designated parents' evening as well as additional meetings with the SENCO if required.

Class Teacher will be expected to complete provision maps and language for learning screeners to identify need within their class and to address this need using quality Wave One strategies. This information can then be reviewed and discussed further with the SENCO if appropriate.

When working with an outside agency in support a child's specific area of need the class teacher is expected to act on the advice given and evidence this through the use of provision mapping.

The school will employ a Family Liaison Officer who will work closely with the SENCO in supporting pupils' needs and working closely with the family in addressing this need as well as promoting family engagement with the school.

SENCO will also have the responsibility for Child Protection & Looked After Children and will work closely with all agencies involved.

**Approaches to meeting different needs:**

All Class Teachers and Teaching Assistants will be expected to have a good understanding of the level and needs of the pupils in their class so that lessons can be planned to allow all pupils to make progress and engage with the learning. A range of teaching styles will be used to address all learning types and the language for learning audit tool will be used to address language need and Wave One approaches. The school will also complete the Communication and Interaction audit; Behaviour, Emotional and Social Development audit and the Cognition and Learning audit. These audits will be used to implement further wave one strategies and identify staff training needs.

The school will implement a Quality Wave One, Two and Three teaching approach which will establish:

- *highly focused lesson design with sharp objectives*



- *high demands of pupil involvement and engagement with their learning*
- *high levels of interaction for all pupils*
- *appropriate use of teacher questioning, modeling and explaining*
- *an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups*
- *an expectation that pupils will accept responsibility for their own learning and work independently*
- *regular use of encouragement and authentic praise to engage and motivate pupils.*

*Personalised learning – a practical guide (DCSF, 2008)*

As a school, we will be committed to personalised learning for all children. We recognise that 'Personalisation' is the key to tackling the persistent achievement gaps between different social, ethnic and educational groups. It requires a tailored education for every child and high quality teaching that is responsive to the different ways in which children learn and achieve their best. It means taking a positive approach to each child's learning and shaping teaching around the different ways in which children learn in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging children, and their parents, as partners in learning which will fit with our vision of the school (Section C page 10).

We will, as stated earlier, provide a curriculum which is broad, rich, inclusive and relevant. The main focus for us will be to create an achievement culture, providing the right opportunities, with support and encouragement to each child in order to develop a desire to learn and to achieve as much as possible. We present children with learning that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence. We celebrate both effort and achievement across the curriculum.

Our chosen curriculum will enrich the learning experience for ALL groups of learners by making links across the curriculum. We will make appropriate provision which stretches children in areas of strength and develops them in areas of relative weakness.

#### **Children will:**

- be treated as partners in their learning, with joint responsibility for participating in the design of their learning
- have their individual needs addressed, both in school and extending beyond the classroom and into the family and community
- be supported in being able to identify their weaknesses and how to improve if they start to fall behind in their learning, and will be given additional support to help them get back on track quickly
- receive support to enable them to succeed to the full, whatever their talent or background
- develop skills for collaboration through learning in a mutually supportive environment.

#### **Families:**

- receive regular updates that provide a clear understanding of what their child can currently do, how they can progress and what help can be given at home

- be engaged with their child's learning
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- have the opportunity to play an active role in school life and know that their contribution is valued
- have the option to have important school documents translated for them into their own language so that information is accessible and/or to young interpreters who can support them in communicating with the school

**Teachers and support staff:**

- have high expectations of every learner, and use a range of teaching strategies to give them the confidence and skills to succeed
- have access to and are able to interpret data on each pupil to inform teaching and learning
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their children and how best to address those needs and engage them
- be able to depend on each other and on other adults from outside the school to provide a holistic, tailored educational provision for all their children
- put personalised learning at the heart of their vision for transforming teaching and learning
- accept and assume that every child comes into the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations.

A range of resources will be used within classrooms to enable all pupils to access the curriculum in the classroom. This may include practical resources such as numicon, number or word mats/lines as well as additional technology such as NESSY a learning support programme. Where additional resources are required for a specific need (e.g. a move and sit cushion to support a child with ADHD) this will be provided as required.

Teaching Assistants will also be used to provide additional support through Wave Two or Three interventions. This may be as guided by an outside agency or through a targeted support programme such as BRP or Numbers count.

Additional funding received through Pupil Premium will be used to address the area of need for pupils identified under pupil premium. This may be targeted through supplying additional IT packages, nurture groups or 1:1 tuition support.

**Other Agencies:**

SENCO will work closely with other SENCOs within the locality, including SENCO from the proposing school. They will form part of the local SENCO support network. SENCO will also attend local SENCO forums and Additional Educational Needs update meeting run by the LEA.

The SENCO will seek further support for individual pupil or whole school issues through the Local Inclusion Forum (LIFT) meetings or for a multi-agency support through the CAF process. The school will also include within its annual budgeting any need to buy in services within the locality from Speech and Language or Educational Psychologist.

Outside agency support will be sought when all school based resources have been implemented with little impact, the pupil continues to make inadequate progress despite high-quality teaching targeted at their weakness (as identified through provision mapping and Language for Learning audit).

The SENCO will then discuss the schools concerns with parent and then with parental consent the SENCO will then liaise with professionals through the LIFT process. This will be targeted only towards school based issues. Where the difficulties also occur in the family home and further support for the family is required the SENCO will complete a 'Common Assessment Framework' with the parent and a 'Team Around the Family' will be established. The SENCO will work closely with the family and professionals throughout this process through arranged meetings with current progress/situation being discussed and new targets being set. From September 2014, due to revised Code of Practice, these pupils will be identified as SEN without a EHC (previously known as School Action Plus)

### **Pupil Transition**

To support pupils transition into the Foundation Stage, the usual admissions point, the school will provide a series of settling in sessions which will include meet the teacher opportunities. The children will also be given a photo booklet to take home of their teachers and TAs for parents to share with them before September. Reception teachers will also visit the nursery settings and where possible will meet the child there. At the start of September a home visit will take place where child and parents will have the opportunity to meet with the class teacher and teaching assistants. Pupils will then begin on a part time basis for two weeks before they then become full time.

Where additional transition support may be required the SENCO, Early Years SENCO, Nursery Key Worker, Class Teacher, Parent and any other professionals involved will have a Team Around the Child/family meeting during the term before the child is due to begin. During this meeting specific support strategies, the child's current academic ability and emotional well being will be discussed and action will be recommended and implemented in preparation for the start. These meetings will continue to take place termly until they are no longer required. Alternatively their frequency can be increased and other services may become involved if necessary and through collaboration with the parent. School rely on information about a child's specific difficulties from Parent, Early Years SENCO, agencies involved and Nursery. School will act on all information it is given at this point. If information is not provided to the school prior to the child joining but the child does experience barriers to learning when they join the school then the class teacher and SENCO will work closely with the parent to identify the need and establish successful strategies in supporting the child.

During their time in Year Six children will begin to complete some whole class activities about moving on to secondary school through part of their class based work. The school will also make links with the local secondary schools through sports leader programmes and pupils from primary school are invited to a transition day at their secondary school. During the term before transition the SENCO of primary school will meet with the SENCOs of all secondary schools and will handover all information about pupils that are raised as with additional needs or vulnerable.

Some pupils will require additional support through the secondary process. This may take the form of an additional support group being run by the learning behaviour mentor. In incident of high need the SENCO, parent, child and secondary SENCO will meet to discuss additional requirements. For some pupils there are also opportunities for additional transition days at their new school.

Our Curriculum, is designed to prepare all pupils with the skills they need for the world of tomorrow and we intend to ensure that through our values so they are prepared for their next step into secondary education.

When a pupil joins the school as an in year admission the Learning Behaviour Mentor and Class Teacher will meet to discuss how the child has settled and any further concerns that may need to be addressed. If the child has been previously known to have an area of Special Educational Need the SENCO will discuss with parent and where possible previous school to establish successful support strategies for the child when they join. Where a child has a Statement of Special Educational Needs (to be replaced with SEN with an EHC Plan in September 2014), is a child that is identified as Child in Need, Child Protection or Looked After or a child that has been previously excluded a transition meeting will take place prior to the child joining and all professionals involved as well as parent will be invited. These meetings will continue as required (predominately termly) to review child's progress.

During the time of transition to school for any pupil (Reception and across the age phase)the SENCO will work closely with the class teacher, monitoring how the child has settled emotionally and educationally, ensuring that the child continues to make as expected progress. Any concerns that arise can be addressed through support from the Family Liaison Officer, Learning Behaviour Mentor, SENCO and parents. Monitoring will fall as part of the routine monitoring systems established through pupil progress interviews and assessments as well as additional monitoring by SENCO during the first term of transition or longer if needed.

At all points of transition the school will work with pupil and parent to ensure successful transition. The Headteacher and inclusion manger (SENCO) will always meet initially with parents and then further meetings and support will be arranged by the SENCO or FLO to involve Parent and any other relevant agencies as appropriate. The school will actively seek to engage and support parent, especially during a time when a child may be more vulnerable. Our school will value the importance of working together to support the child.

## **Section D2**

### **Pupil development and achievement**

#### **Measuring performance and setting targets**

In line with our vision for the school and our over-riding aim to improve the current and future lives of local children and families (Section C page 10) we will use Key Performance Indicators (KPI) to define and measure our progress towards our vision. As well as Key Performance Indicators we will also set Targets that will define the level of our ambition in each KPI. In other words, they will define a specific goal that the school as a whole, or groups and individual pupils, will reach.

Our KPI will be based on OFSTED's Framework for Inspection and focus sharply on those aspects of the school's work that will have the greatest impact on raising achievement;

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in, and management of, the school.

Our KPI will also take account of;

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have Special Educational Needs.

Our KPI are shown through the use of a simple table which will enable us to keep a clear objective of working towards our vision, (see table overleaf) while also allowing us to keep to a broader set of KPIs that will be important in the organisation of our school e.g.

- the school ranks among the highest performing schools across Thanet, Kent and Nationally;
- all children making 4 points of progress in KS2 – greater than the expected level of achievement;
- all children have a good repertoire of spoken and written language and are confident and effective communicators;
- all children make good progress with learning French;
- all children have learned to play an instrument in KS2 before they leave the school;
- the school is judged outstanding by Ofsted and other external reviews;
- the school is over-subscribed;
- the school has a balanced budget and is providing good value for money;
- the school achieves and develops the Investors in People award, showing a commitment to both the pupils and staff for the schools continual development;
- all children develop a sense of physical, social, spiritual, cultural and emotional wellbeing;
- the school has a positive impact on the community measured by participation levels and through surveys;

### Whole School Key Performance Indicators (KPIs) & Target Measures

KPI	Area	Target Measure	Outcome of performance	
Achievement of pupils	<b>End of EYFS</b> % to reach Expected or Exceeded levels in - <ul style="list-style-type: none"> <li>• Prime Learning Goals</li> <li>• Specific Learning Goals</li> <li>• All Learning Goals</li> </ul>	75% 70% 70%		
	Year 1 Phonics screen Year 2 Phonics screen	71% 80%		
	<b>End of Key stage 1</b> % L2+ reading % L2+ writing % L2+ maths % L3+ reading % L3+ writing % L3+ maths	92% 88% 94% 35% 28% 30%		
	<b>End of Key Stage 2</b> % achieving L4 + in reading, writing & maths % achieving L5 + in reading, writing & maths % L4+ reading % L4+ writing % L4+ grammar, punctuation & spelling % L4+ maths % L5+ reading % L5+ writing % L5+ grammar, punctuation & spelling % L5+ maths	90% 35% 90% 95% 80% 95% 50% 50% 50% 50%		
	<b>Progress from KS1 &gt;KS2</b> % making expected progress in reading % making expected progress in writing % making expected progress in maths	94% 94% 97%		
	<b>Closing the gap (Vulnerable groups)</b> % of disadvantaged pupils making expected progress in reading % of disadvantaged pupils making expected progress in writing % of disadvantaged pupils making expected progress in maths	90% 100% 100%		
	Quality of Teaching and Learning	Quality of whole school teaching judged- Good ( <b>all</b> pupils making 4 points of progress or more) Outstanding – (this is an initial target) (good will be the minimum standard of the school)	100% 30%	
	Behaviour and Safety of pupils	<b>Standards of whole school</b>	Good	
		<b>Standards of EYFS/ KS1</b>	Outstanding	
		<b>Standards of KS 2</b>	Good	
<b>Effectiveness of anti bullying strategies</b>		Outstanding		

	<b>Attendance</b> Overall absence Persistent absence – around 15%	Outstanding 3.6% 1%	
	<b>Exclusions</b>	0%	
Leadership and Management	<b>Quality of Leadership of Teaching &amp; Learning</b>	100% good or better	
	<b>Quality of Leadership of Behaviour / safety</b>	100% good or better	

We believe the targets set will be ambitious in the area in which we anticipate to open. We are also aware of the wide range of educational outcomes that exist in schools in our proposed area (Section D page 23), where those outcomes are mostly below the District, Local Authority and National average of measures. (See **table 2**, Section C page 15 and Section E1 page 53 - 54)

There are however, schools within Ramsgate with a similar profile as the one we propose to open, who do very well and we have built our benchmark on these schools. The targets are pitched at a similar level to the proposer school, as this is a school which has a track record in knowing how to achieve these types of results. We have also used FFT 'D' type data comparing the proposed school profile against the top 25% of similar schools nationally.

Our measures of success will be displayed within the school, will feature in the school development plan and will be published for parents and the wider community.

### **Monitoring and Evaluation Systems**

The guiding principles underlying school self-evaluation are quality assurance, accountability and support. All types of organisations use quality assurance processes/targets to monitor performance and procedures against expected standards and we will do the same.

In order for our school to be the best that it can, we must ensure that we have a robust self-evaluation system in place that is clearly understood by all stakeholders.

School self-evaluation will be led by the Executive Headteacher in collaboration with the leadership team and overseen and monitored by the governors although all will have a part to play. Strengths and weaknesses identified through the analysis of evidence will be used to set challenging targets and to plan for improvement.

We need to ensure that there is:

- participation by all staff and accountability for outcomes at all levels;
- a clear focus upon the use and analysis of performance data including test and assessment scores, value-added data and attendance and exclusions numbers;
- benchmarking against other schools locally (both District & LA level) and nationally to ensure that we are doing as well as we should;
- regular monitoring which focuses on our KPI success measures;
- good information about children's progress gathered through classroom observation, work scrutiny and regular tracking;
- regular lesson observation (**termly**) to assess the quality of teaching and learning with high quality feedback to help teachers to improve;

- collaborative reflection by staff on data and observations of progress in learning;
- good systems for surveying the views of staff, children, parents, governors and other members of the community **annually** on the strengths and weaknesses of the school and what we should do in order to improve;
- periodic visits by outside advisers, partnerships with our local family of schools and the WRAP partnership to validate the self-evaluation and offer an external perspective on the school.

School self-evaluation is the main driver for school improvement. Rigorous processes and procedures will help us to:

- realise our success criteria;
- gather information about how well we are doing and what we need to do in order to improve;
- improve the quality of provision in the school;
- improve the quality of teaching and learning in the school;
- improve the academic and social performance of the children;
- reduce the achievement gap between our more vulnerable groups and all children;
- improve community participation;
- recognise and celebrate good practice and success;
- properly fulfil our strategic leadership role;
- develop more reflective practice;
- assess value for money in the running of the school and the allocation of resources.

We will use a framework to guide our school self-evaluation over an annual cycle and will report to governors on a termly basis. This framework will be the same as our proposer school. The Executive Head and Governors will use these reports to provide support and challenge, to hold the senior leaders to account for outcomes and to help carry out their own strategic responsibility for school improvement, something OFSTED considered effective.

*“The governing body is extremely effective in checking that provision for all pupils is of a high quality. Successful and rigorous systems for checking the work of the school mean governors understand clearly how well the school is doing and how leaders’ actions are leading to improvements in the progress of pupils. Governors continue to be trained to further enhance their roles and have a comprehensive view of how data show how well pupils are doing. The information they gain from this is linked to how they hold the headteacher to account and to ensure teachers who demonstrate improvements in the quality of their teaching are rewarded.*

*The budget is managed effectively and governors have a very clear understanding of the allocation of the extra funding the school receives through the pupil premium. They have a comprehensive view of how it provides additional approaches to support learning and understand to what extent it is having an impact on the achievement of pupils who need extra help. Governors oversee safeguarding procedures well to ensure pupils are kept safe.”*

(Chilton Primary School Inspection report - Ofsted 2013)



The leadership team will use these reports to improve outcomes, engage staff, plan staff development activities and shape the improvement of the school more generally. The self-evaluation framework will be aligned with the Ofsted framework so that the basis for judgements is consistent with that used nationally. The framework will include the following sections:

1. Information about the context in which the school works
2. Outcomes - How well children are doing taking into account any variation between individuals and groups including:
  - children's attainment;
  - the quality of children's learning and their progress;
  - the quality of learning for children with special educational needs and their progress;
  - the quality of learning for the school's other vulnerable groups and their progress;
  - children's achievement and the extent to which they enjoy their learning;
  - the extent to which children feel safe;
  - children's behaviour;
  - the extent to which children adopt healthy lifestyles;
  - the extent to which children contribute to the wider community;
  - children's attendance;
  - the extent to which children develop workplace and other skills that will contribute to their future economic well-being;
  - the extent of children's spiritual, moral, social and cultural development.
3. The effectiveness of provision
  - the quality of teaching;
  - the use of assessment to support learning;
  - the extent to which the curriculum meets children's needs;
  - the effectiveness of care, guidance and support;
4. The effectiveness of leadership and management
  - the effectiveness of leadership and management in embedding ambition and driving improvement;
  - the leadership and management of teaching and learning;
  - the effectiveness of the governing body in challenging and supporting the school and carrying out its responsibilities;
  - the effectiveness of the school's engagement with parents;
  - the effectiveness of the partnership with the wider community;
  - the effectiveness of partnerships in promoting learning and well-being;
  - the effectiveness with which the school promotes equal opportunities and tackles discrimination;
  - the effectiveness of safeguarding procedures;
  - the effectiveness with which the school deploys resources to achieve value for money.
5. The effectiveness of the early years provision

- outcomes for children in the early years;
- the quality of provision in the early years;
- the effectiveness of the leadership in the early years.

#### 6. Summative judgements

- outcomes for individuals and groups of children;
- the school's capacity for sustained improvement;
- overall effectiveness of the school.

### **Who will be accountable for success?**

The whole school community is accountable for the success of the school but we know that clear systems of individual accountability are critically important.

All staff will be held to account through a clear line and performance management/ appraisal system which focuses on outcomes for children, the quality of provision, areas of specific responsibility and on professional development. It will be as an outcome of the annual performance management/ appraisal that decisions are taken about progress against targets and any increase on the pay ranges that are adopted at the school.

The Executive Headteacher and members of the leadership team will be held to account by the governing body for the success of the school and particularly the outcomes for children. This will happen in regular meetings with the chair of governors, meetings of the governing body and, for the Executive Headteacher, as part of the formal annual performance management process.

The Executive Headteacher will hold the senior leaders to account through regular line management meetings and performance management. Senior leaders will be expected to take collective responsibility for the performance of the school and the outcomes for children as well as their specific areas of responsibility.

A clearly communicated system will be in place for dealing with situations where performance is not good enough. Initially, improvement targets will be set and the member of staff will be supported to meet these. Where there is not sufficient improvement there will be a process of escalation which could eventually result in dismissal.

### **Assessment and data tracking**

The management and data tracking of pupils will remain the responsibility of all Teachers in the school and the person responsible for the oversight of the data when the school is at scale will be the Head of School. We will use a system designed by [REDACTED], of EduDataUK which is also used by the proposer school. (Website: <https://www.edudatauk.co.uk/>)

The tracking template spread sheet will be able to show progress in Attainment, i.e. the measure in numbers and as a percentage of pupils working at or above certain sub-levels and also in terms of the National Curriculum points those sub-levels represent.

Progress is measured from the previous summer – so progress each term as pupils move through each year using the previous summer as the baseline. We will also show progress since KS1 to build a picture of the Value-Added as pupils move through KS2 and against end of year or end of Key Stage Targets.

Data can be stored and produced at different levels; individual, pupil group, class, cohort, phase and subject level. We can also review the progress of all of these groups as a level, sub-level and through points of progress.

Progress is traffic lighted so staff can easily see the issues surrounding each pupil. All you need to do is type in the sub-levels attained and the Tracker will automatically give us all the averages you need.

All pupil background details are recorded such as gender, ethnicity, SEN, EAL, FSM - pupil premium, G&T, Year joined etc. This enables us to simply select a group or combination of groups such as White Boys on FSM and automatically see the average attainment and progress for that selected group. We also have a link between interventions and attainment and progress. So we build up the "provision map" as part of the Tracking system. This enables us to easily see the impact of certain interventions such as 1 to 1 tuition, Springboard, Learning Mentors, SALT and Better Reading Partnership. The tracking system also allows us to input and extract our own data to study the impact of the interventions not included in the programme.

Tracking in the school will be completed termly with Pupil Progress Interviews taking place after the data has been updated. Data is updated termly following formal termly assessments, using optional SATs materials.

## **Behaviour**

'Good behaviour is a necessary condition for effective learning to take place.'  
(Education Observed DFES 1987)

We will have the highest expectations of behaviour for children and adults alike. Our policy, procedures and practices in behaviour, anti-bullying and racism will be developed in partnership with the whole community and will be built on respect and ethical behaviour. Everyone will be clear about their rights and responsibilities and also the consequences of bad behaviour in accordance with our aim to becoming a rights respecting school – see Section C page 11.

We know that poor behaviour must be dealt with in a firm way and that both rewards and punishments must be clearly understood by all. At the same time we are aware of the devastating impact that permanent exclusion can have on children and their families and for this reason we will not give up on any child and will only use this measure in the most extreme of circumstances. Instead we will develop support programmes for the children with the most challenging behaviour which involve the families as well as specialist professionals. These programmes will often involve work with our on-site FLO or LBM.

We are aware that every school must have a behaviour policy and that the governing body is responsible for setting the general principles that inform this. As already stated, because the community is at the heart of our school, their involvement and that of the Executive Headteacher and staff is critical in the development of the behaviour policy.

We will however use the following indicators as a means of monitoring our success in dealing with behaviour, bullying, racism and their causes;

- School Information Management System (SIMS) to monitor pupil behaviours - this way, rewards as well as sanctions will be able to be recorded and monitored so that the school will be able to identify areas of concern such as frequency and cause of disruption based on behaviour type, location (e.g. class or area of school), subject and teacher.
- Pupil and parent voice as part of the schools monitoring process will be used to gather information and perceptions of how well stakeholders feel the school is doing, with the school feeding back to the community how it will respond to this information.
- Lesson observations monitoring the amount of praise that staff give within lessons, this will also be used in monitoring feedback to identify weaknesses or causes for concern by taking action to deal with poor teaching or staff who fail to follow the behaviour policy.
- Audit of the school at all the transition points to identify areas of weakness in and around the school – entry and exit of pupils to and from school, break and lunch times, movement around school at other points, in between lessons, e.g. pupils moving around the school in an orderly manner.

### **Parents and the school**

We believe that parents are the child's first and most important educator. This is underpinned in our Strap line "Together we make a difference." At our school we will value and appreciate the important role parents have to play in supporting their child and developing a positive attitude to school and learning.

Research has shown that children learn best when home and school work in partnership. At our school we will offer a wide range of opportunities for parents to actively participate in supporting their child in school.

- **Parent Coffee & Curriculum workshops** – opportunities for parents to come and find out more about a specific curricular area and undertake some simple 'hands on' activities. There will also be some opportunity for classes aimed at helping parents back into employment such as ICT and basic literacy and numeracy courses, run through Adult Education providers
- **Parent/teacher consultations & reports** – a chance for parents to find out how their child is doing in school. There will be consultation evenings in the Autumn, Spring and Summer terms. In addition, progress reports made available to parents so that they are able to monitor their child's progress, providing parents with an update every 6 weeks
- **Open sessions** – once a term parents will be invited into school to have a good look around their child's classroom and see their work.
- **School newsletter** – we distribute a fortnightly school newsletter with all the latest news and information, keeping parents and carers up-to-date with what's happening at school.
- **PTFA** – all parents will automatically be members of the PTFA. The PTFA will organise various functions throughout the year. These events will raise money that will enable the PTFA to provide equipment that might not otherwise be available to the school.

- **Come to School** – parents will have opportunities during the school year to come and have a school lunch with their child as well as take part in other school events such as assemblies, school plays and concerts.
- And we will also welcome any parent into school who is able to give up some time to volunteer either as a reader or to support in class in other ways.

### **Section D3**

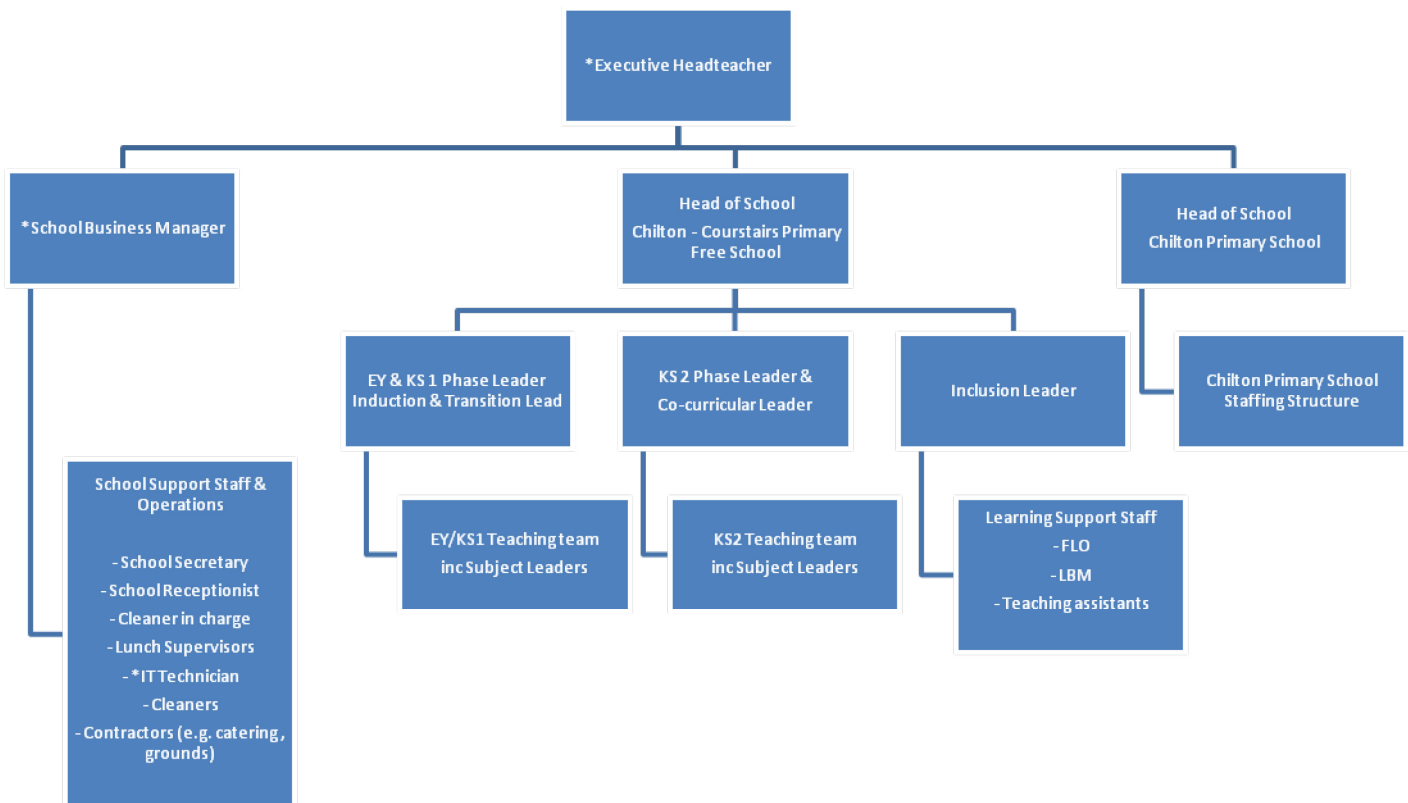
#### **Staffing**

The proposed school is a single-form entry primary school that will open in September 2015 with only the Reception and Year 3 classes being opened in its first year (and hopefully a privately provided early years and childcare provision) It will not reach its full complement until September 2018. We will look to appoint exceptional staff but they will be selected not only because they are outstanding professionals but also because they believe they have a responsibility to reach every child.

#### **Staffing Structure**

We have started by describing the proposed staffing structure for September 2018 and then demonstrate how this structure is built up over time. We know that staffing will be a key responsibility for the Executive Headteacher and governors, so different decisions may be made about the structure when the school reaches capacity. This model below however is based on the budget assumption that the school will be at full capacity and the budget plan is based on this staffing model.

The diagram below shows the proposed staffing structure for the school at its capacity in 2018



## Leadership Group

The leadership group of the school will be made up in the following way:

- Executive Headteacher (EHT) appointed at L27 with this cost shared (0.4) with the proposer school - overall responsibility for the school, quality of education and community engagement
- Head of School (HoS) appointed at L3, the head of school will have a teaching commitment for the first 2 years of opening - whole school management responsibility, Core subject specialism and support for EHT
- School Business Manager (SBM) appointed at Kent Range 10 equivalent again share cost (0.6 in first year and 0.4 each year thereafter) with proposer school – oversight of finance, legal, personnel and site issues.

## Class teachers

Class teachers with additional responsibility, i.e. TLR holders, Middle leaders, include:

- SENCO - SEND and learning support for vulnerable groups
- EYFS /Key Stage 1 Phase Leader – teaching, learning and the curriculum & Induction and Transition
- Key Stage 2 Phase Leader – teaching, learning and the curriculum and the Co-curriculum

Class teachers plan, prepare and deliver lessons to meet the needs of all children, set and mark work, undertake assessments, maintain children's records (including social development). The size of classes is 30 in all years from Early Years to Year 6. As part of the initial set up, the Head of School will be the only staff member on the leadership team, who will also be a class teacher however this will change when the school reaches capacity. Class teachers, with the exception of newly qualified teachers, will have responsibility for areas of the curriculum including teaching, learning and outcomes. There will also be two support teachers (or full-time equivalent) and a HLTA to provide leadership release, time for resilience training, planning and preparation time and staff development cover.

We also want to ensure that we take on some inexperienced teachers so that we can 'grow and develop' our own staff over time, either as part of our ambition to become a teaching school (see section C) or through the 'Schools Direct' Teaching Programme. We will aim to appoint two newly qualified teachers on staff with the exception of the first year when we will rely on some greater experience to get the school up and running.

### Phased growth

Staff / Year	Sept 2015	Sept 2016	Sept 2017	Sept 2018	Sept 2019
Students on Roll	60	120	180	210	210
<b>SLT</b>					
Executive Head (EHT)	1 (0.4fte)	1 (0.4fte)	1	1	1
Head of School (HOS)	1 (0.4fte)	1 (0.6fte)	1	1	1
School Business Manager (SBM)	1 (0.6fte)	1 (0.4fte)	1 (0.4fte)	1 (0.4fte)	1 (0.4fte)
<b>Total SLT</b>	3 (1.4fte)	3 (1.4fte)	3 (2.4fte)	3 (2.4fte)	3 (2.4fte)
<b>Teaching Staff inc TLR</b>					
KS 1 Phase Leader (TLR holder)			1	1	1
KS 2 Phase Leader (TLR holder)				1	1
TLR awards – don't inc in staff nos			1	2	2
Mainscale Teachers	2 (1.6 fte)	5 (3.4 fte)	5	5	5
SENCo (SEN allowance)			1 (0.2fte)	1 (0.4fte)	1 (0.4fte)
Support Teachers (PPA)	1 (0.1fte)	1 (0.3fte)	1 (0.6fte)	1 (0.8fte)	1 (0.8fte)
<b>Total teaching staff</b>	3 (1.7fte)	6 (3.7fte)	8 (6.8fte)	9 (8.2fte)	9 (8.2fte)
<b>Pupil Support &amp; Admin Staff</b>					
HLTA		1	1	2	2
Teaching Assistants	3	4	6	6	6
Office staff	2	2	2	2	2

Clerk to GB	1	1	1	1	1
Family Liaison Officer (FLO)	1	1	1	1	1
Learning Behaviour Mentor (LBM)			1	1	1
<b>Total Support staff</b> (these are <b>not</b> fte.)	7	9	12	13	13
<b>Operations Staff</b>					
Lunch Supervisors	2	4	6	6	6
Cleaner in charge/ Caretaker	1	1	1	1	1
Cleaners	1	2	2	3	3
<b>Total Operations Staff</b>	4	7	9	10	10

## 2015

In the first year we will appoint a EHT and HOS. The HOS will have a shared teaching commitment in the first year teaching 3 days a week. This will help reduce teaching cost but with the appointment of a SBM the SLT will appear to have a dis-economy of scale in the first year of operation.

We will appoint 2 teachers 1 full time and the other to share the post with the HOS initially on a 3 day (HOS) /2 day (CT) split. Giving a 1.6fte of class teachers.

In Early Years, as part of the overall vision, the school will provide 2 Early Years support assistants so that we are able to deliver language development and enrichment objective as part of our curriculum aims. We will also appoint a teaching assistant in year 3 for 15 hours to provide continuity for pupils as this class is a job share. This additional adult will also help us provide for the co-curriculum in our first KS2 cohort.

For administration and operations the school will need back room staff for the office, Catering and cleaning from the start however the number of staff employed is reflected in the pupil cohort numbers but this may still cause some issues in diseconomy of scale.

## 2016

In the second year of operation, the HOS will gain an additional days release from the class to concentrate on day to day responsibilities including reviewing the quality of teaching and learning in the school through the monitoring systems described in Section D2 allowing the EHT and HOS to embed core monitoring systems early in the schools development and the class teacher will increase a day building in a balance of economies to the SLT pay structure. The SBM hours will also reduce in time after the initial set up of the school's finance, legal, personnel and site operations for the school.

As pupil numbers increase so will the numbers of teaching assistants. We will in the second year as part of our proposal appoint a Family Liaison Officer as part of our overall vision to assist with the needs of individual pupils and support for families – see section C.



Support teachers will provide release for teachers to work in pairs in (Year R /1 and Year 3 /4) enabling them to plan their teaching cycles in the core subjects and the IPC ensuring good curriculum coverage and cross over between the year groups. We would also appoint a HLTA to assist with the delivery of the co-curriculum

## **2017**

This year the HOS will have no class responsibility and we will appoint a head of Key Stage 1 and Reception for 2017, as this phase of the school will now be at capacity. This year we will have appointed 6 of the 7 teaching positions. This person will also have a teaching responsibility. Prior to this appointment the EHT will oversee EYFS & Key Stage 1, while the HoS will oversee Key Stage 2 issues.

Along with an increase in teaching assistants as the school continues to grow, we will appoint our Learning Behaviour Mentor; this person will have the job of providing targeted intervention and supporting vulnerable pupils in their learning. See sections C & D1 page 17.

## **2018**

This year the school will reach its planned capacity. The SLT structure will have operated as planned into a second year, having provided strong monitoring systems as outlined in section D2. We will make our final class teacher appointment and look to appoint a head of Key Stage 2, this post may be an external appointment with the class teacher post or we may be able to appoint internally.

We will also appoint a HLTA who will assist the LBM in working with vulnerable groups and this person will work on delivering high quality interventions such as BRP. (See section D1)

## **Accountability in the system**

All staff will be held to account through a clear line and performance management system which focuses on outcomes for children, the quality of provision, areas of specific responsibility and professional development. It will be as an outcome of the annual performance management that decisions are taken about progress against targets and any increase within the schools pay and reward policy.

The EHT and members of the leadership team will be held to account by the governing body for the success of the school and particularly the outcomes for children. This will happen in regular meetings with the chair of governors, meetings of the governing body and, for the EHT, as part of the formal annual performance management process.

The EHT will hold the senior leaders to account through regular line management meetings and periodic performance management. Senior leaders will be expected to take collective responsibility for the performance of the school and the outcomes for children as well as their specific areas of responsibility.

A clearly communicated system will be in place for dealing with situations where performance is not good enough. Initially improvement targets will be set and the member of staff will be supported to meet these. Where there is not sufficient improvement there will be a process of escalation which might eventually result in dismissal.

**Section D4** (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

*Insert text*

## Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you.

If your school is new provision:

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

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e.  $D = ((B+C)/A) \times 100$ .

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	30	30		100%	30	29		97%
Year 1	30	25		83%	30	30		100%
Year 2	30	15		50%	30	25		83%
Year 3	30	7		23%	30	15		50%
Year 4	30	6		20%	30	7		23%
Year 5	30	2		7%	30	6		20%
Year 6	30	2		7%	30	2		7%
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	210	87		41.4%	210	114		54.3%

## **Section E: Evidence of need – part 2**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

### **Section E1**

#### **Demonstrating Interest**

While we are aware that at the present time there are only 7 expressions of interest for Year 3 places in 2015 and 15 places in 2016 (see table above), we are confident that the take up for places will in fact be higher than this. This is based on the belief that many of those who would seek to move out of Infant School provision in 2015 for a Junior place in September of the same year have not realised that our proposal would allow them to apply and increase the parental choice when making a choice for a future school place - therefore we feel confident that there will be a greater take up of places when the Free School admissions process is managed at the same time as the Junior school admissions as part of the local authority coordinated scheme.

We asked parents whether they would include our new school in their choice of schools for their child if they could, we did not use the proposed school name as we did not want to link the school with the proposed site in case the site was not deemed suitable by the EFA, furthermore we didn't want parents being attracted to the school because of the building, we wanted parents to choose the school because they believed in the vision, ethos and statements of the school, so we used the name Ramsgate Free School. We explained the school to the parents through the production of a brochure and other events, as follows.

# Ramsgate Free School

[www.ramsgatefreeschool.co.uk](http://www.ramsgatefreeschool.co.uk)



Ramsgate needs a new single form entry primary school by 2015 as there are currently no longer enough places to meet future demands.

Up to an additional five forms of entry will be required by 2015 just to maintain sufficient places for children living in Ramsgate.

This is a great opportunity to propose a Free School with the community, for the community - a place that you can call your own. Its aim will be to respond to what local people say they want and need.

A Free School will also increase the diversity of schools available in Ramsgate while extending choice for parents.

## What is being proposed?

Chilton Primary School, a 'Good' (OfSTED 2013) Local Authority school, is proposing the establishment of a brand new school. Chilton Primary Schools results are currently in line with the top 25% of similar schools nationally and as such we believe we are well placed to help establish a Free School in our local area for local families.

We believe Ramsgate town and district needs a new single form entry primary school by 2015 because there are no longer enough places in other local schools to meet future demands. This will be further exacerbated by the growing inward migration and future building developments which are planned within the south west area of Ramsgate. Up to an additional five forms of entry will be required by September 2015 in order to maintain sufficient places. As a result of these developments, this is a great opportunity to propose a Free School with the community, for the community - a place that you can call your own. A Free School will also increase the diversity in the local family of Primary, Infant and Junior schools that exist across Ramsgate and extend for parents the choice of education available.

We will model the proposed Free School on the same ethos as Chilton Primary School. We are committed to promoting real social mobility and both schools will share the strap line 'Together we make a difference'. From the moment that you walk into the school you will be able to tell that it is a community where adults care about the children, where children love to be in school and where everyone is focused on achieving a set of common goals. The school environment will be clean and attractive with a constantly changing exhibition of children's work which celebrates the children's success and demonstrates their progress and achievement.

The overall aim of both schools will be to improve the current and future lives of local children and families and to rank amongst the highest performing primary schools in Kent and Nationally. Both schools will continue to have a distinctive ethos and a distinctive uniform. Our Free School will be an inclusive school that welcomes all children and families from the local community including those with special needs.

We believe that this proposal will only have a positive impact on both schools. Chilton will continue to be a local authority school working towards its long term goal of becoming outstanding and just like the free school proposal, continue to serve its local community and provide a high quality of education for all its children.

### **Free School Aims and Vision**

The overall aim of our free school is to improve the current and future lives of local children and families and to rank amongst the highest performing primary schools in Kent and Nationally.

Our school will not follow a particular philosophy (such as Steiner or Montessori) but there will be a distinctive ethos and a distinctive uniform. We will strive to become a teaching school, to achieve the international school award and be a Rights Respecting School that not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils.

Our Free School will be an inclusive school that welcomes all children and families from the local community including those with special needs.

A significant proportion of children in Ramsgate enter school lacking many of the social and language skills already acquired by others of their age. They often have limited vocabularies and poor listening skills. There are also an increasing number of children with English as a second language. To build children's repertoire of spoken and written language so that they become confident and effective communicators we will provide a curriculum with a strong focus on speaking and listening with a curriculum based around language and reading which seeks to underpin a development in writing. This will be achieved by the school using 'The Power of Reading' - a whole school development project which engages teachers and children in the literacy curriculum with high quality books and creative teaching approaches.

Mindful of the needs of working parents and those wishing to get back into employment we will run an extended day which will include activities before and after school that support and extend our curriculum. Our year will also be extended with opportunities for children and families to participate in a range of activities. In addition children will have the opportunity to work as volunteers on improvement projects in school and in the wider community helping build their sense of community and citizenship.

Parents will be clear that we place their children's achievement at the top of the list. We want them to do the same and will ask that both they and their children sign 'The

Partnership Contract' which commits the child to behaving well, treating everyone with respect and coming to school every day, on time, in uniform and ready to learn.

Like our proposer school, we will be strict about attendance because every minute of learning counts. We will also be exacting about uniform because we want our children to take a pride in their appearance and their school and to focus on their performance rather than the latest designer clothes, building on our expectation will be the motto 'Look smart, Feel Proud'. We will also have in our school on-site access to a Family Liaison Officer (FLO) and Learning Behaviour Mentors (LBMs) offering one-to-one counselling and group sessions for children and families.

We intend to forge a partnership with a local child care and early years' provider in the private, voluntary or independent (PVI) sector so that children are ready to learn when they come to our school. This provision will eventually be based on site and we will ensure that it is of high quality with externally accredited standards, a broad curriculum and secure safeguarding procedures. If there is no suitable local provision we will go to the market to commission a new provider. It will also be through partnerships in the PVI sector that we will provide some of our extended day and extended year activities.

This will be a school where: there is a culture of respect for local people, local culture and local values; every adult is dedicated to serving the needs of its community; where families are true partners in their children's education; where staff are selected not only because they are outstanding professionals but also because they believe they have a responsibility to reach every child; where children expect to reach high academic standards, make positive personal growth, behave with respect and dignity and develop the emotional resilience to succeed, even in the face of adversity.

### **Beyond the School Day and Year**

We will be particularly aware of the needs of working parents and will run an 8am to 5.30pm day (there will be a charge for some of the before and after school activities). Our year will also be extended with opportunities for children and their families to participate in a range of activities.

### **Admissions**

The school will abide by Kent County Council admissions criteria but will admit children with statements of special educational needs, children in care, siblings and those living closest to the school in that order of priority.

### **Early Years and Childcare**

The school will form a partnership with a local child care and early years' provider in the independent sector so that children are ready to learn when they come into the main school. We will ensure that the provision is of high quality and has a broad curriculum and secure safeguarding procedures.

### **Special Educational Needs**

We will welcome children with special needs and will make sure that none in the community let a child's special needs get in the way of high expectations of social and academic achievement.

### **Behaviour**

We will have the highest expectations of behaviour for adults and children alike. Our policy, procedure and practice will be developed in partnership with the whole community and will be built upon respect and ethical behaviour. Everyone will be clear about their rights and responsibilities and also the consequences of bad behaviour.

## **Leadership**

It is the intention of the Governing Body to appoint the current Headteacher of Chilton Primary School as the Executive Head of both Schools, should the proposal be successful.

## **Teaching**

We will appoint staff who are dedicated to serving the needs of the community and teachers who are, or have the potential to be, excellent practitioners. They will care deeply about the children and their success and know how to make learning enjoyable so that school is not only hard work but also fun.

We know that no two children are the same and part of our core purpose will be to find and cultivate individual talents. Because children learn in different ways we will ensure that our teachers have a broad range of proven teaching strategies and also provide personalised learning opportunities for each child.

## **The Curriculum**

We will follow the national curriculum and we will still use the end of key stage tests and assessments. We will have a rigorous, comprehensive curriculum with a social and academic approach to education.

To achieve this we will follow the International Primary Curriculum (IPC). The goal of the IPC is for children to focus on a combination of academic, personal and international learning. We want our children to enjoy their learning; develop enquiring minds, develop the personal qualities they need to be good citizens of the world, and develop a sense of their own nationality and culture, at the same time developing a profound respect for the nationalities and cultures of others. Most of all, we want our children to develop all the skills they will need in order to confidently face the world of tomorrow enabling them to have secured the skills needed to take them on the journey towards Further or Higher Education and employment.

Our curriculum will be designed to develop the character, mind and resilience of the whole child and will incorporate our core beliefs and values. Because we want all our children to be technologically advanced ICT will be woven through the whole curriculum.

English, Mathematics will be stand alone taught subjects, while Science and all other subjects taught through the IPC will be at the heart of the curriculum and will be planned to provide a broad programme of curriculum enrichment activities.

## **English**

We know that Literacy is critical to the whole curriculum and to children's capacity to learn. Our children will have rich language experience through reading, writing, speaking, viewing and listening.

## **Mathematics**

We want our children to develop mathematical habits of mind; value mathematics, master basic facts; be mentally agile; be creative problem solvers; tackle complex problems with confidence; read, write and discuss mathematics, apply mathematics in other subject areas and begin to understand and appreciate the role of mathematics in the world.

## **Science**

Our science curriculum will be taught through the IPC which is designed to capitalise on children's curiosity and help them to think like scientists. Children are natural investigators and using their questions as a starting point we will help them to discover answers through



### **How can the community help?**

Last year Chilton Primary School received 177 applications from parents for 60 spaces, so we hope to be overwhelmed by enthusiasm and support for such a school. Chilton is already an oversubscribed school with the determination to provide a good school for a wider community but the more interest from parents the stronger the case for the school. That is why we are looking for parents to register a preference for the school ready for when their children will start school in 2015 or beyond.

### **What does registering a preference mean?**

By registering a preference you are indicating to the Department for Education that, should the school exist, you would choose it as a first preference when selecting a primary school for your child.

This does not commit you in any way to the school and in no way affects your choice of Primary school for your child when you apply through the Local Authority.

It is simply a way for the Department for Education to assess demand and the data is used anonymously by the department.

### **How can I find out more?**

If you are interested in finding out more, or registering an expression of interest for your child, visit our website **[www.ramsgatefreeschool.co.uk](http://www.ramsgatefreeschool.co.uk)**

Or visit us on;



[www.facebook.com/RamsgateFreeSchool](http://www.facebook.com/RamsgateFreeSchool)



[www.twitter.com/RamsFreeSchool](http://www.twitter.com/RamsFreeSchool) -  
[@RamsFreeSchool](https://twitter.com/RamsFreeSchool)

Alternatively, if you are interested in supporting our school in any other way, you can email [ramsgatefreeschool@chilton.kent.sch.uk](mailto:ramsgatefreeschool@chilton.kent.sch.uk)

We also included with the information above a response form that explained to parents what they could do if they were interested in this new school – see below.

## Registering an expression of interest

If you are interested in expressing an interest for your child to start at the proposed Free School in September 2015 or beyond, please complete the form below and return to the address below.

1. Would you be interested in sending your child to this new local school? Yes / No
2. Would you select The Ramsgate Free School as one of your preferences? Yes / No
3. Childs Date of Birth (DoB) -

4. In which year would your child need a **reception place**?

2015		2016		2017		2018	
------	--	------	--	------	--	------	--

5. In which year would your child need a **year 3 place**?

2015		2016		2017		2018	
------	--	------	--	------	--	------	--

(Please tick next to the appropriate year)

6. Please provide your contact details
7. Please add any comments and ideas on the bottom of this form and return your completed Expression of Interest Form to;

**Ramsgate Free School - Expression of Interest Form**  
**Chilton Primary School,**  
**Chilton Lane,**  
**Ramsgate,**  
**Kent**  
**CT11 0LQ**

Thank you

## Responses to the community consultation

We have been pleased with our response from the community. Since the start of December 2013 we have received, either via the website or as a result of returns from the brochure, over 150 responses. We used this information to help us complete the table on page 53 to show how many parents would select our school as their first

choice for the first two years of the schools life and to prepare a map from the postcode information provided by parents when they informed us of their intention to choose the proposed Free School using the 'BatchGeo' software. (Link to external site for access to map [REDACTED]) (or See **Table 1** below).

Of the nine schools in Ramsgate, four are underperforming, (one is 'a cause for concern', one is 'Inadequate', two 'Require Improvement') and five are considered to be 'Good'. (See **Table 2** Section E page 62 - *Summary of OFSTED Judgements in local schools*) We are also able to show that there are a wide range of educational outcomes in schools in our proposed area, where those outcomes are mostly below the District, Local Authority and National average of measures. (See **Table 2**, Section C page15)

While we are aware of the different outcomes of schools in our locality, we are proposing to site the school in an area of Ramsgate with no surplus of school places (See section H). Ramsgate needs a new single form entry primary school in 2015 because there are not enough places in other local schools to meet future demands. (See Section C, opening commentary on page 10 and **Table 1** - Primary Forecast charts for Ramsgate, page 14)

**Table 1 – Parental demand map**



**Table 2 - Summary of OFSTED Judgements in local schools**

Schools nearest to the proposed free school location	Distance away	School Type	Age range	Number of pupils	OFSTED Judgement	Year of last Inspection
<b>Chilton Primary School</b>	<b>0.309</b>	<b>Community</b>	<b>4 - 11</b>	<b>420</b>	<b>2</b>	<b>2013</b>
Ramsgate Christ Church CofE Junior school	0.500	Academy sponsor led	7 - 11	231	3	2012
Ellington Infant School	0.770	Community	5 - 7	264	2	2009
St Laurence in Thanet CofE Junior school	0.821	Academy sponsor led	7 - 11	213	3	2010

Newington Community Primary School	0.969	Community	3 - 11	435	2	2012
Priory Infant School	0.975	Community	5 - 7	179	2	2010
St Ethelbert's Catholic Primary School	1.483	Voluntary aided school	4 - 11	212	2	2010
Newlands Primary School	1.612	Academy sponsor led	4 - 11	366	4	2013
*Dame Janet Primary Academy	1.625	Academy sponsor led	4 - 11	616	*See below	

\*The Previous Infant and Junior School amalgamated as an academy in 2012 having both been judged as schools causing concern – recent section 8 inspection outcome (May 2013) stated “... at this time the academy is not making enough progress in raising standards for all pupils.”

## Section E2

In gathering the responses we engaged with parents from a wide range of backgrounds, we did this through the development of a Free Schools Brochure. (See Section E1, pages 56 to 62)

The aim of the brochure was to provide a clear statement of the proposal and its proposed date of implementation (September 2015), followed by information on:

- the reason for seeking to establish the school of the size and age range proposed (including information on the anticipated shortage of reception places base on information from the local authority);
- the location of the school (south west Ramsgate) and our collaboration with Chilton Primary School;
- our mission and values;
- a summary of our proposed curriculum;

We ensured engagement with those from more disadvantaged backgrounds through planned contact via the children’s centres in our community. We also organised town centre events to raise awareness of the issues surrounding the need for a Free School in our community and by distributing brochures to the six local day nurseries across our

nominal catchment area to ensure that we had good engagement with as many families as we could.

We set up a Website, a Facebook page and a Twitter site which allowed the community to engage with our proposal. Apart from the 152 expressions of interest we received, on the Facebook page we received over 230 'likes' and on the Twitter page we had over 60 followers including Laura Sandys – MP and Roger Gough, Kent County Council Cabinet Member for Education and Health Reform.

We also contacted the 5 schools nearest the proposed school site. Of the five schools, we received feedback from 4 on the proposal, all the feedback was positive.

All the feedback we have received as a result of our engagement and dialogue with the wider community either via our proposal consultation brochure or through social media has been positive. As a result we have not adapted the proposal at this stage.

Listed below are the activities we have undertaken to raise awareness of the Free School and to engage a wide range of parents and other stakeholders;

- a consultation brochure setting out in outline the vision and curriculum for the school;
- writing to our local MP;
- writing to the Local Authority;
- writing to Kent County Council (as the local authority);
- writing to the county councillor responsible for Education and Health;
- presence in the town centre with a banner and brochures;
- communication with the staff and parents at Chilton Primary School;
- articles in the local newspaper;
- setting up our own website [www.ramsgatefreeschool.co.uk](http://www.ramsgatefreeschool.co.uk)
- a Facebook page for the school; <https://www.facebook.com/ramsgatefreeschool>
- a twitter site for the school; <https://twitter.com/RamsFreeSchool>
- delivery of brochures to children's centres and other early years settings;
- door to door delivery of brochures in the nominal catchment area;
- word of mouth from our parent supporters as the news about the school spreads.

## Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
-------------------	----------------------------

Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

**F1 (a) Pre-opening skills and experience**

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	15hrs

██████████	██████████	██████████	██████████	20hrs
██████████	██████████	██████████	██████████	8hrs
██████████	██████████	██████████	██████████	14 hrs
██████████	██████████	██████████	██████████	20hrs



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Primary responsibility for opening the school will rest with the company members who make up the project group, this is the body which has driven forward the development and submission of this application.

As the school approaches the point at which it opens, the project group will be disbanded, and replaced by an executive committee - the governing body. The governing body will be made up of the existing project group/company members and the governors of the proposer school - Chilton Primary School. [REDACTED]. When a Head of School is appointed, he or she will become a member of the project group and then of the governing body.

The project group will lead and undertake the work required in six areas to successfully open the new school:

- Detailed planning of the operation of the school and delivery of high quality education from the day of opening, including formulation of key policies and detailed plans for delivery of the curriculum;
- Recruitment of staff, and agreement of personnel processes and policies surrounding that, including remuneration;
- Financial planning for operation of the school, and financial management of pre-opening phase ;
- Overseeing the provision of a school site and building, and the legal agreements surrounding this;
- Promotion and marketing of the school to prospective parents, building on work undertaken to date;
- Recruitment of additional governors, progressively to bring the governing body to full strength.

**Membership of the project group**

The project group/company members are listed below. A curriculum vitae and pen-portrait for each member is included in the annex, demonstrating in more detail their experience and abilities. We believe that the group as it stands has the necessary spectrum of skills and experience to deliver the new school, Chilton Courtstairs, supplemented by the services which we expect to buy in from elsewhere.

[REDACTED] and [REDACTED]. If the application is successful he will become the

[REDACTED] -

██████████ - ██████████

██████████ - ██████████

██████████ -

### **Delivery of what is required in the six key areas**

Lead responsibilities and skills are as set out below. It is envisaged that the Executive Head teacher supported by the company members and, when appointed, the Head of School will play an important role in each of these areas.

### **Operational planning and delivery of high-quality education**

██████████

### **Recruitment of staff**

The recruitment of the Head of school will be overseen by ██████████ (██████████), ██████████. The Head of School along with the Executive Head teacher will then recruit the other staff.

### **Financial planning and management**

This will be overseen by ██████████.

### **Provision of school site and building Provision of school site and building**

This will be overseen by ██████████. The site of ██████████ has been identified as a potential site by the company members (Section H). Although the building is currently in a reasonably good state of repair, internal modifications to the structure will be required for the site to accommodate seven classrooms and be considered suitable as a single form of entry school. Services of a project manager to manage this building works would need to be appointed.

### **Promotion and marketing of the school to prospective parents**

This will be overseen by ██████████ and supported by ██████████.

### **Recruitment of additional governors**

The governing body will be made up of the existing company members and the governors of the proposer school, Chilton Primary School. The Head of school, when appointed, will become a governor and there will be two parent governors and two staff governors [REDACTED]. This will be the responsibility of [REDACTED] ([REDACTED]). This will then form a collaborative governing body for both Chilton Courtstairs and Chilton Primary School.

## F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

### Skills Matrix

Set out below is a matrix, which can be validated by reference to individual curriculum vitae at the end of this section

	Managing Schools Finance	Leadership	Project Management	Marketing	Human Resources
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████

Skills are assessed as follows:

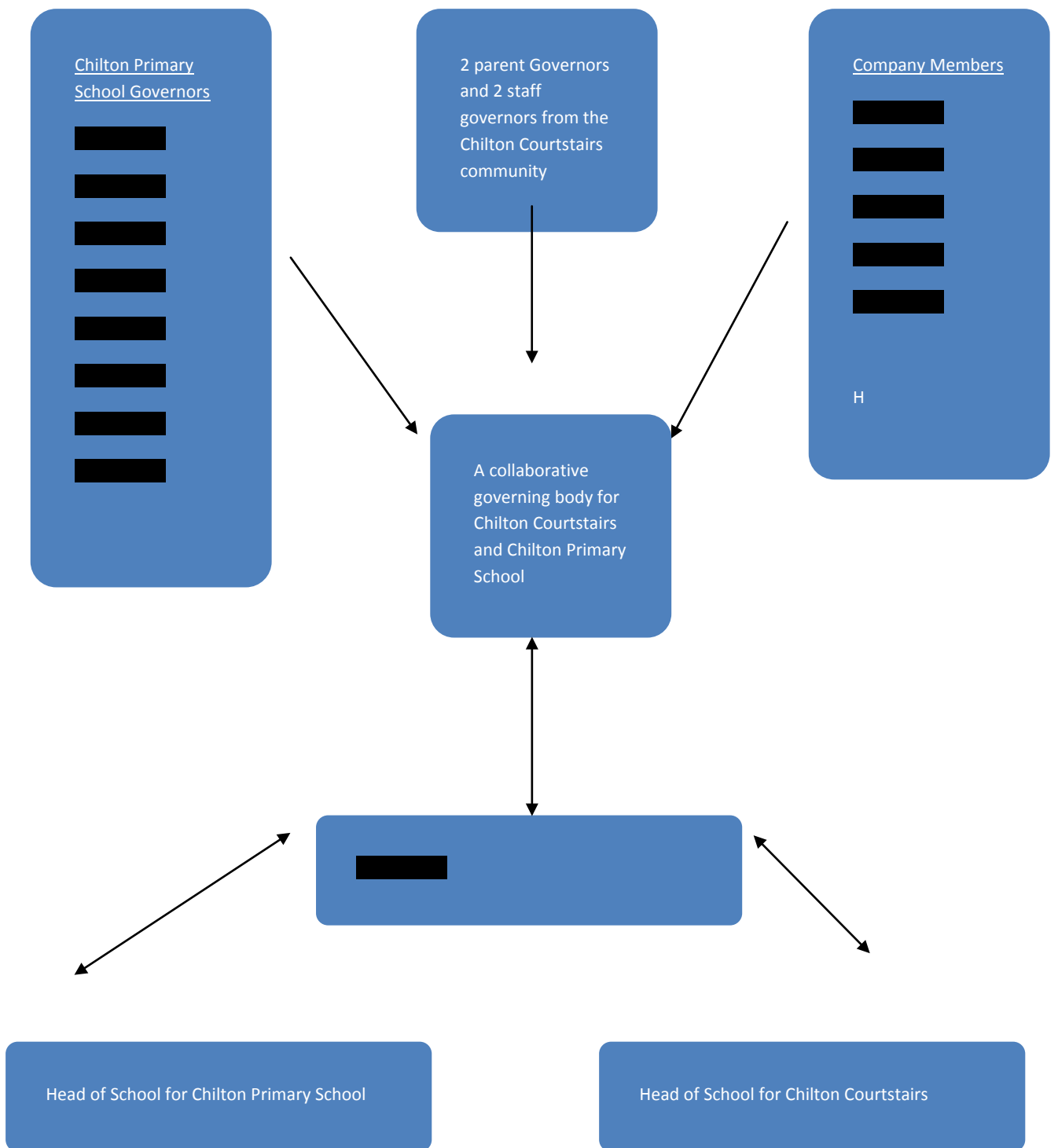
3= Relevant qualification and/or extensive direct specialist experience

2= Extensive experience, in managerial capacity

1= Appreciable involvement

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Provision of school site and building modification	The building is currently in a reasonably good state of repair, a project manager will need to be appointed to manage the internal modifications to the structure that will be required for the site to accommodate seven classrooms. The school and company members have a wealth of experience in school building projects and would put out to tender for a surveyor to assist in project management to support the GB in ensuring the aims of the school are being met in the tendering and completion of works.
Operational planning and delivery of high-quality education	The company members have a wealth of knowledge about the curriculum. Support will also be brought in to develop the IPC curriculum from [REDACTED] ([REDACTED]).

**Section F2** A diagram of the structure of Chilton Courtstairs Governing body



The governing body will be made up of all the company members and also the governors of the proposer school, Chilton Primary School. The overall governing body will eventually consist of 15 members will have a main governing body and two principle committees - Curriculum and Standards Committee and the Finance and Personnel Committee. Both schools will now have a collaborative governing body; this was agreed by the Chilton Governing Body on Tuesday 3<sup>rd</sup> December.

It is integral to our vision that the school works with and through the community in which it sits and serves therefore the Head of school, when appointed, will also become a governor and there will be two parent governors and two staff governors recruited from the Chilton Courtstairs community.

## **Roles and Responsibilities**

### Role of the Governing Body before opening

Prior to opening, the governing body will need to review and confirm a series of plans that will have been made by the company members. These will include:

- The governance structure briefly described above, and the further detailing of this and of the policies, procedures and practices the school will follow
- Appointment of the Head of school
- Approval of the initial budget, of the terms of occupation of the site and buildings (so far as is necessary), and of contracts for external services commencing at opening.

### Role of the Governing Body after opening

After opening, the governing body will clearly be responsible for the strategic direction of the school. But it will also need to be confident in:

- The strategic approach – what the school is doing in general terms to try to meet its broad objectives;
- Whether the strategic approach is successful – the outcomes being achieved for each and every pupil, the social and educational experience being delivered to pupils and parents;
- Whether we are engaging well with all our parents and all parts of our local community – do they endorse and support what we are trying to do and does that reflect and enhance local aspirations?;
- Whether we are engaging effectively with other schools and institutions, helping prepare prospective children for school before they arrive and preparing current children for future steps in their educational journey;
- Whether we are using resources wisely, and complying with legal duties.

Sections C and D of this proposal set out in considerable detail the “what” and the “how” that underpin our vision. These are the starting point for the governing body in assessing overseeing the school and assessing progress.

### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

As previously stated, the governing body will be made up of all the company members and also the governors of the proposer school, Chilton Primary School.

The company members skills audit has already been set out in sections F1 and a curriculum vitae for each member is included in the annex.

The governors for Chilton Primary are as below. As with the company members, a curriculum vitae is included in the annex, demonstrating in more detail their experience and abilities

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	20hrs



██████████	██████████	██████████	██████████	1hr
██████████	██████████	██████████	██████████	1hr
██████████	██████████	██████████	██████████	3hrs
██████████	██████████	██████████	██████████	3hrs

██████████	██████████	██████████	██████████	1hr
██████████	██████████	██████████	██████████	2hrs

<b>Skills Matrix</b>							
Education							
Financial Management							
Leadership							
Human Resources							
Legal Knowledge							
Premises							
ICT							
Procurement							
Performance management							
Child Development							
Marketing and communications							

Skills are assessed as follows

1=current extensive and relevant experience,

2=good understanding,

3=basic knowledge

### **F3 (b) Skills gap for governing body**

We believe that the group as it stands has the necessary spectrum of skills and experience to govern Chilton Court Stairs. They annually complete skills audits and address issues highlighted with professional development. Ofsted stated in 2013 that the Governors of Chilton Primary School are.

*'extremely effective in checking that provision for all pupils is of a high quality. Successful and rigorous systems for checking the work of the school mean governors understand clearly how well the school is doing and how leaders' actions are leading to improvements in the progress of pupils. Governors continue to be trained to further enhance their roles and have a comprehensive view of how data show how well pupils are doing. The information they gain from this is linked to how they hold the head teacher to account and to ensure teachers who demonstrate improvements in the quality of their teaching are rewarded. The budget is managed effectively and governors have a very clear understanding of the allocation of the extra funding the school receives through the pupil premium. They have a comprehensive view of how it provides additional approaches to support learning and understand to what extent it is having an impact on the achievement of pupils who need extra help. Governors oversee safeguarding procedures well to ensure pupils are kept safe.'*

We believe that this proposal presents no conflicts of interests

## Section F4

The working party have already identified a Head teacher with a relevant and credible educational track record to lead the free school. We would propose a Free School collaboration with our proposer school.

The most important driver for any collaboration between schools should always be the benefits for children. We believe that the role of Executive Headship for the school is the best option as it builds on the already proven skills and experience of the current post holder who has an exemplary track record.

The Executive Headteacher would lead and manage the day to day operations of the two schools - Chilton Primary School and Chilton Courtstairs Free School, with the support of the Heads of School.

[REDACTED]

[REDACTED]

OFSTED Inspection reports of the designated head have said:

*“There is a calm, purposeful atmosphere in this happy school which stems from effective day-to-day management procedures. Staff respond well to the strong leadership of the headteacher, who has a clear understanding of what the school needs to do to improve even more.”*

OFSTED 2007

*“Leadership is strong within the school. The headteacher’s commitment to improving achievement through raising the quality of teaching across the whole school since the last inspection has been successful. His calm leadership, while maintaining high expectations, has ensured staff overwhelmingly share in the school’s priorities for moving forward.”*

Ofsted 2013

An outline of the skills and characteristics for the EHT designate are contained in F1 and the CV in the appendix.

**Section F5** (existing providers and any new applicants seeking to open more than one free school)

*Insert text*

## F6 (existing providers and any new applicants seeking to open more than one free school)

*Insert text*

### F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

<b>Name</b>	<b>Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)</b>	<b>Other relevant area(s) of expertise</b>	<b>Hours per week</b>	<b>Cost £</b>

## F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
	£0.00	£0.00

**Section F7** (Independent schools)

*Insert text*

**Section F8** (Independent schools)

*Insert text*



## **Section G: Budget planning and affordability**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

### **Sections G1**



**G3 Financial resilience to reductions in income**



## **Section H: Premises**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.</p>	<p>The location in which we propose to set up the Free School is within the South West area of Ramsgate Town, postcode area &lt;Redacted&gt;. We would prefer the school to be located in the Pegwell Ward area, but we would be prepared to look at other sites close to Pegwell Ward boundary along Central Harbour Ward and the Nethercourt Ward boundaries. See attached annotated map, also via link - &lt;Redacted&gt;</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	
---	--

**Preferred site**

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<p>The address of the preferred site is: RAMSGATE, KENT &lt;Redacted&gt;</p>
--	--

<p>In which local authority is the site?</p>	<p>KENT</p>
--	-------------

<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>NA</p>
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>NA</p>
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>NA</p>
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<p>Please tell us how you found the site:</p>	<p>The working party identified the site against the application criteria - reviewing locations where existing provision are insufficient in meeting community need and by looking at the use of existing buildings for such demand, while proving to be suitable for the delivery of high quality teaching and learning, so as to deliver the schools aims and educational vision.</p>
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<p>Please confirm the tenure:</p>	<p>Freehold purchase</p>
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<p>If other, please explain further:</p>	
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<p>Please include information on purchase or lease price if known:</p>	<p>Freehold purchase price &lt;Redacted&gt;</p>
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<p>Who owns the site?</p>	<p>Other</p>
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<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)</p>	<p>Yes</p>
--	------------

<p>Name and contact details of owner:</p>	<p>Unknown - these details are available via the agent.</p>
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<p>Name and contact details of agent or local authority representative where available:</p>	<p>&lt;Redacted&gt;</p>
---	-------------------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Existing building
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What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	<p>We chose this site, as we believe it meets our criteria and that of the DfE (value for money judgements) when trying to identify a suitable site. Our criteria were Location and Suitability.</p> <p>Location – as evidenced in the application (Section C p10 &amp;14), there is an identified shortfall of spaces across Ramsgate and this site is well placed to address the required need. Our vision is for a school which is part of its local community and aims to serve local children within Ramsgate, so it was important that the location was one which would meet local demands. We also identified the site as being suitable in term of its proximity to the Sponsor School, thereby making an effective use of the sponsor schools resources, human and physical, eventually leading to an exciting and practical collaborative partner for the benefit of the wider community.</p> <p>Suitability – Our requirements for the site and buildings are driven by the vision that the environment will deliver the highest standards and quality in teaching and learning, which will encourage the children 'to be the best that they can be.' While there is a need for internal restructuring, the building will, from advice received, be able to deliver suitably equipped teaching spaces to meet our curriculum requirements. Also of importance to our proposal is the need for suitable outdoor and recreational spaces to be able to deliver our wider objectives on physical activity and the arts as set out in our description of the curriculum (Section D1 The curriculum p29 ) the Co-curriculum (Section D1 p31) and community engagement. On this basis we consider the site to represent good 'value for money judgements' as it meets all our desired criteria. Existing transport and access links also make this school a suitable proposal. In line with our vision, we anticipate that the majority of our children will be able to walk to school; however, there are good road and public transport links to the school. The site also has provision to provide parents with good off road 'drop and go' access points in the school grounds, further reducing the effects of congestion in the immediate area.</p>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<p>There are no site or building plans available. As a result details of the building are approximate (see agents' particulars, sent as an additional file) - ground floor 367 square metres - first floor 360 square metres - attic floor - 300 square metres. There is a substantial hardstand area at the front and both sides of the property with a substantial green area to the rear of the property.</p> <p>Details of the property sent in an additional file.</p>
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<p>The building is currently in a reasonably good state of repair, however internal modifications to the structure will be required for this site to accommodate seven classes and be considered suitable as a single form entry school.</p> <p>Photos sent as a separate file</p>
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**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
Please include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
<b>Third choice site</b>	
Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	

Please Include information on purchase or lease price if known:	
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Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**Fourth choice site**

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
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Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--



## Annexes

Any annexes you add:

are excluded from the page limit and restricted to CVs for key individuals; and should be submitted as part of your application, i.e. as one Word document.

## CV template

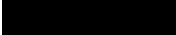
CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	[REDACTED]

CV template		
	school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	• [REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	• [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

See data below as part of section 5a

[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held length of time in position	[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including:  date of qualification professional body membership number how your qualifications are maintained	
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):	[REDACTED]

	<p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████


<b>CV template</b>		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████
4.	<b>For finance only:</b> details of professional qualifications, including:  date of qualification professional body membership number how your qualifications are maintained	██████████

5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>,</p>	

	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████



4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	N/A
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include,</p>	

	as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	██████████
		██████████
		██████████

4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your</p>	

	<p>school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/organisation	██████████
	position and responsibilities held length of time in position	██████████

4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	N/A
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	N/A

5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]


CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]

3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score</p>	

	<p>per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████



CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:  name of school/ organisation  position and responsibilities held  length of time in position	██████████
		██████████
		Name:  Position:  Time Period:
4.	<b>For finance only:</b> details of professional qualifications, including:  date of qualification  professional body membership number  how your qualifications are maintained	
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where	


	<p>available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is	

	relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	
<b>CV template</b>		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:  name of school/ organisation  position and responsibilities held  length of time in position	Name:  Position:  Time period:
		Name:  Position:  Time period:
		Name:  Position:  Time Period:
4.	<b>For finance only:</b> details of professional qualifications, including:  date of qualification  professional body membership number  how your qualifications are	

	maintained	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score</p>	

	per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held  length of time in position	██████████

4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	N/A
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	N/A
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages –</p>	

	these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	See above
8.	Reference names(s) and contact details	██████████

██████████

## Curriculum Vitae

### Personal Details

Full Name: ██████████

Home Address: ██████████

Date of Birth: ██████████

Education: ██████████

### Employment History

Current Position: [REDACTED]

Previous Employment: [REDACTED]

Previous Employment: [REDACTED]

Previous Employment: [REDACTED]

Previous Employment: [REDACTED]

Previous Employment: [REDACTED]

Previous Employment: [REDACTED]

[REDACTED]

**Profile**

[REDACTED]

**Employment History**

[REDACTED]

**Qualifications**

[REDACTED]

**External Curricular**

[REDACTED]

**References**

Available from any of my previous employers upon request.



**\*\* ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT \*\***

## Self-assessment form for independent schools (including privately run alternative provision and special schools)

<b>Name of school</b>						
<b>Girls/Boys/ Co-educational</b>		<b>% Special Educational Needs</b>	<b>% Free School Meals (or pupils on bursaries)</b>	<b>% English as an Additional Language</b>	<b>% Persistent Absence</b>	<b>% Attendance</b>
<b>Name of principal</b>	<b>Additional information about the school</b>  <i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i>					
<b>Chair of governors</b>						
<b>Number of pupils currently on roll</b>						
<b>Capacity</b>						

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Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<b>Overall</b>	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at <b>page 28-29</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Achievement of pupils at your school</b>	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade</i></p>			

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	<p><i>descriptors (available at <b>page 33-34</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Quality of teaching in your school</b>	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at <b>page 37-38</b> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

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Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<b>Behaviour and safety of pupils</b>	<i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at <b>page 41-42</b> of the school inspection handbook <a href="#">here</a>).  please delete this guidance before submitting this form]</i>		
<b>Quality of leadership in, and management of, your school</b>	<i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the</i>		

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	<p><i>Ofsted grade descriptors (available at <a href="#">page 47-48</a> of the school inspection handbook <a href="#">here</a>).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<b>Spiritual, Moral, Social and Cultural development of pupils at your school</b>	<i>[Please provide a commentary]</i>			

<b>Your assessment against Ofsted framework (please provide a commentary)</b>	<b>Your self-assessed Ofsted grade (1-4)</b>	<b>If needed, proposed actions to improve self-assessed rating</b>	<b>FOR INTERNAL USE ONLY- Not for completion</b>
<b>The extent to</b>	<i>[Please provide a</i>		

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<p><b>which the education provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p>	<p><i>commentary]</i></p>			
<p><b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if</b></p>				

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**their existing provision is interwoven with the LA.**

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