

# Free Schools in 2014

## Application form

### Mainstream and 16-19 Free Schools

Chapel St Community Schools Trust

**Raynes Park  
Community School**

Submitted DfE: 4<sup>th</sup> January 2013



# Application checklist

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

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Merton Park Surrey [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED] Mobile number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
6.	If Yes, please provide more details: n/a
7.	How you would describe your group: <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input checked="" type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details: n/a
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>
10.	If Yes, please provide more details:  Chapel St Community Schools Trust is currently working on an application in Burnley to open a Free School, to open in this round.
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: n/a
Details of company limited by guarantee	
13.	Company name: <b>CHAPEL STREET COMMUNITY SCHOOLS TRUST</b>
14.	Company address: 79 Craven Gardens, Wimbledon, London, SW19 8LU
15.	Company registration number and date when company was incorporated: <b>07885963, incorporated 19th December 2011</b>
16.	Does the company run any existing schools, including any Free Schools? <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>

17.	<p>If Yes, please provide details:</p> <p>Atherton Community School (Wigan) opened September 2012. We are also working on pre-opening tasks for Tyndale Community School (Oxford) due to open September 2013.</p>	
<p><b>Company members</b></p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	<p>Please confirm the total number of company members: Four.</p>	
19.	<p>Please provide the name of each member below (add more rows if necessary):</p>	
	1. Name:	
	2. Name:	
	3. Name:	
	4. Name:	
<p><b>Company directors</b></p> <p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>		
20.	<p>Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):</p>	
	1. Name:	
	2. Name:	
	3. Name:	
	4. Name:	
	5. Name:	
	6. Name:	
	7. Name:	
21.	<p>Please provide the name of the proposed chair of the governing body, if known</p>	
<p><b>Related organisations</b></p>		
22.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

	organisations.	
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p><b>Chapel St Community Fund</b>  Charity number: 1131258  Company number: 06905803  Chapel St Community Fund is a Corporate Member and Corporate Director of CSCST and will fulfil its functions, along with the other Members and Directors, in appointing and co-opting other Directors and in appointing members of the Local Governing Body of the Free School and in participating, through an authorised representative, within the decision-making activities of the Board of Directors. Apart from this the Community Fund will not have any direct interaction with the governance and management of the Free School. However, Chapel Street Community Fund, as a fundraising charity, will seek to explore ways to support the population around the Free School through fundraising for community projects in the locality and will welcome application for grants for such projects in the locality, should funds become available to the charity.</p> <p><b>Chapel St Community Interest Company</b>  Company number: 06709585  Two of the Directors of Chapel St Community Schools Trust are also Directors of Chapel St Community Interest Company (CIC).  Chapel St CIC licenses the Chapel St Community Fund to use the Chapel St branding and provides shared infrastructure for administration. As a corporate body, Chapel St CIC will not play any direct part in the Free School.</p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Chapel St has no formal institutional links with specific religious organisations and is therefore non-denominational, whilst being committed to a broad Christian ethos.</p>	
<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please	n/a

	provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	n/a
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: n/a	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: n/a	
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Chapel St Community Schools Trust (company registration number 07885963) currently runs Atherton Community School, which opened in September 2012, and is implementing the opening of Tyndale Community School for September 2013 subject to Funding Agreement. A further application and Free School proposal is being prepared for Raynes Park Community School.</p>	
<p><b>Please tick to confirm that you have included all the items in the checklist.</b></p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>		

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

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

**Signed:**

**Position:** [REDACTED] (please delete as appropriate).

**Print name:** [REDACTED] **Date:** 4<sup>th</sup> January 2013

## Section B: Outline of the school

1.	Proposed school name:	Raynes Park Community School
2.	Proposed academic year of opening:	September 2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020 / 2021
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  This will be a non-denominational Christian School where the curriculum will be underpinned by its Christian ethos. It will be subsequently registered as a School of Religious Character (after Funding Agreement). We will not select on the basis of faith as part of our oversubscription criteria.	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian

9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
11.	If you have a preferred site, please give details, including the post code:	Raynes Park Community School has a joint first preference for sites. These sites are: 1. [REDACTED], located at [REDACTED], New Malden, 2. [REDACTED], Raynes Park, [REDACTED]
12	Please tell us how you found this site:	Both sites are well known in the local community, and are currently vacant.
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Merton / Kingston-upon-Thames
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Merton / Kingston-upon-Thames
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.  n/a	

## Section C: Education vision



### **Vision – why we need Raynes Park Community School**

Raynes Park Community School will provide outstanding teaching and learning for children, enrich the lives of local families and enhance the community of West Merton and North East Kingston. The school will reflect the hopes and aspirations of local residents, calming the substantial fears arising from the current crisis for school places and offering parents and carers the opportunity to contribute to a child-focused, family-centric and community orientated primary school that will both complement and enhance current provision.

Raynes Park Community School will be part of the growing family of Chapel St community schools, equipping children and families to achieve long-lasting success and facilitating a hub of activity that benefits the whole community. Following consultation with local residents, groups and organisations over the past months, Chapel St, along with our community partners, are confident that Raynes Park Community School will offer a unique approach to education, providing children with a creative curriculum, equipping parents and carers to play a key role in their child's learning and enabling the whole community to invest in the life of the school.

Chapel St develops schools for and with local communities. In West Merton and North East Kingston, Chapel St is partnering with four established community organisations that all share a vision to serve local families through the creation of a new community school. Working with the University of Roehampton, YMCA, The Salvation Army and Doxa Deo church, Chapel St have facilitated a community-wide conversation concerning the pressing need for primary places and the possibilities that a new school would provide for the local community. In addition, Chapel St is working with King's College School, one of the UK's leading independent schools. As our prospective Educational Partner, King's College School will provide strategic support and resources to enhance our offer to children, families and the local community. Finally, as a Merton-based organisation, Chapel St's proximity to the community, longstanding knowledge of the area and the relationships we enjoy with senior stakeholders, has contributed substantially to the depth and breadth of this application.

Chapel St is partnering with the Innovation Unit across all of our education projects to develop new and innovative models of teaching and learning that harness proven models of practice from schools around the world. The Innovation Unit have recently received £1m of funding from the Education Endowment Fund, to further support and research the role of Project Based Learning in English schools, and will be working with staff and local partners to develop Project Based Learning as a core component of teaching at Raynes Park Community School. In particular, we aim to apply proven methods of Project Based Learning, as developed by High Tech High in San Diego, USA. Over the past 12 years this family of elementary, middle and high schools has developed a model of learning that radically increases student engagement and attainment and blends well with more traditional types of teaching.

Raynes Park Community School will be located on the border of the London Borough of Merton and The Royal Borough of Kingston-Upon-Thames. Given the need for over 400 new primary places across these boroughs and the desire of local residents to develop an authentic community school, Chapel St is working to foster partnership

with the respective Local Authorities. Kingston has lent its support to the project and local officers are working with the Chapel St team to enable the school to serve families on this side of the borough boundary. Following positive conversations with officers and councillors, including the Cabinet Lead for Education and Children's Services, we are working towards gaining similar support from the London Borough of Merton.

Along with our partners at The University of Roehampton, YMCA, The Salvation Army and Doxa Deo church, Chapel St is proud to present this application on behalf of the community in West Merton and North East Kingston. This proposal voices the demand for a new primary school while expressing the particular style and ethos of education that local parents and carers are looking for.

**How the school will meet the need for primary school places?**

Discussions with hundreds of parents, carers and community members over the past months, have identified three key areas of demand for Raynes Park Community School.

- Demand for additional primary places
- Demand for a distinct model of primary education
- Demand for a school with a twenty-first century Christian Ethos

**Demand for Additional Primary Places**

The on-going growth in the local primary population in the West of Merton and North East of Kingston has led to a growing crisis in the provision of primary school places. There is limited capacity for bulge classes in existing schools and parents and carers are currently concerned that they will either have to move or send their child to a school far from home, if they are to secure a place. Community consultations carried out by Chapel St and our partners over the last months have underlined the critical need for a new school in the area. Both Merton and Kingston are experiencing dramatic increases in the number of primary age pupils as a result of rising birth rates. The table below demonstrates how the birth rate has grown in Merton over the past ten years: <sup>1</sup>

Academic year of birth	Year children entering reception class	Birth figure	Rise from 2007/08
2002/03	2007/08	2,612	
2003/04	2008/09	2,785	173
2004/05	2009/10	2,893	281
2005/06	2010/11	2,972	360
2006/07	2011/12	3,250	638

<sup>1</sup> Source: Merton Primary School Expansion Strategy 2011- 2013

2007/08	2012/13	3,320	708
2008/09	2013/14	3,419	807
2009/10	2014/15	4329	910

Following discussions with the respective local authorities, it is clear that local population growth is continuing to present problems, as with other London boroughs. To meet peak demand, current pupil projections indicate that Merton will require up to eight extra forms of entry with Kingston in need of a further ten (see chart below). Located on the border of these boroughs, Raynes Park Community School will reduce the pressure on places for families in the area and complement Local Authority plans for extra provision.

**Demand for a Distinct Model of Primary Education**

While there is a significant lack of places in the area, existing primary provision in the West of Merton and North East of Kingston is largely ‘good’ with some schools achieving ‘outstanding’ within the previous OFSTED framework. That said, the demand for Raynes Park Community School is not simply premised on the requirement for additional places. Our community consultation demonstrates the demand for a new primary school, with a distinct offer that complements existing provision, collaborates with local schools and meets or exceeds local standards in teaching and learning.

Working with our community partners, Chapel St has surveyed hundreds of parents and carers, visiting tens of local Early Years centres and projects. Along with the desire for more primary places, comes an on-going call for greater choice and diversity. In particular, families are interested in sending their children to:

- **A family-focused school that engages parents and carers in their child’s learning.** Families are looking for a school that harnesses the contribution that families wish to make to school life, optimising pupil achievement and attainment and enriching family life through personalised education and family learning. In discussing the school with our team and partners, the community has responded positively to the concept of a school that seeks to teach children and develop families from a wide range of different backgrounds.
- **A school that focuses on building pupil confidence and fostering creativity through a specialism in music and the performing arts.** Local parents and carers have expressed disappointment in the lack of local investment by primary schools in music and the performing arts. Given the significant contribution that these disciplines make to academic achievement and personal development, families are keen to support a local school that places these subjects at the core of the curriculum.
- **An innovative school that utilises creative and practical approaches to education.** Families are attracted to a blended curriculum that combines traditional teaching methods with proven models of innovation. Having shared the approach to Project Based Learning that Chapel St has developed in partnership with the Innovation Unit and High Tech High Elementary School in the USA, local parents and carers were highly responsive, indicating that they would be keen for their child to learn in this environment.

Alongside consultation with local parents and carers, Chapel St and partners have engaged with politicians, Local Authority officers, teachers, school governors, faith leaders, local businesses, professional sports clubs and community organisations to hear the views and ideas of these stakeholders. Common themes from these consultations are outlined below:

- A personalised approach to tackle the issues faced by children and families
- An outstanding education young people
- A culture of discipline and respect where learning is valued
- An enhanced range of educational opportunities for children of all backgrounds
- An opportunity for parents and carers to engage in school life
- A desire to see greater aspiration among disadvantaged families
- An education reflecting Christian values and serving a multi-cultural community, supporting children and families of all faiths and none.

### **Demand for a School with a Twenty-First Century Christian Ethos**

Chapel St's consultation with community members demonstrates that significant numbers of local parents and carers support the creation of a school with a broad and inclusive Christian ethos. Along with our partners, we are committed to developing a school that provides education with a twenty-first century Christian ethos, offering a place of hospitality and learning, gathering children and families from all backgrounds and working together for the good of the whole community. As a result, no admissions will be conducted on the basis of religious observance.

Consistent with research on the improved attainment and parental preference for ethos-driven and values-based education, local families are appreciative of the benefits that a Christian ethos environment provides for teaching and learning. Given our vision of a multicultural school, the Chapel St team have focused much of their community engagement away from church-based groups so as to be sure that the demand is truly representative of the wider community. Of those surveyed to date, 77% of parents and carers have said that the school would be their first choice, with 78% indicating that they would be attracted by the ethos of the school as outlined by Chapel St and its community partners. The local credibility and support for a broad Christian ethos is also evidenced by the success of our local partners. The University of Roehampton, YMCA and The Salvation Army, as community partners, and King's College School, as our prospective educational partner, are all organisations richly rooted in a Christian ethos with a history and reputation for delivering services to people of all faiths and no faith.

Raynes Park Community School will be an intentional multicultural community offering education with a Christian ethos for families of all faiths and no faith. That said the substantial number of Christian families in the area should not be overlooked in assessing local demand. According to the 2011 Census data 56% of Merton residents and 53% of Kingston residents claim Christian faith. This compares with an average of 48% across other London boroughs. In addition, the West of Merton and North East of Kingston exhibit higher levels of church attendance, a fact borne out by data from the 2001 Census where 65% of residents in the four immediate wards (Raynes Park, West Barnes, Beverley and Maldens and Coombe) identified themselves as Christians.

Of Merton's 43 primary settings, 10 are church schools (6 Roman Catholic and 4 Church of England schools), whereas Kingston has 34 schools, 14 of which are Church schools (3 Roman Catholic and 10 Church of England schools). That said, there are only 2 church schools in the West of Merton (1 Roman Catholic and 1 Church of England School) and similarly 2 church schools in the North East of Kingston (1 Roman Catholic and 1 Church of England School). As a result, the development of a new Christian ethos school will provide a new and welcomed option for all families who appreciate the benefits of a values-based, ethos-driven education, regardless of their own religious beliefs or background.

Raynes Park Community School is a response to the community's desire for a new school that provides extra places, a distinct and complementary model of education and a Christian ethos for families of all faiths and no faith. The plans outlined below summarise the outworking of this vision.

### **Outline of the School**

Raynes Park Community School will be a primary school with two forms of entry (Reception to Year 6). The size of the school is tailored to our vision for personalised learning, for family engagement and community participation, specialism in music and the performing arts and emphasis upon Project Based Learning. In this, we will meet the demands of local parents and carers while ensuring the long-term viability of the school.

Applying this vision will enable pupils to develop depth of knowledge, while allowing staff to teach a broad and balanced approach based on the present range of National Curriculum subjects, with strong emphases in English, maths and Science. Alongside Music, and following consultation with parents and carers, Raynes Park Community School will also specialise in English. By emphasising literacy and language, communication and presentation, teachers will complement the emphasis on the performing arts and encourage students to present their learning, demonstrating their skills and abilities through regular performances to students, staff, parents, carers and community members. Along with Enquiry Based Learning methodologies in the UK, this approach has been proven to radically raise pupil attainment and development throughout schooling. Among younger students, the use of Enquiry Based Learning within Expeditionary Learning (EL) Schools in the USA, demonstrates a respective rise in attainment of 11% and 6% in literacy and maths, when compared with other local schools. In a through school context, such as High Tech High where over 40% of students are on free or discounted school meals, a Project Based Learning enables over 80% of students to go on to four- year degree courses upon graduation. Along with increased academic attainment, these methods develop well-rounded individuals.

The Raynes Park Community School vision and ethos will foster a culture of high academic achievement that enables children to realise their potential, develop resilience and produce character. By building strong relationships, teachers will foster children's strengths, abilities and passions, whether academic, creative and practical or personal, to ensure that all pupils aspire to achieve, develop and grow. Teaching and learning will be excellent. Our methods will move children beyond the mastery of information and invite them to be challenged and changed by their learning. Children will delight in knowledge, moving from, 'Whatever!' and 'So what?'

to wonder and wellbeing. Learning will be integrated across subjects and disciplines, consistently applied to real life. Lessons will come with a license for adventure.

### **How the vision and ethos will shape the style and content of teaching and learning**

The following principles will guide the medium and long-term planning of the Principal and their team through the School Development Plan:

- **Integration:** Our focus on creativity, innovation and performance will liberate staff to integrate traditional subjects within four areas of teaching, applying this to contemporary life: Communication and Expression; Exploration and Problem Solving; Innovation and Creativity; Personal and Social Development
- **Collaboration:** Our relational approach, will equip children to play an active role in planning their learning with topics reflecting their own experience and interest and on-going opportunities to deepen their learning through quality interaction with other pupils, staff, family and community members.
- **Orientation:** Our commitment to personalisation will ensure that children take ownership of their learning, understanding and working towards specific learning objectives and outcomes
- **Application:** Our emphasis on Project Based Learning will enable children to learn through 'hands-on' activities and 'real-life' projects that consolidate conceptual learning and deepen theoretical understanding
- **Evaluation:** Our insistence upon high levels of attainment will help children to benefit from structured assessments combining self-assessment and staff assessments.

As a partner in the project the University of Roehampton, London's largest provider of undergraduate teacher training, will provide training and development opportunities for staff, strategic advice from leading academics, action research projects to ensure that the school contributes to, and benefits from, the latest developments in educational practice and opportunities to profile the work of Raynes Park Community School among other schools, HE and research institutions.

### **Closing gaps between pupils from deprived backgrounds and peers**

We recognise that the most significant springboards and barriers to learning often exist outside school. The school will engage parents and carers fully in their child's learning, building strong relationships with staff and contributing to school life. Family members will work with staff to co-construct and manage their pupil development plan, receiving training where necessary to accompany and support their child's learning and development. Along with our partners, Chapel St will develop an authentic community school, where families of different backgrounds can come together to find mutual help and support.

The inclusive vision and ethos of the school will be expressed through the work that staff and volunteers undertake to support the most disadvantaged families. The impact of this will be to raise pupil attainment among those in danger of being left behind. As local partners, The Salvation Army have worked with children and families in this area for over 15 years and have identified partnership in this project as a means to changing the prospects of the most disadvantaged families.

### **The locality of Raynes Park Community School**

Following research and community consultation the data amassed with regards to population growth, demographic analysis, primary place mapping and parent demand, has identified the SW20 and KT3 postal areas as the most strategic location for the school. Families in these postcodes are among the most concerned and threatened by the current crisis for places and have been highly responsive and involved in the creation of these proposals.

This area includes two pockets of deprivation where Chapel St and our community partners believe we can make a significant impact. While these postcodes are home to a predominantly middle class community (76% of local adults are in employment with 75% owning their homes), there remain two areas of social housing (13% of residents occupy social housing) where local families suffer levels of deprivation that can be easily overlooked given the wealth of the wider community. In The Salvation Army and YMCA, the school will benefit from two partners with considerable history and credibility in these communities. As these partners are quick to point out, the effects of relative deprivation on these families is often exacerbated by both the reduced amount of social housing in the West of Merton, as opposed to the East, and the more dispersed nature of the housing stock. This often exacerbates the effects of deprivation, leaving residents with the sense that they have been forgotten.

Existing primary schools in this area are characterised by a high proportion of children with English as an Additional Language (e.g. 59.5% of pupils at Burlington Junior School) children qualifying for Free School Meals (e.g. 21.4% of pupils at Joseph Hood Primary School) and children at School Action Plus or with a Statement of Special Education Needs (e.g. 7.4% of pupils at Green Lane Primary School).

The Salvation Army and YMCA will work with staff and governors to address the needs of these particular families and ensure their engagement in school life. Staff, volunteers and community partners will commit time and resource to working with families from these areas to accelerate children's attainment, enrich family life and support parents and carers in their own learning and development.

### **Why the vision and ethos are distinctive and how it will be reflected in the curriculum**

In addition to meeting the need for new places, Raynes Park Community School will implement a distinct vision and ethos, creating a learning environment that increases choice for parents and carers and developing a school that is attractive to local children and families. While the principles under which Chapel St operates provide a distinct approach to schooling, the particular specialisms of Raynes Park Community School will ensure that the school is child-centred, family-focused and community orientated. The school's ethos and distinctive will be reflected in the curriculum in the following ways:

- School Specialism 1: Developing outstanding learning in and through Music and the Performing Arts
- School Specialism 2: Developing outstanding learning in Communication and Expression through English
- Family Learning: Involving parents and carers in education and school life
- Project Based Learning: Blending traditional teaching with creative and engaging projects that deepen learning and raise attainment

## **School Specialism 1: Developing outstanding learning in and through Music and the Performing Arts**

As Edward Fiske's work has demonstrated, involvement in the arts provides unparalleled opportunities for learning that enables young people to reach for and attain higher levels of achievement ("Champions of Change: The Impact of the Arts on Learning," 1999). In line with this, community consultation in West Wimbledon/North East Kingston, has demonstrated a demand for a local primary school with a far greater emphasis on the role of Music and the performing arts in educational attainment and personal development.

Faculty at the University of Roehampton School of Education have pioneered Applied Music in a range of educational settings exploring, among other areas, the impact of music upon pupils who are learning with SEN, integration of musical skills and learning with other subject areas and the role of music in raising educational attainment. As a partner, staff from the university will play a key role in developing a Music specialism that involves every child, engages families and members of the wider community and integrates with other areas of curriculum and co-curricular activity. As a subject, Music lends itself to Project Based Learning, offering pupils and staff opportunities to integrate a wide variety of curriculum (English, Art, History, Modern Foreign Languages, etc.) through different musical activities, initiatives and events.

**Music tuition for every pupil.** Pupils at Raynes Park Community School will all be provided with a musical instrument and instrumental tuition at school. Playing an instrument builds confidence and self-esteem and strengthens skills in other areas, such as maths. Utilising professional teachers, musicians and volunteers, provided by our partners, Raynes Park Community School will enable every child to enjoy this aspect of music-making.

**Music for the whole school.** The emphasis on music will provide Raynes Park Community School with a vehicle for community cohesion, group work and common expression to foster a sense of fellowship and purpose within the school. By developing choirs and ensembles of different age groups and ability levels, children will have the opportunity to raise their own performance and capacity to work in teams. Music will provide a common language with which to break down barriers and build bridges between groups and individuals. By incorporating school clubs within the school timetable, Raynes Park Community School will maximise the opportunity for children to be involved in music, the performing arts and other co-curricular activities.

**Music for the family.** The school's specialism in Music creates opportunities to further engage local families. The Salvation Army is currently developing a community gospel choir engaging children, parents and carers in music making together. Raynes Park Community School would work with community partners to foster these types of initiatives and also offer instrumental tuition to parents who wish to learn a musical instrument alongside their child.

**Music in the community.** Music forms a means by which children can engage with the community and the community can invest in the lives of local children. The Salvation Army, Doxa Deo church, The University of Roehampton and King's College



School all have significant musical resource. This ranges from access to professional musicians and music teachers, to a range of music-making initiatives that can be deployed within the school at relatively low cost.

**Other Performing Arts.** Raynes Park Community School will work with local partners, including the Stagecoach stage school, to provide children with regular opportunities to engage with other performing arts as part of both curricular and co-curricular activities.

### **School Specialism 2: Developing outstanding learning in Communication and Expression through English**

Raynes Park Community School will also specialise in English. Our emphasis on English will utilise established and innovative approaches to language and literacy, enabling pupils to explore the subject, direct their learning, express ideas and feelings and communicate with other children, staff, family, and community members. English will play a prominent role in the delivery of the curriculum enabling further integration with other subject areas. With the strategic support of our partners at The University of Roehampton (the School of Education is ranked 6<sup>th</sup> in the UK for teacher training in English), Raynes Park Community School will become educational leaders and specialists in English, sharing our learning and practice with other schools and developing personalised approaches to communication and expression.

Children will learn all aspects of English and daily apply these lessons and learning through an integrated curriculum. The school will invest in reading programmes during the summer prior to pupils starting Reception to ensure that they are reading proficiently by the beginning of Year 1 and we will develop gifted readers and writers as children progress through Key Stage 2. As partners in the project, The University of Roehampton will provide Raynes Park Community School with leadership, support and training to develop outstanding provision for students and creative resources for family learning.

#### **Family Learning: Involving parents and carers in education and school life**

Enquiring parents and carers will be encouraged to view Raynes Park Community School as more than a primary school for their children. Along with our partners, Chapel St aims to foster a community that will raise attainment, enhance the lives of parents and carers and enrich the whole family. To this end we will engage the whole family in the adventure of learning, encouraging parents to become the most positive agent in their child's growth and development. In addition to a Pastoral Manager, appointed to support and engage parents and carers, each child will benefit from a coach who will oversee the child's development plan and liaise with individual families.

Staff will work with parents and carers to create a family development plan. The school will utilise the Developmental Assets framework to identify the significant assets and/or deficits that exist in the child's personal, familial or social setting. A study by the Search Institute of 2.2 million young people and families in the US, has demonstrated that developing these assets has a long-lasting impact on a child's educational attainment and life chances.

Staff and volunteers at the school will prioritise work with parents and carers to

ensure that developmental assets are developed in the child's home and social life to enhance their learning and growth. In addition, the school will work with partners and other community organisations to ensure that families receive the support they need. This will involve signposting local services, providing training in parenting issues, hosting adult education and offering one-to-one support for parents through the school's Pastoral Manager where necessary.

### **Project Based Learning: Engaging children in learning through real-life activities and problems**

Learning is a life-long skill that relates to 'real life' and enables individuals to find and make meaning in the world. Through our Project Based Learning programme, children at the school will learn lessons and develop enterprise skills that enable them to flourish.

Project Based Learning provides students with engaging tasks, enabling them to explore specific real-life challenges, questions or problems. This approach has been proven to radically improve the pupils' capacity for problem solving, decision-making, investigative skills and reflection while equipping children to better direct their own learning. Project Based Learning enables students to encounter the central concepts, principles and content of curriculum through creative activities and investigations that foster new habits of learning and heighten creative thinking skills along the way.

Chapel St is partnering with the Innovation Unit to pioneer a new approach to Project Based Learning throughout its family of schools. Utilising teacher secondments from the High Tech High cluster of charter schools (global leaders in Project Based Learning), Chapel St and the Innovation Unit are developing training and resources to equip teachers to utilise Project Based Learning as a core element of teaching and learning. By encouraging learning through a range of creative and community activity Raynes Park Community School will:

- Enable pupils to understand how learning works and to take charge of their own learning
- Empower pupils with the practical and interpersonal skills, confidence and eloquence that they need to become successful lifelong learners
- Equip pupils to make real connections between different areas of subject knowledge, consolidating and accelerating their growth and development
- Ensuring the highest levels of engagement and motivation to learn through involvement in real-life projects and activities that make a difference in the students' lives and the community where they live.

Research demonstrates that learning accelerates when pupils connect the skills they are learning with contexts with which they are familiar. Financial literacy, innovation, team skills, entrepreneurship, global awareness and citizenship, to name but a few, will play a crucial and constant role at the school, being integrated into the curriculum, contextualised across disciplines and extended through co-curricular programmes and activities. As a result, Project Based Learning will provide pupils with advantages that they can carry throughout their life and learning:

- Cognitive advantage. Pupils will develop problem -solving skills, capacity for prediction and modelling and ability to synthesise and evaluate thought and ideas
- Personal advantage. Pupils develop resilience, capacity for independent

- thought and decision-making and ability to overcome challenge
- Economic advantage. Pupils develop transferable life-skills, capacity to manage money and ability to assert independence.

### **Operating Principles of Chapel St Community Schools**

As with other Chapel St community schools, Raynes Park Community School will reflect the vision and aspiration of the local community and the many partners with whom we engage. As such, Raynes Park Community School will be at the heart of the community and have the community at its heart. In order to implement this vision, we will employ the six key principles that all Chapel St community schools operate under. Following discussions with families, teachers and community stakeholders, we are confident that these commitments are supported by parents and carers:

- Quality
- Delivery
- Individuality
- Family
- Community
- Christianity

#### **Quality: Engaging pupils through outstanding teaching and learning and developing a love for learning and challenge.**

Teaching and Learning will be excellent. Our education vision is shaped around developing the four key ingredients (learning culture, engagement, progress and challenge) required for outstanding lessons in any classroom. Following community consultation it is clear that the school must offer good and outstanding teaching and learning, enabling children to achieve and enriching family life in West Merton and North East Kingston.

The quality of relationships fostered between pupils, staff, families and volunteers is a critical element of the Raynes Park Community School vision and ethos. The school will build a culture where each member of the community will be encouraged to treat one another as they wish to be treated. We will refuse to identify children by their negative behaviour but will address those factors that influence poor choices while acknowledging and developing the best in all.

#### **Delivery: Employing proven pedagogical strategies and techniques to drive up achievement and attainment**

Along with our specialisms and approach to Project Based Learning, the school will incorporate a variety of approaches to sustain the highest standards of teaching and learning. Combining whole class teaching with creative interventions, team-teaching and collaboration with parents, carers and community members, staff will equip pupils to become independent and co-operative learners. Without volunteers, we have planned for an adult to pupil ratio of 1:10 and a pupil to teacher ratio that starts at 1:15 and rises to 1:21 in later years. The use of trained volunteers will increase the quantity and quality of meaningful interactions between children and adults.

Recognising the dynamic nature of intelligence, Raynes Park Community School will develop pupils' cognitive agility equipping them with skills for flexible working and problem solving. We will cultivate a 'Growth Mindset' that increases intellectual capacity and learning power through constant stimulation and challenge. By utilising

a range of proven tools and strategies, staff and volunteers will help to develop pupils' higher order thinking and enrich and embed key knowledge and understanding across the curriculum.

**Individuality: Engaging children with a personalised approach that reflects their skills, strengths and context**

Teaching and learning at the school will be personalised to the abilities, needs and context of each child. Our staff will work with parents, carers and volunteers to provide a personal pathway that accelerates learning, improves attainment and develops character by increasing self-awareness, building on existing strengths and empowering pupils to take a lead in their own learning. The school will foster a culture where pupils are continually challenged to try new things, set targets, take risks and achieve personal goals. We believe that this will provide children with the confidence and self-esteem they require to become successful life-long learners and leaders. The school will place a high value on developing personal qualities such as faithfulness, humility, service, perseverance and self-discipline. It will also focus on personal, social and emotional education through the curriculum.

The school will provide every child with a coach. This member of staff or volunteer will be a key and consistent facilitator of the pupils' development, working with the pupil, parent and/or carer to co-construct and manage a pupil development plan throughout their time at the school. The pupil development plan will take into account the all-round development that the school envisages for the life and learning of each child.

**Family: Enhancing pupil development by actively engaging parents and carers**

Raynes Park Community School will raise pupil attainment through thorough and on-going family engagement, equipping parents and carers to play a full role in their child's learning and development. In addition, staff will seek to remove barriers to education that may exist at home and raise aspiration for the whole family

The school will establish a covenant with each family prior to their child's enrolment. In this simple agreement, parents and carers will commit themselves to engage fully in the development of the family development plan, to help their child reach the targets set out in their pupil development plan and to contribute to the life and community of the school and wider community.

**Community: Equipping the wider community to provide access to a wealth of activities, resources and experiences to aid children's development**

We believe that it takes a community to raise a child. The school is committed to developing children with the support and contribution of the local and global community and, in turn, growing young citizens who make a positive impact on their world.

Few cities in the world can rival London for wealth of learning, knowledge and expertise. Through its community programme, the school will ensure that these resources are made available to all children and families within the school regardless of social, economic or educational background. As a result the school will have access to resources that most schools could neither buy nor afford.

Working with the University of Roehampton to support our specialisms, develop the

Schools Direct offer and provide further expertise in Physical Education, Continuing Professional Development and action research

- Working with the local YMCA to design co-curricular activities that complement and enhance the core curriculum
- Working with The Salvation Army to provide extra support for disadvantaged families
- Working with Fulham Football Club and other partners to deliver an innovative PE, sports and health and wellbeing programme
- Working with Schools4Life to pioneer health and wellbeing strategies for children and families
- Working with King's College School to share CPD, coaching and curriculum development, increased capacity in specialist areas, extra support and enrichment activities for pupils and offer gifted and talented programmes for high-performing pupils.

Staff from Doxa Deo church are developing a bank of volunteers from across the community with a wide array of skills and expertise, who are willing to lend their time and support to school life at Raynes Park Community School. Doxa Deo will recruit and manage these volunteers as part of their contribution to the school, ensuring best practice in all policies around volunteer recruitment, management and appraisal, safeguarding, and health and safety. The school will harness the long-term contribution of these volunteers to the benefit of the school and the community. As a result children and families will have access to a wider range of curricular, co-curricular and enrichment activities. Volunteers will be deployed in a range of areas including, supporting staff in teaching and learning, co-curricular activities such as arts, sports, school clubs and citizenship and extra-curricular activities such as parenting classes, holiday clubs, special events and community learning.

School children and families will make a telling contribution to the wider community. From Reception onwards, pupils will be regularly engaged in creative community activities around West Merton and North East Kingston and beyond. Whether through participation in community activities and events, visiting groups and organisations or building partnerships with other schools and charities in the developing world, our pupils become global citizens with the power to make a difference

### **Christianity: Expressing a broad and inclusive Christian ethos for the twenty-first century**

The school will provide holistic values-based learning to children and families of all faiths and no faith, enabling them to work together for the good of the whole community. The ethos below has informed the overall vision and plan for Raynes Park Community School, been outlined to parents, carers and community members, presented in a variety of settings and received wide-ranging support.

Chapel St recognises the foundational role of the Church and Christian charities in developing mass education across the United Kingdom. Our partners share a rich heritage as inclusive community organisations with a Christian ethos. Between them, King's College School, The Salvation Army and YMCA have served this community faithfully for over 400 years. Likewise, the three founding colleges of the University of Roehampton (Whitelands College [Church of England], Southlands College [Methodist] and Digby Stuart [Roman Catholic]) have provided Higher Education with

a Christian ethos since the nineteenth century.

Honouring this heritage, Raynes Park Community School will develop a twenty-first century Christian ethos sharing hospitality and learning with families of all faiths and no faith. The school will draw people from different backgrounds to work towards the good of the whole community. Raynes Park Community School will be non-denominational and has won the support of a wide range of churches, local residents and community organisations. We wish to state clearly, that creationism, intelligent design and similar ideologies will not be taught, or presented, as valid scientific theories.

The vision, ethos and values of the school will come to live in every aspect of the school through love, spirituality and service. These core elements will direct our approach to education, leadership, SEN(D), gifted and talented programmes, collective worship, family liaison and citizenship. Staff and pupils will study the origins of these elements within the Christian faith and engage in dialogue and learning about their place in other faiths and worldviews.

For students and families the ethos of the school will affect every aspect of school life. The school will be enlivened by three foundational values of Christian life; Grace, Love and Fellowship.

	<b>Grace</b>	<b>Love</b>	<b>Fellowship</b>
We believe that...	Every person and part of creation is unique and made in the image of God.	Every person is made to enjoy family.	Every person should benefit from and contribute to their community.
We value...	Personality	Family	Community
In our schools...	Chapel St community schools will personalise teaching and learning care and support for each child in accordance with their particular gifts, abilities and challenges, providing every child with a coach and personal development plan.	Chapel St community schools recognise that families take different shapes and sizes and ensure that parents and carers are fully engaged in their child's learning and development, while seeking to support and enrich the whole family.	Chapel St community schools will look to involve the whole community in the life of the school, and students will play a positive part in a local and global community.

### **Preparing pupils for Secondary School**

Raynes Park Community School will prepare children for secondary education and beyond, providing pupils with high levels of confidence and self-esteem, attainment in reading, writing and maths, a love for learning and the resilience to face future challenges. Staff will build strong links with secondary schools, integrating strategies

for Key Stage 2 and developing comprehensive arrangements to enable successful transition into secondary education through the use of 'bridging materials', inter-school visits by current and prospective teachers, taster days and specific support for parents.

### **Aspirations for pupils and whole school achievement**

Raynes Park Community School will be marked by high levels of achievement and attainment. The school will work to achieve the following objectives to raise attainment and achievement:

- Ensuring at least 80% of children attain an Average Assessment Rating of 2 in new EYFS Profile within the first two years of opening
- At least 92% of that same cohort will be working at Level 2 or above by the end of Key Stage 1
- A commitment to position Raynes Park Community School at the top of local performance tables with 95% of children attaining Level 4 or above in English and 92% in maths
- At least 90% of students achieving 2 levels progress in English and in maths at the end of KS2
- Prioritising learning in core subjects with additional sessions to provide increased challenge and contextualise learning to achieve the highest possible standards
- The average attendance rate will be 96% within the first three years
- Families of pupils will report enhanced family life, health and wellbeing as a result of their engagement with school and children's learning
- Over 50% of parents and carers will be actively involved in school life whether through volunteering, family learning and other training and enrichment activities
- The school will recruit and train over 50 regular volunteers to support curricular and co-curricular activities
- Raynes Park Community School will make a positive impact on the community with a range of social impact metrics agreed by the governing body.

### **Conclusion**

The need for a new community school serving children and families in West Merton and North East Kingston is clear for all to see. That said, the current demand for new places has provided a platform to for the community to propose a new primary school that offers a distinct model of education that both complements and enhances existing provision. The vision outlined articulates the desire of many parents for a school that provides outstanding education and learning, blends traditional teaching with proven models of innovation, supports local parents and carers and enhances community life. More than this, the commitment of local partners with expertise in education, enterprise and community service will ensure that local children and families enjoy the school that they both need and deserve.

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception	-	60	60	60	60	60	60	60
Year 1	-	-	60	60	60	60	60	60
Year 2	-	-	-	60	60	60	60	60
Year 3	-	-	-	-	60	60	60	60
Year 4	-	-	-	-	-	60	60	60
Year 5	-	-	-	-	-	-	60	60
Year 6	-	-	-	-	-	-	-	60
Year 7	-	-	-	-	-	-	-	-
Year 8	-	-	-	-	-	-	-	-
Year 9	-	-	-	-	-	-	-	-
Year 10	-	-	-	-	-	-	-	-
Year 11	-	-	-	-	-	-	-	-
Year 12	-	-	-	-	-	-	-	-
Year 13	-	-	-	-	-	-	-	-
Totals	-	60	120	180	240	300	360	420

## Section D: Education plan – part 2

### D1: Our proposed curriculum

In the creation of Raynes Park Community School, Chapel St and our community partners, will provide outstanding education and family support for a community where there is a shortage of primary places and a desire for a distinct model of primary school that blends traditional teaching methods with innovative approaches to learning. Working with local parents and carers and drawing on the wealth of educational resource within the community, Raynes Park Community School will provide a new model of schooling for children and families in West Merton and North East Kingston.

The educational vision and curriculum has been informed by consultation with families and community organisations across a range of socioeconomic, cultural and faith backgrounds. The school will meet the needs of the community by focusing on certain specialisms within the scope of primary national curriculum subjects as outlined in section D2. We will ensure that education extends beyond the national curriculum, encouraging pupils to explore subjects in depth and enjoy rich experiences that will impact their future.

Raynes Park Community School will focus on three specialisms.

- **Specialism 1:** Developing outstanding learning through Music and the Performing Arts
- **Specialism 2:** Developing outstanding learning in Communication and Expression through English
- **Specialism 3:** Developing Project Based Learning to increase engagement and attainment

Chapel St team has undertaken research to ensure that our curriculum meets the needs of the community. Local data suggests that up to 40% of pupils may have



English as an Additional Language, with up to 7% of the intake on the SEN register and around 18% of pupils eligible for free school meals.<sup>2</sup> Although similar data was not readily available on Looked After Children or other Children in Need, our curriculum planning has taken these children into consideration.

### **School Specialism 1: Developing outstanding learning in and through Music and the Performing Arts**

The local community desires a primary school that raises attainment and enhances personal development through music and the performing arts. Research demonstrates that children involved in music and the performing arts often achieve higher levels of academic attainment; a fact borne out by schools in the independent sector. "By broadening pupils' boundaries beyond compartmentalised categories of skills," Edward Fiske writes, "the arts enable deeper learning and engagement." The exploration of mood, character, theme and setting provides children with opportunities to think at the highest level of cognition, as described by Bloom's Taxonomy of the Cognitive Domain. By using music regularly and creatively staff will enhance pupils' learning and personal development.

Raynes Park Community School will utilise music and the performing arts to raise attainment across all abilities and further our inclusive ethos. As partners in the development of Raynes Park Community School, the University of Roehampton will help to develop the role of Teaching and learning in music. Following the lead of High Tech High schools in the USA, staff will encourage pupils to study history through music and plays; develop literacy and writing projects through song-writing and script-writing projects; explore different religions and cultures through world music and learn about science through understanding how musical instruments work. Developing music across the curriculum, in part through the use of Project Based Learning, will enable children to better integrate and apply their learning.

Given the inclusive nature of our ethos, the school will also build on Professor Adam Ockelford's work in Applied Music, where music is used to accelerate the development of pupils with SEN(D).

Our specialism in music will support pupil attainment in other subjects, in particular maths. "Young children [who are] provided with instrumental instruction," states Dr Francis Rauscher, "score significantly higher on tasks [that involve] measuring spatial-temporal cognition, hand-eye coordination and arithmetic." This is attributed to the multiple, quick-fire calculations that performers have to make. "A literate musician," Rauscher writes, "continually mentally subdivide[s] beat[s] to arrive at the correct interpretation of rhythmic notation."<sup>3</sup> As Igor Stravinsky points out, "The musician should find in mathematics a study as useful to him as the learning of another language is to a poet." When it comes to music "mathematics swims seductively just below the surface." By specialising in music and the performing arts,

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<sup>2</sup> These figures are premised on those schools in the community that admit a higher proportion of pupils in these categories. While some schools have far fewer pupils in these groups, the sites under consideration and Chapel St's vision to serve vulnerable families have led us to project a higher proportion of these students.

<sup>3</sup> F. Rauscher, *Educational Psychologist*, 2006.

Raynes Park Community School will enhance pupil attainment in maths.

Music also provides Raynes Park Community School with a vehicle for community cohesion, group work and common expression to build the sense of fellowship and purpose within the school. By enabling all pupils to perform in a variety of choirs, ensembles and other performing arts groups, Raynes Park Community School will help children build confidence, presentation skills and improve team-working. In this way, music acts as a common language that students and staff use to dismantle barriers and build bridges. By incorporating school clubs within the school timetable and utilising the significant musical resources of our community partners, Raynes Park Community School will maximise the opportunity for children to be involved in music-making and the performing arts, alongside other co-curricular activities.

As partners in the project, Doxa Deo church will co-ordinate the instrumental scheme, whereby all pupils receive a musical instrument and tuition from a local professional musician. We have already identified community members that will contribute to this and the Doxa Deo church team will be further supported by the musical resources of The Salvation Army and King's College School. In addition, Chapel St is planning to work with the Stage Coach stage school who will provide a range of additional performing arts opportunities for pupils in dance, drama and musical theatre.

### **School Specialism 2: Developing outstanding learning in Communication and Expression through English**

Raynes Park Community School will provide pupils with a platform for lifelong learning and the confidence and skills by which to communicate and express themselves. For this reason, it is essential that Raynes Park Community School pupils have an effective grasp of the English language. As a foundation for learning, English provides our second specialism. As with music, English integrates effectively with many areas of learning, will cross over into many curriculum areas and figure heavily in Project Based Learning.

With this specialism, the school will again receive strategic support from our partners The University of Roehampton (currently ranked 6<sup>th</sup> in the UK for teacher training in English). Raynes Park Community School will become educational leaders and specialists in English, sharing our learning and practice with other schools and developing personalised and innovative approaches to communication and expression.

Located in the Communication and Expression stream of curriculum, teaching and learning in English will place particular emphasis upon the role of performance and presentation. Pupils will have regular opportunities to present their work to other students, staff, family and community members, both in written and spoken form. Whether through spoken word, dramatic performance or published form (pupils will regularly use online publishing tools such as Blurb), children will be used to producing and sharing high quality work in different styles and settings

Children will learn all aspects of English and daily apply these lessons and learning through an integrated curriculum. The school will invest in reading from the summer before our pupils start Reception to ensure they are reading proficiently by the

beginning of Year 1 and build momentum in phonics learning so that children will reach high attainment in the new Year 1 Phonics Screening Test. As we discuss in detail in section D5 below, we are aware of our statutory obligations regarding assessment at the end of each Key Stage as well as the new phonics test.

The focus on English also presents opportunities for the further engagement of parents and carers in children's learning. The school will offer on-going support and training for parents and carers, encouraging and enabling families to read together. A key element in the Developmental Assets programme is the love of reading. In using this programme to frame our work with families, Raynes Park Community Church will foster strategic partnerships between staff, parents and carers to ensure that a passion for language and literacy is fostered in the home.

As partners in the project, King's College School will support the school's focus on English, providing teams of 6<sup>th</sup> Form students to support children in a range of literacy programmes. Likewise, Doxa Deo will recruit and train community volunteers to support Raynes Park Community School reading programmes.

### **Specialism 3. Developing Project Based Learning to increase engagement and attainment**

Learning is a life-long skill that relates to 'real life' and enables individuals to find and make meaning in the world. Through our Project Based Learning programme, children develop deeper knowledge and broader skills to help them flourish. At Raynes Park Community School, staff will blend traditional methods with Project Based Learning to provide a rounded approach to teaching and learning.

Project Based Learning engages children through real-life activities and problems. From the commencement of our consultation, members of the Chapel St team presented the possibilities of Project Based Learning to teachers, parents, carers and community leaders. The use of this innovative model of learning received widespread support from the local community.

As a result, Project Based Learning will be used to deliver key elements of curriculum.

At Raynes Park Community School, Project Based Learning will radically improve children's capacity for problem solving, decision-making, investigative skills, and reflection while equipping pupils to better direct their own learning. Project Based Learning will enable children to encounter the central concepts, principles and content of curriculum through creative activities and investigations that foster new habits of learning and heighten creative thinking skills along the way.

The Buck Institute for Education has collated over forty years of evidence on the effectiveness of this approach to learning.<sup>4</sup> These studies have shown that Project Based Learning:

- Increases achievement in standardised tests
- Maximises learning in key areas including maths and Science
- Increases long-term memory retention, skill development and enjoyment

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<sup>4</sup> [www.bie.org/research/does\\_pbl\\_work](http://www.bie.org/research/does_pbl_work).

- Enables pupils to integrate and explain concepts
- Raises attainment among lower-achieving pupils.

Chapel St will partner with the Innovation Unit to develop Project Based Learning at Raynes Park Community School. In particular, we will employ the model developed by the High Tech High elementary, middle and high schools in the USA. High Tech High teaches 60% of its curriculum through Project Based Learning. With 42% of students receiving free or reduced priced meals, 100% of students are accepted to university or college, with 80% accepted to four year universities. This compares with an average of 65% High School graduates entering College across the rest of California. High Tech High now receives over 2,000 visitors a year because of the evidence of success of their project-based learning curriculum.

Chapel St will second teaching staff from High Tech High to Raynes Park Community School, through its partnership with the Innovation Unit. In turn, staff and students from the University of Roehampton will engage in action research programmes to measure the impact of Project Based Learning on academic attainment and personal development. In addition, the school will share this programme with other teachers and schools, so as to compliment and enhance local provision.

Chapel St will equip teachers to utilise Project Based Learning as a core component of teaching and learning at Raynes Park Community School. As a result, we will:

- Enable pupils to understand how learning works and to take charge of their own learning
- Empower pupils with the practical and interpersonal skills, confidence and eloquence that they need to become successful lifelong learners
- Equip pupils to make real connections between different areas of subject knowledge and consolidating and accelerating their growth and development
- Ensure that levels of engagement and motivation to learn remain high and that students know that they can make a difference.

Research demonstrates that learning accelerates when pupils connect the skills they are learning with contexts with which they are familiar. Financial literacy, innovation, team skills, entrepreneurship, global awareness and citizenship, to name but a few, will play a crucial and constant role at the school, being integrated into the curriculum, contextualised across disciplines and extended through co-curricular programmes and activities.

Project Based Learning will provide pupils with advantages that they can carry throughout their life and learning. These include:

- Cognitive advantage. Pupils will develop problem solving skills, capacity for prediction and modelling and ability to synthesise and evaluate thought and ideas
- Personal advantage. Pupils develop resilience, capacity for independent thought and decision-making and ability to overcome challenge
- Economic advantage. Pupils develop transferable life-skills, capacity to manage money and ability to assert independence.

In addition to the individual benefits of learning through a project-based approach, the larger learning community is nurtured as children collaborate with one another and assist staff in evaluating and tuning projects. As children move through each stage of learning, the curriculum framework will provide for assessments to measure progress against national standards. The use of Project Based Learning also furthers our vision for family engagement and community involvement. By taking the opportunity to develop particular projects with parents, carers and community members, and by asking pupils to present their work to these audiences, we facilitate family learning and enrichment and locate the pupil's learning in the real world where they can make a difference

Chapel St, along with our partners and the community we serve are excited about the prospect of developing Project Based Learning at Raynes Park Community School and look forward to see the impacts this makes on pupil engagement and attainment.

### **Principles of Teaching and Learning**

For Chapel St and our partners to realise the aspirations that the community has for Raynes Park Community School, it will be necessary to ensure that each aspect of school life enables outstanding teaching and learning for children, enriches the lives of local families and enhances community life in West Merton and North East Kingston. Blending traditional teaching methods with more innovative models of learning, the school will provide a high-challenge, low-stress environment where all pupils develop a love for learning. The curriculum will focus on depth of learning in the core skills of English and maths, ensuring that children access further areas of learning through secondary school and beyond. The Growth Mindset culture at Raynes Park Community School will be at the heart of the school's approach to teaching and learning.

In this next section we will look at the following key ingredients of teaching and learning at Raynes Park Community School:

- Lesson Planning
- Teaching and learning strategies to develop a love for learning
- Differentiation to enable high expectations for all abilities
- Celebrating learning as achievement Robust Continuing
- Professional Development and Performance Management

Chapel St will implement these principles rigorously to ensure that children and families receive outstanding teaching and support.

### **Lesson planning:**

Raynes Park Community School will shift the conceptual focus from teaching to learning, where adults are learning leaders and facilitators. Staff will remind one another that true engagement occurs most when pupils are actively creating their learning instead of passively receiving it. We will have clear expectations for the proportion of adult-focused activities throughout each phase of learning. All lessons will incorporate teaching from the front with a combination of group and independent activities, interactive practical learning and use of ICT where appropriate. Independent and group activities will be differentiated according to ability as classes will be of mixed ability. Children with SEN(D) will be supported as

detailed below.

Teachers will plan lessons within a sequence of learning objectives and activities rather than simply on a weekly basis. As a result, units of learning will not necessarily begin on a Monday or finish on a Friday, depending on children's needs and progression. For example, if most of the class did not make progress and achieve the success criteria in a maths lesson on a Friday, they will revisit it with different activities the following Monday to ensure they have the depth of knowledge required to move on to a new unit of learning. Lesson planning will be an iterative process, with clear objectives and activities that are flexible and amendable according to daily evaluation. Lesson planning will specify differentiated activities for each group to ensure everyone's needs are appropriately met.

**Teaching and learning strategies to develop a love for learning:**

Raynes Park Community School will nurture a love of learning using "Bright Sparks" Brain Games, a range of activities that challenge and develop children's higher order thinking skills. In addition to building concentration, these types of activities encourage a love for competition and team spirit. Used in combination with DEAR (Drop Everything and Read) time, in which children compete together to beat their longest group concentration time, the school will foster a love of learning from the earliest age. The following strategies will be employed to build a Growth Mindset in their classrooms:

- Analogies (across subjects examining how words, images, people, concepts relate to each other)
- I'm the Teacher! (identify common mistakes the class teacher intentionally makes to clarify misconceptions)
- PMI usually related to current or previous learning (identify the "pluses, minuses and interesting" things about a unique scenario e.g. chocolate door handles)
- Odd one out usually related to current or previous learning (identify which is the odd one out in a group of images e.g. blue isosceles triangle, red rhombus and green circle)
- Here's the answer. What's the question? (suggest as many possible questions that could be answered by the word/number/explanation)

**Differentiation to enable high expectations for all abilities:**

At Chapel St we believe that a rising tide lifts all ships. This is exemplified in our teaching through independent, paired and group learning activities. Rather than planning activities to make it easiest for the lowest achievers to complete their work and then layering on more work for more able children, Raynes Park Community School staff will plan lessons with the highest achievers in mind and then scaffolding support for children who need it. This approach does not mean planning activities that are inaccessible for children who have SEN or are still learning English. Rather our standard for lessons will be characterised by the consistency of provision of activities requiring higher order thinking skills as defined by Bloom's Taxonomy, regardless of the ability of each group. High expectations will be evident in day-to-day learning and documented in monitoring of books and planning rather than solely in summative assessments.

**Celebrating learning as achievement:**

Building on our Growth Mindset, Raynes Park Community School will shift the focus

from achievement as a one-off event to a continual learning process meeting multiple challenges. The focus on challenge will cultivate a love of learning for children and staff alike. Individual and class achievement will be celebrated using a variety of activities and strategies. In addition to verbal praise, an example of celebrating individual achievement includes sending the child a note home praising persistence in a lesson, improved times tables, or even demonstrating great behaviour for learning in a timed interval.

Awarding a merit certificate for perseverance or most improved maths/History/PE learning or behaviour for learning is an example of public celebration of individual achievement, where the focus is on improvement and continual learning rather than on one-time achievement. Class achievement will include the awarding of a Class Learning Cup for making the most progress in a certain subject, the Raynes Park Community Cup for a class nominated for building and exemplifying the school ethos or winning the weekly Attendance Cup that may be awarded with a voucher for a class learning game or extra minutes on the playground.

### **Robust Continuing Professional Development and Performance Management:**

Raynes Park Community School leadership will engage staff in the continual school improvement process using self-evaluation to inform performance management that, in turn, informs priorities for whole-staff and targeted Continuing Professional Development (CPD). Reflecting our Christian ethos, we will demonstrate a commitment to support the holistic development of staff and through CPD will personalise and differentiate learning for teachers and support staff as much as we will do so for our children. Our understanding of CPD is not simply limited to staff meetings and INSET days; these compare to whole class teaching sessions. Staff will also be provided personalised group and independent learning activities such as peer observations, project focus groups and assessment partners. Individual teachers will be observed by each other as well as the Senior Leadership Team (SLT) to make sure there is an atmosphere of good discipline *and* fun in their learning. Observations will ensure that activities are appropriately differentiated while being challenging regardless of ability.

As partners in the project, the University of Roehampton will take a lead role in working with Chapel St to develop the school's CPD programme. This will include a range of staff training to support the school's specialisms, the provision of MA programmes for teaching staff and Foundation Degrees for teaching assistants.

### **D2: Raynes Park Community School Curriculum Plan Curriculum Planning**

Raynes Park Community School will specialise in Music and the Performing Arts and English, combining traditional teaching methods and Project Based Learning to provide outstanding education a family support for children, parents and carers in the community. To implement this we have developed the following plan for the curriculum.

Chapel St will work with the University of Roehampton and the Innovation Unit to design a framework for Key Stage 1 and 2 curriculum mapping that is bespoke to the needs of local families. We will develop a shared project with a local secondary school to support transition and have begun discussions with Raynes Park High

School on this.

Teaching and learning will be planned to provide comprehensive curriculum coverage and to ensure attainment and progression for further achievement at Key Stage 3 and 4 so as to provide access to specific areas for GCSEs and A-Levels where a child has a certain “expertise” or interest.

Assessment rubrics will have National Curriculum criteria at each level in the age range for each subject area (e.g. L2 – 4 for a Year 3 class) as well as personal, social and/or emotional criteria drawn from the Social and Emotional Aspects of Learning (SEAL). This focus on securing high levels of evidence-based attainment across the curriculum will provide the children with tools to understand how they are learning and making progress both academically and personally. This type of assessment in a ‘Growth Mindset’ culture provides a framework for children to meet with cognitive and emotional challenge that is a life-long learning skill. As a result, children in upper Key Stage 2 will have the experience in understanding and evaluating their own learning and be able to carry this into the secondary school experience, continuing the momentum they gained from Raynes Park Community School.

Given our commitment to engaging families and the community in teaching and learning, staff will look to involve parents, carers and volunteers in the the curriculum plan below. In addition, parents and carers will have opportunities to provide feedback on curriculum content and delivery..

The model below outlines the amount of time devoted to each subject in Key Stages 1 and 2. These sessions will integrate skills as appropriate, ensuring proportional coverage in each area over the week. In order to enable application of key literacy and numeracy skills integrated with other areas of learning, double sessions of English and maths are planned four mornings a week. This strategy strengthens our focus on core skills, enables an additional hour of learning each week over the statutory requirement and provides opportunities to apply learning to life. Similarly, while there will be the indicated number of hours statutorily required of explicit Science teaching, our project-based approach will broaden and deepen children’s overall scientific learning.

<b>Communication and Expression</b>	<b>Exploration and problem solving</b>	<b>Innovation and creativity</b>	<b>Personal and social development</b>
English (6 hours per week)	Maths (6 hours per week)	Music (1.5 hours per week)	PSE and SEAL (1 hour per week)
MFL (2 hours per week)	Science and Health (2 hours per week)	ICT (1 hour per week)	Collective prayer and worship (1.5 hour per week)
Drama (0.5 hours per week)	Geography (1 hour per week)	Creative Arts – Art, Design and Food Technology (1 hour per week)	



History and Current Events (1 hour per week)	RE and Ethics (1 hour per week)	PE, Dance and games (1.5 hours per week)	
Enterprise learning and Citizenship (90 mins per week)			

Utilising a blend of Project Based Learning and traditional teaching, Chapel St is designing a model framework of skills that ensures coverage of skills in each subject so that children are working to, and assessed at, the highest possible level of achievement. In Key Stage 1 the curriculum will be on a two-year cycle of skills, reviewed annually for effectiveness. In Key Stage 2 there will be a two-year cycle of projects including Science, Humanities and Music. The school will operate a one-year cycle for ICT, PE & Games and French. This approach allows flexibility in planning content around children's interests and lines of enquiry that may change year to year.

Within this framework, Raynes Park Community School will aim for the highest possible achievement in literacy and numeracy. We will prioritise this learning in the morning sessions when children are fresh and able to focus. In Key Stage 1 this will link in more clearly with integrated topics and themes and will be carried forward as good practice in Key Stage 2 where integration will affect efficiency and ensure deeper conceptual understanding.

In Key Stage 2 the curriculum will be broadened with more clearly defined subject areas enabling children to begin to understand how different disciplines are distinguished and relate to each other. In the afternoons, projects integrating the Humanities (including RE), Science, PE & Games, Music, French and ICT will all be covered, though not every week. Projects integrating these subjects will be presented to the pupils with clearly levelled outcomes for success criteria. Blocks of work will be planned so these subject areas can be covered appropriately. We will contextualise learning as much as possible and utilise discrete sessions to teach knowledge and skills as appropriate. In our discrete learning, pupils will pursue lines of enquiry to ensure learning is purposeful, rigorous and relates to real life.

We will regularly timetable Project Focus Days that enable emphasis on particular areas of the curriculum – e.g. whole school design technology or drama days. As a means to engage certain pupils, build skills and address different pupils' learning needs multi-sensory approaches will be used where appropriate. Parents, carers and community members will have the opportunity to work with children and staff on some of these occasions.

### **Early Years Foundation Stage**

Both Reception classes will be limited to 30 children with a 1:10 ratio of children to adult. The Early Years team, led by the Reception teacher will include two qualified Early Years practitioners, working together to build a child-focused challenging learning environment. Teaching and learning will be grounded in a research-based curriculum and infrastructure drawing on best practice from around the world. Integrating aspects of child-led learning philosophies and methodology, the areas of learning and assessment in Reception will follow the new Early Years Foundation Stage framework.

The Chapel St team is working with schools to implement the new framework with a specific focus on planning progressive pathways of learning toward the new Early Learning Goals. Specifically, our Reception curriculum will recognise the differentiation between communication and literacy as a crucial step to ensure stronger readers and writers. We will also develop the three “prime areas” of personal, social and emotional development; physical development; and communication and language to ensure children can access learning and progress through each level of literacy and numeracy.

As partners, the University of Roehampton will take a formative role in the development of Early Years, bringing its wealth of expertise and Frobelian heritage to bear on the school. In this, Raynes Park Community School offers an opportunity for the University to honour and extend its heritage as one of the world’s first pioneers of Early Years education

### **EYFS Curriculum Development**

Led by data from baseline assessments and parents’ input on their children’s learning at home, the Early Years team will provide a combination of play-based, child initiated learning alongside short adult-focused activities introducing foundational phonic and numeric learning. Although all areas of development are clearly interlinked and important in the Early Years, we will prioritise the ratio of time spent on Personal Social and Emotional learning to be proportional to their baseline assessments. We will make it an aim of our Reception provision to ensure all children attain a functional level of reading by the time they start Year 1.

### **Continuity through Key Stage 1**

Building on the ‘stage not age’ approach to organising learning, the Early Years team will partner with Year 1 teachers to provide continuity and further personalisation of learning. As they enter Year 1, children who need further support in certain areas of learning will spend time learning in Reception while those who are consistently working within Level 1 will join the Year 1 class for these areas of learning. Opportunities for outdoor learning and some self-directed activities will enable further continuity, personalisation and best practice, utilising flexible learning environments with fluid boundaries between classes.

### **Continuity between Key Stage 1 and Key Stage 2**

Throughout Key Stage 1 and Key Stage 2, staff will maintain this approach using cross-curricular working around themes in communication, mathematical skills and understanding of the world. Through Key Stage 2 project and themed learning approaches will continue but with increased specialism upon specific subject areas, addressing content and knowledge from history, geography and other subjects. This approach will prepare our pupils for their secondary education.

Having researched and commenced discussion with secondary schools, the team are aware of the need for far greater integration between the primary and secondary sectors and the current challenges that many face in transition. Developing partnerships with secondary schools will enable staff to prepare pupils and families for transition. We will standardise and moderate assessments with local secondary schools so as to ensure that levels of attainment are consistent and will be upheld in Year 7. We will work with secondary colleagues to ensure that judgments are

secure so that children's increased momentum at the end of Key Stage 2 is carried forward within their new school.

### **English**

English is one of our school specialisms. As a result, the English curriculum will exceed the local averages for Reading attainment at the end of Key Stage 1 and Writing attainment at Key Stage 2. Commencing with the exploration of communication, the curriculum, we will utilise synthetic phonics to build decoding and spelling skills. We will build strong foundations in Reception with developing phonic knowledge and understanding alongside communication whereas in Year 1 the focus sharpens on securing phonic knowledge, decoding and foundational skills of writing such as spelling, grammar and punctuation. By the end of Key Stage 1, English learning will secure decoding while increasingly focusing on content and organisational features of texts. This shift is strategic and aligned with assessment practices such as limiting judgements which are dictated by current understanding of overall English development. As children transition into Key Stage 2, focus is primarily on increasingly higher levels of interpretation of texts and more explicit analysis of features of various genres as frameworks to broaden children's reading and writing.

Children will enjoy Guided Reading sessions each week working in a small group with their teacher all the way through Year 6. These sessions will be informed and assessed using criteria for National Curriculum levels to ensure learning is outcome-based and progressive. Partner organisations will recruit and train local community members to provide added support as part of the school's reading programmes.

Teaching and learning of outstanding English writing skills will be grounded in reading, analysing and employing techniques of beloved texts and expert writers. This will provide a starting point for all learning of writing skills, while developing a love for reading. We are exploring the benefits of teaching the writing process using the Writer's Workshop model and are developing a range of programmes and strategies for teaching initial reading, including Ruth Miskin from which we will select the best aspects. Working with others, Raynes Park Community School will draw on expertise developed in schools working with Pie Corbett, an author and former Headteacher, to raise attainment in Writing.

A typical creative writing lesson might start with a brain game to consolidate previous learning and continue with children reading a piece of high-quality, child relevant, classic or popular literature. The class would then analyse the specific text to identify key features of that genre and discover how words, phrases and punctuation are used to create the effect. Children will then work independently, with a partner or a group to help them achieve the specific lesson objective with activities differentiated to challenge each child according to his or her needs and abilities.

Learning support will be differentiated according to need, though strategically allocated to ensure that children work as appropriate with the teacher or teaching assistant, especially for children with Special Educational Needs or Disabilities SEN(D). However, we will ensure that children of all abilities have teacher and teaching assistant support on a rotational basis to give opportunities for children

with SEN(D) to work independently when possible. The plenary session at the end of the lesson will provide time for children to assess their learning against success criteria, clarify misconceptions, consolidate learning, identify next steps and anticipate the next lesson or unit. Teacher assessment will then inform planning of future lessons.

In addition to learning discrete reading, writing, speaking and listening skills, children will have a skills application lesson every day. These sessions will form part of the integrated curriculum and build context for learning along with demonstrating explicitly how these skills are used in enterprising activities. For example, children will write product descriptions applying their learning in non-chronological reports.

### **Maths**

Raynes Park Community School will be local leaders in maths. Staff will ensure that children: develop an awareness of numbers and mathematical structure; can perceive and generalise patterns; comfortably reverse calculations; demonstrate a flexible range of calculation methods and strategies and demonstrate the energy and persistence to deal with challenging problems. Children will learn all aspects of maths and daily apply these lessons and learning through an integrated curriculum. The school will ensure that teachers understand the progression of skills from Problem Solving, Reasoning and Number in early years through to early stages of GCSE maths. The maths leader will be responsible for leadership throughout Key Stage 1 and Key Stage 2 including the monitoring of teaching, learning and assessment.

Children will learn all aspects of maths in addition to daily sessions on applying learning in each strand through the integrated curriculum. As mentioned above, there is a wealth of learning opportunities in the mathematical nature of music. We will be using music to support and increase depth and challenge in maths learning in each Year group. Other ways maths will be integrated across the curriculum will include applying shape, space and measurement skills in designing sections of our allotment or design graphs to scale to record findings from Science investigations. We will seek high standards and attainment in this area. Lessons will focus on broadening and deepening understanding using applied learning and problem solving from resources such as *Nrich* (University of Cambridge Centre for Mathematical Sciences) before accelerating to higher levels of the curriculum. This type of exemplary practice has proved successful at engaging learners in critical thinking, mathematical agility and problem solving. We will use the *CAME* (Cognitive Acceleration in Mathematics Education) training and materials to create fun, contextualised and challenging activities, stretching higher ability learners and allowing less able pupils to access higher order mathematical thinking with the arithmetic skills they already have. Financial literacy will form a key part of the maths curriculum, consolidating learning through recognisable scenarios.

The school will ensure that teachers understand the progression of skills from Problem Solving Reasoning and Number in Early Years through to early stages of GCSE maths. The maths leader will be responsible for the leadership including monitoring of teaching, learning and assessment through each phase. We will use the Primary frameworks for maths as the foundation of the curriculum but we are

also exploring innovative, practical learning systems such as *Maths Made Easy* to adopt best practice in teaching and learning.

### **Science**

Raynes Park Community School will enable higher achievement and increased numbers of pupils studying *STEM* (Science, Technology, Engineering and maths) related subjects and careers as they progress through education. We will work towards the highest standards in Science, enriching quantitative and investigative learning. We will ensure that children build deep knowledge and understanding of scientific concepts through hands on learning activities which build scientific thinking and investigation and analytic skills.

Science learning will be related to real life experience with lessons planned to include as much cognitive conflict as possible. We will draw from the principles that *Let's Think Science* materials based on *CASE* (Cognitive Acceleration in Science Education). The *Let's Think* resource packs for primary schools developed by King's College London aim to encourage young children to understand their own learning and thinking strategies through practical investigative activities which focus on aspect of thinking such as ordering, classification and causation. Both the *Let's Think Science* and *Let's Think Maths* programmes have been proven in improving pupils' ability to think mathematically and scientifically, enabling increased capacity for problem-solving and higher levels of attainment.

### **Music**

Music will involve music making as well as music appreciation from Reception through to Year 6. Activities will initially focus on group singing, percussion, games developing rhythm and movement and progress to more advanced skills of reading music and correct interpretation of rhythmic notation which will build a repertoire of activities and skills over the years in school. With a longer school day, we are able to fulfill our commitment to individuality by offering every child the opportunity to take individual music lessons during school time. Playing an instrument develops the confidence and self-esteem of the individual child. It also gives the child exposure and opportunities to develop beyond the core curriculum. The school will offer joint tuition if parents and carers wish to learn a musical instrument alongside their child. This provides an opportunity for shared learning, often accelerates the child's progress as a result of shared practice and helps the pupil to persist in learning an instrument.

### **Physical Education and Sport**

Raynes Park Community School is working with Fulham Football Club and the YMCA to deliver a creative values-based and community supported approach to physical education. These partners will work with the school to help design and deliver the PE curriculum. Once again, all classes will be integrated with other areas of learning and development. For example, a lesson on passing skills within a ballgame will be the practical activity in a PSHE lesson on communication, collaboration and teamwork. In addition, partners will also train parents and community members to run co-curricular sports programmes such as school teams and weekend sports events.

## Spanish

Spanish will be offered from Year 3 through to Year 6 as a regular part of the weekly timetable. This will be enriched with learning activities through the engagement of gifted volunteers both in and out of the school day. Given the anticipated number of EAL learners, we will not start MFL until Year 3 although we intend to run a Key Stage 1 Spanish club as part of the extended day.

## Partnerships to support learning

Given the aspirational nature of Raynes Park Community School and our determination to provide excellent education, family support and community services, Chapel St is determined to maximise the opportunities that our local partners bring as proven providers in these areas.

- **The Innovation Unit.** In connection with High Tech High in the USA, the Innovation Unit will support Raynes Park Community School in the development of Project Based Learning, offering secondment of High Tech High leaders in the school, opportunities for staff to train in, and experience, leading practice in Project Based Learning and access to the latest research in the field. The Innovation Unit has recently been awarded £1m to develop Project Based Learning in schools in England.
- **The University of Roehampton.** London's largest trainer of undergraduate teachers, the University of Roehampton will provide the school with the provision of a significant number of student teachers through its School Direct programme, training for staff and volunteers, support in developing particular specialisms and contribution to the strategic oversight and development of the school
- **YMCA.** One of South West London's largest providers of leisure and lifestyle programmes for young people and families, YMCA will support wrap-around and co-curricular programmes, ensuring that children have regular opportunities to engage in activities that promote physical health and wellbeing
- **The Salvation Army.** One of the UK's largest providers of social care, the local Salvation Army centre (Raynes Park Community Church) will work with the school to develop a range of community programmes and services, supporting families suffering deprivation
- **Doxa Deo Church.** A local church, staff at Doxa Deo are developing a bank of volunteers with substantial expertise in education and family support. These volunteers include local church and community members working at the City's universities, volunteers from local faith groups, artists working with children and parents on visual and performance arts programmes. These volunteers will provide support for curricular and co-curricular activities and be managed by members of staff at the school.
- **King's College School.** Chapel St has invited King's College School to become the Educational Partner for Raynes Park Community School and will be formalising the extent of this partnership in January 2013. One of the UK's top ten independent schools and IB School of the Year, King's College School has been invited to provide mentoring and support for senior leaders, collaboration in CPD programmes, staff sharing and/or secondments, including pupils in Gifted and Talented schemes and support for a range of curricular and co-curricular activities through the King's College School

## Community Outreach programmes

### **Information Communications Technology (ICT)**

There is a clear link between the school development plan and budget. Raynes Park Community School will implement an appropriate finance package to allow robust planning for what will be a small school with little room for contingency in our annual grant. The school will distinguish between ICT as a resource to facilitate learning and ICT as an area of knowledge and skills to learn itself. The school will equip all children to become autonomous users of ICT across the curriculum and train children through specific ICT sessions, providing access on demand and secure ICT facilities. Our teaching spaces will be a mixture of small and large group spaces for interventions and whole class learning, respectively.

ICT learning at the school will relate to real life application focusing on high order technological skills informing the schemes of work for our own ICT curriculum:

- *Communicating Ideas* by managing multimedia including digital imagery and sound
- *Finding Things Out* through efficient researching, organising and classifying data and data logging
- *Developing Ideas* through modelling to explore real and simulated situations and using this to change things and solve problems
- *Making Things Happen* through control and programming such as creating and recording sets of instructions to control devices to achieve specific outcomes.

The school will achieve value for money through a mobile ICT suite on a wireless network that integrates learning in the classroom with laptops. For example, children will use laptops in a Science/ICT lesson using data loggers in an investigation. In the earlier year groups, children will be introduced to programming with floor turtles and other robotic toys whereas older children will progress to write their own programmes for robots that they make as part of an integrated learning project. For instance, this could be connected to an English project on *The Iron Man*.

ICT will be a key tool in strategic management, administration and support for learning. We will use an MIS such as SIMS to manage pupil records, staffing, attendance, provision mapping, behaviour and achievement. We will personalise and design templates in each area to ensure that information about our children is effectively documented and triangulated to understand each child's needs and achievements for future action planning.

### **Timetable and calendar**

Raynes Park Community School will be in session at least 190 days (totalling 308 sessions) over 38 weeks each year. The academic year will be divided into three terms with these broken down into six half terms in line with local Merton schools. The school day will start at 8.00am with access for pupils/families to a breakfast club. The formal teaching will start at 8.30am and go through to 3.00pm, with pupils having a choice as to which clubs and activities to attend until 4.00pm. This last hour is compulsory, enabling the school to programme key co-curricular activities that will aid pupil attainment and enrichment and relieve the stress on families in an

area where most parents are in employment. There will Breakfast and After School activities available.

Understanding the realities and strategies that optimise teaching and learning of young children, Chapel St does not dictate the specifics of practice around daily schedules for each class. In order to ensure that learning is personalised to children's needs as identified by the teacher, we will set out expectations for teaching and learning time that ensures appropriate coverage of each area of learning on a weekly / termly basis.

Furthermore, we will also expect literacy and numeracy to be taught regularly in the morning sessions when children are most ready to learn. To give a sense of what life at Raynes Park Community School might look like for a child, a day in Year 5 is suggested below:

Time	Event	Comment
8:30-9:00	Statutory Registration and Assembly	
9:00-9:45	Period 1: English	
9:45-10:30	Period 2: Literacy skills application	Content taken from other subject areas
10:30-10:45	Break	
10:45-11:30	Period 3: Maths	
11:30-12:15	Period 4: Numeracy skills application	Content taken from other subject areas
12:15-13:00	Family Style Lunch and Play/Social time	
13:00-13:30	MFL	
13:30-14:15	Period 5: Project Based Learning RE / ICT focus	
14:15-15:00	Period 6: Project Based Learning Science focus	Provide opportunity for double periods
15:00-1600	Enrichment: Co-curricular activities including Sports	

A day in the life of a child in Year 1 might reflect a different timetable:

Time	Event	Comment
8:30-9:00	Statutory Registration and Assembly	
9:00-9:15	Mental Maths games	
9:15-10:00	Maths lesson	
10:00-10:30	Maths Carousel	Variety of activities children do in groups moving around the room; content taken from other subjects
10:30-10:45	Break	
10:45-11:30	Literacy	
11:30-12:00	Literacy Carousel including Guided Reading	Variety of activities children do in groups moving around the room; content taken from other subjects
12:15-13:00	Family Style Lunch and Play/Social time	
13:00-13:30	Circle Time	Drawing from SEAL and Philosophy for Children materials
13:30-14:15	Project Based Learning Science	



	focus	
14:15-14:30	Break	
14:30-15:00	Project Based Learning PE focus	
15:00-1600	Enrichment: Co-curricular activities including Sports	

Registration will be provide personal interactive time for the pupils. A registration session will be carried out at the beginning of every morning and afternoon. During this time, children will take part in a “Bright Sparks” activity while the teacher deals with the administrative start of the day (e.g. collecting home learning) and reads the list of names. The teacher will greet each child present. The register will be taken using technology to interface directly with the MIS, which will be real-time information for the school managers so that non-attendance can be immediately addressed with a phone call or text to parents. This process increases efficiency of teaching and learning time as the register is saved at the end of registration.

The school year will follow the term structure common to other schools in the local area although holiday programmes will extend the learning period for working families and provide continuity for pupils through the long summer break. Our volunteer staff will support these programmes and we will seek charitable support to enable the programmes to run.

### **Co-curricular Learning in the Extended Day**

Raynes Park will have a dynamic and rolling programme to build a culture of enrichment both for children and the community with specific focus for each activity. Doxa Deo church will fund an Enrichment Leader who will be responsible for leading our dedicated school staff and community volunteers to provide a range of activities with the most value for money. For example, a parent has already volunteered to run a Hindi club to expand children’s horizons and cultivate an inclusive culture.

Enrichment and extracurricular opportunities will be a range of activities, both during lunch times and after school that will reinforce a love for learning but in students’ areas of interest. Building on our school specialism, co-curricular activities will include a variety of music and performing arts clubs such as a choir, orchestra, drama club, Aspiring Artists, and a dance studio. We will work with the music specialists at The University of Roehampton and 6th Form students at King’s College School to plan activities that are not only fun and engaging but also develop excellence in music for participants. Other co-curricular activities offered during the extended day will broaden the range of learning for children beyond the classroom through Fantasy Football Club, Maths Challenge, Running Club with sports teams, Team and Trust building events (e.g. building a raft in a set period of time), Enterprise Club and Cooking Club. Enterprising students will be encouraged to initiate new clubs supported by a staff sponsor.

Additional learning enrichment opportunities will include Saturday or holiday Advanced Skills Centres (modelled on the Excellence in Cities model) for Able, Gifted and Talented children and Reading Club and Games Groups for children needing to develop reading and number skills but in fun, non-academic settings.

As partners in the project the YMCA have significant experience in delivering wrap around services to schools in the area. Raynes Park Community School will

commission YMCA to develop a range of co-curricular activities that support and extend areas of curriculum, encourage family interaction and promote physical health and wellbeing. All activities will be run in full accordance with our Inclusion and Safeguarding Policies.

### **Pupil Organisation**

Pupils will be grouped in age-related classes for registration to settle into the school day and ensure children have a positive interaction with their teacher before being with the rest of the school in assembly. There will be a maximum of 30 children in each class in both Key Stage 1 and 2. If funding allows, we would aim for the ideal number of 28 to take account of varying pupil needs.

Pupils will have a classroom that allows for whole class and group teaching. The pastoral support for pupils will centre on these groupings with class teachers except for some specialist teaching such as in the arts. There is also scope for team-teaching across year groups for example when pupils are using ICT as a tool for learning.

Children will be organised by areas of interest for co-curricular activities. The Enrichment Leader will be responsible for organising the children as appropriate.

### **D3: Staffing structure**

#### **Senior Leadership Team**

The vision for Raynes Park Community School and the aspirations of the local community demand the highest standards of leadership and governance. Chapel St is committed to providing the necessary personnel and infrastructure to ensure that the school becomes a centre of excellence in learning, serving families and the wider community in West Merton and North East Kingston.

With the support of our partners, Chapel St will build an outstanding staff team to meet the children and families and the vision and ethos of Raynes Park Community School. The Principal will be responsible for the implementation of our vision for the school, leading the Senior Leadership Team including two Assistant Principals and a Business and Operations Manager. The Principal will lead the development of our ethos in every aspect of school life, overseeing continuing professional development including induction.

The Principal will be supported by the Chair of Governors, [REDACTED]. Over the last two years she has been seconded to work with a number of local schools to raise attainment and improve teaching and learning. [REDACTED] and has a passion to see an outstanding local primary school with a twenty-first century Christian ethos.

Two Assistant Principals will support the Principal. In addition to teaching part time, through providing PPA cover and support for children demonstrating acute underachievement; one will lead on Curriculum and Standards and the other on Community Development and Inclusion. Both Assistant Principals will work together to support teachers in personalising learning and accelerating progress for all children. The Assistant Principal (Curriculum and Standards) will be responsible for overall curricular provision and monitoring pupils' progress and will therefore line

manage the English and maths Leaders (class teachers). This leader will be expected to ensure that the principles for teaching and learning outlined in Section D1 are embedded throughout the school. Working in partnership with the other Assistant Principal and the Principal, this person will also lead the implementation of the School Improvement Review Cycle outlined in Section D5.

The other Assistant Principal will be responsible for Community Development and Inclusion strategies for the school outlined in sections D4, D7 and D8 in the Education Plan. Within this role, they will lead as SENCO/Inclusion Manager and Lead Behaviour Professional as well as overseeing the work of the Family and Community Liaison, the EAL Specialist and the Transition and Volunteer Leader. As mentioned in the Family Partnership section in Sections D6 and D7 previously, the Family and Community Liaison will lead a programme working with parents and carers to develop family life and with community partners such as businesses and churches to help create 'a school without walls'.

Raynes Park will employ an EAL Specialist Teacher to provide the expertise and capacity to develop our specialism in outstanding provision for children learning English as an Additional Language as we outlined in Section D4. The EAL Specialist Teacher will be an important resource both for team teaching in whole-class sessions and working with new arrivals to support their English language development. In addition to teaching, the EAL Specialist will be the resident expert, coaching teachers in developing their practice in this area. An additional part of this role is to increase capacity for Planning, Preparation and Assessment (PPA) cover.

### **Class Teachers and Teaching Support Staff**

Class teachers and Teaching Assistants will work to the guiding principles for teaching and learning as we have outlined in Section D2. Teachers will plan well-differentiated lessons to meet the needs and to challenge children of every ability as outlined in D4, including strategic deployment of learning support assistants in every lesson. Working together, teachers will ensure that small group support is distributed across each ability group throughout the week so that all children are supported and challenged. While all Raynes Park staff will be trained to personally coach children as explained in Section D6, class teachers and support staff will coach proportionately more children than other colleagues.

Our basic principle for accountability is that we provide a clear structure that is flexible enough to draw on the expertise of each leader as appropriate. While the Assistant Principal (Curriculum and Standards) will be responsible for the performance and line management of the class teachers, she or he will work with the Principal to organise the performance management structure according to the experience and expertise of the Leadership Team. To demonstrate the overall accountability strategy, the image of the staffing structure below is colour-coded to show the relevant line manager at the top. For example, the Curriculum and Standards team is coded purple with that Assistant Principal in the top box and those she or he manages underneath. The separate purple boxes below show class teachers are the responsibility of this person, though if the other Assistant Principal, English or maths Leader is an Early Years Specialist, she or he may take on line management of those colleagues.

In the same way, the Community Development and Inclusion team are coded green with that Assistant Principal in the top green box. This Assistant Principal will line manage teaching assistants supporting teaching and learning in each class. While we have budgeted for this support staff to be part time, we will draw upon volunteers from the community who have the talent and commitment to provide additional focused support where appropriate (see below). We will be supported in this by The Salvation Army and Doxa Deo church. Raynes Park Community School will also develop a member of the support staff to be a Higher Level Teaching Assistant who is able to provide PPA cover where appropriate.

### **Trainee Teachers.**

As a partner in the project, the University of Roehampton is London's largest trainer of undergraduate teachers. The School of Education is currently rated as Outstanding and assigns a large number of trainee teachers to school placements in the area. As part of their support for the project, they will provide a significant number of trainee teachers to Raynes Park Community School as part of their School Direct programme. This will further reduce the child to adult ratios and increase the capacity and flexibility of staffing. Chapel St and the University of Roehampton will appoint a joint member of staff to be a contact point between the organisations, overseeing the students while on placement and representing the project within the University. The school will also benefit from other placements, particularly in music, dance, theatre and art therapy. Other members of faculty will support specific projects with the university keen to commission a range of research projects in support of the school.

### **Volunteer Support Staff**

A significant aspect of the strategy for Raynes Park Community School concerns the use of trained volunteers to support teachers and staff in the delivery of curriculum and co-curricular activities. It should be made clear that we are not sacrificing the need for professional staff by the use of volunteers – these are in addition to and demonstrate our commitment to providing value-for-money.

Utilising the wealth of resource and expertise across the community will add exponential value to children's learning in particular and family life in general. To maximise this, we have developed a robust strategy and staffing plan to help build our 'school without walls'. All members of staff will collaborate with the Transition and Volunteers Leader (class teacher) whose focus will be to ensure smooth transitions between key stages and into school for children, their families and volunteers. The Transition and Volunteers Leader will also be responsible for the induction, deployment and performance management of any volunteer staff who support learning (e.g. volunteer TAs or volunteer readers). This role will require an involvement in intervention planning and performance management of these volunteers in the context of teaching support. For this reason, this person will report to the Assistant Principal of Community Development and Inclusion.

In addition to the Volunteer Leader's work with academic volunteers, we will have an Enrichment Leader responsible for co-curricular staff volunteers. This post is funded outside of the school budget as an added contribution to the school from our community partners, led by Doxa Deo church, on behalf of the whole community and will shape, organise and lead co-curricular learning, activities, logistics and staff

(mostly volunteers). Because this work is focused on broadening the curriculum, the Enrichment Leader will report to the Assistant Principal responsible for Curriculum and Standards to ensure that Raynes Park provides co-curricular activities that will meet children’s needs, gifts and interests to fully complement our academic provision.

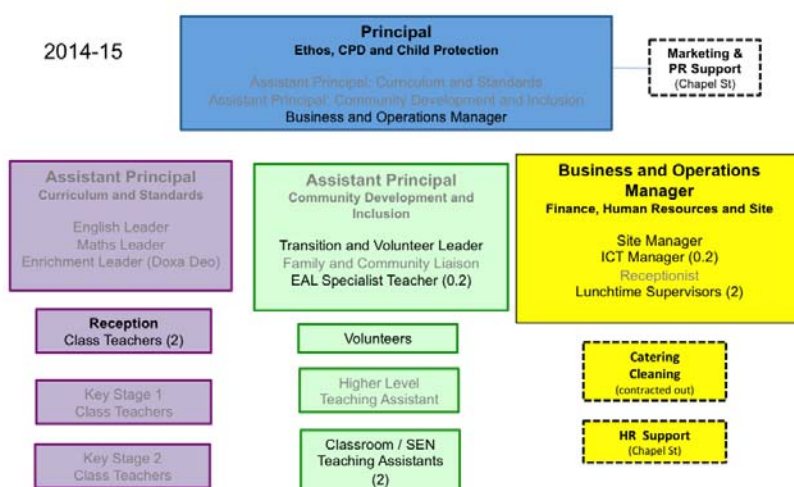
It is important to note that while community volunteers will not be paid, they will be considered equally as members of staff, treated professionally with appropriate induction and performance management. This approach to incorporating community resources in all areas of children’s development ensures that all volunteers work effectively, safely and to the high standards that we will have as a staff. In this way, we will contribute to the professional development for those of our volunteers who may want to build the experience they need to pursue a long-term career path.

### Business and Operations

As explained in Section F2 below, Chapel St will provide strategic leadership and support through the Business and Finance Director who will work with the Business and Operations Manager (BOM) and Principal to ensure Raynes Park is outstanding in our efficiency and effectiveness. The BOM will oversee the daily finances, HR and site operational management including supervision of the Site Manager, ICT Manager, Receptionist, lunchtime staff and contracted services.

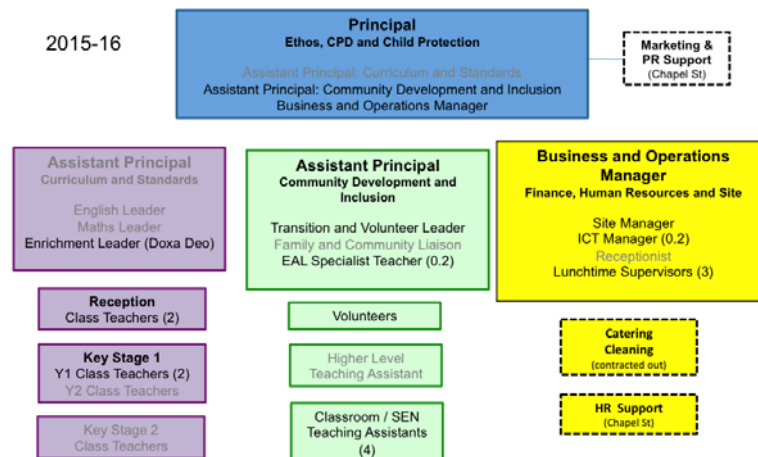
### Staffing Build up

The organisational charts below show a phased approach to building up a full staff team to meet the needs of all children according to our ethos. In order to ensure best value for money, our strategy involves combining leadership roles that will be held by class teachers. In the first few years of opening, we also plan for the Principal to fulfil some key leadership areas ensuring that he or she is able to create the frameworks that colleagues will take on as the student body grows.

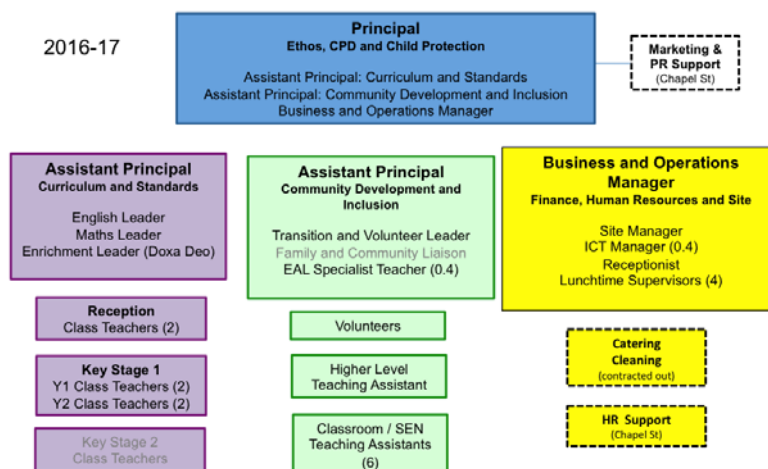


The school will have a streamlined staff in the first year as reflected above. In addition to the two class teachers and TAs in Reception, there will also be one day

of EAL specialist support. This role will be a key resource in helping to meet the needs of the anticipated proportion of children who are learning English as an Additional Language. It should also be noted, that the Transition and Volunteer Leader will also be a Reception class teacher, focusing on transitions into the school for children, families and volunteers. Given the small size of the school, only one day of ICT manager support will be taken up. The Site Manager will provide administrative support to the Principal and Business Operations Manager where appropriate.

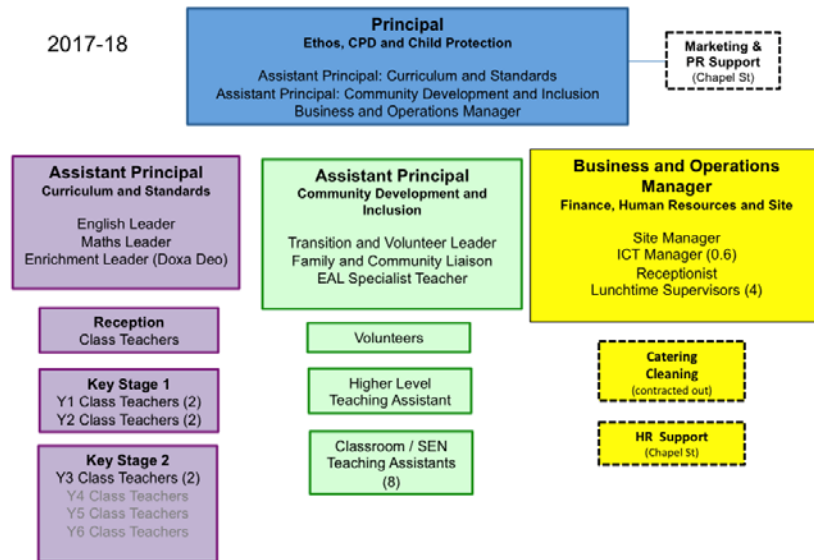


In the second year, the Assistant Principal responsible for Community Development and Inclusion will take over leadership in this area from the Principal who will still directly supervise all class teachers. This leader is brought in at this point to ensure there is additional support where needed, especially for children struggling in core skills such as phonics. With the increase in student body we will have another part-time teaching assistant for each new class as well as an additional lunchtime supervisor. The Enrichment Leader (funded by Doxa Deo church) will be in place at this point to liaise with YMCA LSW as well as leading all other aspects of extended day co-curricular activities.

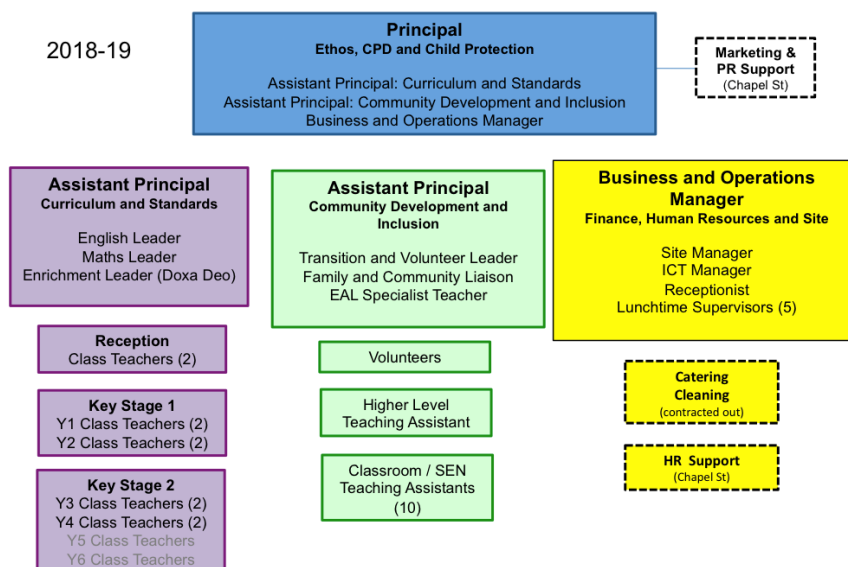


By the third year, we will have the Assistant Principal leading on Curriculum and Standards in post and directly supervising teaching staff. English and maths specialists will be recruited to lead their subjects as Year 2 class teachers. It is also

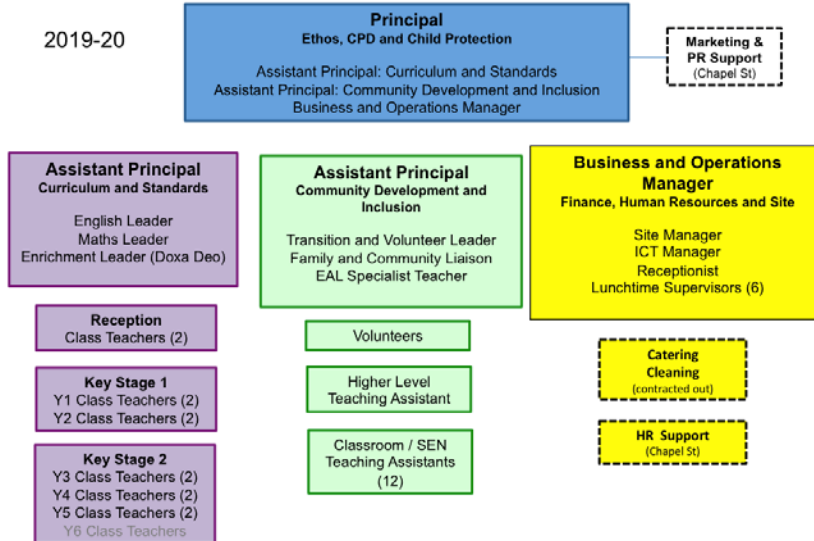
at this point that a Higher Level Teaching Assistant will be introduced to support implementation of interventions and to increase capacity for PPA cover as the teaching staff grows. Meeting the needs of 180 children, there is incremental increase in the time employing the EAL specialist, ICT manager and additional lunchtime supervisor.



By the fourth year, the leadership and support staff in place will ensure that we meet the needs of everyone in our school community. It is at this point that a full time Family and Community Liaison staff member is recruited to take over and build on the Principal's and Assistant Principal's work to develop family and community at and around Raynes Park. This role and the rest of the support staff shown in the green boxes will be directly accountable to the Assistant Principal responsible for Community Development and Inclusion.

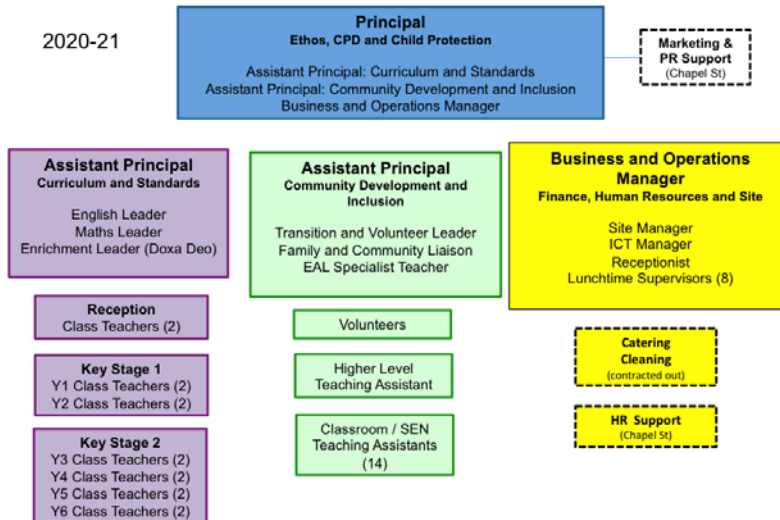


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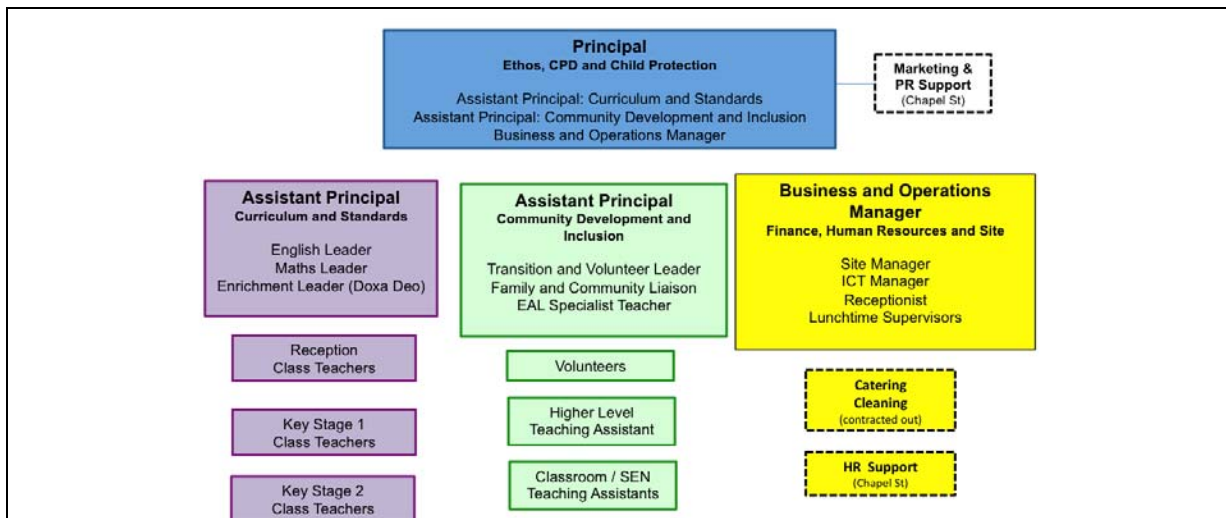


From the fifth year of being open, our staff additions focus around class teachers, teaching assistants and the proportional increase of lunchtime supervisors.

2020-21







## Partnerships

From informal conversations with head teachers and chairs of governors of other local primary schools, Raynes Park Community School foresees partnerships developing with schools locally. We are aware that schools need to navigate the changing landscape locally with a number of schools being strongly encouraged to become academies, thereby impacting existing partnerships. Specifically, Raynes Park Community School will seek to build partnerships that strengthen the educational offer for the West Merton community beyond school walls. These areas include the following:

- *Design of Assessment tracking and analysis:* Drawing on Chapel St expertise, Raynes Park Community School will work together with other schools to design an assessment system which tracks and monitors termly attainment and calculates distance from age-related national average and progress from the previous year and previous key stage. Our partnership would include CPD for teachers to use data in the classroom to inform planning and ongoing assessment as well as CPD for leaders to analyse and action plan from data collected. Working in partnership, we would also design formats to distribute analyses across middle and senior leadership so that action planning is unified and strategic. Staff from the University of Roehampton will support and monitor the school's progress in this area.
- *Collaboration on Continuing Professional Development:* In addition to working together to use assessment data effectively, our schools would work together in a variety of ways to raise the standards of teaching and learning. Our CPD programmes could include shared training in our specialisms where appropriate, along with joint and peer observations of teaching and support staff. Another key aspect of our collaboration will be to regularly undertake moderation of assessment judgments in English and maths to ensure standardisation of levels.
- *Shared ICT strategy and investment:* Raynes Park Community School is eager to implement our vision for challenging learning in ICT while ensuring most value for money. We would like to share research and resources for ICT curriculum development and training and explore partnering with other schools on the procurement of high cost equipment few primary schools can afford for hands-on learning such as data loggers, multimedia equipment and control hardware.

## **Family Partnerships**

As we develop excellent educational opportunities for every child, Raynes Park will build learning communities that extend beyond the walls of the school. Our focus is the diverse multicultural community of West Merton. The underlying principles that shape our approach to working with parents and carers are to encourage them as experts on their children and to assume that they want the best for their children. These two principles mean that we seek parents' and carers' input in their children's interests, gifts and needs and we use a problem-solving approach identifying appropriate strategies for working with their children when they face particular challenges. We will strive to build a relationship that is a "two-way street" seek to support and help develop family life.

Led by the Family and Community Liaison staff member, Raynes Park Community School will create and implement a development plan for building family partnerships. We aim to develop and strengthen relationships with families throughout their children's education as well as develop activities suitable for parents and carers of older children. Our framework outlines a three-tiered approach to pursue the interests and meet the needs of families: universal, targeted and intensive support. Some specific strategies as part of our universal offer will include fun activities like a Storybook Slumber Party as well as a parent 'buddying' system for parents new to the school, language interpreters where necessary, termly parent-teacher meetings and invitation to 'guest teach' on a topic or skill of personal expertise. Another successful strategy is offering workshops on maths' methods that are new to this generation, such as addition and subtraction using a number line, multiplication on a grid and division by chunking.

Specifically, the Family and Community Liaison Manager will use a simple assessment tool to identify which *Developmental Assets* already exist for a child and which need to be developed in his or her personal, familial or social setting. Using this tool, the Family and Community Liaison Manager will design targeted activities which develop assets that children commonly lack across the school to ensure this work is as strategic and impactful as possible. Following the broad analysis of these assets to develop across the school, the Family and Community Liaison Manager will then work with each child's class teacher to create a pupil development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing.

We are committed to learning from the Parents' and Carers' Forum the best ways to engage and partner with families. The Family and Community Liaison Manager will facilitate the forum to provide opportunity for feedback and input into operations at school such as making home time at the end of the day go more smoothly. This input will be a standing agenda item in Senior Leadership Team meetings.

The Family and Community Liaison Manager, based in school with office and counselling space, will also lead a rolling programme of Family Enrichment, which is focused on parents and carers themselves. This will include some activities that continue into the evening or on Saturdays with sessions and workshops for families and the local community such as parenting courses, Fathers' Club, Parents' and Carers' and Community Forums. We'll make extra training, development and life

opportunities available to parents and carers as well to support the essential role they play in their child's learning and development. Financial counselling and pastoral support will be available through suitably qualified volunteers. Classes and sessions could also include strategic career development aimed at families and parents' economic well being such as adult literacy and numeracy, CV and application writing workshops, financial literacy and enterprise learning. enterprise partnerships, such as developing skills within the community we hope will eventually build a catering enterprise to serve the school.

While the focus of Raynes Park Community School will be on providing outstanding education for children in Reception through to the end of Key Stage 2, we have a strong aspiration to do this to help improve the educational landscape across West Merton. For this reason, Chapel St aspires to open a Family Hub with Early Years provision co-located with Raynes Park Community School to help raise attainment on entry into Reception, as and when we have the capacity to do so. This resource could also provide emergency crèche facilities for working parents and would link to a parent network for emergencies out-of-school hours.

### **Local Community Partnerships**

The local community is a rich resource to a school. We believe that it takes a community to raise a child. Children grow and develop faster when they are part of a learning community. Raynes Park Community School will actively engage the local community in the children's education. By fostering networks of reciprocity and support between parents and carers and staff we will develop an environment that builds community and enhances family life. Raynes Park will provide opportunity for volunteers from various sectors within the community to exercise and develop their gifts within the school. Doxa Deo London, a key partner of the school, has a strong tradition of engaging, training and developing volunteers as does The Salvation Army as one of the community's most recognised voluntary organisations.

School volunteers will be in a structured team that is properly managed and overseen to ensure that each individual's time and talents are valued and that each is effective in their role. Attention will be given to matching people's gifts to the needs and opportunities within the school. While volunteers will work closely with the relevant staff member, often the class teacher, the Transition and Volunteer Leader will be responsible for induction, deployment and supervision. Volunteers will be offered the opportunity to have performance management and other opportunities to support their own Continuous Professional Development. Furthermore, there is the possibility of linking volunteering to professional development through the Open College Network.

The school is building relationships with The University of Roehampton to involve university students with raising aspirations, modelling higher order thinking and giving our children a "real life" experience of university students and their lives. Possibilities for engagement are coaching and mentoring, help with student voice, home learning, and possibility of partnering with a particular college. University students, who have flexibility in their schedules, are ideal volunteers to work with teachers in leading Advanced Skills Centres particularly focusing on fun, challenging Science and maths activities.

All volunteers will be interviewed to establish their suitability and identify a programme of mentoring and professional development. All volunteers will undergo an enhanced CRB clearance before working with children.

To increase the participation of key groups within the community and to provide a range of stakeholders with a voice in terms of the development of Raynes Park, we will create three Participation Groups (see Section F1 and F5 for further details). These will be open to parents and carers, business people and community members to join and provide opportunities for the school to listen to the community and for the community to be involved in the life of the school. Members will be elected from these groups to the Board of Governors:

- *Parents and Carers' Participation Group*: providing a sounding board for parents and carers, liaison between them and the governing body and developing ongoing opportunities for them to be involved in school life
- *Community Participation Group*: providing the wider community with opportunities to support and engage with the school
- *Business and Enterprise Participation Group*: providing local business leaders with opportunities to support the school and the school to interface with the local business community.

The governance and community engagement strategies outlined above will provide the range of expertise, blend of skills and strength of support necessary to the development of an outstanding Free School in West Merton and North East Kingston.

#### **D4: Personalisation Strategy on the Spectrum of Needs**

Chapel St will develop a school that welcomes children and families from many different backgrounds and with a diverse spectrum of needs. This expression of inclusion is core to our vision as a child-centred, family focused and community-oriented school with a Christian ethos,

We recognise that every child is unique and that pupils will exhibit a range of needs across different abilities, culture and language and according to varying backgrounds. For each of these needs, we have developed a strategy for ensuring that each child is able to make excellent progress in his or her academic, personal and social development. In addition, the school will work with our partners to provide the support that families need to support their child's learning.

Chapel St has developed proven strategies and interventions to support children and families facing these situations:

- Learning English as an additional language
- Identified as having Special Educational Needs
- Identified as having a specific gift or talent
- Learning with behavioural, social and emotional difficulties
- Experiencing deprivation or from a troubled family
- Looked After by the Local Authority

For each of these groups there will be unique, though sometimes common, approaches to identification, provision and monitoring of individual children's progress and wellbeing. We will provide additional support as needed with

transition into each new school year, additional time with their personal coach and other strategies as advised by children's carers and/or agencies such as CAMHS where appropriate.

Using this and last year's performance tables, we anticipate that up to 40% of pupils will have English as an Additional Language, with approximately 7% of pupils on the SEN register at School Action Plus or with a Statement and up to 18% eligible for free school meals. This data are in line with other schools in this area.

Effective differentiation for all children will be the bedrock of teaching and learning in all classes, staff will plan activities to meet the needs of each child. As outlined specifically for each group below, we will use a variety of strategies to identify needs and understand our pupils' prior achievement, through baseline assessment on entry and ongoing measurement of progress that is child-centred and informs the delivery of teaching in the classroom and at an individual level.

### **Special Educational Needs (and Disabilities) provision**

Raynes Park Community School will provide outstanding support for children who have special educational needs (SEN)(D) to help these children achieve their full potential. We will promote an atmosphere where children enjoy learning with good discipline and will ensure all systems and procedures are in line with the Equality Act 2010. Our premises will be made accessible to children and/or staff with disabilities.

Pupils will be tested on entry through a variety of verbal and non-verbal tests that will help us to identify pupils' individual needs. We understand that DDA Legislation requires us to conduct a Disability Impact Assessment in order to proactively discover what needs every child and adult may have and respond appropriately. Children with SEN(D) are not easily distinguished by the outside observer for often negative reasons.

We will develop Individual Education Plans (IEPs) for pupils with their parents' and carers' input to ensure they are effective and well-supported. The Inclusion Manager will co-ordinate and manage the reviewing and updating of these plans on a termly basis. Teaching, learning and pastoral care will also be designed to provide fair access to learning activities, assessment (e.g. using an amanuensis) and social development such as using friendship groups and buddy systems.

The Assistant Principal who leads on Community Development and Inclusion will fulfil the role of Special Education Needs Co-ordinator (SENCO) and Inclusion Manager. We understand that this post must have qualified teacher status and be appropriately trained. Our school will use a graduated response that encompasses an array of strategies such as visual timetables, providing scaffolds for writing, enlarging font and images and concretising concepts. Strategies will usually vary to meet each child's individual needs. We will use the SEN Code of Practice as the basis for identification and provision of needs. For this reason, we will follow guidance on statutory assessments and statements of SEN for children with severe and complex needs. The Assistant Principal will be responsible for carrying out annual reviews of statements and planning for young people with SEN to make the transition to secondary school through close relationships with partner secondary

schools.

We recognise that there is a continuum of special educational needs and, where necessary, we will bring increasing specialist expertise to bear on the difficulties that a child may be experiencing. The Assistant Principal will work with other agencies including professionals in educational psychology, speech and language therapy, mental health and medical professionals to support children with specific needs. Children who have SEN or disabilities will have a range of provision from in-class differentiation to additional support where needed. IEPs will be consistently reviewed and used to identify personalised strategies to support each child's needs. We are committed to involving children and parents in decision-making and to effective multi-agency working for combined services around the needs of children and their families. In order to ensure our provision will be the most effective, we are currently monitoring national developments in SEN practice and we will take into account the key principles and guidance in the SEN Green Paper.

To meet the needs of all learners, teachers will strategically use ICT to stimulate visual (e.g. colour-coding, images etc. in flipcharts), auditory (MP3 sound bites, creating music etc.) and kinaesthetic (e.g. floor turtles, bee bots and other controls) learning. Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds.

Teaching assistants (TAs) will work in the classroom to support groups of learners as directed by class teachers and as part of good differentiated teaching. They will not always be working with pupils with SEN but may be deployed to work with other pupils to allow the class teacher to support vulnerable learners. They will work with individuals or small groups of children to deliver specific, targeted interventions as directed by the Assistant Principal and class teacher. This may include work outside the classroom for short periods of the day. TAs may work one to one at any point in the school day carrying out a variety of tasks to support individual children with statements of special educational needs. We have a variety of strategies to overcome barriers to learning including clear assessment to identify the barriers and pinpoint next steps for learning and targeted, time limited interventions. Specific individual interventions will be assessed to measure progress and plan next steps. Outside agencies will be consulted where appropriate.

Impact evaluation of SEN provision will include both intermediate and final outcomes for each child, as outlined in his or her IEP. For example, while final outcomes will always focus on the attainment and progress of each child, intermediate outcomes will include the particular factors that stagnate learning such as insecure place value or phonic understanding. While final outcomes may not demonstrate a higher summative judgment or test result in cases of profound need, there will still be an expectation of increase in attainment within a sublevel using P scales or Assessing Pupils' Progress (APP) grids to define this criteria.

Both Assistant Principals will work together to monitor the progress of children on the SEN register. We will ensure assessment and monitoring procedures are aligned with P scales and target setting according to national conversion rates. While children with particular needs may not reach the same attainment as their peers, we will have the same age-related expectation for progress each year.

The CPD programme will have significant focus on developing staff strategies for meeting the needs of children with dyslexia to those with emotional and behavioural disorder as well as target setting from P scales based on the current Progression Guidance set out by the DfE.

### **English as an Additional Language (EAL) provision**

Staff at Raynes Park Community School will be working with children who have varying needs and abilities and have effective strategies for meeting children's linguistic and cognitive needs across the spectrum of abilities. English language acquisition will always be assessed first and separate from academic and cognitive ability. Our primary resource for identification will be parents and carers who will be included in initial assessments in each child's home language where possible.

There will be very clear protocols for developing spoken and written literacy as a means for accessing the wider curriculum and progressing across the subject range. The Chapel St team have experience working with EAL learners in inner London schools and specific expertise in identifying their abilities and ensuring that they are challenged appropriately. While our strategies are based on research and experience, the school will ensure that implementation will be carefully considered in the light of what is best for the school community. Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds.

Visual literacy, using images to convey and derive a range of meanings, will be a primary strategy for supporting language development and enabling achievement. It is a strategy for enriching and developing language to support EAL learners to access information, understand and engage with important themes in topics and texts as well as building knowledge through each stage of language acquisition. We recognise that while children may be able to see, they may not see critically. It is vital that we provide a range of scaffolding to support the interpretation of images. While this is part of good teaching practice in our highly visual world, it is especially essential for EAL children.

Raynes Park Community School will draw on multilingual aspects of school in creative ways through other lessons such as through learning the etymology of key and new vocabulary by relating the terms and definitions in English to those corresponding ones in the children's home languages. Other strategies to support additional language acquisition will include displaying graphic organisers like simple tables, Y-charts, star diagrams, flow charts, mind maps and any other visual representations to support recall and conceptual/relational understanding.

We will also ensure that children who are new arrivals and from refugee and/or asylum seeker backgrounds are supported in their transition into the British culture as well as the education system.

Our EAL specialist teacher will be responsible for monitoring both children's progress through stages of English language acquisition as well as their attainment and progress in reading, writing, maths and personal development. This work will include liaising with the Family and Community Liaison Manager and the Principal to

ensure issues arising are addressed effectively.

### **Gifted and Talented provision**

Raynes Park Community School will raise aspirations for learners by helping each child to discover and develop his/her gifts and talents to experience success and sense of achievement. Working with a Gifted and Talented (G&T) specialist on the Chapel St team, the school will employ refined differentiation strategies and methodologies to plan learning that raises the bar for all learning so that children of all abilities develop higher order thinking. A register of the top 5-10% of each cohort (identified through a combination of statistical and behavioural indicators) will be used to identify children for monitoring to ensure they are being challenged and are learning at an appropriately accelerated rate to prevent stagnation when attaining higher levels. Teachers will apply the theory that a 'rising tide lifts all ships' by planning activities with very high expectations for the most able children while providing scaffolding for less able learners to access the same material.

For example, while a whole class is learning to conduct maths investigations systematically, the teacher may work with lower and middle ability children to list criteria for systematic investigation that they apply in pairs or independently, while higher ability children may immediately undertake the investigation. In this way, both groups are functioning mathematically at high levels of cognition, but the former group is provided support to do so. This refined differentiation will prioritise using knowledge and skills in different contexts and at higher levels of cognition. This emphasis on broadening and deepening knowledge and understanding for the most able prevents creating gaps in learning which can occur with premature acceleration such as learning Year 7 curriculum before fully mastering the Year 6 curriculum.

Pupils identified on the G&T register will have excellent attendance and behaviour; this includes developing social skills in some gifted children who have difficulty working with peers. We are aware that G&T pupils often become disaffected and often underachieve when they are not appropriately challenged. Therefore, we seek to ensure that these pupils have a positive attitude to their learning and are involved in all aspects of school life (attendance records, achievement, representation at enrichment activities, and participation in the school council). G&T pupils who speak English as an Additional Language, will value their first and/or other languages as an economic asset for the future.

The Assistant Principal / Inclusion Manager will be responsible for ensuring personalisation across the spectrum of needs and abilities encompassing SENCO as well as Gifted and Talented leadership. This person's role is to provide leadership in identification, monitoring and resources in helping to ensure we are meeting the needs for these children in each area.

### **Pupils in deprived and/or families in need**

Chapel St seeks to provide the best care and support for families in need in our school community. While we anticipate about 40% of pupils will be eligible for free school meals, we also recognise the significant challenges that are part of raising children and holding down at least one job, regardless of that eligibility. For this reason we are working with the local YMCA to plan the best wraparound care for



children to support their parents and carers. Our partnership with YMCA London South West (YMCA LSW) includes a strategic approach to support children's learning journeys and is grounded in our shared passion about play, individual expression and enjoyment as integral to child development.

Our breakfast club and Living Room (after-school club) will be a key strategy for meeting specifically identified children's nutritional and social needs to help raise attendance and improve personal development and achievement. Working with the YMCA, we will have our own play curriculum to address the needs of children who need additional support in the range of aspects of socialisation. Our ICT club and home learning Club are other examples of increasing engagement and consolidating learning in a meaningful way.

### **Pupils with Behavioural, Emotional and Social Developmental Needs**

We are also aware of the complex needs for children who experience emotional and behavioural difficulties. Raynes Park will use specific strategies (such as control by proximity, use of daily contracts, personalised traffic lights and agreeing targets for home and school) to ensure that making a poor choice is never acceptable or excused. In addition to intensive coaching support, the Assistant Principal responsible for Community Development and Inclusion will be the named Lead Behaviour Professional (LBP) to ensure the school supports each child appropriately.

Partnerships with other agencies such as Educational Welfare, educational psychologists, Children's Adolescent and Mental Health Services, Physical Education specialists will be used to help identify the underlying causes and strategise as to how we identify the root causes and meet the needs of these children. Our goal is to support and challenge them to develop their gifts and talents to excel in their learning. Raynes Park will pay due regard to the guidance in the *SEN Code of Practice* and the *Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need*.

### **Pupils who are Looked After by the Local Authority**

Our Christian ethos provides the basis for a strategic approach to ensure that Looked After Children (LAC) are loved, nurtured and empowered to reach their fullest potential. Chapel St's first Free School (Atherton Community School) has already achieved significant success in this area, becoming the school of choice for the LA when it comes to supporting these children. The Principal will work with the Family Community Liaison Manager to build strong relationships with each child's carers and the relevant agencies involved in supporting them. We will provide additional support as needed with transition into each new school year, additional time with their personal coach and other strategies as advised by children's carers and/or agencies such as CAMHS where appropriate. The school will be specifically mindful of ensuring that each child feels school is a stable environment, especially in the event when he or she is moved to a new home. Excellent multi-agency relationships will be a key factor in providing the best possible preparation for children at these times.

### **D5: Defining and Measuring our Success**

Realising the aspiration that Chapel St, our partners and the local community share

for Raynes Park Community will require the highest possible standards and a rigorous approach to measuring and monitoring success. The Chapel St team includes professionals with significant experience of performance management and monitoring. [REDACTED] has worked with schools throughout London, and beyond, to develop performance and data systems that help to raise attainment and effect school improvement. [REDACTED] [REDACTED]. As the sponsor, Chapel St will ensure that a rigorous process of performance management is implemented across the school.

For Raynes Park Community School there are two essential marks of success. Firstly, every child will make excellent progress in their core academic learning and development. Secondly, every child will develop the personal and social skills to prepare them for their future. We see parents and carers as vital agents in achieving both of these aims and will involve them in supporting and monitoring their child's growth and development.

We will use the standards targets described below and have subsequently set key performance indicators in governance and finance using the guidance provided by the EFA. Given the added value that Chapel St and our community partners bring, we will also measure other areas of the school's performance. In certain contexts these might be termed as 'soft outcomes' however our experience demonstrates that success in these areas is critical if we are to achieve, what others term, 'hard outcomes'.

Measure	KPIs to track progress
Quality of relationships among staff, children and families	High number of entries in individual staff communication logs of positive calls and notes home and high levels of staff and family interaction at home time and at other meeting times
Motivation and job satisfaction of staff	Low staff turnover rate and low sickness leave of absence
Supportive and nurturing learning environment	Low exclusion and persistent absence (see intermediate targets below)
Enhanced family life for pupils, parents and carers	High levels of attendance at family activities, increased numbers and quality of family-initiated and led activities
Levels of staff/student/parent satisfaction	High numbers of, and engagement with, peer observations and other staff development activities as well as social activities, high numbers of good to outstanding lessons (using pupil engagement and progress as a key indicator), high attendance rates at Parents and Carers Forum meetings
Referrals and staff applications	High numbers of applications stating referrals or word of mouth as source
The size and efficacy of our community network	High numbers of CRB checks and induction enrolment for volunteers and high numbers of volunteer-led or supported co-curricular activities
Social impact on the local community	The school will function as a community hub hosting a range of community services and signposting parents and

	carers to a range of personalised support. This will include, Adult Education for parents, carers and community members, Community Music and Arts initiatives, Regular workshops and parenting courses, and sports, leisure and fitness activities to attract individuals and families.
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Our self-review and evaluation will be led by the Principal and SLT. It is part of our school development planning cycle and will follow these stages:

- *Evaluate, prepare and engage* to create a shared vision of where we are at the time and where we will improve. All staff and governors will be critical in determining the plan
- *Identify objectives* to deliver the key outcomes of the vision whether they are teachers or support staff. In the classroom for learners and beyond the classroom by personalising, developing and prioritising solutions and interventions, and planning impact evaluation
- *Monitor and evaluate progress* toward successful outcomes with the use of Assessment for Learning in the classroom and performance management. Consistent analysis of data will be collected on intermediate outcomes (e.g. termly assessments, attendance etc). SLT and middle leaders will undertake impact evaluations of initiatives to affect improvement in their areas.

Self evaluation will involve collecting, analysing and interpreting a wide range of evidence through activities such as data analysis, sampling of pupils' work, lesson observations, interviews and surveys to create impact evaluation model mapping development priorities. It will be used to celebrate success as well as identifying priorities for development. The process will have rigour and challenge built in. The strategy will be simple but effective, and integrated into routine management systems and cycles. The school will listen and respond to the views of its stakeholders. Evaluation will focus strongly on the impact of the school's actions on learners and families.

Knowing our community well means specifically identifying the key measures that will drive accelerated attainment and progress in maths through Key Stage 2 and the highest achievement in both English and maths. We will also measure contributory factors to achievement, including attendance and punctuality (an accurate attendance register will be held in the school MIS) and other pastoral indicators such as exclusion rates and leave of absence as intermediate outcomes.

National Curriculum targets will form the main measure of academic method and progress. We will assess pupils' capacity to learn as well as their social skills and moral abilities, setting targets for leadership and character. Using an online survey tool, the Effective Lifelong Learning Inventory (ELLI), pupils will self-assess seven dimensions of learning power at the beginning and end of each year in school. Further information about ELLI can be found in section D6.

The targets for Raynes Park Community School have been developed following detailed analysis, using demographic data and performance profiles from local schools. The targets are premised on the basis that the school will meet and exceed the performance of local schools while admitting more children receiving Free

School Meals, speaking English as a second language or with SEN(D) than the average school in West Merton and North East Kingston. As outlined the targets exceed area averages.

### Achievement Targets

Phase	Target	% pupils
All (2014-15)	Lessons judged good to outstanding according to the new Ofsted framework	85%
Foundation Stage (2014-15)	Average Assessment Rating of 2 in new EYFS Profile	80 – 85%
Foundation Stage (2016-17)	Reading by end of Reception	95%
Key Stage 1 (2016-17)	Y1 Phonics Screening exceeds standard threshold	95%
	Level 2 or above in Reading	92%
	Level 3 or above in Reading	25-30%
	Level 2 or above in Writing	90%
	Level 3 in Writing	20-25%
	Level 2 or above maths	90%
	Level 3 in maths	20-25%
	Average Point Score in Key Stage 1	16.0
Key Stage 2 (2018-19)	Level 4 or above in English	95%
	Level 5 in English	25-30%
	Level 4 or above in maths	92%
	Level 5 in maths	25-30%
	Level 4 in both English and maths	90%
	Two levels progress from KS1 to KS2 in English	95%
	Two levels progress from KS1 to KS2 in maths	95%
	Average Point Score in Key Stage 2	29.5

Specialising in English, Raynes Park Community School will ensure that all children can read proficiently by the end of Reception, so as to effectively access learning in Year 1. This is a complex task that combines physical, personal, social and familial development with cognitive progress. For this reason, children will be working at least at expected levels in each of the 17 Early Learning Goals with an average Assessment Rating of 2 in the new Early Years Foundation Stage Profile. The “learning journeys” that are recorded in Reception will provide evidence of progress toward each goal from their baseline and provide the initial portfolio of learning that children will build on through their education. Raynes Park will expect three sublevels progress each year in Key Stage 1 (6 points).

The standard expectation for progress in Key Stage 2 is that children progress by 3 points in each year, yet this includes a half of a sublevel measurement that does not

exist. In coping with this, schools often accept only one sub-level of progress in Year 3 and hope that the child compensates by achieving the highest standard of progress in Year 4. As a result, progress can dramatically stagnate through Key Stage 2, creating extra pressure for pupils and staff in Year 6. In the weakest schools, standards are only acceptable in the nationally reported year groups. For this reason, Raynes Park Community School will target two sublevels (4 points) progress each year. Many schools state that they expect this higher rate of progress (16 points by the end of Year 6), but relatively few plan, monitor and manage performance against this. At Raynes Park Community School, a class average of 3 points progress will be our minimum expectation before we consider annual progress in Key Stage 2 inadequate. We will use the 4 point standard as a basis of judgment for performance management and action planning.

### Intermediate Outcome Targets for 2015-16:

Outcome	%
% of pupils demonstrating increased capacity for learning in at least 4 of the seven dimensions of the ELLI measures	98%
% of pupils increasing number of Developmental Assets from baseline assessment	98%
% Attendance	96%
% of parents and carers who attend Parents' Consultations	90%
Unauthorised absences	0.4%
Persistent absence	1.0%
Punctuality	98%
Fixed term exclusions	1.0%
Permanent exclusions	0.0%

A key intermediate outcome is for 85% or more of lessons to be judged good to outstanding with an aim for continuous improvement exemplified in main teaching and independent, paired and group learning activities. Regardless of the ability of each group, the standard for these lessons will be characterised by the consistency of provision of activities requiring higher order thinking skills as defined by Bloom's Taxonomy. For this reason, we will develop induction for new teachers on understanding the Ofsted criteria for good and outstanding lessons as well as principles of all aspects of assessment. High expectations will be evident in day-to-day learning and documented in monitoring of books and planning rather than solely in summative assessments. Another key outcome will be accuracy of teacher assessments judged in moderation across partner schools around West Merton. We will see a growing love of learning with the numbers of children registered in extracurricular games and activities such as Maths Challenge and Book Clubs.

Staff will be trained to use the team teaching and project tuning techniques developed by High Tech High to assess the quality and impact of Project Based Learning. These disciplines provide structured 360° feedback and input from staff, pupils, parents and community members to review and improve teaching and learning. Chapel St will second staff from High Tech High and will implement this in partnership with the Innovation Unit. Performance measurements for more innovative models of learning, such as Project Based Learning, are less developed than those used to evaluate traditional methods of teaching. As a partner, the

University of Roehampton will undertake a specific project to measure the impact of Project Based Learning at Raynes Park Community School, addressing the breadth of curriculum covered, depth of learning acquired and the respective rise in attainment that results.

Raynes Park Community School will be both child-centred, family-focused community centred. To this end, we will continually measuring the impact of our work with families and our engagement of the wider community in school life. Following our own model for impact evaluation, we will measure our success with intermediate outcomes to demonstrate that we are on track in terms of the larger visionary outcomes of improving family and community life. Utilising the Developmental Assets framework, staff will be able to target, plan, support and measure the impact of parents' and carers' engagement with school life and their children's learning.

### **Assessment Strategy in School Improvement Planning**

At Raynes Park Community School, assessment will play a key role in self-evaluation, driving ever higher standards in teaching and learning. Whether making judgements or analysing data, our methods will be unashamedly child focused and child driven. Leaders at each level will use data to identify the next steps for individual progression. Class teachers will be primarily responsible for their children's learning and progress, with further accountability for leaders and specialists when it comes to progress in their areas, such as the English and maths leaders, EAL Specialist and Inclusion Manager (SEN and higher attainers).

Chapel St's cycle of School improvement is outlined below.



### **Making judgments**

Throughout each phase of learning, teachers will use daily formative assessment and monthly levelling to moderate summative termly judgments. While daily teaching and learning requires constant formative assessment, teachers will level reading, writing and maths learning in books at least once per month using National Curriculum levels. Frequent levelling of learning in core subjects will ensure consistency, accuracy and build children's motivation. With this evidence documented in children's books, teachers will record termly summative judgements in the MIS to give a measure of progress for individuals, classes and cohorts. This data will be used to identify staff-specific action points each term to ensure the

school is constantly engaged with the improvement cycle. The Assistant Principal responsible for Curriculum and Standards will ensure that assessments are accurate and consistent with the national standard using the Assessing Pupils' Progress grids. For this reason, summative judgments will be a balance of tests moderated with evidence of ongoing assessments in children's books.

The Assistant Principal (Curriculum and Standards) will lead SLT and the rest of the staff through annual standardisation of sublevels for the core subjects to ensure learning that is levelled according to a *school standard* rather than a class-specific standard (i.e. a piece of writing levelled at 1a in Year 1 is also 1a in Year 3 or 3c in Year 2 is also 3c in Key Stage 2). Strong links with other primary schools and local secondary schools will enable us to standardise and moderate judgements at the end of Key Stage 2. This way we can be confident that even in Key Stage 3 at another school; our children will be truly working at Level 4 or 5.

Once judgements have been standardised, we will have termly moderation, using samples of learning to confirm teacher assessments. These will be recorded for tracking and monitoring. This process reviewing evidence in books rather than on tests keeps the focus on learning. Consequently, we will build and develop teachers' understanding of the criteria for National Curriculum levels, and more importantly, their understanding of children's progression through these levels that will enable them to identify next steps for learning quickly and easily. The marking policy and its implementation will involve children in reflecting on their learning with self and peer assessment as well as teacher assessment to identify next steps to move forward.

### **Strategic analysis of pupils' achievement and target setting**

Each class teacher is responsible for the progress of each child in his or her class; targets are set under the guidance of the Assistant Principal (Curriculum and Standards) in termly Pupil Progress meetings. Targets will be set in partnership with children and/or their families where possible, so they have ownership and understanding of next steps for each area of learning core skills. Where children are underachieving, the Assistant Principal will set up strategic Pupil Progress Intervention teams where appropriate.

The Assistant Principal will lead termly tracking that will reflect RAISEonline standards of analysis, including analysis against the DfE's significance factors, using bespoke templates in the school's MIS (e.g. SIMS) which automatically calculate progress with average point scores. Raynes Park Community School will also track a range of data on other aspects affecting progress such as behaviour, attendance and home learning up to 3 times per term. We will cross-reference these to identify underlying issues contributing to any underachievement. The Developmental Assets programme has its own self-assessment but it is our intention to integrate the record keeping as much as possible so that we maintain coherent records of progress and attainment.

Tracking and monitoring attainment and progress for children on the SEN register will include appropriate target setting from P scales through to National Curriculum based on national conversion rates and guidance outlined in the SEN Progression Guidance to ensure children are appropriately challenged. Secured P scales will be

used for core subjects where appropriate.

Regular monitoring of attainment and progress throughout the term will enable staff to evaluate the impact of interventions (tracking using group filters) and to personalise learning through movement between development groups for core subjects. Monitoring progress will also involve parents and carers in assessment and monitoring of individual children. Ways of working in this area may include posting live data in a secure managed learning environment such as Fronter to enable them to see their child's progress. A key aspect of leading Curriculum and Standards will be to help staff understand and use assessment data to continually improve practice. The Assistant Principal will meet with teachers and support staff to identify key areas for development to target teaching and learning each term based on attainment in each assessment area. More importantly, the person in this role will work alongside colleagues to coach staff to plan their teaching and learning more effectively.

The final aspect of monitoring and attainment is about analysing the data for class and school trends to identify priorities for continual school improvement. SLT will track horizontally across their appropriate age groups to identify cohort issues, while subject leaders will analyse and identify current issues arising in their subject/s to create intervention strategies, whether strategies are across the school as a whole (usually identified by demographic indicators) or group, class (usually teacher-focused) or individual levels. This entire monitoring and evaluation process is reported to governors each term.

### **Involving parents and carers**

In line with our focus on partnering with families, we will work to involve parents and carers in the process of assessing children's learning on a regular and ongoing basis. This input will be part of our larger Assessment for Learning (AfL) strategy to provide insight and enable us to plan activities building on children's learning and development beyond the school walls. From Reception, we will meet with parents and carers each term to discuss their child's learning. In addition, staff will provide a written summary of children's attainment against the ELGs or national curriculum levels. As a partner, The Salvation Army will look to support the most vulnerable families, working with the school to ensure that we do all that we can to enrich family life, raise aspirations and remove barriers to learning. If parents and carers need to access training due to EAL, challenges with literacy, training to access employment, etc. the school will work with The Salvation Army and other local providers to help families to gain access to these services. Chapel St has run the Chapel St Family Hub locally for the last three years. This project extends learning and family support to a diverse group of families in Roehampton.

### **Conclusion**

Chapel St and our partners are confident that the plans outlined above will serve us and the community well as we work to make Raynes Park Community School an outstanding centre of learning, family support and community life in the years to come.

### **D6: Admissions**

The admissions proposals for Raynes Park Community School have been designed



to support the creation of a distinct and dynamic school that provides outstanding teaching and learning for children, support for families and a hub for community regeneration. The proposals have been drawn up in line with the guidance provided by the New Schools Network to serve the needs of disadvantaged families from across the community and to harness the substantial social and educational capital of our partners, not to mention the many community groups that we have gathered in support of the project. It is our considered opinion that maintaining a high level of engagement from these community groups will add inestimable value and support over the life of the school. That said, the team remain open to further discussions and suggestions as to how the admissions procedure might best serve the children and families of West Merton.

### **Compliance with the Code of Practice for Admissions**

The Chapel St Community Schools Trust will comply with the Admissions Code to ensure the admissions arrangements are clear, lacking in complexity and fair. Raynes Park Community School will have arrangements to safeguard and promote the welfare of children who are pupils at our school. The school understands that through the Funding Agreement with Chapel St Community Schools Trust we need to adopt practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools. The school will meet the Education (Independent School Standards England) Regulations 2010 as well as the requirements of the model Free School Funding Agreement.

Raynes Park Community School will work within the locally coordinated admissions process and will ensure that it contributes to local admissions arrangements.

We will make sure that all communication is targeted and accessible to all our community, including the 'hard to reach'. The school will not seek to select its pupils by ability; interview applicants; or seek payment from parents and carers for admission. We will admit pupils who have a statement of Special Educational Needs which names the school and we will also provide places for Looked After Children.

We will not place any conditions on admission (such as expecting a child to have applied for another school) and we will not charge for admissions or for administration of applications, nor will we interview applicants or test for ability. Similarly, we will not give priority or take account of any circumstances that are not defined within the admissions policy.

### **Reception Year Admissions**

Raynes Park Community School will work with locally coordinated processes and procedures for admissions arrangements on an annual basis. Working with the locally coordinated processes, Raynes Park Community School will work alongside the respective Local Authorities in West Merton and North East Kingston, ensuring that parents and carers can benefit from a prospectus and suitable marketing materials. Raynes Park Community School will, of course, ensure that website information is available to all prospective parents and carers.

Raynes Park Community School will admit **60** pupils to the Reception Year in

2014/15 and thereafter admit **60** pupils on an annual basis.

### **General admissions arrangements**

Raynes Park Community School will ensure that it provides places for children of all abilities, all of whom will come from the local area. We intend to attract local pupils from the immediate area surrounding the school and all our publicity and promotional material is designed to appeal to parents and carers in the local neighbourhoods. We are determined that no-one will be marginalised because of challenging or difficult circumstances and will put support in place, where needed, to access information and communication with the school.

The prescriptive timescales for admissions arrangements requires us to have our prospectus in place by the end of August 2014 with other communication media in place very shortly after that to help parents and carers with information. If pre-opening approval is delayed (for the 2014 admissions cycle) leaving us unable to work within the timescales set out by the Local Authority, Raynes Park Community School will act as their own admissions authority for this first year and will continue to promote the school as outlined above putting special emphasis on contacting all those parents and carers who have expressed a preference. Parents and carers will be informed of what options are available to them by the Local Authority. In the event that Raynes Park Community School is not offered as a suitable alternative to other schools, we will ensure that sufficient marketing and promotion activity and events are held and we will ensure that parents and carers are given the opportunity to contact the Local Authority and express their preference for a place at Raynes Park Community School.

We are aware that we are only able to offer conditional places until we have a signed Funding Agreement. Ideally, our timescales would match that of the LA so parents are given the opportunity to choose our school whilst still having the ability to choose a LA school through the CAP. We recognise that achieving a Funding Agreement before parents make their choices in January is challenging as significant project progress must be achieved, (see Section F for further detail). We believe that it is perfectly feasible to hit the April deadline for offers if we work diligently to get our FA signed at the end of March 2014.

### **Process of Application**

Arrangements for applications for places at Raynes Park Community School will be made in accordance with the Local Authority's coordinated admission arrangements and will be made on the Common Application Form provided and administered by the relevant Local Authority – unless we take a view that the timescales require us to run our own Admissions process for the first year. Raynes Park Community School will use the Local Authority's timetable for applications to the school each year (exact dates within the months may vary from year to year). This will fit in with the timetable for the coordination of admission arrangements within the Local Authority as agreed by locally coordinated processes, Local Authority and local schools.

LB Merton and LB Kingston participate in the pan-London co-ordinated admissions scheme and we believe the indicative timeline for 2014 opening to be:

Aug 2013	Prepare prospectus and material for websites and elsewhere
Sept 2013	LA open their online application processes
Jan 2014	Closing date for primary school applications
Apr 2014	Letters issued by LA or us showing allocated school places – unconditional offers dependent on FA being signed
May 2014	Closing date for requests for waiting lists
May 2014	Late applications and waiting lists finalised and places offered
July 2014	Contested decisions submitted by parents or schools to Schools Adjudicator

- a) By August – Raynes Park Community School will publish in the prospectus information about the arrangements for admission, including oversubscription criteria for the following September (e.g. in August 2013 for admission in September 2014). This will include details of open evenings and other opportunities for prospective pupils and their parents and carers to visit the school. The school will also provide information about the school to the LA for inclusion in the composite prospectus, as required.
- b) In September and October 2013 – Raynes Park Community School will provide opportunities for parents and carers to visit the school. If a site is still unavailable, alternative venues will be used.
- c) September 2013 to January 2014 – Common Application Form to be completed and returned to the pupil’s home LA, and our school application form as well. Applications are to be received by 31<sup>st</sup> January 2014.
- d) LA sends the Raynes Park Community School applications to the Trust if there is oversubscription.
- e) Raynes Park Community School sends a list of pupils to be offered places at the school to the LA if not running it ourselves; applications are prioritised in accordance with published oversubscription criteria.
- f) February/March 2014 – LA applies the agreed scheme for their own schools, informing other LAs of offers to be made to their residents.
- g) 17th April 2014 - offers made to parents and carers.
- h) Raynes Park Community School will ensure its application processes enable parents and carers to apply before these deadlines.

### **Admissions criteria**

Raynes Park Community School wishes to work in harmony with the locally coordinated procedures throughout the process and will seek to match the admissions and oversubscription criteria applied by the Local Authority in the event of oversubscription. Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below.

We have considered the use of Fair Banding but do not believe that it will be easily applied in relation to admission arrangements for the school.

Although we have yet to confirm the actual site for this school we believe the catchment area will include SW20 and KT3 postcodes. We understand that over 50% of the admissions to the Free School must be from the local area.

After the admission of pupils with a *statement of Special Educational*

*Needs where Raynes Park Community School is named on the statement, Looked After Children and adopted children (previously in care) where Raynes Park Community School is named on the statement, the criteria will be applied in the order in which they are set out below:*

1. Children in the designated catchment area (as defined by LA designated public routes). Then if more applications than places available, they will be prioritised thus;
  - 1a. Siblings (and in the case of more applications than places then priority will be given to those living closest (as defined by LA designated routes)
  - 1b. The second priority in this sub-category goes to those children living closest (as defined by LA designated routes)

When we use the term siblings we mean: children with a sibling (the term “sibling” means a full, half, adopted or fostered brother or sister, or other child living permanently within the same household) on roll at Raynes Park Community School at the time of the proposed admission.

In the event of a ‘tie-break’ situation (i.e. being unable to establish who would be closer to the school) we would use a method of random selection. For clarity and consistency, we would work with the LA admissions team to ensure that distance measurement criteria would be consistent (and likely use of the LA GIS). Once the future site is secured, we would use a relevant measurement reference point such as the front of school gates.

There will be a right of appeal to an Independent Appeals Panel for applicants refused admission. Raynes Park Community School will participate in the LA’s Fair Access policy.

If the school is oversubscribed, unsuccessful applicants will be placed on a waiting list. The waiting list is maintained until the end of the first term of the school year.

Raynes Park Community School will work in partnership with the other primary schools in the Local Authority in dealing with mid-term admissions (or in year admissions). It will participate in the arrangements published by the Local Authority, which provide for the allocation of places in line with the school’s admissions policy and the maintenance of a waiting list of pupils applying to Raynes Park Community School, should no vacancies be available at the time of application.

With these admissions procedures in place, Raynes Park Community School will provide learning, hospitality and support for a wide array of local families from different backgrounds, helping their child to become all that they can be and enhancing their lives as a family.

#### **D7: Positive Behaviour for Learning and Pupil Wellbeing**

Behaviour at Raynes Park Community School will reflect and express the vision and the ethos of the school, our partners and the sponsor. At Chapel St, pupil behaviour is not simply about managing of pupils for learning. We have set ourselves the task of fostering a community and creating a culture that demonstrates grace, love and fellowship. As such the litmus test of Raynes Park Community School will concern

the authentication of these values in every aspect of school life. As a sponsor, Chapel St will work tirelessly to promote and profile, monitor and measure, repeat and reward all behaviours that make these values real in the lives of pupils, family and the wider community.

Chapel St knows that to create a low-stress, high-challenge environment, is to ensure that all areas and times at school are creatively and strategically supported to make this a reality. We believe that children must be nurtured, safe and free to take risks and try their best with their learning.

### **Positive Behaviour for Learning**

Raynes Park Community School will emphasise achievement, with students succeeding in a secure framework provided by a consistent, fair and loving staff. Pupils will be taught the meaning of grace, love and fellowship, encouraged to explore and apply these ideas and celebrated and rewarded for their successes.

Raynes Park Community School will be characterised by the deep relationships that exist between staff, pupils, volunteers and families. Every action and interaction at school will be an expression of love and concern for and between individuals. The quality of these relationships will create a culture of inclusion, acceptance, reconciliation, hope and freedom. As a result of these relationships every child will know that they are precious and unique, families will experience support and enrichment, staff will enjoy work and professional development and the wider community will benefit from, and participate in, the life of the school.

We know that children seek approval and want to do the right thing, though they may make the wrong choices. As a school founded on grace, we recognise that learning requires an ability to recognise when we have failed and an admission and determination to do better next time. To this end, staff will work hard to see every action and incident as an opportunity for children to learn and develop.

At Raynes Park Community School we will be committed to developing respectful and responsible members of the community to build the most productive environment for learning. As a founded on fellowship staff will help children to realise the impact that their behaviour can have on others, whether in the classroom or around the world. As a result, positive behaviour can be seen as the things we do to learn and help others to learn. Pupils will be taught and praised for good behaviour that makes great learning possible. Our rules will be few, but overarching and will be consistent in all areas and groups across the school, including our staff and parents and carers who will role model these.

Using a school “traffic light system”, all children and staff will have clear guidance on the school’s response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment, all being treated fairly and having very clear expectations. Our draft policy outlines rules and responses as traffic lights to be posted in all areas of the school that will be adapted for the local community. Because these “rules” will always sit within a fair and loving framework based on our ethos they will not be punitive but positive and encouraging of each student’s right to learn and develop. The behaviour strategy and policy will reflect the new guidance to include Governors’ statutory

responsibilities. Specifically, there will be a member of the Governing Body responsible for supporting and monitoring the school's work to ensure the excellent behaviour and due process of any necessary fixed-term exclusions.

Raynes Park will ensure that children are creatively and strategically supported to make this a reality in all areas and all times. For this reason, we will also use a traffic light system for playground areas and other non-academic times and areas. Optimising our partnership with our local community volunteers, we will be offering lunch time clubs and play opportunities during play times alongside informal play and socialising. Raynes Park will also develop a peer mentoring programme on the playground to support social learning and dispute resolution. Peer mentors in Years 5 and 6 will be trained in dispute resolution strategies as well as how to initiate and lead games for younger children.

Teaching and learning to promote positive behaviour will include strategies such as:

- Starting the day with positive engagement with Bright Ideas time (short games requiring analysis and other higher order thinking), listening to music, Drop Everything And Read (DEAR) time, debate/discussion on current events
- Using games for engaging and consolidating learning as a main learning strategy
- Coaching model of teaching to help address the limiting factors that affect students' cognition and engagement.

As Lead Behaviour Professional for the school, the Assistant Principal (Community Development and Inclusion) will provide specific support with personalised strategies for teachers agreed with pupils and their parents and carers, including behaviour covenants for pupils to be encouraged and praised for exhibiting targeted behaviour for learning. Strategies will be embedded in a clear behaviour policy which is underpinned by our Christian ethos and very clear expectations.

There is particularly strong focus on praising students who demonstrate a positive attitude to learning. Praise cards and commendations can be issued to any student who in the teacher's judgement has worked well in a lesson, completed work to a high standard or made a positive contribution to the school (for example through a co-curricular activity). Rewards may include:

- MVP (Most Valuable Player) certificates issued for outstanding contributions to whole class learning
- Leading Learner Cup awarded for making excellent progress in learning and/or behaviour over a term
- Leading Learner certificate awarded for making excellent progress in learning and/or behaviour in a week
- Classroom Points issued when a whole class works well together and accumulated toward large-scale class reward (e.g. pizza party or class visit to a museum)
- Raynes Park Community Cup awarded for outstanding community building
- Attendance certificates issued to students with 100% attendance each term
- Principal Commendations awarded for outstanding work in an aspect of school life.

While Raynes Park focuses on promoting a positive approach to developing behaviour for learning, the school will have zero tolerance for inappropriate behaviour which obstructs others' learning and/or emotional or physical safety. For this reason, the school has a specifically outlined proactive approach to immediately respond to poor behaviour at the lowest levels in order to prevent higher level, more extreme or subversive behaviour affecting the school culture. Sanctions are included for lack of respect and/or responsiveness to adults' instructions. The traffic lights list each response in a graduated approach relative to the behaviour demonstrated. This structure is to ensure that everyone understands the school standard and response to ensure consistency across individual staff members' teaching and leadership styles.

*The Education and Inspections Act 2006* confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a student from committing an offence; causing personal injury to, or damage to the property of, any person (including themselves); and prejudicing the maintenance of good order and discipline. Staff induction will include training on how to safely use 'reasonable force' (e.g. leading a student by the arm to enforce an instruction to leave the class) in a variety of situations in and out of the classroom. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

In addition to promoting positive behaviour for learning by providing a system for understanding rules, rewards and consequences, we are aware of the need to teach these behaviours explicitly. We will draw on resources including those from the Social and Emotional Aspects of Learning (SEAL) material. Explicitly teaching and including SEAL objectives across learning in all subjects will focus behaviour on learning skills to work as effectively and enjoyably as possible both independently and collaboratively. For this reason, including both social and emotional aspects in our strategic investment in behaviour for learning enables a more strategic approach to enterprise learning where working with others is fundamental.

As mentioned in section D4, we are also aware of the complex needs for children who experience emotional and behavioural difficulties. The school will put in place specific strategies to support these children to ensure that making a poor choice is never acceptable. The Lead Behaviour Professional will support teachers and families in identifying the best strategies (such as visual behaviour contracts with goals for each lesson) to support these children, including designing pastoral support plans for the most challenging or complex needs. Partnerships with other agencies such as educational welfare, educational psychologists, CAMHS, physical education specialists will be used where appropriate to help identify the underlying causes and strategise how to identify the root causes and meet the needs of these children.

Our policy on exclusions will follow the DfE guidance in this area and we will be as strategic as possible in working with pupils at risk of exclusion. Early intervention will be our basic principle of preventing exclusions. Additionally, we will closely monitor behaviour incidents and exclusions to avoid disproportionate groups and to identify issues to address. For those children who are demonstrating a pattern of behaviour putting them at risk of further, even permanent, exclusion, our Lead Behaviour

Professional will use the Common Assessment Framework to engage with other agencies where necessary. We will explore providing learning opportunities in another school's internal exclusion unit when 1-5 day fixed-term exclusion is the only option. In the unlikely event of our school having no choice but to permanently exclude a pupil after all interventions have failed, we will first attempt to work with that child's family to do a managed move. In cases where this is not possible, Raynes Park will follow the clearly defined procedures to appeal to the governing body as outlined in the DfE guidance. We will commit to supporting any permanently excluded student to find the best educational provision appropriate to him or her.

### **Pupil Wellbeing: Attendance and Punctuality**

We will provide a welcoming, loving environment where we will support all children to thrive. All Raynes Park staff will work with children and families to ensure each child attends school regularly and punctually. We aim to have 95% or better attendance with 0.8% unauthorised absences and only 1.5% of children demonstrating persistent absence. Punctuality is also a priority for Raynes Park and we will work to ensure that 97% children arrive on time and ready to learn each day.

To meet these objectives Raynes Park will establish effective and efficient systems to:

- Communicate with children, their parents and carers and appropriate agencies to provide mutual information, advice and support
- Praise, incentivise and reward the efforts that children and their parents and carers make to improve their attendance and timekeeping
- Work with those parents and carers whose children have low attendance and punctuality to identify strategies to improve.

We will proactively encourage children to come to school both through specific initiatives, such as our breakfast club, and ensuring that our educational offer is engaging to motivate children to want to attend. Our guiding principles for the curriculum include ensuring children have a role in planning what they want to learn with topics to be based on their interests, and units of work will incorporate 'hands-on' learning. This focus on developing a love of learning will be an aim of the school, for the staff as much as the children. Individual and class achievement will be celebrated using a variety of activities and strategies which we will continually be developing. In addition to verbal praise, an example of celebrating individual achievement includes writing with the child a note home praising persistence in a lesson, improved times tables, or even demonstrating great behaviour for learning in a timed interval.

As we will clearly show in our Attendance Policy, the Education Act 1996 requires parents and carers to ensure their children receive full-time education by regular attendance at a school or by other arrangements. Raynes Park will do everything we can to support parents and carers in making sure their children attend school and on time. Staff will record children's attendance twice a day, one at the start of the morning sessions and once during the afternoon session.

Our attendance strategy will aim to:



- Ensure the overall percentage of children's attendance is 95%
- Keep the level of persistent absence (PA) to below 1.5%
- Make attendance and punctuality a priority for all those associated with the school including children, parents and carers, teachers, support staff and governors
- Develop a systematic approach to gathering and analysing attendance related data in reference children's wellbeing and achievement
- Work in an effective partnership with the Education Welfare Service and with other services and agencies.

Raynes Park Community School expects all class teachers to encourage punctuality through the appropriate, positive meeting and greeting of children and planning fun and challenging games and activities during registration and settling in time. Class teachers are expected to monitor their class attendance and identify patterns and report any concerns to the Assistant Principal. This information will in turn be an agenda item at SLT meetings along with a fortnightly attendance report from the Attendance Officer. Assessment data will be analysed according to pupils above and below 90% attendance (the current RAISEOnline descriptor for low attendance).

The Family Community Liaison Manager will be the named Attendance Officer for the school. It is this person's responsibility to maintain the day-to-day running of attendance procedures. When no explanation for an absence has been received, the Family Community Liaison Manager will make contact with parents and carers to confirm the nature of the absence. In this role, s/he is well-positioned to provide support in identifying patterns and solutions for persistent absence or lateness and liaise with the staff (e.g. Class Teacher, Assistant Principal or Principal) to ensure full support. The Family Community Liaison Manager will also support the school in raising the profile of attendance through the use of notice boards and in other aspects of family and community development.

### **Pupil Wellbeing: Safeguarding**

Raynes Park Community School takes safeguarding children very seriously, both physically and emotionally. The Principal will be the named Child Protection Officer who will be responsible for liaison and action with social services and other agencies as appropriate. Because child protection is the responsibility for all members of staff, the Principal will also ensure that staff induction (including that of any community volunteers) includes training on identifying concerns, handling disclosure and confidentiality with ongoing training provided. Maintaining each child's safety, dignity and privacy will be at the centre of our safeguarding policy. For this reason, safeguarding also includes specific protocol for maintaining a central register of all enhanced CRB checks for any adults working with our children as well as clearly outlined e-safety and acceptable use policies for staff and for children. We will have a named Governor to be Safeguarding Liaison as well as providing training on safer recruitment for all members of the Governing Body.

### **Pupil Wellbeing: Anti-Bullying**

True to our Christian ethos, Raynes Park will have zero tolerance for any type of discrimination or bullying. It can make a child or staff member so worried that he or she can't work well at school, often leading to persistent absence to get away from

it. This type of situation is unacceptable.

Our school understands that bullying can mean many different things. These are some ways children and young people have described bullying:

- Being called names and teased
- Being systematically ignored and left out
- Being pushed, pulled about or being hit or attacked
- Having one's bag and other possessions taken and thrown around
- Having rumours spread about someone
- Being forced to hand over money or possessions
- Being attacked, teased or called names because of one's religion or colour or sexuality.

Raynes Park Community School will have a robust anti-bullying strategy to build students' self esteem, create an ability to empathise and an atmosphere of valuing and encouraging the uniqueness of each person in our community. As the school grows, we will also develop a peer mentoring programme on the playground to support social learning and dispute resolution. Peer mentors will be trained in dispute resolution strategies as well as how to initiate and lead games for younger children. We will also use a traffic light system for playground areas and other non-academic times and areas. In addition to immediately addressing bullying incidents, Raynes Park will use a Restorative Justice problem-solving approach to prevent these incidents from taking seed in any person's thinking and feeling.

#### **Pupil Wellbeing: Developmental Assets**

Raynes Park Community School will use the *Developmental Assets* framework to provide a structure and strategy to personalise wellbeing for each child. A study by the 'Search Institute' of 2.2 million young people and families in the US, has demonstrated that adding to these assets has a long-lasting impact on children's long-term development.

Chapel St is developing a simple assessment tool to identify which significant assets already exist for a child and which need to be developed in his or her personal, familial or social setting. Using this tool, the Family and Community Liaison Manager will work with each child's class teacher to create a pupil development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing. In addition, the school will work with other community organisations to ensure that families receive the support they need. The school will establish a contract or covenant with each family prior to their child's enrolment. In this simple agreement, parents and carers will commit themselves to engage fully in the development of the family development plan, to help their child reach the targets set out in their pupil development plan and to contribute to the life and community of the school and wider community.

#### **Pupil Personal Development: Effective Lifelong Learning Inventory**

We will also work with pupils to raise awareness of their own development and achievement and what they need to do to progress further. This will be aided by development of a common language of learning and development between pupils, staff and parents. We have chosen the Effective Lifelong Learning Inventory (ELLI)

to support this. ELLI is a proven tool in schools in the UK to allow pupils to self assess and build “Learning Power”. The seven dimensions of learning power used by ELLI are Changing and Learning, Meaning Making, Curiosity, Creativity, Learning Relationships, Resilience and Strategic Awareness. All staff will be trained in coaching children to support and nurture their personal development using the ELLI framework. While many children may have their class teacher as their personal coach, others may have the Business Operations Manager, the Enrichment Leader or the Principal as their personal coach.

We anticipate this approach to have a very positive impact on the relationships between staff, pupils and parents and underpinning our ethos. Staff will know pupils’ potential very well and differentiation in lesson planning and delivery of activities will target pupils’ individual needs. Inclusion is a key focus of our Christian ethos, where pupils will be included in the life of the school and develop their abilities in day-to-day activities as a member of the community regardless of their particular needs or abilities. There will be a variety of co-curricular activities that further opportunities to provide a vehicle for pastoral care such as through music, drama, other languages, gardening.

### **Conclusion**

Chapel St and our partners are determined to found Raynes Park Community School on the vision and values outlined in this application. To achieve this will require the concerted effort of all concerned to make real the ethos that we articulated at the start of this document. The trust, governors and staff of Raynes Park Community Church will make it their business to make this vision live in every possible way.

### **D8: Meeting the needs of children of all faiths**

Chapel St schools are committed to fostering a twenty-first century Christian ethos, providing outstanding education for families of all faiths and no faith and a place of hospitality where all can come together to work for the good of the whole community. As part of our commitment to personalise education and support for every child and family, Raynes Park Community School will ensure that staff work with parents and carers to care for their child in the most appropriate way.

Working with the whole community, Chapel St engages leaders from across the faith communities to ensure that children and families of all faiths are included in the vision and ethos of the school. Chapel St is developing a collaborative partnership with the Association of Muslim Schools, working one with another to ensure that Muslim and Christian families receive the support that they need in our respective schools and communities. In West Merton and North East Kingston, we have made contact with leaders of the Jewish, Muslim and Amadiya communities and will continue to build the relationship with these and other faith leaders over the coming months. In all of these dialogues Chapel St team members and our partners have communicated our desire to welcome children of all faiths and no faith and learned how the school might better serve families from these communities.

### **Christian Ethos**

Raynes Park will offer an education and environment that is Christian in its ethos and wholly inclusive. We understand that we are subject to Section 48 inspections.

In these evaluations, our distinctive Christian ethos will be evident in key areas in school life.

Raynes Park Community School recognises and values every child's ideas, experiences, feelings and spiritual responses to the world around them. In learning to accept and respect each other, the school community will be an inclusive one open to all from different faith perspectives. We believe that including children of all different faiths, backgrounds and abilities exemplifies a Christian ethos. Inclusion is paramount in under-pinning educational opportunities and in sponsoring success and achievement. The golden principle that 'we should treat others the way we want to be treated' undergirds all we do in the school.

This applies to the positive behaviour management at Raynes Park. Our Christian ethos and determination to foster a culture of grace, love and fellowship, informs our approach to promoting positive behaviour. We specifically will refuse to identify children with their negative behaviour but address those factors that lead some children to make bad choices while seeking to draw out the best aspects of who each child was created to be.

### **Pedagogy**

Teaching with a Christian perspective is more about *how* we teach than *what* we teach. Teaching the 'Christian way' involves teaching the same skills as in other schools, though our methods move beyond mastering information to being challenged and changed by it. Through encouraging children to question and evaluate, our pedagogy develops coherence within each child's own thinking and worldview. At the bedrock of the Raynes Park curriculum is a rich Growth Mindset culture that provides a framework for children to meet with cognitive and emotional challenge.

This approach to pedagogy is inclusive, allowing children of all faiths and none to see knowledge as a useful tool to delight in, moving from 'so what' to respect, wonder and reverence. Looking in a classroom, you would see students learning vocabulary in French or Spanish focused on hospitality rather than consumerism. In Science, students will dissect a real flower rather than quickly labelling an image in order to deepen their knowledge and understanding and make connections with other areas of learning. In a context where our emphasis is more on how we teach than what we teach, it is important to note that creationism or intelligent design will not be taught as scientific theories.

Over the past two years, Chapel St has had the privilege of implementing two Free Schools in Wigan and Oxford. We have found local faith groups to be very supportive of these schools and keen to work with Chapel St as a sponsor so that families of different faiths might benefit from and contribute to the schools. Having attended a recent public meeting, John White (Chair of the Oxford Humanists), commented in the Oxford Times, "Their educational philosophy seemed to be exactly what I would want if I had a five year-old starting school... Humanists throughout the world would be delighted if all other faith-led administrations were as enlightened as [this]."

### **Curriculum**

The Raynes Park curriculum overall will cover the range of subjects and skills needed to enable children develop a coherence of thought and understanding. In matters of faith, the curriculum will provide opportunities for learning about the beliefs, rhythms and patterns of the Christian faith while providing an opportunity for each child to question and explore his or her own spiritual development. Our school will make use of the Standing Advisory Council for Religious Education (SACRE) in Merton to guide and enhance our Religious Education curriculum. The school considers it essential that children learn about the Christian viewpoint along with all the major faiths represented in our local community and Britain today. For this reason, Religious Education (RE) will be a compulsory subject at all key stages. Our school is committed to nurturing, encouraging and challenging those of all faiths and none. RE lessons in our school will enable children to learn about all faiths as part of their general education and also part of their own spiritual development. We recognise and respect that the child will be drawn from and live in a multi-cultural society in which many different views are evident. Respect for and sensitivity towards those with different views will be encouraged.

Specifically, RE teaching and learning will be one hour each week (4%) with additional learning time for PSHE learning mainly using the SEAL curriculum. We feel that this is an appropriate proportion of dedicated curriculum time since our aim is to develop a culture in which children *experience* what Christianity means in school life rather than only hearing about it while providing time for children to discuss and explore what that means and how that resonates with their own faith traditions.

### **Worship**

Raynes Park will be open to all. Collective worship will be mainly Christian, a daily activity with a variety of assemblies providing opportunities for children to connect their learning with their spiritual development. Topics will be relevant to the vision and values of the school, stimulating the children's thinking about moral or social issues whether they have a faith or not. Each week there will also be an assembly with a multi-cultural focus (including other faiths) as we seek to reflect the international nature of the school. Other assemblies will be more child-led collective worship with each phase (Reception and Key Stage 1 or Key Stage 2). Christian festivals will be celebrated in the broader context of society but within an inclusive framework where all pupils' beliefs and questions will be encouraged to be expressed and explored.

For parents and carers who do not wish their child to take part in collective worship, school staff will work with the family to develop and lead alternative activities that provide pupils with an opportunity for personal or group reflection. This may involve support from local faith leaders to enables these sessions to reflect the family's own tradition.

### **Other faiths**

We are working proactively with local community faith leaders to identify appropriate ways to meet their children's needs in collective worship times as well as in the day-to-day life at Raynes Park. For example, we will plan school dinners to meet religious dietary requirements, create time and space for worship during the school day, discuss with local Muslim leaders what space and washing facilities they feel

they need for prayer and matters relating to dress and religious symbols. Likewise, staff will work with families to ensure that school uniform presents no barriers to children from different backgrounds and that children are allowed to honour and express their faith and tradition in culturally appropriate ways.

**Conclusion**

Chapel St, along with our local partners, believe that it takes a community to raise a child. By founding this school and implementing the plans outlined above with the support of trained professionals, active parents and dedicated community volunteers, we look forward to providing children and families from different backgrounds with new opportunities to thrive and flourish in West Merton and North East Kingston. Above all, we are privileged to have the opportunity to propose Raynes Park Community School as a community of grace, love and fellowship for families of all faiths and no faith.

**Section E: Evidence of demand – part 1**

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	61	-	102%	60	41	-	68%
<b>Year 1</b>	-	-	-	-	60	61	-	102%
<b>Year 2</b>	-	-	-	-	-	-	-	-
<b>Year 3</b>	-	-	-	-	-	-	-	-
<b>Year 4</b>	-	-	-	-	-	-	-	-
<b>Year 5</b>	-	-	-	-	-	-	-	-
<b>Year 6</b>	-	-	-	-	-	-	-	-
<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>	<b>60</b>	<b>61</b>	<b>-</b>	<b>102%</b>	<b>120</b>	<b>102</b>	<b>-</b>	<b>85%</b>

**Section E: Evidence of demand – part 2**

## **E1: Evidence of Demand**

### **Introduction**

Along with our partners, Chapel St is committed will create community school that meets the need for primary places and the aspirations of local families. Since the Chapel St team, partner organisations and members of the local community have conducted a wide-ranging community consultation among local parents and carers. In addition, we have met with a large number of local stakeholders and commenced conversations around collaboration with different community groups and organisations. The community has offered widespread support for these proposals and further informed the content of this application.

Chapel St are planning more community consultation activities and meetings with local families and potential partner/supporting organisations over the next three months. The size and warmth of the response and public support have left the team with more opportunities than was possible to action in the time available. While we are confident and encouraged by the levels of demand already expressed, we have further activities planned for 2013 and are anticipating further growth in demand over the next months.

### **Summary**

Following the first phase of our consultation and community engagement strategy, it is clear that there is substantial evidence of demand for Raynes Park Community School.

- 98% of families surveyed indicated that a new primary school was needed in the community
- 95% of families supported the vision and values of the school as outlined in the prospectus.
- 77% of families indicated that Raynes Park Community School would be their first choice for the education of their child.
- 78% of families marked the school's ethos as 'Good' with a further 18% declaring it to be 'OK'.
- 93% of families saw the closer involvement on parents and carers in their child's education as a good thing.
- 88% of respondents thought that the use of community members and volunteers was 'Good' with a further 28% indicating that they would be wish to volunteer themselves.
- The borough of Kingston-Upon-Thames is in support of the school and will partner with Chapel St to ensure that Raynes Park Community School meets the needs of families in North East Kingston.
- The London Borough of Merton is in discussion with Chapel St and we are hopeful that similar partnership arrangements to that of Kingston will be agreed early in 2013.

### **Research Activities**

In conjunction with our partners, Chapel St embarked on a research phase from October 2012 to December 2012 to engage families, residents, community groups and organisations from West Merton and North East Kingston in dialogue about the prospect of Raynes Park Community School.

The desperate need for new primary places provided the backdrop for many of these

discussions. The Chapel St team and partners emphasised that the consultation process concerns a specific school and directed all respondents to share their views as to if and how Raynes Park Community School might realise the community's aspiration for a new school.

In order to do this, we have carried out the following activities:

- Two public meetings in local community centres, located and timed to engage a variety of local people
- Interviews and surveys with around 150 local parents and carers at a range of nurseries, children's centres, playgroups and other community centres
- Engagement with staff and families at 20 Early Years settings around West Merton and North East Kingston
- Engagement with community members, distributed flyers and conducted surveys with community members in public areas (train station, shopping centres, etc.)
- Developed and distributed branded collateral available in hard copy and digital formats detailing the proposal
- Published a purpose-built website outlining the school proposal, including an online feedback form, eight-page information booklet (PDF) and a contact page
- Conducted interviews with the local press and contributed to articles, outlining the proposal and providing news about public meetings
- Created a database of all families interested in sending children to Raynes Park Community School (this data is verifiable and contains relevant data regarding age of child, postcodes, etc.)
- Meetings with individuals and groups attached to our partner organisations
- Meetings with groups of local teachers to assess feeling from staff at other schools, to develop understanding of local demand, to discuss the distinct offer that the school might provide and to explore the possibility of partnership
- Meetings with the local MP, Stephen Hammond and other local politicians, including cabinet members of both Local Authorities and councillors from other parties
- Meetings with Local Authority officers from both boroughs to discuss demand for places and what type, location and size of the school might best serve local need
- Meetings with local secondary Headteachers to discuss demand and potential for partnership and collaboration
- Meetings with Headteachers of independent schools in the area
- Meetings with community groups and stakeholders, including local leaders, sports clubs, social enterprises, charities, arts organisations, etc.
- Meetings with local church and faith leaders to assess support for a school with a Christian ethos serving families of all faith and no faith
- Meetings with local business leaders to ascertain what employers require from a new school and to identify opportunities for partnership, including support with funding, engagement in Project Based Learning and other possible areas of partnership.

Throughout November 2012, local parents and carers with pre-school aged children were surveyed to gauge their response to this specific proposal. Staff from the



Chapel St team and partner organisations met with parents, made presentations, conducted surveys and distributed materials at the following groups.

- Boogaloo
- DL Kids
- St Saviours Parent and Toddler group
- MMI Nursery Pre School
- Little Gates Pre School
- Holy Cross Playgroup
- Morden Baptist Church Toddler group
- Dicky Birds PreSchool
- Twiglets Parent and Toddler group
- Bruno Bear Toddler group
- Dees Day Nursery
- Eveline Day Nursery
- Asquith Day Nursery
- Acacia Playgroup
- Rascals
- Holy Cross Church Hall
- Raynes Park Library and Children’s Centre

**Local Need: The backdrop for parental demand**

Our community consultation provides conclusive evidence of the demand for a new primary school in West Merton. While choice plays a large role in the desire of parents and carers to send their child to Raynes Park Community School, the local demography has created a pressing need for new places. The table below demonstrates how the birth rate has grown in Merton over the past ten years:<sup>5</sup>

Academic year of birth	Year children entering Reception class	Birth figure	Rise from 2007/08
2002/03	2007/08	2,612	
2003/04	2008/09	2,785	173
2004/05	2009/10	2,893	281
2005/06	2010/11	2,972	360
2006/07	2011/12	3,250	638
2007/08	2012/13	3,320	708
2008/09	2013/14	3,419	807
2009/10	2014/15	4329	910

Following discussions with the respective Local Authorities, and as with many other London boroughs, it is clear that the rise in children of primary school age within the area is continuing to present problems. Despite significant investment into the expansion of existing schools, [REDACTED] ([REDACTED]) has indicated that current projections demonstrate that Merton will require up to eight new forms of entry to meet need at the peak in population growth, with a minimum four of these required

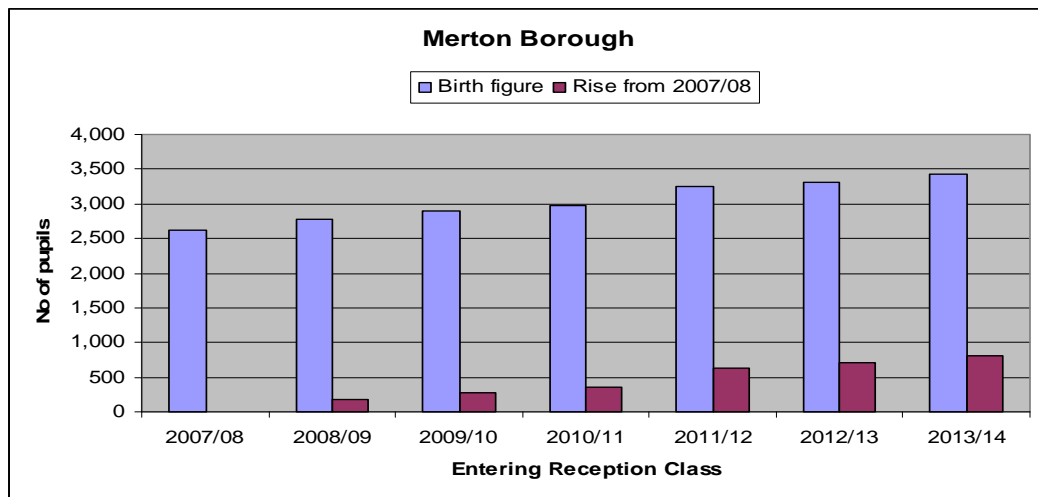
<sup>5</sup> Source: Merton Primary School Expansion Strategy 2011- 2013

thereafter to form a permanent solution. ( ) indicates that Kingston require up to ten new forms of entry to reduce the prospective pressure on places. Following these discussions, and in consultation with the officers present, Chapel St and our partners agreed that the school should be situated close to the border between the boroughs so as to maximise the contribution made to families in West Merton and North East Kingston.

With a clear and growing need for a new primary, our consultation focused on the type of school that would appeal to local residents. This commenced with a number of public meetings and was followed by team members and partner organisations conducting almost 150 surveyed conversations with families in West Merton and North East Kingston. We have categorised the response in three sections focusing on parental demand, Local Authority engagement and community demand.

### Parental Demand

Having engaged with parents and carers in multiple settings over the last two months, members of the team have become more and more aware of the substantial



anxiety besetting the parents of pre-school children. The quotes below illustrate level of concern:

( )

Since October 2012, the team have carried out face-to-face and online surveys concerning this proposal. Volunteers and proposal partners helped accumulate community response through face-to-face engagement at pre-schools, nurseries, playgroups and community centres in the area. Each respondent received summarised information about the proposal before completing the survey. In some contexts, team members were able to make a presentation and receive questions. Over 200 surveys were distributed to local parents and carers.

More than 90% of our interactions with parents and carers took place in person. The quality of these interactions, and the opportunity to engage in open questions and discussion, provided quantitative data and qualitative feedback. This approach also helped to develop relationships with local parents and carers that team members can build on in the next phase.. This also models a relational approach consistent with our ethos. With surveys carried out in a wide range of contexts, our results reflect the views of a comprehensive sample of local families.

The survey aimed to establish whether parents and carers believed in the vision ethos of Raynes Park Community School and whether they would choose the school for their child. The survey is outlined below:

**1. Please could you tell us whether each of the following key points seems good, OK, or not what you would want?**

- i. Every child treated as an individual: creating a personal development plan for each child.
- ii. The whole person to be developed: to high academic expectations, coupled with a focus on key life skills and character.
- iii. A range of co-curricular clubs: charged at cost only.
- iv. Partnership with parents and carers.
- v. A local school that will reduce travel and transport issues for children and parents/carers in local region.
- vi. Involving the community: in addition to a full complement of trained teaching staff, local volunteers will enrich the school, helping in the classroom, in the practical running of the school and in supporting out-of-hours activities.
- vii. A Christian ethos: providing welcome, hospitality and nurture for families of all faiths and no faith.

**2. Overall, would you support a school with these values?**

**3. If this school was available, would you make it the first choice for your child(ren)?**

**4. How many children do you have who would be starting school in:**

- Sep 2014 (born between Sep '09 and Aug '10)
- Sep 2015 (born between Sep '10 and Aug '11)
- Sep 2016 (born between Sep '11 and Aug '12)
- Sep 2017 (born after Aug '12)

**5. Are you interested yourself in volunteering to support a school like this?**

**Parent's name:**

**Parent's email address/phone number:**

**Post code:**

In certain local toddler groups, pre-schools, nurseries and children's centres, it was not possible or appropriate to carry out surveys. In these cases we distributed copies of our flyer and 8-page prospectus, outlining the vision, educational plan and ethos of the school, briefing people on the key points of the proposal and pointing families towards the school website for further information.

An online survey form imbedded into the proposals website was also created. This allowed parents to submit the same information. The website also provided comprehensive information about the project, including the 8-page prospectus, information about project partners and details as to how to obtain further information.

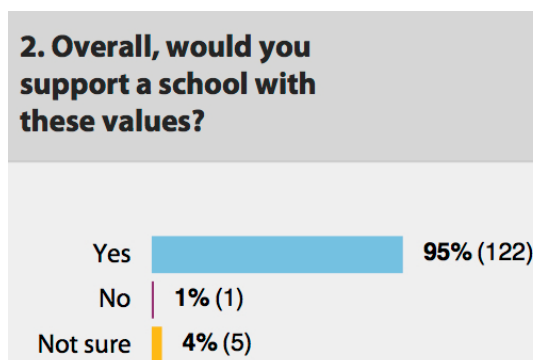
### Results of the Survey

Having surveyed 141 families to date, 102 parents and carers have indicated that Raynes Park Community School would be their first choice for a primary school for their child, entering Reception in September 2014 or September 2015. This represents 77% of the number of parents asked. 61 parents and carers (79% of respondents) expressed their preference for a place in September 2014. Given the proposed intake of 60 children this represents a take-up of 102% and would mean that the school would be oversubscribed in the first year. Although a smaller number of families were contacted about a place in Reception at 2015, the proportion of respondents indicating that the school would be their first choice remained consistent with 48 parents and carers (76% of respondents) expressing a preference to send their child to Raynes Park Community School. This represents a take-up of 68% of the school's capacity.

With further presentations and consultations planned with other groups and centres over the next months, and given the high percentage of local families indicating a preference for the school, Chapel St and partners anticipate demand far beyond our capacity as a 2FE primary school and envisage Raynes Park School being substantially oversubscribed from opening.

The high percentage of parental support for the school is further evidenced by parents' and carers' response to the style and ethos of school that Chapel St and our partners propose.

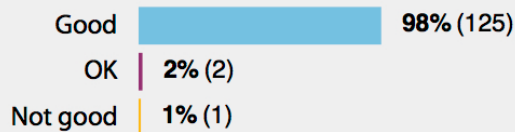
**Personalised Learning:** Having articulated our approach to personalised learning, use of pupil coaches, family development plans and individual pathways for every child, 95% of those surveyed indicated that they supported the school's determination to treat every child as an individual and utilise a personal development plan to support and accelerate their academic and personal development.



**Proximity of the School:** Given the concerns over local school places, some families are considering moving house to secure a place in their presently preferred school or further risk having to travel some distance to a setting that is not their first choice. Unsurprisingly, 98% of those surveyed expressed a desire to have a new

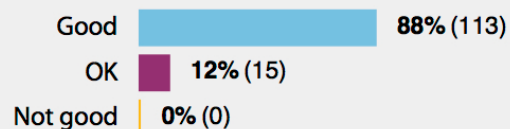
primary school within West Merton and North East Kingston.

**v. A local school that will reduce travel and transport issues for children and parents/carers in local region.**



**Community Involvement:** While clearly articulating our commitment to employ trained teachers, the team communicated the vision of a school that engages the whole community in the educational, personal and social development of young people. In response, 88% of parents and carers indicated that they were positive about the opportunity for local volunteers to assist in both curricular and co-curricular activities within the school. When asked whether they personally would be interested in volunteering at the school, 28% of parents and carers responded positively with 45% indicating that they were unsure and 28% suggesting that they would not be interested.

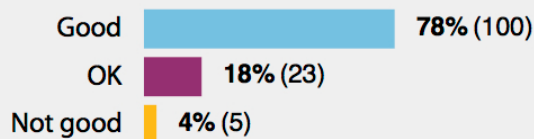
**vi. Involving the community: in addition to a full complement of trained teaching staff, local volunteers will enrich the school, helping in the classroom, in the practical running of the school and in supporting out-of-hours activities.**



**Christian ethos:** In order to assess the support of the whole community, Chapel St focused the majority of our consultation on groups and projects that are **not** connected to a local church or faith group. That said, having engaged with Chapel St's ethos and desire to develop a values-based school that attracts families of all faiths and no faith, 78% of respondents indicated that they believed the Christian ethos of Raynes Park Community School was 'good', with 15% suggesting it was 'OK' and 8% not in favour. The Chapel St team will be visiting a number of church-

based playgroups and nurseries in the next months along with other centres and projects that could not accommodate us in the last months. We would anticipate this generating extra numbers of parents choosing the school and a further rise in support for the school's ethos.

**vii. A Christian ethos:  
providing welcome,  
hospitality and nurture for  
families of all faiths and no  
faith.**



The postcodes and prospective ages of the children of parents expressing a preference for Raynes Park Community School are outlined at the end of this section. The map below identifies the locations in which parents that are expressing a preference for Raynes Park Community School are living at present.

Postcodes for families choosing Raynes Park Community School in September 2014:



Postcodes for families choosing Raynes Park Community School in September 2015:



**Local Authority Support and Partnership**

Given our commitment, and that of our partners, to developing a community school that is fully integrated into the local community and that plays a positive role among the wider family of local schools, Chapel St has conducted a number of conversations with the respective Local Authorities in Merton and Kingston. This process of discussion accompanies every Chapel St Free School application, as we are committed to working with all stakeholders and aim to build strong relationships, even when partnership is not possible due to political or logistical challenges.

Given, the crisis for places and consequent pressure on these authorities to meet current and future need, Chapel St and our community partners - all of whom have excellent working relationships with the respective authorities as trusted service providers in the area – have been keen to find ways of working with local politicians and officers in the creation of Raynes Park Community School. Every Chapel St project is committed to Local Authority representation in governance, shared/common admissions procedures and the cultivation of collaboration with other local schools. That said, Raynes Park Community School offers a potentially attractive opportunity for these authorities.

The Local Authority in Kingston has chosen to support one other Free school application for a secondary school in the borough. Following meetings with [REDACTED] ([REDACTED]) and Cllr Tricia Bamford (Cabinet Lead for Education and Children's Services), the London Borough of Kingston-Upon-Thames has agreed to support our proposal and wishes to partner with Chapel St and community partners in serving families in North East Kingston through the provision of this school. Given the levels of demand and the need for new places, the Local Authority will work with Chapel St to publicise the school and ensure that local parents and carers are aware of the distinct offer that Raynes Park Community School provides in this area of the borough. The active support and promotion of the school by Kingston Council will certainly add to demand and increase applications.

Formerly, Merton Council had been opposed to Free Schools and chose not to support bids any previous applicants, all of whom have been unsuccessful. To date, Merton is yet to benefit from the creation of Free School in the borough. Following discussions with [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]), Chapel St met with Cllr Martin Whelton (Cabinet Lead, for Education and Children Services) to explore if a similar degree of partnership might be possible in Merton. These conversations were warm and constructive. [REDACTED] will be meeting cabinet members, including the Leader of the Council to further discussions about the possibility of partnership with the Local Authority. Chapel St and our partners are keen to secure a similar level of collaboration as we have in Kingston as this will both establish the school as a community-centred initiative and again further drive up demand for places.

The Chapel St team consulted with Stephen Hammond MP prior to beginning work on this application. Stephen, along with local colleagues and councillors in the Conservative Party has long campaigned for a new school in the Raynes Park area. Stephen has been fully supportive and written to the Secretary of State for Education to express his desire to see a Free School in the community and support for Chapel St as a sponsor, along with our partner organisations.

### **Other Community Leader and Faith Leaders**

Chapel St has sought the input of a wide number of local community leaders in the creation of these proposals. Given the enthusiasm from local groups and stakeholders, we have further meetings with a range of leaders of businesses, charities, churches and faith communities over the next months. A number of key meetings are listed below.

- Along with other business leaders, the team has met with [REDACTED]. [REDACTED] has agreed to assist Chapel St and our partners in gathering support from local businesses. We have further meetings planned with the local chamber of commerce and other notable business leaders.
- The Chapel St team and community partners have, and continue to have, ongoing meetings with the leaders of different faith communities. These including the [REDACTED] and leaders of numerous local churches.

To date, meetings with local leaders have been positive with widespread support for the proposals. Local leaders express concerns that the problem around school places is driving young families out of the area and pushing up houses higher. This

then becomes a vicious circle with more young families leaving as a result. Leaders of the respective faith communities report a desire from their members for a values-based approach to education that, in turn, values the role of faith and spirituality. Chapel St's inclusive Christian ethos resonates with leaders from a wide range of faith groups and also, as seen in the Oxford press of late, with secular humanists and groups who hold to no faith (See Section D8). In conclusion, we believe that Raynes Park Community School is well placed to serve the whole community.

### **Conclusion**

There is an overwhelming demand in the community for a new primary school in Merton. For this reason the creation of a new school has been an issue of great importance to families, community leaders and politicians for some time. In the case of Raynes Park Community School, it is clear that this proposal not only indicates why a school is needed but also the kind of school that local families wish to see. With 95% of respondents indicating their support for the vision that Chapel St and our partners expound, we are confident that Raynes Park Community School will provide children, families and the community with an attractive choice in the short-term and a brighter future in the long-term. What's, more with over 100 parents and carers indicating that the school would be their first choice, at a 77% rate of response, and with more opportunities to meet with families in 2013, Chapel St fully expects that the school will be oversubscribed long before opening.

### **E2: Reaching out to the Wider Community**

#### **Consultation: moving forward**

Following the submission of this application, Chapel St and our partners will continue to engage with families, stakeholders, community groups and organisations in order to communicate the school proposal, assess the growing demand and engage with as many local partners and supporters as possible. Following the approval of the project, the team will also progress the formal consultation in line with the requirements of the Academies and Free School Act 2010. As you will see in the following detail, we are keen to make sure that we reflect our inclusive approach by being proactive in communicating with those of others faiths and no faith.

The team will engage with the following stakeholders in the following ways.

*Public meetings:* We will plan a series of public meetings and consultations for the pre-opening phase. These will be aimed at six distinct groups:

*Parent and Carer Groups:* Having had over 100 parents and carers confirm that they would send their children to the Raynes Park Community School and gathered the addresses of others who wish to be kept in touch with the development of the project; we will arrange a series of meetings for these parents and carers, as well as others whom we haven't contacted before.

*Local politicians and officials:* Team members will continue working with local officers and councillors from the respective Local Authorities to optimise the opportunity for further engagement and partnership. Further meetings are planned with councillors and officers in the respective boroughs in January and February 2013.

*Local faith leaders:* Further meetings are planned with the [REDACTED] to further



engage these groups and harness their contribution to the school

*Local business leaders:* Having met with local employers in the last months, we have many business leaders who wish to support and contribute to the new school.

*Local community:* The call for a new school initially came from hundreds of community members who recognise the impact that a thriving school can have in the community. Raynes Park Community School aspires to be a learning hub for the whole community.

*'Hard to reach' parts of the community:* Recognising that some families, particularly from more deprived parts of the community, do not readily engage in school events and meetings we have explicitly used our local resources to engage directly wherever possible. This often means door-to-door canvassing and we will continue to do this to communicate our message.

Consultation processes are an extremely important part of confirming and growing demand and need, and to gain local community ownership, collaboration and excitement about the possibility of a new Free School opportunity. Our communication through this and other methods is therefore critical. We will define materials and methods to be used, as well as reporting results in a methodical and clear way that gives statistical evidence to support the narrative around consultation that has occurred and how it confirms the case.

Our consultations and public meetings will follow a particular format to ensure that the over-riding message and opportunities for input and dialogue remain consistent and effective. We also recognise that there are particular skills and expertise required to plan and deliver effective consultations. Therefore our public meetings will have the following key elements: an outline of the school vision, ethos, strategy and curriculum; relevant information on site and premises (as appropriate); representation from community partners; information on school funding arrangements, communication of key messages and marketing information, outline of the governance arrangements and opportunities for feedback and further involvement. These presentations will be delivered by our team members and community partners, as outlined in Section F. The local authorities will be invited to send a representative. We will provide consultation documentation for those that attend and compile names and addresses compliant with Data Protection needs for a Database of interested people. We will provide consultation documentation for those that attend and gather names and addresses compliant with Data Protection needs for a Database of interested people.

#### **Other consultation mediums**

- Further consultation with LA officers in Merton and Kingston
- Continued consultation with local Headteachers – primary and secondary
- Continued consultation with Further Education providers, primary Headteachers and secondary Headteachers
- Further discussions with local councillors including Cllr Stephen Alambritis (Leader, Merton), Cllr Martin Whelton (Cabinet Lead Education, Merton) and Cllr Tricia Bamford (Cabinet Lead Education, Kingston)
- Further discussions with local MP Stephen Hammond

- Engagement with SACRE to discuss RS curriculum, etc
- Local community groups, including charities, churches and faith groups. We intend to establish participation groups to allow for local buy in, ownership and support
- Local businesses
- Emergency services (although this engagement is more relevant when a site is confirmed)

### **Timeline for formal consultation**

We would want to begin this process in December 2013. We would allow at least 6 weeks (clear of holidays) for this consultation to take place, and so would expect our response report to be formulated by the middle of February. We are also aware of the need to consult on the site location in order that respondents have an opportunity to make comment. If this is not possible due to uncertainty around the site, then we would look to undertake consultation later, or even in two phases if necessary. . If we are at the stage where we can talk about a preferred site and certainly preferred postcode, we will do so.

We are clearly aware of the statutory obligations of the consultation process and that the principal question to be asked relates to whether members of the community agree and recommend to the Secretary of State that he enters into a Funding Agreement with the Chapel St Community Schools Trust. We will ensure that respondents are aware of the model Funding Agreement arrangements.

We would like to conclude our consultation within the shortest practicable timeframe so we are best placed to attract as many admissions as possible at a time when people are choosing places for September 2014.

### **On-going marketing and communication**

An essential aspect of the financial sustainability for the school is to ensure we market effectively to ensure the admissions numbers are high. Effective marketing together with a good offer, will be the combination that ensures continued applications for children to attend Raynes Park Community School. Marketing requires bringing many disciplines together in a coherent strategy in which each aspect complements and strengthens the others.

*Telling Our Story:* It will be important to build credibility around the sponsor, educational offer and local ownership and expertise. With any new school, there is some work to do successfully to overcome the inevitable questions that arise simply because it is new. An important aspect to this work will be listening to key stakeholders such as parents and carers and responding to suggestions, comments and questions in a way that has integrity and is a real two-way communication process. We have been carrying out this work since the commencement of this process. We will ensure that we effectively share the distinctive offer that Raynes Park Community School is making and the unique contribution to the area that Chapel St and our partners can create.

*Brand Development:* Brand development is absolutely key to a successful marketing campaign. This is about more than just the necessary corporate logos, 'house-style' fonts etc. It is critical that the brand expresses the essence of the school vision, ethos

and community. Our key messages, therefore, will be around our vision and ethos; our strong local presence and our relationships with parents and carers, potential local staff, Local Authorities and local politicians; our passionate commitment to local community regeneration; our educational expertise, capacity to deliver and dynamic use of local partners.

Chapel St and our partners will use the development of a unique brand for the school as yet another opportunity for the community to engage with, and input into, the creation of the school through the facilitation of branding workshops.

### **Marketing tools and communication platforms**

██████████ who has experience of supporting a community-driven Free School marketing and communications strategy will work with ██████████ and with local partners to deliver the Marketing and Communications Strategy. Chapel St is significantly raising the investment into local marketing as we recognise the benefit of this for momentum and community ownership. We will use the following tools:

Local representatives	<p>The best way to engage members of a community is through engaging members of that same community.</p> <p>The Steering Group have invested great time and effort over the past 3 years to engage local community members and groups. We are in the process of formalising the involvement of the many community members who wish to work with us through the creation of a series of groups (Governors, Parents and Carers Community/Business Participation Groups).</p> <p>These groups will be chaired by local people to increase the momentum of the school towards and beyond opening.</p>
Project and Communications Manager	<p>We will appoint a part-time locally-based project manager charged solely with the development of community engagement strategies and programmes.</p> <p>They will be available to follow-up enquiries and questions in person or to meet with community members when a written response presents a significant barrier to participation and engagement and a face-to-face meeting would be beneficial.</p>
Public Meetings	<p>These have been planned to follow on from the business case stage. A number of prominent members of the community are hosting these meetings on behalf of Raynes Park Community School.</p>
Face-to-Face	<p>In the same way that the research for Raynes Park Community School and local demand was carried out by one-to-one interview, we will train volunteers to personally engage the parents who have declared a desire to send their children to the school.</p>
'Hard to reach' strategies	<p>We recognise that it is typically hard to reach certain sections of the local community with information about schools, due to language barriers or a lack of interest in education. We will develop strategies for these groups, in partnership with existing community organisations who already work with these groups, including our partners at The Salvation Army and YMCA.</p>
Mailings	<p>The work undertaken so far in soliciting community support for the Raynes Park Community School proposal has enabled the creation of a sizeable database providing direct contact with local families.</p>
Media	<p>After the business case stage, we will develop a media strategy that will create positive coverage and encourage parents and carers to send their children to Raynes Park Community School.</p>
Consultation document	<p>This document will outline the plans for Raynes Park Community School and offer space for local community members to contribute to our plans through a questionnaire or open letter response. The</p>

	document will be available in hard copy and on-line.
Feedback from Consultation	<p>Following the consultation, the Project Board governors will produce a report containing the views of local groups and individuals and outlining how future developments at Raynes Park Community School will take local considerations into account. The content of the report will be disseminated through the channels outlined in this table and will provide the basis of further public meetings and events. It will also help to shape our strategic development of all aspects of Raynes Park Community School.</p> <p>The existing proposals for Raynes Park Community School are borne out of a consultation and conversation with the local community as to the need for a new and distinct primary school in the area. The plans for the school have been developed through continual consultation with families, teachers, community members and local leaders. We remain committed to engaging with the community to refine the project in line with community need and parental demand for years to come.</p>
Website – online	<p>We have already developed a Raynes Park Community School website. This includes the school vision and mission, detailed information on school life, FAQs and recent information updates. It will include recruitment opportunities and educational plans, as well as a downloadable prospectus, policies etc. We will also use other partner websites to get our messages publicised – e.g. the LA, Chapel St, etc. Social Marketing: Raynes Park Community School will use Facebook, Twitter and other social networking platforms to engage local parents and carers.</p>
Local Press Connections	<p>Local Press have already run stories on the school and Phil Smith (Communications Manager, Chapel St) is implementing a press strategy for 2013.</p>
Sensitivity	<p>We have been careful to remain discreet over the past months. Once the project has entered the pre-opening phase, the team will roll out a local PR and Media strategy to include regular releases, adverts and articles which will be critical for building a positive reputation and dealing with any unhelpful rumours. Releases would cover key aspects of the school development such as appointment of Principal Designate; uniform; school name; branding; student voice; school opening; community liaison.</p>
Key Spokespersons	<p>When the Principal is appointed, we will also use them to write pieces and be a spokesperson for the project, as well as the CEO of Chapel St who is currently the sponsor spokesperson. It will be important to agree a Public Relations protocol with all stakeholders – especially where messages are being sent out in partnership with the LA for example – and on occasion with the DfE. Any positive coverage will be kept in a folder for the reception area of the new school.</p>
National PR	<p>Unless there is a significant issue of national importance or a desire on behalf of DfE to be involved in a story or promotion of Free Schools, we will endeavour to avoid this. Once again, Chapel St will develop proactive strategy and protocols between our Project Managers, Communications Managers and the DfE to ensure that we are ready for issues if and when they arrive.</p>
Leaflets	<p>We have already put together a document that spells out who we are; our vision and ethos, and our educational plans. We will make sure that any future communication is comprehensive and inclusive – and is accessible by all parts of the community, as well as being copyrighted and trademarked as appropriate. A more detailed document will be drafted that covers all the previous issues as well as more detail around curriculum; staffing; pupil experience and voice; site and buildings; admissions; access and transport. This will be used to support the consultation process and ongoing communication.</p>
Regular newsletters	<p>We will develop these in hard and soft form and once the Principal is appointed these would come from him or her. We aim to involve the</p>

	local community in as many parts of school life as possible and will invite them to meet with the Principal and senior staff to discuss how they might be able to support the learning and other necessary work.
Parent/Community / Business Forums	Raynes Park Community School will create Participation Groups in these areas. These groups will be supported in running forums for their various networks to assist communication and promotion of the school.
Prospectus	This will become the key piece of communication about the school and would reflect the school brand and ethos; vision; educational strategy and offer; as well as eventually key achievements and successes and approach to SEN, admissions etc. Our own students would be part of the prospectus images, subject to parental consent, and we would use this opportunity to teach about the importance of branding and marketing by running workshops.
Stakeholder Engagement	Individual meetings with the Principal for any stakeholder.
Local Events	The Steering Group have maintained a presence and involvement in numerous community events over the last months. These will continue in the months to come.
Local Governing Body	We will be looking to appoint key leaders in the community who can represent the vision and mission of the school to those in the community.

We are also mindful of the need to make sure we do not discriminate against anybody in line with the Equalities legislation – and we believe we have made (and will continue to make) every proactive attempt to engage with all the community, irrespective of sexual orientation, faith, gender, age or any other defining factor, treating all feedback and input fairly and equally. We will also make sure that should language (for those with English as an additional language) be a constraining factor, we will find ways to overcome this.

In conclusion, having consulted across the community over the past months, Chapel St and our partners are convinced not only of the level of community support and demand for Raynes Park Community School but also of the commitment of local parents, carers, residents, leaders, schools, groups and organisations to work together and bring their skills and expertise to bear upon the creation of a community school that the whole community can be proud of.

## Section F: Capacity and capability

## **F1: The Company Members, Governing Body and Principal**

### **Leadership and Governance**

#### *Overview*

Chapel St was founded to work with churches and local community groups to create successful schools in local communities. Chapel St Community Schools Trust (CSCST) was established, in discussion with the Department for Education, as a vehicle to sponsor Free Schools and academies. CSCST was initially incorporated as a single school sponsor using the model governing documents provided by the DfE. Following the decision of the Secretary of State to entrust Chapel St with the creation of Atherton Community School, the trust has also been working with Oxfordshire Community Churches and other groups across the city and is in pre-opening phase for Tyndale Community School in Oxford (due to open September 2013). In order to realise our vision for a dynamic educational hub, transforming the lives of children, enhancing the prospects of families and working as a catalyst for community regeneration, our governance arrangements will proceed as follows.

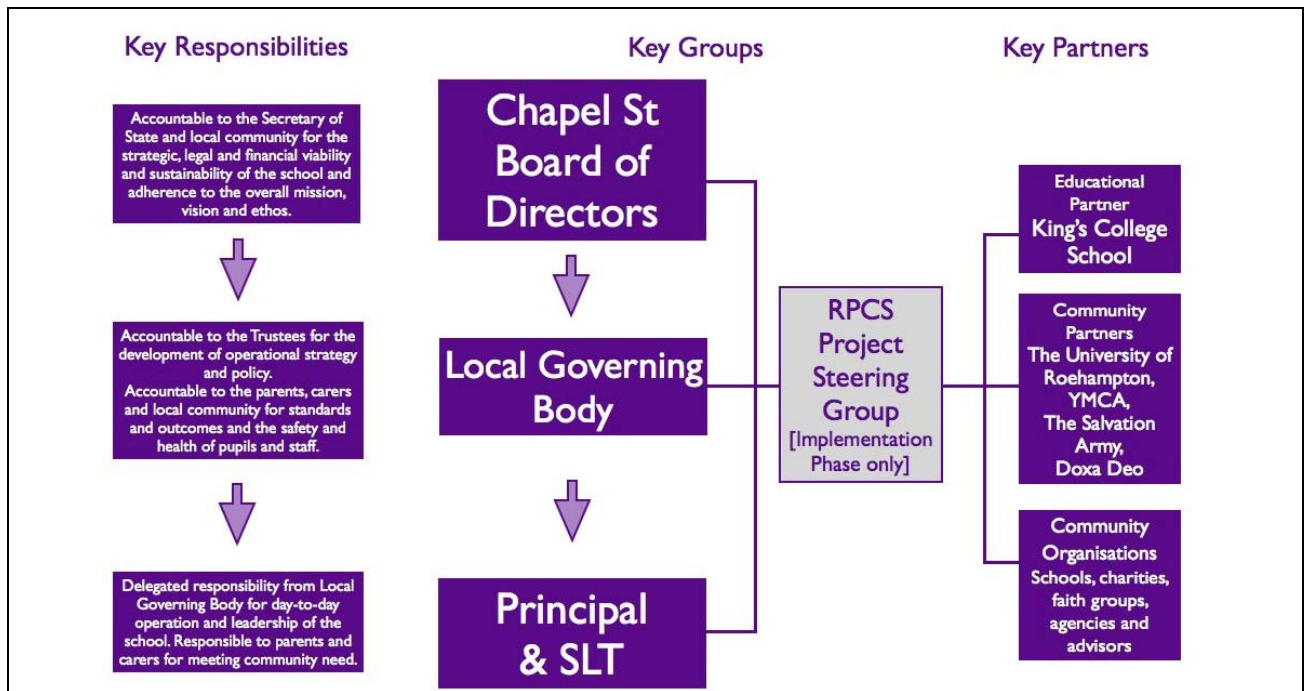
Raynes Park Community School will be sponsored by Chapel Street Community Schools Trust, which is an exempt charity and company limited by guarantee, incorporated with governing documents that empower it to operate as a multi-school sponsor. CSCST Board of Directors will be responsible to the Secretary of State for the effective implementation and development of the school and for the oversight of legal compliances, funding and employment. The Chair of the Local Governing Body will be represented on the Board of Chapel St Community Schools Trust, in line with the trust's Memorandum and Articles.

The Directors of Chapel Street Community Schools Trust will work with the community partners, Project Steering Group and other stakeholders in the area to appoint a Local Governing Body to which a range of functions and decision-making powers will be delegated; as we are expected and empowered to do within the governing documents of the Trust. The Local Governing Body, technically a sub-committee of the central Board, will oversee the day-to-day running of the school to ensure that the aims and objectives of Raynes Park Community School are met with regards to attainment, viability, sustainability, safeguarding and community transformation. The membership of the Local Governing Body will comprise representatives of CSCST (as the sponsoring company), The University of Roehampton, King's College School, YMCA, The Salvation Army, Doxa Deo church, local parents, school staff, community members and other stakeholders. CSCST will also appoint a governor in conjunction with the London Boroughs of Merton and Kingston upon Thames to represent the Local Authorities.

During the implementation of Raynes Park Community School, a Project Steering Group will provide support for Directors, Local Governors and the SLT. This group will include representatives from the Department for Education, CSCST Directors and staff, the Chair of the Local Governing Body, representative members of the founding governing body and other strategic stakeholders, as well as members of the project management team.

The relationship between these groups is illustrated in the following chart:

### **Delegation and Escalation**



### The Responsibility of the Members and Directors of the Trust and the Local Governing Body

CSCST and our community partners share the following objectives in terms of governance and management of Raynes Park Community School:

- To ensure that the overarching vision and ethos of the Trust are clear and tangible in the school. A focus on standards, aspirations and inclusion will be at the heart of the ethos
- To establish a transformational organisation to enable all those involved – whether staff, pupils or local community - to become life-long and successful learners and responsible members of society and to ensure that their educational entitlement is secure
- To promote community cohesion through the work of the school
- To ensure compliance with all legal and statutory obligations as outlined within charity, company and education law, including ensuring that the Trust is compliant with all policies and guidelines issued periodically by DfE, OFSTED, and other agencies, making sure that the requirements of the Funding Agreement are met at all times
- To fully engage partners and key stakeholders to make effective contributions and build long-term commitment of parents and carers, local government and the local community including enterprising businesses, other local schools and educational providers, in order to enhance and extend the educational offer
- To build an effective business model that combines personalised and successful education provision with a financially sustainable organisation, by sharing local and central resources to broaden provision and make it more cost effective and to enable national procurement to facilitate in this objective
- To ensure quality assurance and best practice in all areas of operation, management and leadership
- To ensure that all employment responsibilities are of the highest standard – and to demonstrate that people are at the heart of the organisation by going for appropriate kite-mark qualifications and making sure that there are clear

development plans and career progression for each member of staff

- To make sure that all policies are in place – especially around SEN, designated teacher for looked-after children, inclusion/exclusion, Admissions, Free School Meals, information sharing through a prospectus, etc.

### **CSCST Members and Board of Directors**

The legal responsibility for Raynes Park Community School will ultimately reside with the Directors and members of the CSCST. The Members have been responsible for appointing Directors in line with our Articles of Association and the Directors themselves have co-opted new Directors.

As sponsor the Board of Directors will be responsible for the following:

- Educational standards, in terms of overall progress and target setting sign-off and general approach, including SEN provision
- Employment responsibilities – including CRB registration and checks (delegating operational aspects to the Local Governing Body’s sub-committees and school staff)
- Financial accountability
- Central procurement and resourcing as appropriate
- Asset & overall property management
- Overall policy-setting
- Insurance
- Recruitment of senior staff and career progression
- Health and Safety

The Board of Directors meet once a term, and have established a Finance Sub-Committee and a Standards Sub-Committee to meet on the same cycle. These two key sub-committees will report to the Board of Directors prior to and during the main Board meetings. The sub-committees will act as representatives of the Board to monitor the activities of the Local Governing Body’s Finance and Standards Sub-Committees. They will also make recommendations to the Board of Directors.

To retain focus and operational continuity the Directors will appoint a minimum of three governors to represent the Trust on the Local Governing Body.

The Directors combine extensive experience in the delivery of large-scale projects, public service delivery and education. This team is presently devoting significant time and resource to the development of new projects such as Raynes Park Community School. Directors, over the past months have raised funds to support a large-scale capacity-building programme for the Trust. This will enable the Chapel St team to grow over the next months, appointing experienced professionals to grow the support, leadership and infrastructure necessary to ensure that Raynes Park Community School realises the aspirations of Chapel St, our partners and the local community.

### **The Directors of Chapel St are:**

██████████ : ██████████

██████████ : ██████████. P ██████████



██████████  
██████████

**Chapel St Community Fund (Corporate Director):** This charitable limited company is a founding Member and Corporate Director of CSCST and represented on the Board by ██████████. The charity is in its third year of operation, raising funds for a variety of health and educational programmes in under-resourced communities in UK cities.

██████████

Additional Directors to CSCST Board will be appointed following acceptance of Raynes Park Community School Free School's application and the subsequent signing of a Funding Agreement; specifically the Chair of the Local Governing Body. The Trust is also in the process of appointing Parent Governors from Atherton and Tyndale to the central Board of Directors.

### **Local Governing Body (LGB)**

In line with Free School legislation, the Board of Directors of Chapel St Community Schools Trust will appoint the majority of Governors to the Governing Body including a minimum of three Local Governors representing CSCST, with particular remits to support education improvement, attainment and financial viability. As founding partners, the University of Roehampton, YMCA, The Salvation Army and Doxa Deo church will be represented on the Local Governing Body. As the prospective educational partner for the school, CSCST will invite King's College School to take up a place on the Governing Body.

The Chair of the Local Governing Body will be jointly agreed by Chapel St Community Schools Trust and the community partners. The Local Governing Body will also comprise formally elected Governors to represent parents and staff, representation from the London Borough of Merton and the Royal Borough of Kingston-Upon-Thames, and representation from King's College School as our local educational partner.

The LGB will be appointed and developed to ensure that the required knowledge, skills and experience are continually available to the Principal and Senior Leadership Team of the school. The composition of the Local Governing Body will be:

- Chair of LGB (jointly agreed by CSCST and community partners)
- 3 CSCST Governors (appointed by CSCST)
- Finance Governor (appointed by CSCST)
- 4 representatives of community partners (appointed by respective partners)
- 2 Parent Governors (selected by the LGB)
- Staff Governor (elected by staff within the Raynes Park Community School)
- Education Partner Governor (nominated by King's College School as educational partner)
- Local Authority Governor (nominated by the LA)
- Clerk to the Governing Body
- Principal – ex officio

**The LGB will include:**

Responsibilities of the Local Governing Body will include:

- Maintaining a clear focus upon the progress of the School Development Plan, with sufficient reporting and control of school progress
- Practical applications: regularity of meetings, reporting between committees and main Board, decision making and recommendations
- Methods of escalation between Principal Designate, Local Governing Body, and CSCST, and how issues will move through these layers of governance
- Definition of the sanctions available to the Local Governing Body and Trust Directors
- Acting as a 'critical friend' to the school primarily through the Principal and Leadership Team – offering challenging, positive and proactive support
- Acting as guardian of the ethos, vision and values as expressed within its local context – and of course ensuring that success is celebrated regularly
- Engagement with local stakeholders and businesses and to fund-raise for appropriate initiatives
- Local reputation and PR in supporting the work of the Principal and staff
- Pupil recruitment to ensure that the success of the school is not a well-kept secret and to ensure the school always has a full complement of pupils as it grows towards capacity. To make sure all admissions processes are adhered to
- Parental engagement is a strong focus for Chapel St schools and the LGB will have specific responsibility in this area
- Local admissions will be supported by the LGB within the framework set up by the Board of CSCST – including the Independent Appeals process
- Use of the property for the benefit of pupils and the local community
- Recruitment of staff
- Trips and visits within the framework of the centrally-set policy
- Being involved in wider school life – attending events when possible and getting to know staff and pupils.

The LGB will delegate areas of work to a range of specialist sub-committees. These groups will comprise professionals and community members with specific expertise in a range of areas.

### **Sub-Committees**

To ensure the effective operation and organisation of Raynes Park Community School, the Local Governing Body, under the relevant clauses of the governing documents of CSCST, will charge the following Sub-Committees to oversee specific areas of school life. See the chart on the following page for details.

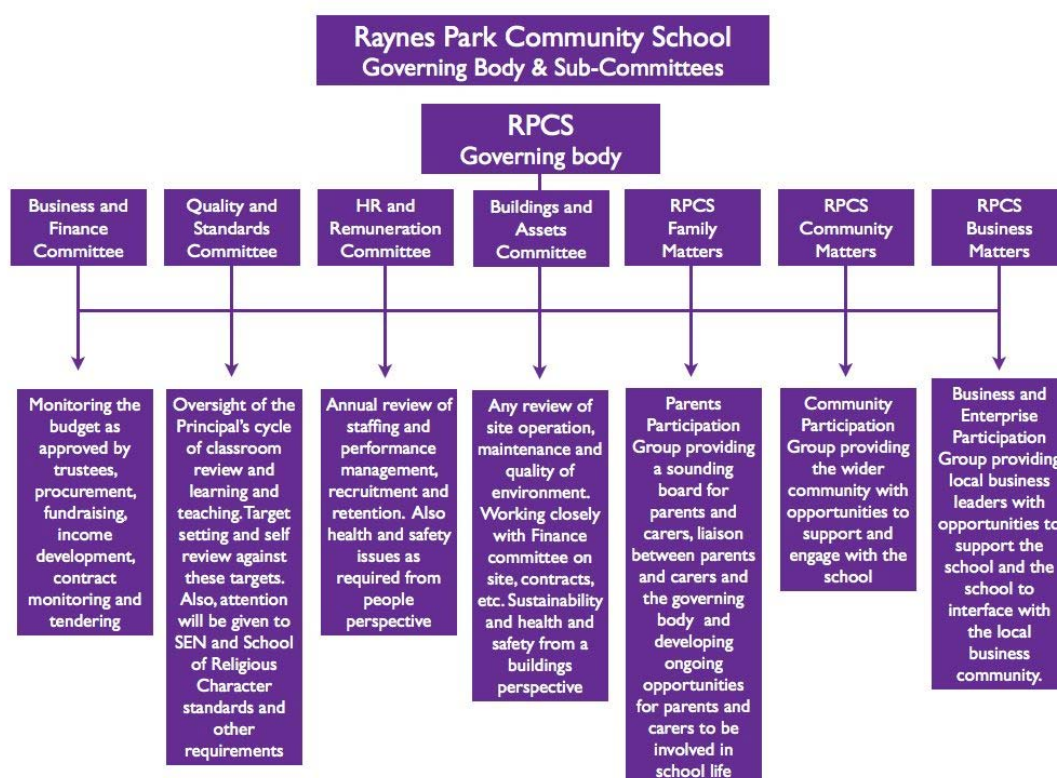
*Finance Committee* – monitoring of the budget agreed by Directors, procurement and raising additional revenue, contract monitoring and tendering.

*Standards* – Oversight of the Principal's cycle of classroom review and learning and teaching. Target setting and self-review against these targets. Attention will be given to SEN, 'School of Religious Character standards', and other requirements.

*HR and remuneration* – Annual review of staffing and performance management, recruitment and retention (Principal's performance management by CEO in conjunction with Chair of Local Governing Body). Also, health and safety issues as required from a

people perspective.

*Buildings and Assets* – any review of site operation, maintenance and quality of environment (working closely with the Finance Committee on site contracts etc). Sustainability and health and safety from a buildings perspective.



### Schedules of Delegation:

As indicated above in the list of responsibilities, the oversight of the operational aspects of the school will be delegated by the Board of Directors to the Local Governing Body. Performance of the school in respect of these delegated functions and powers will be monitored by the Board of Directors or their sub-committees on a termly basis. The performance of the Principal will be supported and monitored by the CEO of the Trust, who will maintain a regular cycle of line management through weekly conference calls and monthly face-to-face meetings. The CEO will work alongside the Chair of the Local Governing Body in appraising the performance of the Principal against key performance indicators, gathering a range of quantitative and qualitative evidence to inform the process.

Where matters of particular concern at the school are identified by the Board of Directors such matters will be brought to the attention of the Local Governing Body and the Principal. Similarly, where concerns are identified by the Local Governing Body, or the Principal and staff, these will be expected to be reported to the Board of Directors or an appointed Officer. Our core policies have been approved by the Board of Directors and we will expect the Local Governing Body to adopt these policies locally (notwithstanding local procedural variations). Relevant and clear lines of reporting and procedures relating

to such matters are outlined within these policy documents (for example in respect of disciplinary or grievance procedures, exclusions, complaints, safeguarding, whistleblowing, health and safety, etc.). Such procedural lines of exceptional reporting are available at all times and are not bound by the regular termly reporting and monitoring processes.

### **Participation Groups**

To increase the participation of key groups within the school and to provide a range of stakeholders with a voice into the development of Raynes Park Community School, we will create three Participation Groups. These groups will operate as advisory groups to the SLT, the LGB or the relevant sub-committees, and whilst they have no formal governance role they will provide an additional spectrum of observation, input and scrutiny in respect of the quality and standards and ethos of the school. As such, they will exist in addition to the sub-committees of the Local Governing Body and will be open to parents and carers, business people and community members to join, and will provide opportunities for the school to listen to the community and for the community to be involved in the life of the school. These Participation Groups are as follows:

- *Raynes Park Community School Family Matters - Parents and Carers Participation Group*: providing a sounding board for parents and carers, liaison between parents and carers and the Local Governing Body and developing on-going opportunities for parents and carers to be involved in school life
- *Raynes Park Community School Community Matters - Community Participation Group*: providing the wider community with opportunities to support and engage with the school
- *Raynes Park Community School Business Matters - Business and Enterprise Participation Group*: providing local business leaders with opportunities to support the school and the school to interface with the local business community

### **Governance Issues**

Local Governing Body sub-committees and delegated activities will be initiated prior to opening but after the Funding Agreement is signed. This will include admissions and exclusions appeals panels. We will seek contact with the EFA at the earliest stage to ensure that fiduciary controls can be easily implemented. Please also see Section D for Admissions.

It is the intention that should the number of schools sponsored by CSCST grow, the role of the Principals working together in their own forum will be critical to the sense of the Trust being a family sharing resources and expertise.

We will ensure that Directors and Members of the Local Governing Body are equipped to oversee all of the legal agreements required by the Free School as outlined above.

The Trust operates under 'multi-sponsor' Articles and Memorandum of Association (developed in consultation with the DfE) which will provide the constitutional document of the Free School. The Articles make it clear that CSCST, including any school operated by the Trust, is a non-profit making charitable company and that any surplus it makes cannot be distributed among its members.

We will procure/secure legal services to support all of the Legal Agreements needed throughout the project pre-opening phase, including Land Transfer (as required), Funding

Agreement (the agreement between the Secretary of State and the Free School Trust) and any Transfer Agreement that may be applicable (involving the Local Authority). We will encourage legal support to brief the Local Governing Body and the Board of Directors. In addition, property arrangements and any lease agreements will be set up as appropriate. We will work with the Local Authority and EFA in this respect.

Our governance structures are based on standard and model DfE documents. We will place particular attention on the strategic aims of Chapel Street Community Schools Trust as sponsor and to the management of the school itself. Clear lines of accountability between the Board of Directors and the Local Governing Body will be maintained, as demonstrated above.

AGMs will approve accounts and other reports submitted by the LGB, and the LGB shall meet at least once a term.

### **How we will manage risks of conflict of interest**

The Board of Directors operates within a clear Conflicts of Interest Policy. This involves the Board of Directors, and the Local Governing Body, in maintaining a transparent conflicts of interest register. Declarations of new conflicts of interest are a standing agenda item at the commencement of each meeting of the Board of Directors and the Local Governing body. A Conflicts of Interest Register is maintained at the offices of the Trust and forms a key part of our Risk Management Policy and Procedures. Such conflicts may include those related to personal duties and financial interest, business interests, planning interest, other potential direct or indirect personal financial benefits. Where any matter is raised during a meeting (whether or not this matter was listed as an agenda item) which could involve any Director or member of the LGB in a potential conflict of interest, then such individuals are expected to withdraw from the meeting for the period of any discussion related to this conflict. Where any such conflicts are felt to compromise, on an on-going basis, the independent decision-making of either that individual director or the Board as a whole, then such a Director will be asked to resign.

We will register as a School of Religious Character - a non-denominational Christian School. The Trust will ensure that provision is made for Religious Education to be facilitated for all pupils at the school in accordance with the tenets of the specified religion or religious denomination of the school. The Trust shall comply with the requirements of section 70(1) of, and Schedule 20 to, the School Standards and Framework Act 1998 as if the Academy were a foundation school with a religious character or a voluntary school, and as if references to 'the required collective worship' were references to collective worship in accordance with the tenets and practices of the specified religion or religious denomination of the school.

It is our considered opinion that the governance and community engagement strategies outlined above will provide the range of expertise, blend of skills and strength of support necessary to the development of an outstanding Free School in Raynes Park.

### **F2: Educational Expertise and Delivery**

Our experience in delivering two Free Schools prior to RPCS has taught us that a larger education team and greater investment in staff time reaps significant benefits both in the pre-opening phase and during the first year of opening. Whereas in previous projects this area of work has been carried out by one or two members of the team prior to and then

alongside the Principal Designate, Chapel St has been able to secure inward investment to augment the educational input into new schools pre and post opening. As a result, the Chapel St Community Schools Trust will be able to fund the extra investment into education design and support over and above the pre-opening/start-up funding made available by the DfE.

Our team is experienced in planning projects from creating the educational vision to developing policy and process that underpins robust and effective school development planning. There will be a key focus on implementation of a staffing structure that has key staff in post at appropriate points allowing people in post early enough to influence the operational aspects and provide "ownership" of the vision and values.

The educational design and planning for Raynes Park Community School will be carried out by a team of professionals with experience in creating new schools. This team will be responsible for developing an educational plan for DfE approval and supporting the Principal Designate through the lead-in phase and the first academic year. The core team will allocate the necessary time to developing the project as outlined below.

- [REDACTED] - [REDACTED] (2 days/month)
- [REDACTED] - [REDACTED] (1 day/month)
- Chapel St Education Director – to be appointed (1 day/month)
- [REDACTED] - [REDACTED] (3 4 days/month)
- Chapel St Curriculum Development Manager - to be appointed (2 days/month)

As indicated earlier, Chapel St are undergoing a capacity-building programme to support new projects, such as Raynes Park Community School, and to fill any gaps in support once the schools are open. The Trust is currently looking to appoint a Director of Education. This role will be carried out by a senior educationalist with experience of headship. [REDACTED], has recently been appointed the [REDACTED]. [REDACTED] will continue to support other Chapel St projects, particularly in the area of performance monitoring and school improvement. Chapel St are in the process of recruiting for this role and a subsequent Curriculum Development Manager and anticipate making this appointment in the first quarter of 2013.

The team will regularly seek support from our key partners, utilising the skills and experience of senior leaders in education and family services. These include support from the [REDACTED], an [REDACTED] and the [REDACTED]. The costs of this input will be covered by partnership arrangements between Chapel St and the relevant parties. In most cases this has been agreed as part of the partner organisation's contribution and investment in the project. In other areas Chapel St has secured external funding to aid or increase the partners contribution to the project.

The group has significant educational expertise and continues to draw heavily on the input from the people listed below, particularly [REDACTED]. In addition, Chapel St trustees include senior educationalists with Headteacher and senior leadership experience and an academic profile that will provide strategic support to implementation of the vision. We are confident that we have sufficient capacity to support the project (as detailed earlier in this section) from each of the team listed below.

[REDACTED] Through the further development of the proposal post application, we will review and analyse our requirement for additional educational expertise and we have

experience as a group of commissioning education services and advice over and above that identified internally if required. Members of the group have worked together previously on the opening of at least three other Academy schools. Our methodology includes activity within the communications strategy to share the vision with key stakeholders and review points within the implementation programme to ensure the focus remains on the original vision. Risk management includes identification of education risks and impact on delivery of the vision e.g. appointment of the Principal in a timely fashion and clear allocation of risk to risk owners responsible for mitigation and contingency measures.

### **Partner Provision and Contribution**

Partnership is a key aspect of the vision and the group recognises the value in scale and effectiveness of developing partnerships.

### **The University of Roehampton**

The University of Roehampton has a long history of teacher training and ongoing education embedded within its core values and mission. Despite the turbulent HE landscape presently being encountered, *“Roehampton will remain loyal to the values and traditions that form the core of our strength as an institution and which to a large extent draw inspiration from our Collegiate foundations. These values and traditions include a fundamental belief in the power of education to transform lives and communities.”*

(██████████ & ██████████, *The University of Roehampton’s Strategic Plan 2011 -14*)

As ██████████ writes, *“For the university to deliver its strategic plan, it is vital that we establish significant and innovative partnerships with institutions and organisations in the UK. We see partnership with Chapel Street as one way to do this.”*

Chapel St and The University of Roehampton are developing a partnership that will transcend a number of projects and realise the respective goals of both organisations. Raynes Park Community School will involve the university in the creation of a new model of primary school and provide unique opportunities for trainee teachers and senior academics alike. While there may be additional services that the school chooses to buy from the university in the future, the areas of partnership outlined below will be at no cost to the school as they represent areas of work that are of mutual benefit for the school and the university and existing programmes that are readily available.

#### *Supporting Specialisms*

The University of Roehampton will support Raynes Park Community School with a range of staff training and sharing expertise to maximise the impact and innovation demonstrated within the school's specialisms.

The University of Roehampton will support the school’s music specialism, including utilising their specialist team to develop applied music, assisting with the role of music in the development of students with special educational needs, and providing students specialising in music with teaching and other music activities in the school. In addition, students studying music, dance and drama therapy will be regularly involved in supporting performing arts programmes and teaching at the school.

The University of Roehampton will support Raynes Park Community School in developing English as a specialism. The university is ranked sixth in the UK for teacher training in English. Specifically, the school will work with Roehampton to identify

evidence-based best practice in teaching and learning of phonics, reading and writing. Raynes Park staff will work with Roehampton professors and students to action research new areas for development in early literacy.

*School Direct Offer:* The University of Roehampton is in the process of developing its School Direct offer in such a way as to maximise the benefits for both schools and students. Roehampton seeks to grow this area of work at RPCS providing children, families and staff with increased personnel and resource.

The University of Roehampton and Chapel St will explore the potential of a shared member of staff to enable higher numbers of trainee teachers to be placed at the school and to increase the partnership activities possible between the school and the university. The shared member of staff would provide and support mentoring and oversight to university students placed in the school while leading on collaborative work between our institutions.

Strategic use of The University of Roehampton trainee teachers will enable RPCS to broaden our offer and reduce the ratios of trained adults/adults in training to students. The trainees will supplement the number of qualified teachers on staff to provide capacity for more intensive support of groups of vulnerable children. This arrangement will be with the understanding that at no point will ratios of trained staff to students dip below expected levels and that all trainee teachers will receive adequate oversight, mentoring and support to ensure that children receive the highest levels of teaching and learning.

*PE:* The University of Roehampton is one of the country's leading providers of PE training for primary teachers. The university will support and train staff at RPCS, providing trainee teachers to enable the school to realise its vision of all pupils accessing and engaging in school sport which may not have otherwise been possible.

*CPD:* The University of Roehampton will work with Chapel St to develop a robust, cutting edge CPD programme for staff. Chapel St has expressed interest in developing an MA track for teachers that provides staff with opportunities for career advancement, training in line with the Trust's vision and ethos and the possibility of research projects that, in turn, inform practice within the school. Chapel St is particularly interested in the university's plans for a focused professional development MA along the lines of an MBA-style programme to support our longer term succession planning.

*Action Research:* The university will provide research expertise and personnel to support focused action research projects focused on the areas outlined above that enable RPCS staff to monitor and assess specific models and tools utilised within the school, track the impact that these have on student attainment and explore possibilities for future application and scale.

**Partner Contributions – King's College School:** Chapel St has invited King's College School to act as our educational partner. In this role, King's would provide a range of support for Raynes Park Community School. Covering a range of provision as the sponsor feels appropriate and the partners feel most able to provide, this may include: representation on the PSG and LGB; involvement in the recruitment and mentoring of the Principal; and shared CPD for staff.



Currently King's College School offers a wide range of support for local state schools. This includes community outreach programmes providing added support to primary schools from 350 Sixth Formers, Gifted and Talented programmes, extension classes for borderline students, shared teacher training and professional development initiatives, management training for teachers moving into school leadership and an Aspirations Project working with children from disadvantaged backgrounds. Raynes Park Community School would access these programmes.

Members of the Chapel St team are working with Senior Staff at King's College School to further these proposals.

**Partner Contributions – YMCA:** One of the largest providers of services to families and young people in South West London, the YMCA are partnering to provide a range of wrap-around and co-curricular services. The organisation has extensive experience in delivering a wide range of before and after-school activities and will enable children and families to take part in leisure and sports initiatives, family enrichment and health and wellbeing programmes.

**Partner Contributions - The Salvation Army:** With vast experience in youth work provision, family services, community arts, regeneration and a range of support for disadvantaged groups and families in Merton, The Salvation Army will work with the school to develop an authentic, inclusive and practical expression of education and family support. The Salvation Army will offer particular care and services to those children, parents and carers who are most disadvantaged and in need of support. In addition, The Salvation Army in Raynes Park has leaders that have developed a range of programmes enabling children to take part in music and the creative arts. These personnel will support the school's specialism in this area.

**Partner Contributions - Doxa Deo Church:** This local church has long been determined to support children and families through the life of a local school. The congregation is committed to developing a volunteer bank, recruiting and managing volunteers from across the community to support activities from teaching and learning through to enrichment and community programmes. In addition, given the significant resources of the church in the area of music and the creative arts, Doxa Deo church will support our music specialism and provide musical tuition to pupils in the school.

### **F3: Financial Expertise to Manage the Budget**

Along with recent investment into the educational capacity of the central team, the Chapel St Community Schools Trust Directors have continued to make resources available to grow the infrastructure of the organisation. Currently the financial oversight and management of the Trust is led by [REDACTED]. Over the next months, Chapel St is growing the Operations and Finance Department, taking on extra personnel to provide the support necessary for new projects such as Raynes Park Community School.

Following the work undertaken and lessons learned from the opening and lead-in for Atherton and Tyndale Community Schools respectively, Chapel St has been able to put systems in place to provide financial control, management and reporting for the first five Chapel St Community Schools. The plan that follows outlines how these systems will work for Raynes Park Community School. The development of a number of projects in different communities presents significant opportunities for local schools to benefit from

central expertise and financial efficiencies made available through shared management and procurement.

At Chapel St, we believe that it is important that local schools are fully engaged in the issues of business development at a local level. Raynes Park Community School will be viable due to the presence of significant expertise in the central Trust and within the local school. To this end, we will employ a Business and Operations Manager (BOM) to oversee the day-to-day financial planning and management of the school. The Business and Operations Manager will report to the Principal as part of the Senior Leadership Team. In addition, this role will involve regular interface and liaison with [REDACTED].

Chapel St's [REDACTED], have considerable experience of educational finance and managing school budgets and will ensure that the appropriate systems and processes are in place to meet the requirements of the pre-opening phase as well as supporting the compilation of Pre-Opening grant submissions.

[REDACTED]

#### **Accountancy & Financial Administration**

Our [REDACTED], [REDACTED] They are therefore well placed to provide Chapel St with the accountancy and financial administration expertise that it requires. We have also employed an assistant to help with the day-to-day finance administration.

We will recruit an experienced Business and Operations Manager, ensuring that this person has the skills and knowledge to carry out the role. Chapel St will provide the necessary training to ensure that the appointee is equipped to lead the day-to-day management of the school budget. Following the success of this model in Atherton, the Business and Operations Manager will work alongside central Chapel St staff in the first year of operation to provide budgetary rigour and control and ensure that the Local Governing Body and Board of Directors have sufficient oversight and input in accordance with requirements laid down by the DfE or EFA, as well as ensuring that there is sufficient segregation of duties whilst there are only a few members of staff involved in financial procedures.

In particular [REDACTED] will be responsible for training the Business and Operations Manager and other school staff involved in financial procedures, in the use of the school's accounting package, providing weekly supervision and support of the Business and Operations Manager in the lead-in year and first year of opening. The Business and Operations Manager will be responsible for agreeing the budgetary responsibilities of staff members with the Principal and monitoring budget holders' performance. Where necessary appropriate levels of training will be accessed and provided to all staff involved in the financial management of the school.

School budget proposals will be prepared by the Principal and the Business and Operations Manager, with input from the SLT and Local Governing Body. These budgets will have to be approved by the Chapel St Operations Director and Finance Director in consultation with the CEO. School finance will be a regular part of the Principal's monthly one-to-ones with the CEO and termly reviews with the CEO and Chair of the Local Governing Body. The management of school finance will play a role in the Principal's annual appraisal.

In addition, more detailed financial reporting and monitoring will take place in the Chapel St's Finance Director's weekly contact with the Business and Operations Manager. The Local Governing Body will also appoint a sub-committee to oversee the management of school finance locally and to provide the appropriate oversight and governance at this level.

Headline budgets for the school will be made available to Trustees and more detailed discussion will take place in the Chapel St Community Schools Trust Finance sub-committee.

Alongside the management of personnel with responsibility for finance, Chapel St will ensure the following measures are in place to secure the financial management of Raynes Park Community School:

- Business continuity plans will be established for staff members involved in financial management to ensure that finance processes are not hindered by staff absence. Management of payroll will be outsourced to Chapel St's payroll agency, which is supervised by Chapel St staff.
- Teaching and support staff pension schemes will also be managed by Head Office. Expertise relating to payroll and pension scheme management will be acquired from relevant training provided by accountancy institutes and updates from regulatory bodies.
- The Chapel St Finance Director will liaise with the Chapel St auditors to ensure that the school is incorporated in the audit framework.

CSCST have appointed a Finance sub-committee for the Trust, and the Local Governing Body will also appoint a Finance sub-committee prior to opening.

The Local Governing Body's Finance sub-committee will be responsible for monitoring the school budget and providing a source of independent financial accountability. It will be essential for at least one member of the Finance sub-committee to have an understanding of financial management and monitoring of budgets. If no-one with an appropriate level of experience is found, relevant training courses will be considered.

Chapel St's [REDACTED] will also work with the project management team to ensure that the Project Management Grants for pre-opening support, and other grants are controlled and monitored within DfE guidelines and in accordance with the charities SORP.

The Trust recognises that the challenge of creating schools in areas of need often requires greater resources than public funding can afford. During Chapel St's first two Free School projects, the Trust has secured over [REDACTED] of investment and funding over and above the amounts made possible through public funding. The CSCST have agreed that every Chapel St Community School should have access to extra resources and have instigated a fundraising programme to increase the finance available to our schools. From January 2013, Chapel St will have a team of fundraisers working with the Trust to raise extra funds from high-net worth individuals, grant-making trusts and charities to support our schools. To this end the Trust is committed to raising the initial start-up funding to support the extra investment required in the lead-in phase and following this, will continue to raise money to support targeted programmes and interventions at the school.

#### **F4: Expertise for Opening and Operating**

In the past year, the Chapel St team have continued to build the central team to provide greater support to new and existing schools. Over the past months Chapel St have secured [REDACTED] to fund the first part of a three-year capacity-building programme to enable the delivery of the organisation's vision and strategy.

Our goal is to grow a family of schools capable of providing outstanding teaching and learning for children, and transformative care and support for local families. While the organisation has had some success in applying for, and implementing, new schools under the Government's Free School programmes, internal planning and external discussions with the DfE, multi-sponsors and experienced senior leaders has been focussed on substantially increasing the political, educational and logistical infrastructure of the organisation, in order to increase the resources and expertise available to Chapel St community schools.

The Chapel St team is working with [REDACTED], on a three-year plan to build the infrastructure of the Trust to sponsor Free Schools and Academies. The organisational chart for Year One is outlined below. Most roles are currently filled, with Chapel St planning to recruit for vacant posts in the next months.



The Trust is confident that this team will provide the support necessary to ensure the effective implementation of Raynes Park Community School over the next eighteen months and to further support the school's journey to becoming an outstanding provider of education and family services in the months to come., The team will work tirelessly to enable the staff, Local Governing Body, families and community to share a successful first year following the opening and, with the further investment planned for 2014-2015, enjoy an exciting and sustainable future as a school.

#### **Pre-opening**

Chapel St has developed a team of proven professionals with cumulative experience in establishing over sixty schools and academies to support its growing family of schools. This team has played an essential role in the preparation of this application and is set to work with DfE in the implementation of these plans in the event of their approval by the Secretary of State for Education. Whilst the school will have smaller pupil and staffing rolls upon opening, substantial effort and expertise are required if Raynes Park Community School is to achieve its aims and objectives. The team will guide the project through the many milestones of the pre-opening phase, ensuring that the school reaches a timely Funding Agreement and is ready to open in September 2014.

The experience and efficiency of the Chapel St team will provide the project with increased drive and momentum while reducing the significant demands placed on the DfE Project Lead. Acknowledging the limited resources available to the DfE and seeking to ensure that these are not absorbed on unnecessary daily interventions, the team prides itself on its capacity to deliver the highest quality and value for money. Managing the opening of the school, Chapel St will fulfil all of the reporting criteria on time and to agreed budgets. We can confirm that we have sufficient capacity through the team to undertake this project and each project member has allocated sufficient days to undertake the work. We will expand on this later in this section.

### **Marketing and Admissions**

Along with our capacity-building strategy for Chapel St's education and finance support services, the Trust recognises the particular challenges and opportunities within the marketing of Free Schools to communities. In the past months we have employed [REDACTED], to work with [REDACTED]. This appointment is wholly focused on working with local Chapel St schools, partners and communities to promote our community schools. In addition to this, Chapel St plan to increase the investment in local marketing resource and support for all new projects and will outline these plans in the first quarter of 2013.

We are unsure as to whether governmental approval will occur in time for Raynes Park Community School to participate in the Local Authority's admissions cycle. Given the support of one, and possibly both Kingston and Merton Local Authorities, we would hope that it would be possible to benefit from joining the relevant common admissions process and the opportunity for said boroughs to promote the school in light of their support and the current pressure on places.

If this is not possible within the timeframe set down by DfE, Chapel St recognises the significant responsibility upon the team to establish an admissions authority in the first year, effectively competing with other local schools. We will use all available pathways, engaging with parents through a variety of media, events and activities to ensure that they understand the admissions requirements for Raynes Park Community School. Chapel St's experience as a Free School sponsor has demonstrated the challenge and confusion that parents and carers experience when faced with a parallel admissions procedure. Utilising this experience the team will enact a comprehensive communications strategy upon the prospective acceptance of this proposal to ensure that parents and carers who have indicated their intention to send their child to Raynes Park Community School are able to submit an official application and furthermore that new families are informed of the options that the school presents. Following the deadline Chapel St will issue school places, conditional upon the Funding Agreement.

This cycle of activity will be made easier by good working relationships and co-ordination with the Local Authority admissions team as well as other agencies (for example where SEN applies and data requires co-ordination).

### **Securing a future site**

While continuing to develop site opportunities subsequent to the submission of this application, Chapel St looks forward to engaging the support of the EFA in the event of the acceptance of this proposal. Having already prepared an accommodation schedule and curriculum model to assist this process, we are fully aware of the need to support a Design Brief through Design User Groups. The team includes [REDACTED] [REDACTED] with experience of similar public sector projects and we are confident that we can deliver prompt input for any site acquisition, refurbishment or new build programme. Also involved will be [REDACTED], [REDACTED], [REDACTED]. The time requirement is intense, but because the ACS and TCS buildings will be complete by the time this project demands a similar process, [REDACTED] will have time to dedicate to this work. At the beginning of the project, when preparing planning applications and detailed design work to RIBA Stage D it is usual to expect to attend a DUG as well as other evaluation of designs about once every two weeks. This is as said feasible.

We will also have the Primary Education Manager referred to in Section F2 who will bring the required educational experience into these conversations until the PD is appointed. This combination of skills works well in our experience.

The location of the school is critical to parents in confirming their choice, and support for site confirmation is an urgent priority from the launch of the project.

### **Developing the Education Brief**

Much work has already been undertaken to develop the plans for education. In progressing towards the Funding Agreement, Chapel St welcomes the support and scrutiny that the DfE Education Advisor will bring to the education brief and will ensure that they are comprehensive, fit-for-purpose and value for money. The Chapel St team has expertise and experience in this area and will work with DfE personnel to ensure the best possible results.

**Consultation:** Having completed many public formal consultations for new Free Schools and Academies, Chapel St understands the importance of an effective consultation by the Trust and has developed the necessary resources, templates, new-media and survey tools to ensure that the process occurs in a timely and well-ordered fashion. Site issues are clearly critical within this and the team will work with the EFA to reflect this. We continue to develop best practice in this area and evolve our methodologies and communication strategies. [REDACTED] will work with the local partners and the Project Management team to ensure that this process is robust, e.g. is at least 6 weeks' outside holiday time, includes all key stakeholders and results in a detailed report that gives full comfort to the DfE that the school is genuinely needed. Time will be included in the days she and the Project Management team will each be expected to allocate to this project.

**Working with the community:** Alongside the many critical paths that lead to the successful opening of Raynes Park Community School, the team will prioritise community engagement and consultation, using multiple platforms, media and interaction to ensure that parents, carers, community leaders, local businesses, faith groups, community organisations and other stakeholders have regular opportunity to hear good news and contribute to the story of Raynes Park Community School.

### **Human Resources**

The management of HR systems and policies at Chapel St is overseen by [REDACTED]

**Recruitment:** The team will prioritise the recruitment of a first-class Principal Designate as this not only provides essential resource to the project but also builds the confidence of parents, carers and the community and consolidates on-going communications and admissions programmes. Please see Section F5 for a detailed explanation of how we will cover this. Chapel St utilises professionals proven in the recruitment of personnel and the creation of HR infrastructure for new schools.

**ICT:** The protracted nature of timescales for ICT procurement and the implications of undertaking this piece of work prior to the Funding Agreement will not be overlooked. Enacting the vision for ICT relies upon a detailed schedule of requirements for use in procurement. The team has access to ICT consultancy and support from proven

providers in the field and is presently considering the requirements, timeline and targets in establishing MIS systems.

We have internal capacity with our [REDACTED] – who has capacity to support the procurement process, with 12 days per year availability for ICT support for Raynes Park Community School. We also have links with an ICT Consultancy called EDICTS. [REDACTED]. By the time we need to work on ICT, Chapel St will also have a primary school open with an ICT Manager, who will also have capacity to support this primary school in Raynes Park, because as with [REDACTED] they will be responsible for only one year group at that stage. [REDACTED] and [REDACTED] Both have time to contribute to the ICT requirements as outlined in this section.

[REDACTED]

Having gone through the successful opening of our Atherton Community School in Wigan and currently in the pre-opening phase of Tyndale Community School (TCS) in Oxford, we are very aware of the input required around ICT. Key responsibilities for the Trust are around procurement of ICT contractor; liaising within the DUG context with the building contractor/sub-contractors ([REDACTED]) and ICT contractor to ensure the school's vision is delivered; supporting the delivery of hardware and software – purchasing, installation oversight and training.

[REDACTED] has availability to work on the procurement of the ICT contractor. He will be able to contribute to producing the ICT tender document and related papers; responding to clarification requests; evaluating bids; and taking part in the group moderation. If the tendering timescales are the same as in 2012, an earlier process in the autumn (2013) will mean he will be available for 3-5 days as part of his availability for this school overall.

Involvement with the Design User Group – he will share this responsibility with the new ICT Manager for TCS. Depending on how quickly a contractor/architect is appointed, there are periods of intense involvement in the DUGs (at points every 1 or 2 weeks) – which then result in detailed ICT workshops in line with the ICT Responsibilities Matrix. With [REDACTED] we have more than enough support for this work.

Purchasing/installation/training: Much of this work will be oversight and working closely with the successful contractor. [REDACTED] have more than enough capacity to fulfil this area of work, which will be later in the programme.

**EDICTS:** EdICTs have contributed to more than 30 capital build programmes, advising the Client including schools, sponsors and local authorities and suppliers including civil engineers, architects and technology / service providers. [REDACTED].

#### **Pre-Opening Grant Submissions**

The current model of Project Development Grant is something we are used to reporting on after each funding period, and we will follow any refinement of this process in line with DfE systems and procedures. We are very aware that we need to constantly review and look for value for money options.

#### **Accountancy & Financial Administration**

[REDACTED] They are therefore well placed to provide Chapel St with the accountancy

and financial administration expertise that it requires. We have also employed an assistant to help with the day-to-day finance administration for 2.5 days a week.

### **Legal**

We are currently in the process of seeking an individual with a professional background in law to serve on the Board of Directors. This will add to the current expertise held by our [REDACTED], who speaks in debates on health and education legislation in Parliament.

Chapel St uses the legal services of [REDACTED], in particular [REDACTED]. They have advised us during the process of establishing our governing documents for the Trust. and in liaising with the DfE on matters relating to the Master and Supplemental Funding Agreements into which the Trust is entering. [REDACTED] were engaged for this task following a process of tendering in which this firm demonstrated best value for money alongside expertise and experience in dealing with the establishment of Academy and Free School Trusts ([REDACTED], and [REDACTED] were the other two firms approached).

### **Implementing systems and processes from new**

As outlined in this application, the team have developed detailed project plans to ensure that new systems and processes are effectively and efficiently embedded in time for a future pre-opening 'Readiness to Open' meeting and the pre-opening inspection, with sufficient lead time allowed for procurement of uniform provision, catering, educational software, any specific reprographics equipment etc. Our project management processes are largely based on PRINCE2, which mirrors the approach by the DfE.

### **Project deliverables**

The Project outcomes and deliverables will include the following:

- The team will be led by [REDACTED] who will play a leading and active role. As cited in Section F2 – he will dedicate 2 days per month in terms of budget, but experience shows that he will allocate more than this. He has been very involved in putting the bid together.
- [REDACTED] – allocating 2 days per week in the pre-opening phase. She has been integral to putting the bid together.
- [REDACTED] – allocating 2-2.5 days per week in the pre-opening phase. [REDACTED]
- [REDACTED] will give 3-5 days per month to support strategically the financial and ICT areas of work, as well as the site/premises work when this is at its busiest.
- The team is working and collaborating with a wide range of community organisations. Rather than building exclusive partnerships with a small number of groups, the team has developed a broad range of involvement from different groups and organisations
- The team will provide the utmost expertise to ensure pre-opening tasks are undertaken diligently and in time and within the parameters of the Project Development Grant
- The team will ensure efficient progress towards Funding Agreement once a viable site has been secured and the school budget solutions agreed. We are aware of the potential for impacts to admissions, contracting and recruitment arrangements should there be delays to the signing of the Funding Agreement
- The team will work closely with the Local Authority, DfE and other stakeholders to ensure we have a robust plan to achieve the best environment to deliver a school



with a curriculum that transforms education and learning in the most appropriate facilities that demonstrate value for money

- The team will adopt rigorous project management controls and protocols, initiating Project Steering Group meetings, standard DfE management reporting, regular and timely risk assessment and budgetary controls.
- The team will instil the necessary communication/media protocols to ensure that the community is informed of developments and the school is marketed effectively. [REDACTED], with additional support from [REDACTED], will oversee this. As well as overseeing Chapel St's brand development, [REDACTED]. We have also learnt that more resource – locally – in terms of sustained marketing is critical from the moment we know that our bid is successful if we are to ensure we have a full cohort. We have plans in place to fund this work as it is absolutely essential. We will assign [REDACTED] to the project for a minimum of one day per week in order to move this forward as well as a large voluntary team.
- The team will ratify any issues associated with Land Transfer including any LA legacy/contract issues at the earliest possible stage
- The team will make sure that the pupil roll, curriculum model, accommodation schedule and financial planning are robust, with key issues and decisions subject to scrutiny from the principal stakeholders
- The team will ensure that we adopt many of the project control deliverables that are evident in our project development plan. We will report, track, and control the project using comprehensive plans and deliverables, Risk Registers and Issues Logs, budget spend profiles, records of meetings and action logs etc. We will of course communicate with DfE to the requested reporting cycle criteria, through tele-kit catch ups and termly Checkpoint meetings.

Once site options have been fully determined, a new more detailed plan will emerge, where all tasks associated with acquiring and commissioning the chosen site will be covered. It is expected that this more detailed plan will incorporate any procurement activities associated with equipping the site, and we will work in co-operation with the EFA on all site deliverables.

Having already outlined the number of Academies that the CS team have delivered, we have also successfully implemented our first Free School, Atherton Community School in Greater Manchester, and are on track with our second – Tyndale Community School in Oxford, opening September 2013. As said before, but worth repeating, the timing of this school proposal means that our project team will have capacity to take this on as these two schools will be open by then.

**Project Planning and Control:** Wherever possible, Chapel St Community Schools Trust will seek to utilise existing resources to fulfil the obligations of the project. The team will make best use of our existing networks of specialists and advisors to support and guide us through the project and to ensure that we achieve the stated outcomes, conforming to DfE guidelines. Chapel St Community Schools Trust is already supported by proficient education and project management expertise that understands the ethos, vision and values and local context and processes required to successfully open schools. We believe that the project management resource we have has sufficient credibility with the DfE having successfully opened our first Free School in Wigan and making good progress with our Tyndale free school in Oxford in the pre-opening phase.

**Draft Programme:** In sponsoring other Free Schools Chapel St has developed, with the DfE, a Critical Path to School Opening and Operation. This has been successfully used and will be developed to meet the particular needs of this proposal and community.

### **Project Steering Group**

Chapel St Community Schools Trust will appoint an experienced Project Steering Group to work with the members of the founding Local Governing Body (LGB), our community partners and the local community to establish Raynes Park Community School. This Project Steering Group will meet every six weeks and all participants have allocated sufficient capacity to contribute fully.


The Project Steering Group will provide specialist advice to the Directors, Local Governing Body and Principal Designate to ensure the effective running and success of the school. Together with the Principal (when appointed), the Project Steering Group will oversee the implementation of the school for opening in September 2014.

The Project Steering Group will include the following:



See biography above

**DfE Project Lead** for the Raynes Park Community School project.

 This Project Steering Group will work with the shadow Local Governing Body and give way to the full Local Governing Body upon the opening of Raynes Park Community School. As sponsor, the Chapel St Community Schools Trust will provide necessary support, expertise and oversight for the Local Governing Body and Senior Leadership Team. The Project Steering Group will also include representatives from community partners, King's College School, and representatives from both Merton and Kingston Local Authorities.

**Risk Register and Issues Logs:** We are aware that we will need to run a robust Risk Register and Issues Log that will be used to ensure tracking and progress of project risks and issues. These will use the usual red/amber/green headings, with low, medium and high risks identified. We will use risk workshops to engage stakeholders in the project once we have achieved application approval. The usual high-level risks are around site procurement (costs, planning and highways, and design issues); Principal Designate and other staff recruitment; and ensuring a full cohort of pupils from day one for financial sustainability.

### **F5: Recruiting a high quality principal, other staff and governors**

#### **Recruitment**

Chapel St recognises that the ultimate success of any school is premised on the capacity of its sponsors, governors and senior leaders to attract, develop, recruit and retain committed and effective staff. Over the past three years, Chapel St has found that the vision, ethos and culture of our organisation has proved highly attractive to a wide range of individuals, from those who have left senior posts in large organisations to others who have chosen to make this organisation their first place of work. With this in mind, Chapel St, along with our partners have put plans in place to recruit a high performing team of teachers and staff for Raynes Park Community School.

Chapel St Community Schools Trust has access to specialist support and advice for HR matters, as outlined in Section F4. It not only retains its own capability but accesses specialist consultancy support as required. Not only can we handle and manage recruitment with an experienced team we can also ensure that all legislative and statutory objectives are fulfilled.

There are many important factors that we have already considered and once the application is approved we can progress a number of initiatives to secure the right staff for such a fantastic opportunity. Fully appreciating that this is a new school with no existing staff, we do recognise the need to mitigate risks involved in recruiting sufficiently and in a timely manner. Importantly, we are wholly aware of the crucial timescales associated with recruitment given a Free School project of this nature and the potential for delays in achieving Funding Agreement.

Our rationale and objectives that support us to recruit effectively are as follows.

As this is a new school, Raynes Park Community School will not have the complex negotiations and workload aligned with TUPE arrangements of predecessor school staff. However, the converse is true that recruitment of new staff will be from scratch. We are confident that this is a manageable risk for the following reasons, which include key selling points that we will exploit:

- The number of staff being recruited will be small because of the progressive nature of the growth of the school over a number of years
- Because of the wealth of support for the Raynes Park Community School, there will be local professionals who are keen to work for the school
- The geographical location is helpful because of easy access to major areas of the country
- There will be kudos in working with Raynes Park Community School given its intended partnering arrangements
- Strong links with Roehampton University and training colleges give opportunities for newly-qualified teachers who may thrive in a new set up
- Local agencies and networks within London and beyond to recruit suitable staff
- Future Leaders – we have good contacts here which we are beginning to explore
- Advertising – in Times Educational Supplement and other publications as appropriate.

Key selling points are:

- Our ethos of inclusion – School of Religious Character – highly regarded and wanted by parents and carers
- New school – someone can be a part of building a school from scratch providing a rare opportunity to put their ‘stamp’ on something that is dynamic
- Ability to collaborate with and learn from outstanding local educational leaders such as faculty at Roehampton University, staff at King's College School and staff from other schools.

We understand that we would need to recruit our teaching and administration staff by 31<sup>st</sup> May at the latest in order for them to give notice if serving in a school. Our PD would need to be recruited by 31<sup>st</sup> January if serving in a school. We would prefer to recruit at

Easter in order to attract the best staff. Our preference would be to have a Principal Designate on board as early as possible (budget and opportunity allowing) so that key decisions that have to be made are being led by our Principal.

### **Recruitment of the right Principal**

The recruitment of an experienced and capable Principal is critical to the success of the school. Consistent, efficient, inspirational and visionary leadership will play a very large part in this success. We believe that Raynes Park Community School provides a rare leadership opportunity and an exciting prospect for a new leader to help us deliver a vital resource for the whole community. Ideally, we require the Principal Designate to be appointed in sufficient time that they can be in place for at least a part of two terms before opening. We understand that this is a challenging task and places great emphasis upon a timely approval of the application. As soon as approval is given, we will work on developing adverts, job descriptions, and person specifications, as well as all the interview plans that we have previously developed in order that we can start the recruitment process as soon as possible. We would aim to advertise in September in order to meet the deadline for a serving head's resignation, which is the 31<sup>st</sup> January. This would ensure that we would have a full-time Principal Designate by Easter 2014. In an ideal situation, we would have some access to the Principal Designate in January, in order to support key tasks.

#### *Key qualities and experience will be required of the successful Principal:*

The Principal will become a recognised leader serving the community, drawing together stakeholders from the private, public, voluntary and faith-based sectors to contribute to the life of the school and enabling Raynes Park Community School to become a hub of community learning, regeneration and success.

More specifically they will have the following:

#### *Training and Qualifications*

- Bachelor's Degree
- Master's Degree (ideally)
- National Professional Qualification for Head Teachers (ideally).

#### *Experience of teaching and school leadership*

- A minimum of 2 years' outstanding teaching in an urban school setting in an economically deprived area with demonstrated exemplary results (ideally)
- At least two years of whole school leadership in a school in an area of deprivation with evidence of having made a major impact on standards and leading whole school improvement
- Experience in effectively leading a robust performance management system monitoring, evaluating and reviewing performance of teaching and support staff
- Ability to consistently model outstanding teaching and learning
- Ability to evaluate instructional programmes and teaching effectiveness with evidence of successful strategies to improve pupil performance
- Ability to work with diverse student body and staff
- Ability to ensure the implementation of effective business systems that ensure proper stewardship of school funds
- Ability to analyse assessment data to inform self-evaluation and action planning

for further school improvement.

*Personal skills and attributes*

- A deep passion for social justice and equity for all children; a belief that all students can achieve at the highest levels, regardless of demography or background
- A love for children and an ability to build nurturing relationships with them and their families
- A commitment to the authentic expression of Christian faith in life and work and regularly able to lead acts of prayer and worship as part of school life
- A deep passion and commitment to offering lifelong learning (including their own), raising aspirations and developing opportunities for the entire local community
- The ability to exercise excellent judgment in decision making
- A strategic thinker and proactive problem-solver
- A team player
- Excellent communication, public relations and interpersonal skills.

*Professional knowledge and understanding*

- Can effectively balance the larger vision and plan for the school with ensuring the day-to-day operations are sound
- Knowledge in the recruitment, selection, training and supervision of personnel
- Knowledge of efficient, supportive and robust systems for monitoring and performance management
- Knowledge and understanding of principles of outstanding inclusion and differentiation
- Understanding of all safeguarding and child protection practice including vetting of volunteers in the school
- Awareness and understanding of current practice and policy development in education, especially in SEN(D), Early Years Foundation Stage and Key Stage 2 assessment
- Understanding of school improvement as a continuous cycle, within all levels of leadership
- Knowledge of and excitement about Project Based Learning.

Chapel St will be robust in its recruitment procedures and will not depend on one way of recruiting as the project implementation timeline will be compromised if we cannot recruit effectively the first time. We require a Principal Designate in place full-time for at least one term before opening in September 2014, budget and opportunity permitting. We understand that we are not able to enter any contractual arrangements prior to Funding Agreement without discussion with the DfE.

The need to successfully recruit a Principal Designate before opening is critical in generating real community belief that the school will actually happen! There is a significant increase in participation and admissions interest when this is the case.

The Principal Designate will play a key and crucial role in:

- Driving up admissions interest and being a key figurehead throughout the Consultation and Marketing activities
- Finalising the Education Brief and compiling the School Development Plan prior to

#### ‘Sign Off’

- Supporting the project team in asserting accommodation requirements from an educational perspective
- Starting work to enable a credible development of the MIS
- Developing policies and procedures for the school – including ensuring health and safety and CRB checks are complete
- Interviewing and recruiting staff
- Developing the prospectus for the following year
- Overseeing all day-to-day operational plans (such as schemes of work) and ensuring these are in place.
- Being involved in the DUGs and making sure that the building is fit-for-purpose from the perspective of educational vision and delivery.

The process we expect to take would be as follows, although timescales and available funding will dictate which elements we are able to achieve:

- Meet the sponsor event (publicised in the TES, through the LA, websites and other vehicles) – where the CEO from Chapel St explains the vision, ethos, educational strategy and the Raynes Park Community School local context, as well as what Chapel St would be like as their long-term employer. Potential employees would have the opportunity to meet others involved in Chapel St and the local partners and ask any questions they may have face to face. Recruitment packs would be available at the event
- Advertisements in the TES – at least 2 – of a sufficient size not to be missed – highlighting the opportunity. People could obtain packs on-line via the school and other websites. We would also consider local publications and websites, particularly as this is a primary context
- Consider using agencies such as TES Prime Service, Hays or Veritas – although we would go through a procurement process for this
- Contacting leadership development organisations such as Teach First, NCSL, Future Leaders, and the New Schools Network. This would be especially useful for direct contacts for other senior leaders and teaching staff. We will require experienced staff initially
- Recruitment via LA and other local contacts
- Establishing a recruitment panel, including a representative from the LA, DfE, sponsor reps, other educational experts and pupils – as well as our own Local Governing Body and Board of Directors
- Recruitment packs to include – school background and local context, sponsor vision and ethos, educational strategy and pedagogy, data, working and living in Raynes Park, job description and person specification, how to apply, equality and diversity form
- The short-listing and interview process will be managed through a point-scoring system to ensure equitability
- Interview – 2 days and to include the following:
  - a Welcome by sponsor and explanation of the organisation and school in brief
  - b Group session with all candidates to indicate ability to work as part of a team
  - c Data analysis task
  - d Critical incident interview – what was their best response to such an

- incident and their worst and what they learnt
- e Panel interviews – Curriculum/teaching and learning; leadership and management
  - f Student interview – asking their pre-prepared questions in front of the main panel who simply observe the dynamic between each candidate and the pupils. The pupils would then give feedback afterwards on each of the candidates in their view. We will seek to work with another primary school on this
  - g Day 2 candidates only – presentation on agreed strategic subject – ethos, leadership and educationally led
  - h Media interview – to see how they would cope under this pressure and scrutiny – being able to think quickly on their feet
  - i Lesson observation – on line if not able to set up in a school.
  - j Ideally a visit to the locality - candidates may need to arrange this independently
  - k We would refer to references to confirm that we had made the right appointment decision, and would make sure all safeguarding checks are made.

### **Recruiting other staff**

Chapel St has experience of recruiting staff both for teaching and support roles. The limited budget available through pre-opening funding means that we have to adopt a 'best value' approach to recruitment and whilst we will have to advertise for some positions we will place emphasis upon networks to reduce costs. We will access best possible local resources, work with our partners to offer career development opportunities and make good use of available Advanced Skills Teachers (ASTs). The gradual build of pupil roll enables us to recruit the right people on a progressive basis and ensure that we can select the best candidates to support the exacting standards that will be required.

As identified in our staffing structure, the following staff will be required:

- Teaching staff – 2 reception class teachers - to be recruited to start in August 2014
- Teaching Assistants – 2 - to be recruited to start in September 2014
- Lunchtime supervisors – 2 – to be recruited to start in September 2014
- Business and Operations Manager – to be recruited to start July 2014
- ICT Manager – part-time – to be recruited to start July/August 2014
- Site Manager – to be recruited to start July/August 2014
- Administrator/receptionist – to be recruited to start September 2014

Catering and cleaning will be outsourced – and HR and Marketing/PR will be supported from Chapel St. As we grow year on year, required staff have been detailed on our staffing structure and we will employ in readiness for each new intake.

We will use the following methods and resources to make the positions known.

- National (budget permitting) – TES; e-teach (better value for money and more appropriate for those not at SLT level); direct contact with teacher training institutions
- Local - Wimbledon Guardian; Community website (local schools use this for

teaching and support staff and there are agencies via this who can be helpful); Merton Council's 'Job News' which is circulated through all the schools via email

*Newly Qualified Teachers (NQTs)* – although we are keen to explore this area in later years, we believe that it is prudent to recruit highly experienced staff to get this new school off to a good start. We do want to create opportunities for young and enthusiastic staff and will have a determined continuing professional development route for our staff.

It is important to note that because the nature of Free Schools and Academies will provide independence from the Local Authorities, this can lead staff to feeling isolated.

We realise that staff that thrive the best are those who are proactive and courageous and find new ways of achieving the best outcomes in an entrepreneurial way. That said, Chapel St will provide support in every area of the school by central staff providing a safety net of expertise, guidance and experience. Our close working relationship with partners and the Local Governing Body will also play a significant role in supporting the Principal and staff in the early phases. We are also developing a family of schools and will proactively share resources and expertise with our schools in Atherton and Oxford.

A good example of where centralised support will be practical and helpful is when we look to recruit a suitable Business and Operations Manager for the school. Our Chapel St Finance Director will have strategic oversight to support that role and along with the project team, ensure that all systems and processes become embedded straight away.

Ideally, our Business and Operations Manager will also have experience in private enterprise, of Ltd companies, school budgets and VAT. The Business and Operations Manager does not necessarily need an accountancy qualification but is expected to have knowledge and experience. Again, the oversight of the Local Governing Body is important in providing early guidance, leadership and support.

### **Recruiting the Local Governing Body**

Recruitment to the Governing Body will be timed in accordance with statutory requirements and to fulfil objectives for supporting pre-opening and post-opening phases of the project. The process of recruitment of governors to the Local Governing Body includes a range of processes:

- Identification by the Board of Directors and CEO of the range of skills required to maintain a suitably qualified, experienced and equipped LGB
- A continuing process of auditing skills to ensure that appropriate balance is maintained within the LGB
- Identification of specific individuals who may be suitable and available will be conducted through consideration of networks of individuals who will be invited to informally express interest. Initially such individuals are most likely to be identified within or through the partner organisations of RPCC.
- As the LGB grows we may seek opportunities to advertise vacancies within the community and ask for applications from suitably interested individuals.
- Parent representatives on the LGB will initially be nominated and selected by the Board of Directors, in accordance with our governing Articles, though this approach will be reviewed prior to the opening of the proposed school in 2014.
- Discussions with defined members of the LGB will outline the role that they would be adopting (supported by Role Descriptors for the LGB).
- If individuals are satisfied that they can make a relevant contribution to the LGB, then their appointment will be ratified by the Board of Directors who are



empowered to appoint members of the LGB

A significant part of the work already undertaken has been to identify the roles of the Local Governing Body and many of the actual Local Governors for this school (see above section F1) all of whom understand the vision and are prepared to commit time to fulfil their roles. We will ensure that we have the necessary skills and experience to support the vision of the school. The Governing Body will be supported by a Clerk and receive the resources and training required to fulfil the role.

Our Local Governing Body will have the pre-requisite skills and experience to:

- Provide fiduciary control (in accordance with best practice and EFA guidelines)
- Oversee progress of the education vision and school development plan
- Ensure a healthy and safe environment
- Bring legal expertise and manage risk
- Ensure that the best people are recommended for recruitment.

### **Human Resource Policies & Procedures**

We understand that there are HR policies which need to be provided to meet legal requirements and we already have access to some current best practice examples.

These are as follows:

- Pay & remuneration
- Disciplinary
- Data protection
- Dignity at Work and Anti-harassment
- Grievance
- Appraisal
- Capability
- Whistle blowing
- Equality & Diversity
- Recruitment & Selection
- Safeguarding
- Health and Safety.

We are also committed to producing other policies including:

Access to student records	Admissions arrangements	SEN, Exclusions, Behaviour, Inclusion
Anti-bullying	Assessment recording reporting	Charging and remissions
Child protection and training	Communications with parents and carers	Crisis management
Staff - Performance management	Electronic communications	Staff – CPD
Exclusions and appeals	First Aid & Health and Safety, Medical treatment of pupils	Gifted and Talented

Home-school agreement, Homework	PSHE, Sex and relationships	RS/Collective worship
Risk management	Staff - Disciplinary proc & code of conduct	Off-site and residential
Teaching and learning, Schemes of work	Staff - Relations with staff associations	Scheme of delegated authority

We intend to demonstrate that the safety of our pupils, staff and the local community accessing our school is of paramount importance. We will take every precaution necessary to make sure that no harm comes to anyone at our school, through effective policies, procedures and practises and a robust approach to bullying issues.

We will make sure we have all other school policies required in place in readiness for the pre-opening 'sign off' inspection by Ofsted in the summer before opening.

We will liaise with our partner organisations, our secondary Free School in Atherton and, our proposed primary Free School, in Oxford as well as using other best practice models, to develop our own policies for the school. We would note that the central Board of Chapel St has approved a suite of central policies which are currently adopted within Atherton Community School, and which will be reviewed in the summer term 2013. We understand that it is best practice to get our policies recognised and can do so either via local union representatives or at a national level and we are working towards the best approach to conducting such discussions. Initial policy development will rest with the central Board, and all schools will appropriate these policies into local procedures and activities.

We will focus on good continuing professional development, talent management, succession planning as well as robust and developed HR policies and procedures.

**Terms and conditions:** We intend to issue contracts to staff with terms and conditions in accordance with the Burgundy book (teachers' pay and conditions) or the Green book (NJC support staff), as well as confirming information such as adherence to directed time (hours worked) for teaching staff and agreement on hours for support staff; salary; annual leave etc.

**Pensions:** We intend to follow the agreed pension schemes for teaching staff and we understand that we are committed to following the employers' contributions for teachers which at present is 14.1%. We will also offer the opportunity for support staff to be registered onto a Local Government Pension Scheme. We are aware that we need to make sure we don't have any inherited liabilities but as there is no TUPE involved in this school this is unlikely to be the case. We will subscribe to the Local Government Pension Scheme as Employers to keep updated on changes in pension scheme arrangements.

**CRB:** We intend to secure an 'umbrella body' under which we can make sure all CRB paperwork is professionally and legally produced. Chapel St currently works with SAFEcic to provide CRB checks. We will want to make sure that any future registration enables us to deal with electronic CRBs and have a cost-effective operation.

In terms of the Chair of the Local Governing Body, CRB disclosures will be applied for through the DfE system, in addition to Chapel St obtaining our own CRB checks.

**Centrally and locally provided systems:** Payroll system – we currently provide payroll services centrally in liaison with a payroll accountant. We will this year review this system to move to the best solution which will be locally managed and centrally purchased. This may mean retaining our current processes for payroll services, but we may decide that procurement of the services of an organisation like Strictly Education may be a good starting point given they are a bespoke educational system. We will look to use the Financial Management System as part of the SIMS suite.

Chapel St's central HR support system will provide a Single Central Record which can link into the payroll system

- *Recruitment* – we would expect the school to manage all recruitment except for key senior positions where Chapel St would need to be involved
- *Litigation/tribunals* should they ever arise – we will procure from the DfE insurance framework in order to contain this risk

### **Conclusions**

Chapel St, in conjunction with our partners, looks forward to the opportunity to develop a high-performing team that is capable of turning this proposal, and the aspiration of many families in Merton and North East Kingston into a reality.



## Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

### H1 Premises

#### Site selection

Fundamental to the vision of the Raynes Park Community School is that it has a fit-for-purpose site that is capable of delivering the educational vision. Members of the project team have been assessing site options and have conducted an appraisal of known available local sites. The team themselves have had considerable input from the Local Authority officers in Kingston and Merton and their input has been incorporated into this section. The selection of possible sites has taken into account the views of the respective authorities with regards to greatest need, likely availability and suitability in delivering the vision and ethos of the school. In addition,

To help understand the type of building we would be seeking, we have brought together an accommodation schedule (based on BB99, less 5-10%) to match the needs of a 2FE primary setting. This has been helpful in enabling us to focus our search upon sites and buildings that could accommodate a minimum of some 1200 m<sup>2</sup> of learning space (15 classrooms), a hall space of up to 150 m<sup>2</sup>, staff accommodation and storage of some 225 m<sup>2</sup>.

In our search for sites we have used our local knowledge as well as databases and property marketing materials to review potential site opportunities. Our local team have 'walked the streets' as well as made use of property and asset databases. The search so far, has been predominantly in the Merton and Kingston areas and in the KT3 and SW20 postcode but we have also taken time to consider other adjacent postcode areas. What is important to this process is to be able to map and match potential sites against travel routes, areas of need, areas of parent demand, admissions criteria and knowing what is available (or could be). At all times we have maintained a 'distance' from commercial agents as per the guidance and have not entered into dialogue.

In conducting our searches, we have thought long and hard about location and suitability but, most importantly, we have considered 'value for money' and therefore deliverability against demand. We do understand that a commercial property with high rental or leasing costs is less attractive than an unused (or under-utilised) site that is owned by the Local Authority that may be available for a 'peppercorn' rent. We also recognise that limitation of available capital funding would mean that refurbishment of an existing facility is more attractive than a new building.

**Contingency:** Throughout the search, we have been mindful of the limited timescales and have thought clearly about the potential need for 'interim' or 'temporary' accommodation arrangements. However, realistically our focus has been upon permanent site locations as we felt that the September 2014 opening should allow sufficient time to be able to secure and ready a permanent site. The five site

examples provided could be used as a temporary location should timescales for completion of a site not be achievable.

**Demand:** We are aware from data collected and shown in the Evidence of Demand section that there is a long-term requirement for school places for this area.

The school will have a total of 420 pupils across the 4-11 age range (Reception Year to Year 6) - a 2FE primary school. The school will grow incrementally, with an intake of 60 into the Reception Year in 2013, and growing by 60 primary places in each subsequent year. All the sites outlined are positioned to serve the large number of families on the border of Merton and Kingston that are currently most restricted in their choice of local schools.

Phase	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60

To provide for this number and age range of pupils, it is estimated that the school will require a minimum of 2,100 m<sup>2</sup>, to deliver the proposed curriculum model. While the school has a clear curriculum offer, the school requires standard generic primary classrooms, with only limited specialist accommodation (e.g. Food, Science, D&T, ICT, PE) and core spaces such as a hall and dining areas. We envisage a flexible use of room spaces wherever possible. Should we end up with a site with smaller rooms we will approach this with flexible timetabling and effective use of smaller spaces for leaning.

**Site Search:** The local project team have undertaken an extensive but discreet site search across the priority area of SW20 and KT3 and into adjacent postcodes as appropriate. Local Authority officers have provided good detail on available site options and this has been extremely helpful. Having reviewed many options, a total of five sites have been reviewed as being worth more detailed investigation. However, mindful of the DfE and New Schools Network guidance, we have made it clear which of these would be our top two recommendations.

#### Preferred options and rationale

As stated, the original listing of potential sites was rationalised to the following five site scenarios. Chapel St and our partners, in liaison with the respective Local Authorities have prioritised Sites 1 and 2 ( [REDACTED] and [REDACTED] ) as our preferred options. The former, in [REDACTED] would serve a community that has never had its own Primary School and as such would not encroach on other local primary schools. We anticipate that the latter, on the border of the boroughs, while still in a prime situation for the project would offer better value of money in terms of refurbishment. We have taken a pragmatic and realistic approach and have thus focused upon likely deliverability, location and affordability.

#### Details of sites

### Site option 1

We believe that the [REDACTED] is one of our favoured options of our list of targets. It is also a preferred location of the Local Authority.

**Address:** [REDACTED], New Malden, [REDACTED]

We believe this is a D2 classified building which was formerly home to [REDACTED]. The site was acquired by [REDACTED] and is currently in the care of [REDACTED] acting on their client's behalf. The site is 8.33 hectares in total and has been unoccupied for some considerable time and appears in a derelict condition (unused for more than 10 years). This once prestigious venue although unusable in its current condition offers a significant amount of space but will need probably a new building or an extensive refurbishment / major renovation. The site has excellent road access and has sufficient driveway space; and is well situated on the border of LB Kingston and Merton and is therefore perfectly located to match local demand. [REDACTED]. Bus access is limited but there is a bus route that uses [REDACTED]

The current owner has sought planning permission for development of the site to provide housing and then a cemetery but each time requests have been declined. We are unable to gain a true value for the site but it has been suggested that it would be in the best interests of the current owner to accept an offer if one were made. We believe a change of use from D2 to D1 would be required.

The site is clearly larger than is needed by the Free School but is mainly comprised of playing field area. Indeed, the external areas are much bigger than most school sites. We are unaware of any covenants that may be restrictive but believe the land to be deemed as [REDACTED]. The site has a trainline that backs onto the fields and a gas storage tower on the other side of the trainline. The area around the site has relatively little residential housing around the site and it is adjacent to other playing field areas (as used by Fulham Football Club).

The existing buildings on site are not large enough to accommodate the school and would need extension. A modular solution may well offer the best value for money and the most practicable solution. The site once developed would be perfect to accommodate the curriculum and would provide a unique opportunity to design the new building around the needs of the school and in a growing community that has never benefitted from its own primary school.

In summary, we believe this site could offer real value for money but the cost of refurbishment or rebuild could be expensive.

### Site option 2 – [REDACTED]

We believe that the [REDACTED] to be our other favoured option from the current list of sites. Like the [REDACTED], it is also a preferred location of the Local Authority.

**Address:** [REDACTED], Raynes Park, [REDACTED]

The [REDACTED] is a vacant 1990's self-contained secure unit comprising an area of 1.40 hectares (3.5 acres) and is arranged in an L-shape. The property provides two elements: an office building over ground, first and second floor; and a stand-alone industrial unit. It is currently designated as a B1 site and would therefore require

reclassifying for D2 use. The site is located on the borders of Merton and Kingston and overlooks [REDACTED]. The building is considered to be in good condition [REDACTED]. We would not expect that there would be any significant Health and Safety issues at the site once commissioned.

The site is owned by the [REDACTED]. The freeholder is stated as [REDACTED] and is subsequently managed by [REDACTED]. We believe that the owner is seeking to lease the site but has been attempting to do this for the last 3 years. It has been reported that the site was recently offered to a local community organisation for low rent but still remains unoccupied. It would appear that an offer to purchase the site may be beneficial to the owner.

In its former use the site was set up to cater for a large number of employees. A feature of this was that there still remains a fully equipped kitchen area that would be ideal (with some refurbishment) for school use. The site is well lit with air-conditioning, has good sound proofing and is larger than is needed both internally and externally. Internal area = 56,860 sq ft. Internal space was mainly office space with minimal circulation (offices being adjacent to each other).

There is a large amount of external space and the site is opposite the playing fields of Raynes Park High School although this would have to be accessed through the existing underpass. To the rear of the building there is adequate play space that is not overlooked.

The site would be ideal if there were other community focused tenants. The premises would require refurbishment/remodelling. We are told that there are no restrictive covenants that would prohibit the use of the site as a school and there are no designated areas of Metropolitan Open Land. The site is situated on a number of bus routes and can be accessed by foot. Parking and car access would require some thought but there is an existing slip road from the A3.

We believe this site has great potential for school use but could be expensive to remodel/refurbish.

### **Site option 3 – [REDACTED]**

The [REDACTED] building would be our third choice at this stage. This site was suggested to us through our contacts with the [REDACTED].

### **Address: [REDACTED]**

This building is currently classified as B1 and was the site of a former plastics factory that was purchased and demolished by the current owner [REDACTED] in the UK. It remains vacant and the owner has unsuccessfully attempted to gain planning permission for housing or storage. The site is large enough for the proposed Raynes Park Community School and with the buildings already demolished would be considered as a 'brown-field' site opportunity. The site is located in Merton about 1 mile from the Kingston border. It is close to Raynes Park railway station and is well serviced by shops and bus routes.

A new build would be required of course subject to change of use to D1. The size of the site means that there could easily be room to accommodate transport



requirements, drop off points etc.

**Site option 4 – [REDACTED]**

The [REDACTED] building would be our fourth choice at this stage. This arose as a suggested site in discussion with the local authorities.

**Address:** [REDACTED], New Malden, [REDACTED]

The site is still currently in use as a [REDACTED]. It is due to be de-commissioned and the large area of the site would mean that it could be converted into a school. This is a publicly owned facility that would require some significant extension to accommodate the number of classrooms required. The site is situated on the Kingston side of the A3 but is still technically in Merton. We consider this to be the site that is least matched for the desired catchment area and it is not situated particularly close to housing.

The [REDACTED] is busy but is served well by bus routes. Sufficient space on the site is available to support drop-off points etc. There is an existing primary school opposite.

**Site option 5 – [REDACTED]**

The [REDACTED] building would be our least preferred choice. The site is a [REDACTED] which is still in good condition but with limited space.

**Address:** [REDACTED], London, [REDACTED]

We believe the building to be classified for A4 use. It is owned by [REDACTED]. The building is vacant and the present owner has twice attempted to get planning permission for residential, retail and commercial space.

The site is the smallest site we have selected and the development of a 2FE school would require some intelligent and innovative design. The site is located in Raynes Park and is on a main road that joins Wimbledon and Kingston. It is well situated to a large number of families who reside in an area that has the greatest shortfall of places. The site has good public transport access but we would expect challenges in supporting vehicle drop off points. Our research has shown that there is a culvert running through the external space that would ultimately impact upon the ability to build on site.

**Capital costs**

We understand that there are different site options to be progressed. We fully understand that any investment in the site would be subject to a value-for-money exercise.

Based on a formulaic approach, determined by the planned pupil number and assumptions about the extent of remodel / refurbishment of existing accommodation and any new build requirement we can only model likely scenarios. The capital costs for this application cannot be fully determined at this stage.

In terms of the construction and F&E budgets, the Raynes Park Community School team will support the development schemes that offer value for money and minimises capital expenditure. We will continue to reflect this approach in the curriculum model. Every attempt will be made to minimise capital expenditure where possible. For example, procuring used rather than new furniture will be considered and discussions held with the LA or others about the potential to use any legacy furniture or equipment, if they meet Health and Safety Regulations.

The cost of ICT infrastructure works will depend on the level of infrastructure within any existing buildings; however, previous benchmark costs per pupil can be used for planning purposes. In terms of capital expenditure on ICT, we understand that EFA will help us deliver an initial cost model for ICT hardware and software that would meet the school's needs. We understand that this allocation will be less than [REDACTED] per pupil, and we will work to refine this further.

**Procurement Strategy for Site Works:**

At this stage it is assumed that any building works will be procured and delivered via the [REDACTED], with the procurement managed by the [REDACTED].

As stated above, for a September 2014 opening, a temporary or interim solution may be required based on any constraining procurement timeline. This can be confirmed once site options become clearer.

In conclusion, we are convinced that the sites above would provide the Raynes Park Community School with a location and space necessary to develop a school that transforms the lives of children, families and the community.