

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: 60 Queens Road, Reading, RG1 4BS		
3.	Email address: [REDACTED]		
4.	Telephone number: 01189021602		
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. Yes		
-6.	If Yes, please provide more details: [REDACTED]		
7.	How you would describe your group: <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" 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 </td> </tr> </table>		<input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" 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
	<input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" 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:		
9.	Is your group seeking to open more than one Free School application in this round? Yes		
10.	If Yes, please provide more details: <ul style="list-style-type: none"> • Evendons Primary School (Wokingham) • The WREN (Reading) 		
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? Yes		
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: <i>Lycee Charles De Gaulle</i> has offered input and advice into our Education Plan for the teaching of French Literacy for Primary School aged children, as well as examples of French State (<i>Education Nationale</i>) curriculum requirements for French Literacy and Language lesson, as well as French language mathematics, history and geography curricula. If our application is successful, the Lycee will offer opportunities for teacher training and professional development in French language classroom instruction and lesson planning as well as advice and feedback on the Francophone elements of our curricula.		

Details of company limited by guarantee	
13.	Company name: CfBT Schools Trust
14.	Company address: 60 Queens Road, Reading, RG1 4BS
15.	Company registration number and date when company was incorporated: Company registration number: 7468210 Date of incorporation: 13/12/2010
16.	Does the company run any existing schools, including any Free Schools? Yes
17.	<p>If Yes, please provide details:</p> <p>CfBT Schools Trust Academies/Free Schools</p> <p><u>Free Schools</u></p> <ul style="list-style-type: none"> • All Saints Junior School • Oakbank • Enfield Heights Academy <p><u>Academies</u></p> <ul style="list-style-type: none"> • Oxford Spires Academy • Meadow Park Academy • Benjamin Adlard School • Danum Academy • Boston West Academy • Ely College • Mount Street Academy • Queensbury • Stamford Queen Eleanor's School • The Deepings • Grampian Primary School • Sir John Glead School (from 1/1/13) <p>CfBT Education Trust Academies/Independent schools</p> <ul style="list-style-type: none"> • St Mark's Academy • Kings Monkton • International School Cape Town • St Andrews • Danesfield Manor • Langley Manor Preparatory School • Oakfield Preparatory School
<p>Company members</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.	Please confirm the total number of company members: Two
19.	Please provide the name of each member below (add more rows if necessary):
	CfBT Education Trust is one member. The chair of CfBT Schools Trust is the other.

	In common with the other academies in CfBT Schools Trust, Bromley Bilingual Primary School will have a Local Governing Body with certain powers delegated to it from the Board of CfBT Schools Trust.	
Company directors		
The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.		
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name:	██████████ ██████████
	2. Name:	██████████
	3. Name:	██████████
	4. Name:	██████████
	5. Name:	██████████
	6. Name:	██████████
21.	Please provide the name of the proposed chair of the governing body, if known: Not known at this stage.	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>CfBT Schools Trust is a UK based subsidiary of CfBT Education Trust Company No. 867944 Charity No. 270901</p> <p>CfBT Education Trust's involvement in the Bromley Bilingual Primary School will be subject to the Tripartite Agreement signed between CfBT Education Trust, CfBT Schools Trust and the Department in December 2010.</p>	

	<p>Other UK registered active subsidiaries of CfBT Education Trust are as follows:</p> <ul style="list-style-type: none"> CfBT Advice and Guidance Ltd Company No. 3370728 Charity No. 270901-1 This constituent charity will have no direct input to the management of the Free School Kings Monkton School This is an independent school based in Cardiff. Company Number:894179 Charity No 525759 This associated charity will have no direct input to the management of the Free School St Mark’s Church of England Academy Trust Company Number: 5875416 CfBT co-sponsor since 2006, lead sponsor since October 2011 URN 134003 This associated charity will have no direct input to the management of the Free School 	
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). None</p>	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	

32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>CfBT Schools Trust is a Multi-Academy Trust (Company Registration Number: 7468210) offering academies and free schools the ability to maximise the freedoms and benefits that academy status brings without the isolation of being an individual trust. As a Trust our Vision is to create a collaborative family of schools which inspire learners towards personal and academic excellence.</p> <p>Our Mission is to enable children and young people to achieve excellent outcomes.</p> <p>Our Guiding Principles are that:</p> <ul style="list-style-type: none"> • schools use evidence-based practice and data to ensure that measurable outcomes are met or exceeded; • high performing schools within the Trust have substantial levels of autonomy. Where evidence indicates that a school requires support we will challenge and, if necessary, intervene; • we use powerful methods of professional learning including action research and school-to-school improvement support; • we believe in recruiting and retaining the best staff and encourage our schools to take a global view of learning, drawing upon the resources of our international networks. <p>Our Values include:</p> <ul style="list-style-type: none"> • excellence in learning outcomes, our people and our solutions; • integrity in the way we build trust and bring purpose to our work as an education charity; • accountability through rigorous and transparent assessment of our performance. <p>CST has been involved in the DfE Free School Programme since its inception in 2010. In 2011 we were responsible for opening one of the first 24 Free Schools in the country: All Saints Junior School, an inclusive 1FE Junior school situated in the heart of Reading. In 2012, we opened a further two schools: Oakbank an inclusive 4FE secondary school in the west of Wokingham; and Enfield Heights Academy a 1FE, inclusive, Christian ethos primary school in north London. In 2013 CST will be opening Abacus Belsize Primary School, a secular 1FE primary school in Camden and Judith Kerr Primary School, a 2FE bilingual (German/English) primary school in south London (Southwark).</p> <p>In addition to these Free Schools twelve Academies are also members of CfBT Schools Trust, which was established in 2011, with more schools currently in conversion. See response to Q17 above for list of current Trust schools. Through CfBT Schools Trust academies and free</p>
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	<p>schools enjoy the security of collaborative working in order to raise standards and narrow the gap whilst divesting themselves of some of the risk associated with going it alone. The Trust works on collective shared responsibility, providing a supportive framework for weaker schools while allowing outstanding and good schools to continue operating independently.</p> <p>CfBT Schools Trust is a subsidiary of CfBT Education Trust; one of the world's largest educational charities. With more than 40 years' experience delivering educational consultancy and interventions which make a difference to the lives of learners worldwide CfBT Education Trust offers its expertise in school effectiveness and improvement to the Trust.</p>
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<p>Please tick to confirm that you have included all the items in the checklist.</p>	<p>√</p>
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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: Chair of company / ~~Member of company~~ (please delete as appropriate).

Print name: ██████████

Date: 28/11/12

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

Section B: Outline of the school

1.	Proposed school name:	Bromley Bilingual Primary School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	4-11
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	Mixed
6.	Will your proposed school include boarding? 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. No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	Not applicable
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	Not applicable
11.	If you have a preferred site, please give details, including the post code:	Vacant listed building and grounds [REDACTED] Bromley, Kent [REDACTED]
12.	Please tell us how you found this site:	Through site visits to locations of interest currently on market and/or vacant (November and December 2012) near Bromley Town and good proximity to bus and rail links.
13.	Is the site:	The site is a private building.

14	If you have not identified a site yet, please tell us the postcode of your preferred location:	Our preferred site, if not the above, would be in or near Bromley town and within short walking distance of key public transport links, as further explained in Section E: Evidence of Demand and Section H: Premises.
15.	Local authority in which the proposed school would be situated:	Bromley
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Greenwich, Southwark, Lewisham. Neighbouring Wards of Croydon and Bexley would be within 45 minute journey time by scheduled public transport from our preferred site.
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

Section C: Education Vision

Ci. Introduction

The Bromley Bilingual Primary School will be an inclusive, non-denominational, bilingual primary school teaching children aged 4 to 11 in English and French. The school will open in Bromley in September 2014, depending on securing suitable premises.

The Bromley Bilingual Primary School will offer a unique service to parents and communities in Bromley which are underpinned by our beliefs in inclusiveness and academic excellence and the real value to children's academic potential and life chances that arise from bilingual education. All children will be welcome at our schools and we will strive for a diverse intake, reflecting our local community. The school will:

- teach bilingually in English and French through immersion;
- focus on academic excellence in English, French, mathematics and science. We will measure our success against national standards;
- provide pupils with an excellent preparation for secondary education;
- develop our pupil's extraordinary cultural capital through a rich and broad curriculum and extensive community engagement. We understand a bilingual education to include a deep understanding and appreciation of both French and British culture as well as of the wide diversity of cultures and customs that make up contemporary life in Britain;
- promote tolerance and cultural exchange, guiding children to become responsible citizens in later life;
- help our children become rounded, happy and confident individuals and achieve their true academic potential in a friendly and disciplined school.

Our distinct dual language approach means that the school will prioritise the development of children's ability to communicate in English and French at a comparable skill level; this means they will listen, speak, read and write to the same level and we will achieve this for our pupils through our total immersion approach to curriculum delivery. Total immersion means French and English will be the medium of classroom instruction to help foster bilingualism in all our pupils by building their communicative competency and language proficiency in both languages every single school day and ensure all our pupils develop the cognitive advantages to bilingualism. Key studies have found real, discernible benefits in literacy¹ and memory² skills and 'social perceptiveness'³ for bilingual children compared to their monolingual peers.

¹ Bialystok E (2005). *Bilingualism, Biliteracy and Learning to Read: Interactions Among Languages and Writing Systems*. *Scientific Studies of Reading* 9 , 43-61.

² R Kormi-Nouri, S. M. (2003). *Episodic and semantic memory in bilingual and monolingual children*. *Scandinavian Journal of Psychology* 4 , 47-54.

³ Markman. (2011). *Young Bilingual children's heightened sensitivity to referential cues*. *Journal of Cognition and Development* 12 , 12-31.

In practice, our pupils will study mathematics, science, history, geography and other key (Foundation) subjects in both languages to help build verbal and written fluency in both languages, and ensure as an absolute minimum that all our pupils achieve Level 4 in English and mathematics (English as the language of examination) at the end of Key Stage 2.

No other state funded primary school in south east London offers a total immersion approach to learning French and we strongly believe that this approach which underpinning our curriculum and education vision, offers something both new and of real need to local parents and children.

A great strength of our bilingual school will be its ability to draw on the richness of wider Francophone culture. Significant numbers of children in this part of south east London speaks French as a first or home language as well as English (see Section E1 for levels of responses by francophone families to our survey to establish demand). For some of them their family origins are in the wider French-speaking world, e.g. West Africa, the French Caribbean, and Vietnam. These countries have a wealth of children's literature, songs and games that will all contribute to extending the linguistic and cultural horizons of all children and teachers within the school. We are committed to recognising, fostering and valuing the fact that French is spoken not only in metropolitan France. It is, like English, a world language that supports and influences a wide and diverse range of rich and dynamic cultures.

The bilingual school has been promoted by a parent and teacher group from south east London and is being sponsored by CfBT Schools Trust (CST). The strong relationship between CfBT and the Bromley Bilingual Primary School parent-promoter group, is based on genuinely shared objectives and a strong working partnership approach.

As part of the CfBT Schools Trust (CST) the Bromley Bilingual Primary School will also benefit from CfBT's experience of running a group of fee-paying schools, free schools and academies, and will have ongoing support from a growing family of CST schools. As one of the earliest proposers of a Free School, CfBT understands its responsibility to deliver excellence, and everything it does is underpinned by the highest standards, accountabilities and expectations. Between us we will settle for nothing less than a leading example of a free school. We are also ambitious to ensure this school's resounding success, learning the lessons from CST's successful implementation of the Judith Kerr Primary School (A German-English Bilingual School, opening in south London for September 2013).

The parent proposer group have also established partnerships with other bilingual specialists, and gained the support of the *Ecole Wix*, a bilingual primary school in Wandsworth established in 2006, as a partnership between the London Borough of Wandsworth and the Lycee Francais.

The [REDACTED] and the [REDACTED] have offered their assistance to Bromley Bilingual Primary School in: developing a robust education plan for the School; sharing their experience in pupil

assessment in a bilingual setting; and offering potential teacher exchanges and joint training. The proposers also have the support of the University of Exeter's Education Faculty and representatives of the parent group have joined the University's Bilingual Education Network and Forum.

Members of the proposer group have set up and lead two successful 'Not for Profit' French language Saturday Schools, Ecole Tricolore Schools in Bromley, which opened in 2012 and La Marelle in Dartford, which opened 2009. This successful experiences and the lessons learned from the set up, growing demand and operation of these schools will inform our approach to engaging with our local communities and establishing the Bromley Bilingual Primary School as a credible, popular primary school that addresses parent's needs for more local choice in primary education with a focus on academic rigour and immersive languages teaching.

Cii. Rationale for School - Evidence of Educational Need

South east London comprises the six London boroughs of Bexley, Bromley, Greenwich, Lewisham, Lambeth and Southwark and is home to a growing and diverse population. Whilst there are areas of relative affluence, focussed mainly in Lambeth, Bromley and Southwark, the region contains some of the most deprived communities in the UK. Its population currently stands at 1,568,000 and is set to grow by 1.7% by 2018.

Bromley Borough has the largest land area of any London Borough and acts as a key public transport hub with the inner London Boroughs of Lambeth, Lewisham and Southwark. The growing young population across inner and outer south east London will need new and innovative education provisions.

Bromley Council's own projections in its 2012 'Primary School Development Plan' conclude that by 2014, Bromley Council will be unable to provide every child resident in Bromley starting Reception in 2014 with a Reception primary school place⁴. Bromley Council also acknowledges that all Bromley primary schools received more applications than available Reception pupil places for the 2012 school year (London Borough of Bromley, 2012)⁵. More widely London Councils also project a total shortfall for the whole of London of 70,000 permanent school places by 2014/15, with 11,000 children from Reception to Year 2 being taught in temporary class rooms⁶ and with a short fall of 18,300 Reception places by 2014. Bromley Council has already requested all primary schools viewed by the Council as having the potential to establish additional Reception forms in 2011 and 2012 to do so⁷. Even with

⁴ London Borough of Bromley. (2012). *Primary School Development Plan*.

⁵ London Borough of Bromley. (2012). *Starting Primary Education in Bromley 2013*.

⁶ London Councils. (n.d.). *70,000 shortfall in school places press release*. Retrieved from <http://www.londoncouncils.gov.uk/news/current/pressdetail.htm?pk=1281>

⁷ London Borough of Bromley. (2010). *Children and Young People Portfolio Holder Review of Primary School Development Plan Outcomes*.

this addition to Reception capacity from the 2012 school year, there remains a projected shortfall of 329 pupil places in reception capacity from the projected number of 4 year olds resident in Bromley Borough by September 2014⁸.

Bromley Borough has historically also attracted significant numbers of applications for Reception pupil places from residents in neighbouring boroughs, particularly in the western planning areas of Bromley, which adds to the primary school place crisis.

It must be acknowledged that in the face of significant social deprivation in inner and outer south east London, the quality of school provision is currently good: in Bromley, the average KS2 results for 2012 were better than, or in line with the national average, with 83% of pupils reaching Level 4 in both English and mathematics⁹. This relatively strong performance is sometimes not recognised because the excellent schools are small in number and heavily over-subscribed, and often faith schools, which apply specific admission criteria.

Table 1: Local Primary School 2012 Admissions and KS2 Performance

	St Joseph's RC	Bickley Primary	St George's CE	Valley Primary	St Mark's CE	Raglan Primary
Distance from Bromley Town Centre	0.6 miles	1.6 miles	1.9 miles	1.9 miles	2.2 miles	3.1 miles
2012 Catchment Distance	Church	0.2 Miles	1.6 miles	0.4 Miles	Church	0.3 Miles
Faith School?	Yes	No	Yes	No	Yes	No
Faith based Admissions?	Yes	No	No	No	Yes	No
% Pupils eligible for FSM	5.3%	6.3%	15.4%	17.5%	5.2%	6.5%
% EAL Pupils	7.8%	8.8%	12.0%	26.2%	8.8%	3.8%
% Pupils SEN or School Action Plus	6.2%	5.1%	8.9%	6.2%	5.9%	12.9%
Current Ofsted Rating	Good	Good	Satisfactory	Outstanding	Good	Good
2012 KS2 L4 attainment in both English and Maths	100%	84%	79%	92%	79%	84%
2012 KS2 L5 attainment in both English and Maths	59%	50%	24%	48%	34%	29%

⁸ London Borough of Bromley. (2012). *Primary School Development Plan*.

⁹ Department for Education (2012, December). *KS2 2012 Results*. Retrieved from <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=305&superview=pri>

Currently, Bromley, with 22% of primary schools currently rated outstanding by Ofsted, is in line with the London wide average proportion for outstanding primary schools¹⁰.

Of these 16 outstanding primary schools, 50% of these are faith schools (with selective admission criteria) which is consistent London trends¹¹. (Marsden, 2012) Parents consequently feel they are limited to their choices of primary schools given the restraints on accessing outstanding education in Bromley and across south east London.

The links between Free School Meals and greater risk of low attainment have been well documented. Given that between 11.4% of primary school pupils in Bromley receive Free School Meals¹² (Department for Education, 2012), the need for high quality teaching and learning is particularly high across south east London. The take up of Free School Meals averages 7% for outstanding primary schools in Bromley, and 2.5% for outstanding faith schools in Bromley borough¹³. Reports such as 'Getting in Early: Primary Schools and Early Intervention' published by the Smith Institute and the Centre for Social Justice¹⁴ argue that children from deprived homes struggle to communicate when they start school - with lasting detrimental effects for them and society. With our focus on language and cross-cultural communication, we aim to give everyone a better start. Certainly there is a need, not only for more primary school places, but for places in outstanding schools in Bromley.

The need for increased primary school places in Bromley and parental needs for greater access to outstanding education, the current barriers to access outstanding primary schools and the local parent and community support for bilingual teaching creates a perfect opportunity for our innovative and differentiated primary schooling in this part of London. We strongly believe we can help address this unsatisfied demand for inclusive, high quality places and immersive language learning by setting up the Bromley Bilingual Primary School.

¹⁰ Ofsted. (2012, December). *Dataview*.

Retrieved from Regional and Local Authority breakdown of inspection results:
[Dataview.ofsted.gov.uk/](http://dataview.ofsted.gov.uk/)

¹¹ Marsden, S. (2012, December). *Primary school league tables 2012: Faith schools account for 6 out of 10 top scoring primaries*.

Retrieved from The Telegraph:

www.telegraph.co.uk/education/leaguetales/9743057/Primary-school-league-tables-2012-faith-schools-account-for-six-out-of-ten-top-scoring-primaries

¹² Department for Education. (2012, December). *Table 16 - Number of Students taking Free School Meals by Local Authority*.

Retrieved from <http://www.education.gov.uk/rsgateway/DB/SFR/s001012/sfr12-2011fsm.xls>

¹³ Department for Education. (2012, December). *Primary School Key Stage 2 Performance Tables for 2012*. Retrieved from

www.education.gov.uk/schools/performance/download/pdf305_ks2.pdf

¹⁴ Goss, J. (2008). *Getting in early: primary schools and early intervention*. The Smith Institute and the Centre for Social Justice.

Summary

1. Bromley has a shortage of places now, which will get significantly worse by 2014.
 2. This situation is replicated across south east London, and pressure on neighbouring boroughs means Bromley cannot 'export' the problem through reliance on out of borough schools.
 3. While primary schools in Bromley, on average reach national L4 levels, for the best schools parents have to 'pray or pay' to access them.
 4. Modern languages teaching does not exist in any real way in English primary schools, and Bromley is consistent with this trend.
- Our school therefore provides a solution for all these needs in Bromley.

Ciii. Educational Vision

The Bromley Bilingual Primary School will give all pupils a strong basis for academic achievement. In order to provide all our children with the highest levels of attention and tuition, we will aim for two classes of 25 (i.e. 50 children) per year. Based on our parent surveys we expect applications to exceed that level in each year (see Section E) In our first year, our ideal intake will be 50 pupils in Reception, 25 in Year 1 and 25 in Year 2 due to expected demand with the level of support showing one form reception being oversubscribed for 2014 and 2015, although we will consider initially opening as a one form entry school for Reception in 2014, if demand is sufficient to show over subscription for one form but not for two.

The vision of the Bromley Bilingual Primary School is divided into four key values, all founded on a commitment to bilingual teaching, outstanding education, and engagement with the community.

- A. Language for Learning
- B. Academic Excellence
- C. A community in a community
- D. Languages connects people

A. Language for Learning

We believe the benefits of a bilingual education provide children with a head start in life. Early exposure to languages assists language learning and has life-long benefits. International evidence has shown that the outcomes¹⁵ from bilingual schooling are at least as good as monolingual schools, with children typically reaching similar literacy levels in two languages as attained at the same stage in monolingual settings. Studies have also shown that bilingual students perform at least as well in mathematics as monolingual students. Research shows that children exposed to different languages become more

¹⁵ E Bialystok, G. L. (2005). Bilingualism, Biliteracy and Learning to Read: Interactions Among Languages and Writing Systems. *Scientific Studies of Reading* 9 , 43-61.

aware of cultural difference and nuance. They can also show better concentration levels, increased capacity to 'multitask', and stronger reading than monolinguals. The importance of acquiring languages early is recognised in current best practice and well structured programmes offer real gains without significant extra resource inputs.

The ambient language of the school - for example at the reception desk, in the playground, or at lunch - will be predominantly French to encourage children to think of the language as a medium of everyday speech - just as English is likely to be the medium of communication outside school. Notices and posters will be bilingual to encourage this.

The Bromley Bilingual Primary School is committed to providing an outstanding education to its pupils. We believe in the importance of immersion to ensure bilingualism. Consequently the language of instruction will be well balanced between French and English within a dual language teaching system based on Content and Language Integrated Learning method (CLIL)¹⁶ detailed in Section D. We will follow and teach the National Curriculum through two languages of instruction, and will focus on excellent teaching of core subjects to ensure pupils achieve in line with, and above, national expectations as in most maintained schools. We are committed to securing the foundations of lifelong learning (reading, writing, and numerical literacy) for each pupil. Indeed pupils will receive 50 minutes to an hour of Literacy and Numeracy each day in both French and English instruction (see D1 and D2 for greater detail)

Whilst we are determined to guarantee high standards in the core disciplines (in both English and French) through precise teaching methodologies and sharply focused assessment processes, we want a broad offer with lesson time in areas such as music, PE, art, humanities and science, and potentially other modern foreign languages. Foundation subjects will be taught in both languages in inspiring and engaging cross-curricular lessons.

B. Academic excellence

We want our school to be consistently ranked 'outstanding' by Ofsted, and to be recognised for offering a superb academic start in life. Our school will be uncompromising in its pursuit of excellence - academic and personal. We know that a school is only as good as its teachers and leaders. Therefore, we will recruit a Headteacher who is committed to the vision, someone who will inspire and lead the staff to successfully deliver the curriculum in both languages to the highest of standards. The Headteacher will be expected to speak both French and English and be responsible for ensuring the Bromley Bilingual Primary School provides an outstanding education.

Similarly, we plan to recruit teachers who identify with our Free School's values, and who have the capability and determination to provide outstanding

¹⁶ CILT The National Centre for Languages. (n.d.). *Content and Language Integrated Learning*. Retrieved from www.cilt.org.uk

lessons every day. While we value experience, particularly a history of working in bilingual backgrounds, we will provide promising young teachers with support and opportunities for development. We will employ fluent speakers of French and English from a variety of backgrounds, and bilingual teachers where possible, with the basic requirement that all staff be excellent classroom practitioners. We aspire to a structure where teachers work on a 20% reduced timetable (rather than traditional 10%) to plan, prepare and assess work together in order to produce highly effective and engaging lessons when delivering the curriculum.

We are committed to using robust assessment systems to provide highly individualised support to pupils. Assessment for learning will take place in classrooms to inform teachers of the next steps in teaching; diagnostic assessment will be expected to engage pupils in a dialogue about their progress; formative assessment will provide teachers, the Headteacher, the Governing body, and parents about the learning journey of each pupil.

Children having difficulty with either language will be supported by highly individualised learning, additional adult support, booster groups and differentiated resourcing created by the teachers and teaching assistants who know the child well. Special Educational Needs support will be developed and provided by the SENDCo and any teaching assistants who work closely with children, including statemented pupils. Those who are already comfortable in two languages or advance quickly will be stretched further, by going into greater depths in subjects, translating work, or moving through the curriculum at a faster pace.

We will create opportunities for all our pupils to transfer to the secondary school that best caters for their needs and abilities. In addition to transfer to mainstream secondary school, they will gain access to specialist language academies, selective state schools, schools overseas, and competitive bursaries in the independent sector. The academic training we offer our children will radically improve their options for higher and further education.

C. A community within the community

The care and development of children is our highest duty and central to our vision. Our pupils will acquire a strong sense of personal responsibility in society. Classes will be small and tight-knit, where teachers will get to know every child as an individual and nurture him or her through their school career. With two forms of entry, our school will have the flexibility to cater for all needs and provide excellent material and teaching resources. The Bromley Bilingual Primary School will use weekly assemblies, dynamic PSHE and RE lessons and multi-agency support (where necessary) to promote pupils' personal development and sense of personal responsibility.

We will make a point of ensuring lunchtime is an opportunity for pupils and staff to sit together and discuss matters in a calm and engaging way. Children and staff should be able to take a well-prepared, healthy cooked meal but as budgets and the capacity to manage a catering facility may be limited in the early years we will initially provide a healthy lunch box only. We will also put in

place a School Council to ensure the Pupil Voice is heard. We will encourage non-academic pursuits and we will foster appreciation of all the arts and creative expression as a core part of our curriculum. We will seek sponsorship specifically to equip the school for these activities (such as the French Embassy, Institute Francais and local sporting clubs and sport federations with a strong Anglo-French following) and ask staff to bring their own passions to activities such as school choirs, plays and sports clubs. One of the most significant factors in determining children's educational outcomes is the degree and effectiveness of parental involvement in their learning. This is crucial in a bilingual setting and parental and community engagement will be fundamental to the school's success. Therefore we expect to be in closer touch with our parent community than is usual in schools. Partnership between school, parents and the community will drive quality and continuing improvement at our school. To do this, The Bromley Bilingual Primary School will sponsor a Parents, Teachers, and Friends Association (PTFA) to connect with families and supporters in the wider community, both for fund-raising and community activities.

D. Language connects people

Our children will leave school as superb communicators, with the confidence to express themselves in the wider world. We aim to educate children to be responsible citizens with well-informed, bold, enquiring and creative minds. A solid, balanced, comparative study of the societies and traditions of Britain and major French-speaking nations will help our pupils, whatever their other cultural or ethnic backgrounds, become self-aware and culturally sensitive throughout their lives as they encounter the cultures of the world.

Children will be treated with and expected to show respect, moral understanding, tolerance, teamwork, self-discipline, and self-belief. We will expect pupils to use these skills to engage and contribute to the community. The Bromley Bilingual Primary School will not only be for parents and pupils, but will form a key part of the community. The founding parents are a group of local people with a stake in making their area the best it can be. We believe that successful schools are beacons to surrounding communities, sharing with and open to the wider population.

Our school community will look outwards and be socially active. We shall foster links with parents, other schools including Ecole Wix, businesses, cultural organisations such as the Institut Francais and French Saturday Schools and other French community groups, and public institutions to provide the widest possible experience and range of opportunities for our children. We want to build on these to ensure pupils have excellent enrichment opportunities, and will draw on the support of the promoter group and other parents to deliver this.

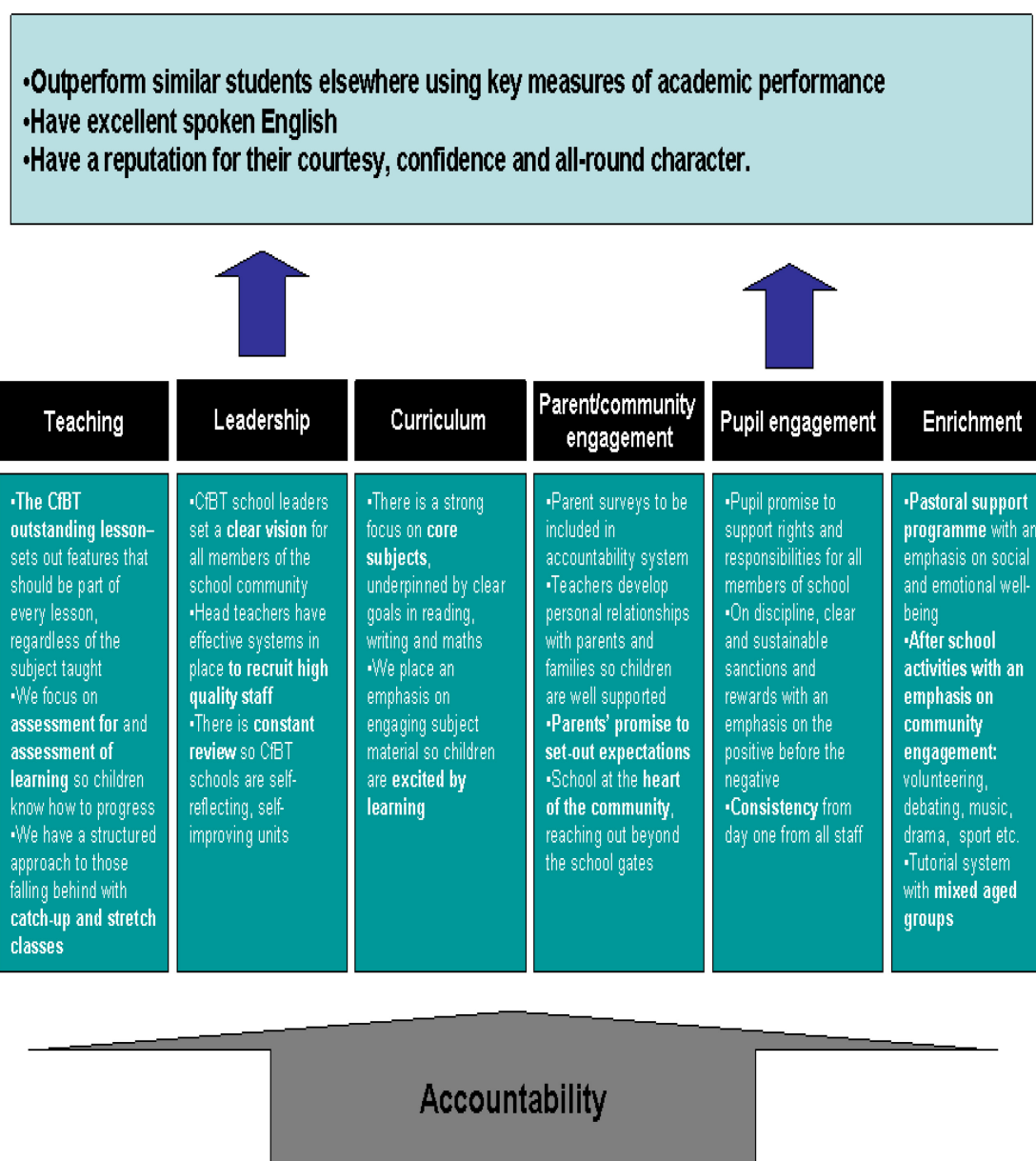
Equally, we will contribute to local community, possibly by creating out-of-school opportunities for families to learn and practise their French language (or, with sufficient demand, English) through partnership with Not for Profit French Language and Saturday Schools and join in the cultural activities children learn about in class, as well as offering appropriate facilities to

Francophone community groups. We will also make good use of the school as a community hub with opportunities for local groups to hire and use our space, and enter into discussion with established 'Not for Profit' French Saturday schools and cultural groups, such as Ecole Tricolore and La Marelle for the use of our premises on weekends and during school holidays.

CfBT School Design

These four values will be underpinned by the six pillars of CfBT's School Design, proven to drive school effectiveness in teaching, learning and enrichment.

CfBT School Design Pillars schematic



In 2007 CfBT commissioned [REDACTED] to conduct extensive research to highlight the key features of unusually effective government schools around the world¹⁷. CfBT has since translated these features into the CfBT School Design - a set of core processes that schools need to get right. The six pillars are: teaching, leadership, curriculum, parental/community engagement, discipline and enrichment. We will strive to implement and develop best practice in each of the six areas to ensure pupils in our Free School receive an outstanding education. (For more detail see Appendix C1.)

Civ. Benefits of Bilingualism

There are strong educational and developmental reasons for exposing children to second or further languages early. The skills they acquire in primary school will remain with them throughout their lives¹⁸.

Studies evaluating early immersion programmes conclude:

- there is no lag in comprehension and expression skills in either language taught in early immersion bilingual schools, compared with English-monolingual schools¹⁹;
- second language proficiency is better than that achieved in traditional foreign language programmes. Early second language literacy is key to retention and development in later life²⁰;
- total immersion children score as highly as monolingual children in mainstream schools in maths and science, even when those subjects have been taught in their second language²¹;
- with increasing years of schooling, pupils taught in immersion programmes tend to surpass those in monolingual programmes on IQ measures, suggesting that ability in two languages has a positive effect on IQ values²².

For these reasons we passionately believe that modern languages, whether European, Asian, or African, should be represented in our schools at the earliest opportunity. The numbers of pupils studying modern languages, particularly French, have suffered a long-term decline. Less than one in

¹⁷ Sammons, P. (2007). *School Effectiveness and Equity: Making Connections*. CfBT.

¹⁸ Bialystok, E. (2001). *Bilingualism in Development, Language, Literacy and Cognition*. CUP

¹⁹ Markman. (2011). *Young Bilingual children's heightened sensitivity to referential cues*. *Journal of Cognition and Development* 12 , 12-31

²⁰ Bialystok, E. (2005). *Bilingualism, Biliteracy and Learning to Read: Interactions Among Languages and Writing Systems*. *Scientific Studies of Reading* 9 , 43-61

²¹ Markman, W. Y. (2011). *Young Bilingual children's heightened sensitivity to referential cues*. *Journal of Cognition and Development* 12 , 12-31

²² Kormi-Nouri. R. (2003). *Episodic and semantic memory in bilingual and monolingual children*. *Scandinavian Journal of Psychology* 4 , 47-54

twenty of A-level papers sat in 2011 were in French, a fall from one in ten in 1996²³. Our emphasis on language is in line with the strategic priorities of the Department for Education as the Government has repeatedly stressed the many benefits of early language education and made foreign languages teaching mandatory in primary schools²⁴.

There are also pragmatic reasons to value an education in English and French. English is the dominant language of business, IT, science, popular culture, and international affairs. Precisely because of this, it is especially important for British children to engage with other cultural influences, which can best be undertaken through language. French is the third most common native language of Europe with an estimated 72 million native speakers²⁵. Demographic projections also forecast the global number of native French speakers to increase to 650 million by 2050²⁶. We believe that deeper social, cultural and economic exchange will benefit Britain, France and Francophone countries alike.

South east London is urban, and the outer London boroughs are socially diverse areas, with the 2011 Bromley Joint Strategic Needs Assessment showing Bromley schools as having an average Black and Minority Ethnic population of 26.5%²⁷. Naturally in such an area there are many languages in play and we expect to enrol three types of pupils:

- bilingual French-English speakers;
- monolingual speakers (French or English or another language);
- or multilingual speakers (who may speak neither French nor English).

There are currently very few English-French bilingual schools outside of the Independent sector in England, with the exception of the three inner London schools established by the Lycee Francais in partnership with Wandsworth, Ealing and Hammersmith and Fulham Councils but the support we have gained indicate a strong and enthusiastic demand for the school we propose to form. Our initial survey results (See Section E1) our supporters range from families with French (and other Francophone country) connections (many of whom are already networked in nursery groups and clubs) and families with no bilingual background.

²³ CILT The National Centre for Languages. (2011). *Take up of A level languages hold steady*. Retrieved from www.cilt.org.uk.

²⁴ Department for Education. (2010, August). *Modern Languages and the National Curriculum*. Retrieved from www.primarylanguages.org.uk: www.primarylanguages.org.uk/home/news_articles/dfes_statement.aspx

²⁵ European Commission. (2012). *Europeans and their languages*. European Commission.

²⁶ Marcoux, R. (2005). La Francophonie de demain? Essai de mesure demographique d'ici 2050. *Bulletin De Liaison Du Reseau Demographie* 22, 2-4.

²⁷ NHS Bromley. (2011). *Bromley Joint Strategic Needs Assessment*. NHS Bromley & London Borough of Bromley

Most of our support is in south east London, but we have also received enthusiastic backing from across London and the south east with some people saying they would move to be closer to the school. As section E demonstrates, reception demand established since September 2012 is currently 132% of capacity in the first year for one form entry and 66% for opening as a two form entry school. Given our school's unique learning approach, and the notable interest in south east London in bilingual education opportunities, we are convinced that on approval, interest in the school will soar further and the school will quickly become oversubscribed.

Our proposal has been warmly supported by the Institute Francais (the French equivalent of the British Council), and the French Embassy, both of whom have offered advocacy and other resources to us.

All the above demonstrate the enthusiasm and the determination to implement bilingual curriculum models that provide outstanding teaching and learning. Certainly there appears to be a growing movement for increased specialist language provision in education, and success for the Bromley Bilingual Primary School could have a positive impact on this. It would give us the authority to campaign for earlier language provision, encourage other schools to enhance their language teaching, provide practical advice, and drive up standards for all.

A growing body of pupils leaving primary school already fluent in one or more modern languages will induce secondary schools to become more innovative and flexible in their MFL provision, starting earlier, and achieving higher proficiency levels. We believe such an impact would also encourage pupils to take up languages at GCSE and further education level as CILT research confirms that currently fewer than 4% of UK pupils are gaining a higher level qualification in languages²⁸.

In the future, we would therefore want to reuse our experience by starting a network of innovative primary and secondary schools linked by a common passion for early language teaching to underpin both academic excellence and social and cultural understanding. Greater size and momentum would bring gains in procurement, governance, quality assurance, parent recognition, recruitment, training, and funding. All of which would lead to greater numbers of pupils with additional language skills, providing the UK with a more highly skilled, and therefore competitive, workforce in the future. Our organisational vision is to be the one of the key building block in a mutually sustaining federation of bilingual schools in Britain, building on the success of the CfBT partnership family of free schools and the example of the Judith Kerr Primary School.

²⁸ CILT. (2011, June). *A level figures show languages in need of promotion*. Retrieved from www.cilt.org.uk

Challenges

Despite the evidence espousing the benefits of bilingualism, and the significant support we have received, we acknowledge that there are challenges that may affect the success of The Bromley Bilingual Primary School. Challenges that arise from teaching in the urban multi-cultured environments of large cities include:

- enrolling multi-lingual children, with high numbers of English as Another/Additional Language pupils;
- relatively high pupil mobility.

While these challenges face many maintained schools working in the urban multi-cultured environment, such issues are compounded when setting up a bilingual primary school.

Multi lingualism -We acknowledge the issues that having such a diverse school population may bring, but our Free School will draw on our staff's knowledge of teaching using English as an Additional Language, French as an Additional Language, and SEN methods to overcome these. We will have policies for both EAL and SEN support and have an extensive list of resources to cater for all pupils (see section D4 for more detail). We believe this will prepare staff to provide high quality, appropriate support for these children, and enable them to achieve to the best of their ability. As we acknowledge, south east London is urban, and Bromley is a diverse borough and we fully expect this diversity to be reflected in our intake, and the languages our pupils speak at home.

Pupil mobility- Where a child moves into or changes school at times other than the normal points at which children start or finish their education, has been proven to impact greatly on a child's learning, and London has been identified as an area of the UK where pupil mobility is the most prominent²⁹. The greatest challenge for the Bromley Bilingual Primary School is not that highly mobile pupils may not attain in line with national expectations - because this is something that outstanding teaching and support can overcome. Instead, the difficulty is that pupils may move in or out of the school, for various reasons, without completing a full primary school cycle. We must, therefore, provide these pupils with either the support to integrate fully with their new bilingual environment, or to move to another school with the skills necessary for an easy transition. Our approach to this is described in Section D4, and draws on the outstanding teaching of staff, and EAL and SEN strategies and resources.

We believe these strategies will provide the new pupils with the support needed to learn French- at any point of entry into our Free School - while continuing to make the progress they would have in their previous monolingual school. Should a pupil continue to struggle we will prioritise their English literacy for the simple reason that they will need to reach Level 4 in Y6

²⁹ Cook. C. (2011, November). *School overcrowding and Free Schools*. Retrieved from Financial Times: <http://ft.com/cms/s/0/7fa26634-8527-11e0-871e-001144feadc0.html#axzz1igEmU7Mi>

in order to progress in secondary school. While we do not believe we cannot cater for monolingual children who don't speak French or English, we have to accept there may be exceptional circumstances, after exhausting all strategies for support and intervention, when a pupil would benefit from returning to monolingual schooling. However, this is a situation we will strive to avoid through our use of the CfBT School Design and recruitment of outstanding teaching staff.

Section D: Educational Plan

D1. Curriculum and organisation of learning

D1i. Curriculum approach

Nationally recognised curriculum with flexibility to meet pupils' needs and develop age-appropriate knowledge and competency in two languages (English and French).

The National Curriculum will be tailored to the needs of our pupils and to allow for the delivery of its basic content through the vehicle of two languages. This dual language approach is based on the principles of Content and Language Integrated Learning (CLIL) methodology, a model supported by the European Commission³⁰. Fundamental features of CLIL teaching include:

- teachers who are specialists in their own discipline (primary teaching) over language teaching;
- teachers who are fluent speakers of the target languages (here, French and English);
- pupils gaining new knowledge of national curriculum subjects while using and learning the new languages (French and English);
- lessons centred over the subject content, not language learning³¹.

At the Bromley Bilingual Primary School there will be a focus on all pupils achieving competency in Literacy (English) and Numeracy in line with national expectations, and both verbal fluency and literacy in French to C1 Level as assessed against the Common European Framework³². See Section D5 for more details.

Our Reception year curriculum will be devised with the Early Learning Goals³³ in mind. All children will be supported and guided in their primary learning through a dual language teaching and learning system which nurtures communication skills and potential fluency in French and English across the four skill areas of Listening, Speaking, Reading and Writing. Fundamental to achieving this will be the development of a dual language environment, welcoming children from a variety of different cultural and linguistic backgrounds. This will include children who are:

- monolingual (predominantly English first language speakers);

³⁰ European Commission, Action Plan to Promote Language Learning and Linguistic Diversity 2004-2006, 2003 is one such example of CLIL promotion

³¹ CILT. *Content and Language Integrated Learning* Retrieved from www.cilt.org.uk

³² Council of Europe. (n.d.). *Common European Framework of Reference for Languages: Learning, Teaching*. Retrieved from http://www.coe.int/t/dg4/linguistic/cadre_en.asp

³³ Department for Education. *National Strategies*. Retrieved from: <http://nationalstrategies.standards.dcsf.gov.uk/eyfs/site/requirements/learning/goals.htm>

- developing bilingual skills or are already able to communicate well in spoken French and English;
- from a multilingual, though non-French and limited (conceivably non-) English speaking background.

Our distinct dual language approach means that the school will prioritise the development of children's ability to communicate in English and French at a comparable skill level; this means they will listen, speak, read and write to the same level. It is expected that some children will require additional support or extra challenge so that they can achieve their personal best outcomes across these four skill areas (see section D2 for details).

We are clear that children will all need to establish and demonstrate a good understanding of spoken and written English prior to developing their written skills in French. In addition to the four key skills, the opportunity to learn content across the subject areas in two languages will also encourage the investigation and comparison of cultural similarities and differences. This will support the children in their developing ability to empathise with people from different cultures.

At the Bromley Bilingual Primary School all children will take part in language learning activities appropriate to their ability and ages. This process will begin with a core focus in the Reception Year on children mastering a phonic system, such as Ruth Miskin's Read Write Inc Programme³⁴, and transferring this knowledge to pupils' understanding of and ability to use confidently and accurately French phoneme-grapheme links. Depending on the ability of each cohort, and of the children individually, we would expect to start with phonics in English. This learning process will be built upon systematically by all teachers to ensure that the transfer of these particular skills developed through a strong phonics based approach will allow pupils to develop competent and confident acquisition of both spoken and written French appropriate to their linguistic and cognitive levels.

It is anticipated that the usual intake of pupils will be a mix of bilingual, monolingual or non-French multilingual children, which will be reflected in the methods we use to expose them to the French language, (however, as explained below the first year's intake may be exceptional in their French-English proficiency). Where there are children who already demonstrate a good grasp of the French phonic system we will encourage them in small groups or as individuals to work alongside the teacher or the French speaking class Teaching Assistant to begin to apply the skills of phoneme-grapheme transfer to reading in the target language from mid Reception Year onwards and simple writing skills in Year One.

D1ii. Improving outcomes for learners

We recognise the importance of developing successful learners, confident individuals and responsible citizens. We believe that by nurturing and inspiring

³⁴ Ruth Miskin Literacy, <http://www.ruthmiskinliteracy.com/>

our pupils we will allow them to flourish, particularly in languages and cultural awareness. Encouraging children to learn creatively they acquire these key life skills - perseverance, independence, communication, motivation, flexibility, team work, empathy and respect. Adopting a “recipe for success” for teaching and learning which ensures parity across school, our outstanding curriculum I be based around discrete NC subjects delivered in both English and French will be at the heart of the school's drive to ensure high standards. The school will also:

- apply tried and tested whole class teaching methodologies, promoted through very specific continued professional development (CPD) for our teachers, informed by the CfBT School Design;
- let teachers revisit topics as they see fit and make their own decisions about when individuals are ready to move on from a concept;
- adopt a rigorous approach to the teaching of phonics (e.g. Ruth Miskin’s Read Write Inc, or Jolly Phonics), reading, grammar, spelling as a matter of course every day;
- handwriting and key mathematical facts as a matter of course every day;
- run teacher-led booster, intervention and extension classes for certain children to ensure they are making progress to the best of their ability;
- have a structured approach to regular visitors and visits including residential experiences;
- ensure homework is tailored to the needs of the individual child with the focus being on reading especially in the early years;
- establish strong home school communications via a regular updated journal which will also act as communication and information flow between parents and teachers;
- work with parents to promote home learning particularly reading.

Research shows that the single most important thing a parent can do to help their child's education is to read with them.

Pupil Profile

Based on the statistics below we would expect a similar level of EAL and SEN children to attend the Bromley Bilingual Primary School. We will make the necessary adjustments to the curriculum (e.g. access to additional support staff, differentiated lesson planning, alternative resources) to ensure equality of access and where appropriate will liaise with the relevant Council Support Staff. We would also hope the focus on languages and communication at Bromley Bilingual Primary School will particularly assist children with additional needs by providing a creative solution to learning and access to the curriculum.

We will aim to ensure all pupils achieve a level 4 in English and mathematics as a minimum (unless the specific nature of their SEN makes this unrealistic) and for 50% of pupils to achieve a level 5 or higher.

The following tables show the average profile of the pupils that were at KS2 at the five local schools in 2012 (source: DfE Performance tables)

	St Joseph's RC	Bickley Primary	St George's CE	Valley Primary	St Mark's CE	Raglan Primary
Distance from Bromley Town Centre	0.6 miles	1.6 miles	1.9 miles	1.9 miles	2.2 miles	3.1 miles
2012 Catchment Distance	Church	0.2 Miles	1.6 miles	0.4 Miles	Church	0.3 Miles
Faith School?	Yes	No	Yes	No	Yes	No
Faith based Admissions?	Yes	No	No	No	Yes	No
% Pupils eligible for FSM	5.3%	6.3%	15.4%	17.5%	5.2%	6.5%
% EAL Pupils	7.8%	8.8%	12.0%	26.2%	8.8%	3.8%
% Pupils SEN or School Action Plus	6.2%	5.1%	8.9%	6.2%	5.9%	12.9%
Current Ofsted Rating	Good	Good	Satisfactory	Outstanding	Good	Good
2012 KS2 L4 attainment in both English and Maths	100%	84%	79%	92%	79%	84%
2012 KS2 L5 attainment in both English and Maths	59%	50%	24%	48%	34%	29%

D1iii. Transition

Bromley Bilingual Primary School will have co-ordinated practices for transition between year groups and indeed for children entering the school at any point in their school experience. To ensure this, the role of Transition Manager(s) will be identified within the staffing structure.

Key elements of transition support will be:

- systems and structures to support the wellbeing of every child, e.g. a peer buddy system;
- use of family support workers, as required;
- clear information about expectations for each year group for children and parents;
- particular attention will be paid at transition times to children with additional needs e.g. Photo-books and extra visits;
- staff availability at the beginning and end of each day for feedback to parents/carers.

Transition from Nursery / Home to School

We are fully committed to the welfare of each child. Discussions with parents and carers will go beyond academic achievement and focus on areas such as routines, interests, family unit, and relevant medical information alongside any additional needs in order to have a rounded view of the whole child. Timescales for transition will be variable to meet the individual needs of the child.

Establishing good relationships with all of the local nursery settings such as the Burnt Ash and Bellingham Children's Centres and local day care nurseries, will ensure that transition into our school is well managed and smooth. Visits to the school and from school staff to different local feeder settings will strengthen and secure our knowledge of the children.

We will take the following steps to ensure that both the child and parents feel confident, informed, happy and relaxed about coming to the Bromley Bilingual Primary School during our reaching out parents and the local community during the school's establishment phase (see Section E2 for our outreach strategy) and, then at least annually to align with Bromley Council and neighbouring Local Authorities primary admissions window. To support the children and parents starting at the school:

- we will hold an information meeting for parents/carers prior to their child attending;
- we will provide an information pack (including school prospectus) for all prospective parents;
- we will hold individual private meetings with each parent/carer and the class teacher;
- our staff will visit local pre-schools prior to the new intake to allow the children to meet them and for the staff to observe the children in familiar surroundings;
- we will offer personal tours, and time for children to visit and stay and play to get them acquainted with new surroundings;
- children will be assigned a named key worker to ensure daily contact and that communication is consistent;
- there will be a staggered induction of children to ensure their key worker can spend time with them developing routines, settling in etc;
- key workers will play a key role in supporting the emotional well-being of the children in their care.

Transition within the School

Just as important as ensuring a smooth start at the school for children, is the transition between each year group. Transition from Reception to Key Stage 1 one will be particularly important. Year One and Reception teachers will work together to plan the last half term of Reception and the first half term of Year One to ensure they build on the sound foundations for learning and development laid down during the children's first year at the school. They will focus on ensuring continuity in children's learning by planning topics together and introducing reception children to some of the routines of the Year One class. Some topics will be linked between the years, so that the children can be encouraged to remember and build on their prior learning. The EYFS profile will be a particularly valuable document here in terms of passing on details about each child's level of progress and attainment. In subsequent years teacher assessment data and any externally benchmarked data i.e. InCAS and STATs results.

Towards the end of the summer term each year children will be informed who their new class teacher will be and spend a minimum of two days in their new classroom (days to coincide with Year Six trips to their secondary schools).

Parents will also be given an opportunity to meet the new class teachers and talk about any particular concerns etc they would like to raise.

Transition to Secondary School

As the Bromley Bilingual Primary School grows we will seek to form strong links between the school and the secondary providers in the area, not only to support their transition to secondary education, but also to enrich the experience of children from all of the schools involved. The ways in which we will seek to do this will include:

- visits to secondary schools for Years 5 and 6 pupils for curriculum induction days, and enrichment days in French, literacy and mathematics;
- where local (or pupil and parent/carer preferred) secondary schools offers only German or Spanish in Year 7 or French in mixed ability sets, we will engage with the pupil, parents/carers and the destination school leadership to agree a tailored transition plan with supporting actions to ensure that a pupil who is bilingual in French as a result of their primary experience right level linguistically and cognitively continues to build upon their transferable skills as an already sophisticated learner of languages;
- regular visits to secondary school science labs for both Year 5 and 6 pupils with the Advanced Skills Teacher for Science working with the children and staff;
- annual visits to see the school drama and music concerts;
- secondary students working with our pupils as part of their course work in Sports Studies;
- student visits for their two week work placement;
- student visits to gain work experience before going to University;
- students refereeing and umpiring at inter-school sports tournaments.

Pupil mobility

Within London we know pupil mobility is high, and we have to prepare for pupils who may leave the Bromley Bilingual Primary School before completing a full cycle of schooling, and also prepare for those pupils who join the school after Reception.

1. Pupils leaving before completing a full cycle of Bromley Bilingual Primary School - We believe our curriculum model will provide children with the fundamental skills necessary to move between schools if circumstance dictates it. By following the National Curriculum we ensure that a pupil is exposed to the same subjects and topics that they would be taught in maintained primary schools in the UK. Our pupils will also be working at the same levels as their monolingually-instructed counterparts. A child who changes schools should be able to access the core subjects and continue learning without any need to catch up, and therefore suffer little interruption. The only real change will be from dual to single language instruction. This is particularly important in English literacy. Therefore the Bromley Bilingual Primary School will teach pupils English phonics in Reception Year and ensure the foundations for learning to read and write in English are secure before moving onto French. This gives the pupil the opportunity to thrive in other schools if they move. Pupils throughout the school will also be assessed using the National Curriculum assessment levels, which means on

transferring, our staff can provide the new school with commonly understood attainment levels, painting an in-depth picture of the child's progress.

2. Pupils entering Bromley Bilingual Primary School after Reception Year -

We acknowledge that pupils joining us later than Reception year may find it more difficult to adjust to the bilingual environment given that they will have moved from a maintained monolingual primary. With their natural ability to learn new languages, the ability of primary pupils to adapt to bilingualism must not be underestimated; being immersed in English and French, and becoming familiar with school and class routines will prove powerful factors in integrating new pupils. Nonetheless, we understand additional support may be required to ensure pupils work at the age-appropriate levels in French and English and continue their learning journey. Consequently, we will draw on all the SEN and EAL resources and strategies outlined above to help pupils progress.

D2. Whole School Curriculum Structure

D2i Curriculum approach

We strongly emphasise the importance of flexibility in the Bromley Bilingual Primary School teaching and learning approach, since the demographics and abilities of each cohort will vary, as will each individual child. We will give teachers the opportunity to exercise their professional expertise to choose those delivery methods which are most effective for each class.

Nonetheless, we have devised a basic structure for delivering the whole school curriculum (see Table- proposed structure of whole school curriculum below). This is based on a simulated cohort of 50% bilingual French-English pupils, 30% mono-lingual pupils (assuming English is the first language), and 20% of bilingual pupils whose first language is neither English nor French.

The plan shows that from Reception to Year Six English is taught as a discrete subject, as in mainstream schools. In this time, French too will be taught as a discrete subject focusing on speaking and listening in Key Stage 1 and moving to reading and writing from the beginning of Key Stage 2, although more able French-speaking and bilingual pupils will of course be encouraged to start writing in French earlier than this, through activities such as creative writing, in class and home work reading and writing tasks and by suggesting school library books for home reading. This is to ensure that the foundations for learning both languages are laid solidly and then built upon.

It is important to note here, however, that in the first year of opening Bromley Bilingual Primary School, our cohort will most probably not reflect such a diverse demographic as described above. This is because the significant support Bromley Bilingual Primary School has received over the last year indicates that the initial Reception Class(es), Year One, and Year Two cohorts will come from largely French-English bilingual families where children already have a good grasp of both languages. In the light of this extraordinary cohort, we feel confident we can achieve our aims through the current curriculum model as it is flexible and adaptable.

In the first year, we will encourage the Year One and Year Two cohorts to move toward reading and writing French earlier than is suggested by the model above (reading will begin in Year One and writing will begin in Year Two). French lessons will focus on expanding on the four key skills in KS1 rather than lower KS2 to cater for these extraordinary cohorts. English and mathematics will not need to be altered to a large extent - as they follow the National Curriculum - other than to use French more extensively to reinforce prior learning across the curriculum. For example specific lesson objectives from class rooms activities (such as observed science experiments) conducted in English would be re-capped in French. For foundation subjects, in the first year it will be a matter of using Content and Language Integrated Learning (CLIL) in Year One rather than Year Three, given the previous exposure to both French and English of these cohorts. The advantage of our model is that it is flexible enough to support different abilities and different intakes; its success will be contingent (like that of most schools) on employing the right teachers and providing them with the leadership, Continuing Professional Development (CPD) and time to create appropriate lesson plans and resources. Section F contains more detail on how we propose achieving this.

Reading as a skill

We want the pupils to see "Reading in a language" as an enjoyable activity and a transferable skill. We want children to understand that reading skills can help them to access text and information from different view- points and cultures. Children will be encouraged to see the links between accurate reading skills and becoming articulate communicators in spoken language, and communicating clearly in written form. We will encourage accuracy in accessing written text and also in the application of comprehension skills in reading. In both languages children will be exposed to age-appropriate books of different genres, both fiction and non-fiction. Children will read poetry in both languages. Texts may be introduced which are common to both languages, or are specific to one or the other of the languages. Children will be introduced to authors of importance from both languages. Incidental reading of both languages will be available throughout the school, for example signage, school announcements and canteen menus to encourage and embed conversational French. We will invite guest readers into school - parents, helpers, outside agencies and authors - to share their love of reading in French and English with the children.

Development of Reading Skills in English

Every morning in Reception year and KS1, children will be engaged in learning activities based on the English phonic system during their literacy lessons. There will be an interactive book activity incorporating strategies to decode and encode words and phrases. The reading will be linked to the theme or focus of specific foundation subject projects that the children will be engaged in. If studying animals and their habitats, there will be a study of fiction and non-fiction books on animals and their habitats so that new vocabulary can be learned. At other times, books which excite the children and stimulate creative thinking will be chosen. In KS2, there will be active guided reading sessions, where independent learners will keep reading

journals, write book reviews, read plays, complete reading comprehension tasks and develop their vocabulary.

It will be our well communicated expectation that every child will read aloud and be read to at home in English from Reception onwards. There will be an ongoing dialogue between teacher and parents in a home-school reading diary. With this strong focus on reading from an early age, pupils will feel at ease with books and this will ensure that they are fully prepared for their KS1 and KS2 SATS tests or equivalents. We will assess pupils throughout each academic year, using various assessment methods including data tracking systems such as InCAS (explained in D5) to monitor and inform individual children's progress. We will administer KS2 assessments (SATS) in line with statutory assessment and reporting requirements as well as KS1 assessments and other nationally recognised benchmarking assessments for our own internal purposes.

Development of Reading Skills in French

We realise that it is through the ability to read independently in a language that new vocabulary and structure are acquired and internalised. The ability to decode, encode and comprehend in more than one language accentuates and strengthens an individual learner's literacy skills. Children will be encouraged to read at home in French from Year 2 or earlier if they are able to, be supported or want to read independently and for pleasure. We will establish a small pool of French-speaking volunteers (possibly parents) who will be asked on a weekly basis to read with targeted pupils from Reception onwards. The targeted children may be those who have bilingual parents, can already speak well in French or equally who may not have support at home and require additional support. This ability to read in two languages will help all pupils later when they may start learning a third or fourth language.

Where possible we will mirror in the direct French teaching and learning time some of the stories and non-fiction activities that the children have been considering in English Literacy. For example we may read "The Very Hungry Caterpillar" in English to explore healthy eating or life cycles, and we will then read the same story "La chenille qui fait des trous" in French and explore the key language. We would then explore a non-fiction text about life cycles in English and explore a similar text in French. Dual language books in the shared reading area will allow all children to explore independently the relationship between French and English and to allow children to apply their reading strategies to both language systems.

From Year Two onwards teachers and children will be able to access bilingual dictionaries to support understanding and children will be encouraged to use these dictionaries to support and extend their knowledge of both languages. It is expected that every child from Year Two onwards will be encouraged to read aloud in French at school, to a supporting adult or the class, to encourage clarity of pronunciation.

Table1: Proposed Structure of Whole School Curriculum

Year Group	Proposed Structure of the Whole School Curriculum				
	Please note: Instructional language, class room routine and organisation of day etc to be delivered from Reception onwards in English and French.				
Reception		Mathematics French - simple revisit of activities	Science	Communciation and Sharing in these subject areas throughout all year groups Foundation Subjects	Communciation and Sharing in these subject areas throughout all year groups French Listening and Speaking
Year One	English	Mathematics French - simple revisit of activities plus additional reinforcement	Science	Foundation Subjects	French Listening, Speaking and Story Time
Year Two	English	Mathematics French - simple revisit of activities plus additional reinforcement/extension	Science French - simple revisit of activities plus additional reinforcement	Foundation Subjects	French Listening, Speaking, Story Time, some independent Reading (and Writing opportunities)
Year Three	English Revisit and reinforce Literacy skills in a second language - French	Mathematics French reinforcement and extension of activities. Some topic areas taught by CLIL Approach*	Science French reinforcement	Foundation Subjects French Input - CLIL Approach* *Content Integrated Language Learning	French Listening, Speaking, Reading and development of Writing skills
Year Four	English Revisit and reinforce Literacy skills in a second language - French	Mathematics French reinforcement and extension of activities. Some topic areas taught by CLIL Approach	Science French - CLIL approach to certain topics	Foundation Subjects French Input - CLIL Approach	French Listening, Speaking, Reading and differentiated development of Writing skills
Year Five	English Revisit and reinforce Literacy skills in a second language - French	Mathematics French reinforcement and extension of activities. Some topic areas taught by CLIL Approach	Science French - CLIL approach to certain topics	Foundation Subjects French Input - CLIL Approach	French Listening, Speaking, Reading and differentiated Writing activities
Year Six	English Revisit and reinforce Literacy skills in a second language - French	Mathematics French reinforcement. Some topic areas taught by CLIL Approach	Science French reinforcement	Foundation Subjects French Input - CLIL Approach	French Listening, Speaking, Reading and differentiated Writing activities

This could take the form of reading class instructions, reading the day and the date, reading a short text to the class, or a piece of their own written work. In KS2 reading at home in French will be encouraged for all children. French reading ability will be assessed using the CEF (*Common European Framework*)³⁵ scale, which is detailed in D5. We will look to assess French reading ability chronologically and intend that each child in Year Six will be reading at least at the same level of a French child two years below their own actual age. Many will have reading ages that far surpass this minimum expectation. We also hope to develop our own in-house French Literacy assessment framework in time for greater accuracy, supported by the CfBT specialist language team and the University of Exeter's Education Language faculty, and informed by successful models implemented by other bilingual primary schools within the CfBT family, such as the Judith Kerr Primary School.

Literacy and Writing Skills

Children will be taught the grammar of both English and French languages. This will be taught as an integral part of the English literacy learning time and will develop as an integral part of French learning time. Children will explore writing in English in Reception as is appropriate for individual learners. Some children will be encouraged to explore writing in French from Year One, depending on individual pupils and the different cohorts. This will be managed by the class teacher through effective differentiation and use of teaching assistants.

Most children will be encouraged to explore the writing systems of both French and English from Year Two. Children will be encouraged to explore writing styles, to develop creative writing skills and to understand the construction of types of text in both writing systems as they progress through KS2. Children will be encouraged to explore similarities and differences in writing systems e.g. speech marks, punctuation, use of capital letters, formatting of a written letter, how to send an email. The investigation of the writing system in one language and its comparison to the writing system of another language will help to reinforce and inform children of how to write clearly, precisely and accurately in both languages.

Development of Writing Skills in French

Differentiated activities and differentiated expected outcomes will be set for each child depending upon the level of French the individual child demonstrates by Year Two. The children will work in ability groups on focus activities with either the Teacher or Teaching Assistant where appropriate.

A writing buddy system will be established to allow more able French readers and writers to support children who are still learning rudimentary vocabulary in French. Children's familiarity with the French language when joining Reception Year would be initially assessed using the Teacher's professional judgement, supported by an age appropriate application of CEF. This would

³⁵ Council of Europe. (n.d.). *Common European Framework of Reference for Languages: Learning, Teaching.*

not be used to stream pupils, as our education vision is informed by mixed ability teaching but to assist Teachers and TAs in being aware of the baseline fluency of joining pupils.

Mathematics

Mathematics is a crucial part of a child's learning. We will teach this with rigour and offer children the opportunity to reinforce their skills by revisiting strategies and the four basic operations in both languages. The main language for delivery will be English in Reception but as the children progress and demonstrate secure subject knowledge and understanding, opportunities to deliver some teaching and learning activities in French will increase. Responses and solutions will be in either language, or a physical or pictorial response depending on the task. It will be up to teacher's professional judgement when, how, and with which children to introduce such activities.

We will increasingly use French to deliver mathematics topics as pupils' progress through KS1 and into KS2. For example, children will need to be exposed regularly to number problems in English so that they can access and solve word problems for assessments in English. However, we will work towards introducing simple number problems in French (that demand limited language or physical responses) as pupils' familiarity with them grows. This is to support all pupils to eventually be able to solve word problems and everyday application of numeracy in both languages. If pupils are comfortable and confident in using French in mathematics, staff will be prepared to encourage those pupils to explore concepts further by questioning and setting tasks in French too. For very able children, it may be that differentiation takes the form of translating an explanation into the second language.

In KS2, mathematics will be taught in either French or English and this will be a decision taken at the planning stage for each topic. When planning each topic, teachers will take into consideration such factors as ability groupings, levels of French comprehension, and the availability of suitably expert maths teachers fluent in French. This will be with a view to prioritising the achievement of at least a numerical comprehension level of L4 for all pupils by the end of KS2, and then to achieving our bilingualism for all pupils in numeracy.

Teachers will be able to revisit prior knowledge using the alternative language to that which was used in the earlier prior learning. For example, if shape is being taught for the second time in an academic year, French shape vocabulary may be introduced to reinforce knowledge. We will plan practical lessons with a real-life application so that pupils know why maths is important. Pupils will be guided in their learning by working with concrete examples, followed by objects, models before finally moving to abstract concepts. We will use a wide range of resources and be creative in providing learning materials.

Every lesson will begin with a lesson of mental arithmetic, practising the four basic operations in either French or English. Methods of computation will be taught formally in early years of learning in English with French reinforcement

as a whole class activity and then later either in French or English in follow up target language and ability groups. Pupils' capacity to explain their methods and write them down in either language will be nurtured and encouraged.

Pupils gifted in mathematics will be given opportunities to complete open-ended investigations, riddles and puzzles or to solve real practical problems for the school e.g. marking down the position of evenly spaced frames boards on a display board. These activities can take place at the discretion of the pupil in either language.

Science

In KS1 Science will be taught by both class teachers in either language depending on pupils' language proficiency. There could be two distinct groups of children learning about a science topic but operating in two different languages (Rocks and Minerals, for example learnt by different groups in French or English). In this instance there will be time built into the lesson planning to allow for one group of children to share their knowledge with the other group of children in the class and so expose all children to key scientific terminology in both languages. This will help to prepare children for science activities during lessons which by KS2 may sometimes be delivered wholly in French to all children. A CLIL approach to science will be introduced in Year 2 and developed further at KS2. Teachers will choose which science topics will be delivered in which language based on pupils' prior knowledge, and best-fit English or French contextual references.

Humanities

By humanities, we mean geography and history. This will be taught in blocks of core topic areas and each year group will follow a theme. The subject content of these two foundation subject areas will be delivered in either French or English at the discretion of the year group teachers. The teachers will share planning and resources and decide which language is most appropriate to learn the historical or geographical facts. The teaching and learning approach will be Content and Language Integrated Learning (CLIL, as outlined in D1). For example it would be most appropriate to learn about the Tudors in English but to learn about mountains in French and to investigate a mountain range in Europe such as the Alps. We will draw on materials and resources to do this from the Institute Francais, the Lycee Charles de Gaulle and the European Commission and will link wherever possible with work and resources from our (currently potential) partner schools, which will include both local and French primary schools.

RE/PHSE

Religious education and PHSE promotes pupils' understanding of the multicultural, multi-faceted backgrounds and value systems of the today's society by enabling them to explore issues of belief and ethics through circle time, the study of historical events and religious ceremonies and celebrations. Pupils will be encouraged to understand how we can interact with each other and explore our contemporary society. We will promote tolerance and with the older children we will discuss the difficult issues of persecution, taking the opportunity to explore these sensitive areas through dialogue with peer groups. Our intention is to help to create tolerant young citizens with a broad

and deeply inter- culturally mature understanding of the world they live in and in which they will play their part. The subject content of this subject area will be delivered in either French or English and will be chosen according to the professional judgement of the year group teachers. We will follow the current syllabus approved by the London Borough of Bromley.

ICT

ICT will be taught as an integral part of the learning across subject areas as well as a discrete subject. Bromley Bilingual Primary School will forge links with other French-English Bilingual schools and the Institut Francais (including Ecole Wix). ICT such as the internet, hand held devices, sound recorders, listening stations and video conferencing equipment will allow children to make real contact with the learning environment of French peer schools. It will be a window into the French-speaking world. Children will access up- to-date pictures, information, weather reports, data, conversation and dialogue with their French peers through ICT. Each classroom will have an IWB with speakers, and access to wireless laptops (class sets shared between two classes). The children will learn how to communicate via email and text in two languages and will have access to French and English keyboards. Children in KS1 and KS2 will learn how to scan, record (sound and pictures) and send materials, performances and projects to their partner school in France. Older pupils will learn how to set up video conferencing/Skype and will communicate by email with their peers in their partner school to facilitate transfer of data, experiments and information. Children will access the internet using both French and English search engines and will learn how to operate and maximise the potential of online dictionaries.

Discrete ICT lessons taught by Teaching Assistants with specialist IT knowledge, or teachers brought in from organisations such as the Lambeth City Learning Centre (CLC) - which is managed by CfBT – who will provide some of the Planning, Preparation and Assessment (PPA) cover time for teachers to plan collaboratively or individually other subject areas. ICT will be used in cross-curricular way to maximise learning opportunities; in mathematics databases can be used to present and analyze data, in history research can support pupils to complete investigations and so on.

Art/DT

Art and DT will alternate throughout the year and be taught in 2 week blocks. We will follow the QCA schemes of work but may adapt the content to link with our other learning and to explore Art and culture of French speaking countries, linking this to the wider world. We will teach a balance of sequential skills and knowledge so that pupils are able to develop their artistic ability throughout their primary years. The content of this subject area will be delivered in either French or English and will be base on the professional judgement of the year group teachers.

Music

Singing has an important part to play in the curriculum and will enhance the learning of both languages' sound patterns. Languages and music are the two curriculum areas where we can work with children on the education of the ear.

This may benefit children later in their education as they take on new language challenges or more challenging musical instruments and concepts. The pupils will learn elements of both languages through songs. We will develop a programme which introduces classical, folk, traditional and modern music of both cultures appropriate to the age and interest of the children. Pupils will be able to perform for parents and sing in assemblies in both languages. In time we hope peripatetic instrument teaching, paid for by parents, may take place on the school site out of hours.

Sport/PE

PE lessons will be taught both by class teachers and also visiting sports coaches and professionals. Teachers will develop opportunities to build routines in PE, such as the warm up, that are delivered in both English and French. Children will learn team games that are common to both cultures and also more favoured in one particular culture e.g. Handball in French. In KS2 we will develop competitive team sports such as hockey, football, handball and mini-rugby as well as individual sports such as judo and cycling. We will encourage our pupils to find a sport that they enjoy, to learn the rules of sports, and to accept victory or defeat graciously. We will actively promote competitive sport as a way to teach these things.

Indoor PE will involve gymnastics, dance and will be led by the class teacher. Learning to swim is a necessary life skill so we will liaise with local pool facilities to arrange weekly classes for our KS2 pupils operating on a class rota system. PE will provide some of the PPA cover time for teachers to plan together, and we will use our Teaching Assistants and Community Volunteers/parents to supervise these sessions. We will also use the Take 10 aerobics program produced by Devon LA and highly effective in linking language learning and PE for warm ups or activities between lessons.

School Assemblies and Celebrations

There will be regular class assemblies, shared year group or key stage assemblies and a weekly school assembly. These will be delivered in both English and French. Once a term there will be an assembly to share and celebrate the progress children are making in the two languages with parents. Teachers and children from every class will be expected to present and explain activities, and sing for their guests in the two languages. Major events in the French and English calendars will be celebrated.

The Christmas assembly, for example, will be a combination of English and French traditions, performance, poetry, music and songs and we will both acknowledge and celebrate other faith and cultural events which are important and/or traditional for our pupils and their families.

School trips and accessing and exploring relevant experience of the wider world

Each class will go on local school trips which will complement their classroom learning. We would expect to be able to afford half-termly trips for all classes because we can use public transport throughout London for free, and many places are free to visit e.g. National Gallery, Tate Modern, museums including

the Museum of Childhood, the Horniman Museum and gardens and the Natural History Museum. A full risk assessment will take place prior to each educational visit. Grants and fundraising money will be used for theatre trips which will also relate to learning in class. The PFTA will take responsibility for engaging members of the community, particularly French speakers, and volunteers will work with the Headteacher and administration staff to secure CRB checks before coming in to talk with the children e.g. artists, musicians, authors, sports coaches, gardeners.

A parent skills audit will also provide us with rich information about what things our parents may be able to contribute in the school. We will share with the children virtual visits to places of relevance in French speaking countries e.g. cities, mountains, countryside, places of interest.

All trips will be related to learning. For example, a trip to see the coral reef aquarium at the Horniman Museum and Gardens³⁶ in Forest Hill or a production at the Polka Children's Theatre³⁷ in Wimbledon will not be isolated but will be an enrichment of studies of ocean ecologies in science or the text of *Wind in the Willows* during Literacy lessons. Pupils will not just 'go on a trip'; all learning will be followed up with appropriate activities in the classroom.

The Bromley Bilingual Primary School will offer children in Year 6 and possibly Year 5 the opportunity to participate in a short stay outdoor activity centre as well as a school trip to a French partner school. This again, will not be just a trip but children will be expected to take part in everyday French life and spend time with their peers in school and at home.

Making the most of local provision

Once school premises have been located we will investigate our local amenities and incorporate the use of local facilities and the environment into our curriculum planning.

Early Years

Bromley Bilingual Primary School recognises the need to comply with the new Early Years Foundation Stage Framework and will ensure our Foundation Stage teacher, Head of Key Stage One/Early Years and any support staff working with Foundation Stage children are aware of, and deliver across, the seven specified areas of development and learning.

The vision for early years provision within Bromley Bilingual Primary School is to deliver the highest quality early years experience providing a firm foundation on which to build future academic, enterprise, social and emotional successes whilst igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Whilst recognising that every child is unique, and will join the school with differing levels of prior learning and social skills, our aim is that, by the time they leave

³⁶ www.horniman.ac.uk

³⁷ www.polkatheatre.com

our Reception class, children are:

- happy, resilient, capable, confident and self-assured individuals;
- strong, inquisitive and independent learners who thrive in all areas of learning and development;
- capable of developing and sustaining positive relationships within their school community and beyond.

Excellent teaching and strong partnerships with parents/carers, and support staff will contribute to the delivery of high quality provision. Robust and consistently reflective practice and evaluation techniques will ensure that all children thrive in the setting. Our approach to the planning and delivery of the curriculum will recognise and respond to different rates and ways of learning presented by each child.

Through both teacher- lead and pupil-initiated activities, we will ensure all seven areas of early years learning and development are addressed in our Bromley Bilingual Reception class. We recognise the importance of play to children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. We will therefore ensure there is an appropriate balance in the school day of activities led by children, and activities led or guided by adults, responding to each child's emerging needs and interests. It is expected that over the year, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year One.

In line with the particular vision and ethos of our school we will provide activities and experience for Foundation Stage children that:

- develop their confidence and skills in expressing themselves; and provide them with the opportunity to speak and listen in a range of situations i.e. through class and small group discussions or individual 'show and tell sessions' during circle time in both English and French. These activities will help us ensure we achieve our school goal of pupils at the school being respectful and tolerant as well as confident communicators;
- develop their co-ordination, control, and movement, through the provision of a range of outdoor play equipment, tricycles, climbing apparatus etc and via more structured PE and Dance activities. Children will also be taught about healthy lifestyles and eating as part of our PSHE programme and science curriculum i.e. by planning and making healthy snacks. These activities will help us ensure we achieve our school goal of pupils at our school achieving healthy and active lifestyles and enjoying sport and the outdoors;
- develop a positive sense of themselves, and others; to form positive relationships and develop respect and tolerance for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups (Codes of Conduct); and to have confidence in their own abilities. The personal, social and emotional development of pupils will be addressed via all areas of the curriculum not just via PSHE, for example in PE and RE lessons, or in cross curricular projects which, for example could involve an investigation into the local

and wider French communities and the child's place within it. These activities will help us ensure we achieve our school goal of pupils at our school being morally responsible and having a sense of community and global citizenship;

- develop their ability to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest in written and spoken words. Literacy will be delivered both through discrete learning activities including phonics and one to one reading sessions but also woven into the broader curriculum, for example, introducing new and exciting text to children as part of Art and Design projects. These activities will help lay the foundations for our goal of every pupil achieving excellent academic standards in literacy i.e. a minimum of a Level 4 for all pupils by the end of Key Stage 2, as well as being confident communicators in French;
- develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. A sound grasp of mathematical principles and functions is essential to the delivery all other aspects of the curriculum and more general life skills. Numeracy will be delivered both through discrete learning activities and woven into the wider curriculum, where knowledge and skills introduced more formally can be applied in different contexts i.e. measuring the rate of growth of sunflowers as part of a science project, having outdoor domino sets available for children to play with and number snakes in the playground. These activities will help lay the foundations for our goal of every pupil achieving excellent academic standards in numeracy i.e. a minimum of a Level 4 for all pupils by the end of Key Stage 2;
- develop their awareness, interest and understanding of their physical world and their local community through opportunities to explore, observe and find out about people, places, technology and the environment. As a free school created by the community for the community, we expect to actively engage community members as well as local business in the planning and delivery of our curriculum. Even at the EYFS we feel it is important to engage the pupils in projects about the world of work and the local community they are a member of. This engagement could involve people coming into the school to talk to children about their work i.e. a local doctor, dinner lady or park warden, or children going out to visit local companies. These activities should help children to start to think about how to prepare themselves for their next steps in education and later life. Role playing of different types of work will help children understand the different types of jobs people do (e.g. setting up a post office, sorting different parcels into sizes, weights and locations which will encourage children to think about shapes, weights, and letter recognition).
- explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Extra-curricular clubs and school production and choirs will also provide additional opportunities for

pupils to develop these skills and interests. These activities will help us ensure we achieve our school goal of pupils at our school being creative and inquisitive.

Teachers will be expected to consider the individual needs, interests, and stage of development of each child in their care, and use this information appropriately to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children will be expected to focus strongly on the three prime areas (communication and language; physical development; and personal, social and emotional development, as they form the basis for successful learning in the other four specific areas (literacy; mathematics; understanding the world; and expressive arts and design). Teachers will be expected to shift the balance of delivery towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, teachers will be expected to discuss this concern with the child's parents and/or carers and agree how to support the child. Teachers must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

Each child will be assigned a key worker, who will be responsible for establishing and maintaining a strong, positive relationship with the child's parents/carers. The key worker will be expected to ensure that each child's learning and care is tailored to meet their individual needs. The key worker will be expected to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

Dedicated and highly skilled teaching teams will constantly monitor children's progress and attainment. Children will enjoy a wealth of stimulating and, challenging activities and experiences both indoors and outdoors, in English and French, which will ensure that they are able to make excellent progress in their learning and development. Staff will place the happiness and welfare of the children at the heart of everything they do.

The Bromley Bilingual Primary School recognises the importance assessment plays in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing (formative) assessment will be an integral part of the learning and development process at the school. This will involve teachers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Each child's individuality will be recognised and nurtured by all staff, who will work to establish a secure knowledge of their family and home circumstances,

individual needs, interests and abilities. Home visits for all children starting in our Foundation Stage will form part of the transition process and will be one of our criteria for ensuring that children are able to settle happily and quickly.

Planning, practice and provision will be systematically monitored by the Headteacher, Trust Adviser and Head of EYFS/Key Stage (once in role) and improvements will be achieved through: working in cross school collaborative teams, with other schools within the Trust; and other local Bromley Schools. Detailed and exciting planning will lead to excellent learning.

For children who attend the Bromley Bilingual Primary School and whose home language is not English, every reasonable step will be taken to provide opportunities for children to develop and use their home language, in addition to English and French, in play and learning, supporting their language development at home. Where appropriate we will look to engage with other community members of the same mother tongue to provide support in school and set up buddy systems pairing stronger and weaker language speakers in the class.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, Bromley Bilingual Primary School will complete an EYFS Profile for each child. The Profile will provide a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1 for parents and carers, practitioners and teachers. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development will be assessed against the Early Learning Goals. Staff will be expected to indicate whether each child has meet expected levels of development, or they are exceeding expected levels, or have not yet reached expected levels ('emerging'). Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities. These Profiles will inform any dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The Bromley Bilingual Primary School will share the results of the Profile with parents and/or carers, and will provide opportunities to discuss the Profile with them, i.e. Parents' meetings.

The Profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. Specialist assistance may be sought, for example, from Bromley Council's SEN and Disabilities team to help with this

D2ii. School calendar and timetable

School calendar

We intend to employ great teachers at the Bromley Bilingual Primary School, and have therefore opted to base our school calendar around the traditional three terms because to do otherwise would reduce the size of the pool of teachers we might attract to working at the school (many will have children in schools working to the traditional calendar).

Indicative Term dates 2014-2015

Term	Starts	Ends	Holidays	Days
Autumn	Wed 3 September 2014	Friday 19 December 2014	Half term: Monday 27 – Friday 31 October 2014	73
			Christmas holidays: Monday 22 December 2014 to Friday 2 January 2015	
			New Year Bank Holiday: Thursday 1 January 2015	
Spring	Monday 5 January 2015	Friday 27 March 2015	Half term: Monday 16 – Friday 20 February – 2015	55
			Spring holidays: Monday 30 March –Friday 10 April 2015	
			Easter holidays: Good Friday 3 April 2015 Easter Monday 6 April 2015	
Summer	Monday 13 April 2015	Friday 24 July 2015	Half term: Monday 25 – Friday 29 May 2015	69
			<ul style="list-style-type: none"> • 1 January 2015 - New Years Day • 3 April 2015 - Good Friday • 6 April 2015 - Easter Monday • 4 May 2015 - May Day • 25 May 2015 - Spring Bank Holiday • 24 August 2015 - Summer Bank Holiday 	
			Total	197

Each term will be around 12 weeks long. There will be Inset training for teachers on the first two days of each term. This will be the Senior Leadership team's and the governing body's regular opportunity to realign practice with the school's core aims and ethos while also ensuring all staff members feel empowered in achieving the school's vision and teaching in a dual language system. We hold significant store by the value of good in-service training and Continuing Personal Development (CPD) and encourage all members of staff to contribute and support each other. Where a Teaching Assistant, for example, is able to share knowledge of French songs with other staff then we would welcome this.

School timetable

The compulsory school day will run from 9.00 am to 3.30pm comprising four/five sessions in the morning (as children have higher concentration levels in the morning), two sessions in the afternoon, a playtime of 20 minutes, and a lunchtime break of 60 minutes. However, to ensure the pupils have appropriate concentration levels and behaviour for learning, we will allow for flexibility in moving sessions around; for example if some pupils are struggling to focus after an exciting play time, we may move the Maths session to after lunch once a week. Reception and KS1 pupils will have an additional 10 minutes afternoon break as shown in the two indicative timetables below for KS1 and KS2.

Reception will follow a timetable similar to KS1. Pupils will finish slightly earlier. Their day will also incorporate more play and opportunities for experiential learning.

There will be a variety of extra-curricular clubs on offer after school across the school week on designated evenings for Years One to Six. Some clubs may also run in the school lunchtime break. KS1 after-school clubs will start at 3:30pm and end at 4:00pm and KS2 after-school clubs will start at 3.30pm and end at 4.30pm. See sample time tables below.

On Mondays to Thursdays the school will remain open until 4.30pm. The 3.30pm to 4.30pm sessions will be used to offer pupils the opportunity either to participate in booster classes if they require additional support in the core areas of literacy or numeracy (two days a week) or in extra-curricular clubs offered by the school.

Booster classes

- If children need additional support, then from the spring term in Reception, they will be encouraged to stay until 4.30pm on Mondays and Wednesdays for small group or one-to-one 'booster lessons'.
- We will also run booster classes for children that are gifted and would benefit from more challenging teaching to encourage excelling pupils to reach their full potential. (see More able gifted and talented pupils section).

The booster classes will be discussed as part of the parent and teacher relationship with pupil wellbeing and opportunity at the forefront. This

targeted approach will ensure that all children are given the opportunity to maximise their potential.

Wherever out-of-class catch-up and stretch sessions are run they will be treated by staff, parents and children as part of the timetabled day, with the same expectations of punctuality, behaviour, attitude etc. Teachers will lead these lessons and parents and volunteers may have the opportunity to support where appropriate.

Table 3: Key Stage 1 School Day Structure

09.00-09.30	Morning Registration and Early Morning Work	Whole class, teacher led, and/or independent problem solving activities relating to literacy or numeracy in either language
09.30-10.30	Phonics and Literacy (English focussed)	Whole class, differentiated groups, individual activities, teaching assistant support
10.30-10.45	Assembly or class sharing time Opportunity for delivery of assembly and sharing by classes and pupils in both languages.	Senior leadership team led assembly/ Key stage coordinator led assembly/ class assembly/ Celebration assemblies with Parents
10.45-11.05	Playtime/Recess	
11.05-12.30	Mathematics and Numeracy (English focussed with French reinforcement)	Whole class, differentiated groups, individual activities, teaching assistant support
12.30-13.30	Lunch	
13.30-14.15	French (Focus on language learning - differentiated tasks/skills dependent on learners)	Whole class, differentiated groups, individual activities, teaching assistant support, teaching assistant delivery opportunity
14.15-14.30	Playtime/Recess	
14.30-15.30	Foundation Subject (CLIL Approach - French or English used as the teaching language)	Whole class, differentiated groups, individual activities, teaching assistant support
15.30-16.00	Booster classes or, Extracurricular Art/ Music/ Drama/ Sport/Newspaper/ Maths Club/ Reading Club/ Environment Opportunity to use either French or English as the language of communication here	Delivery by school staff with interest in key area/ Outside provision/ Guest Speakers and Participants (subject to compliance with our Safeguarding Policy)

Table 4: Key Stage 2 Day Structure

KS2 School Day Structure		
09.00-09.30	Morning Registration and Early Morning Work	Whole class, teacher led, and/or independent problem solving activities relating to literacy or numeracy in either language
09.30-10.30	Phonics and Literacy (English focussed)	Whole class, differentiated groups, individual activities, teaching assistant support
10.30-10.45	Assembly or class sharing time Opportunity for delivery of assembly and sharing by classes and pupils in both languages.	Senior leadership team led assembly/ Key stage coordinator led assembly/ class assembly/ Celebration assemblies with Parents
10.45-11.05	Playtime/Recess	
11.05-12.15	Mathematics and Numeracy (English focussed with French reinforcement)	Whole class, differentiated groups, individual activities, teaching assistant support
12.15 -12.30	Aerobics/Singing/Reading time Pupils partake in class activities in either language	Whole class, differentiated groups, individual activities, teaching assistant support, teaching assistant
12.30-13.30	Lunch	
13.30-14.30	French (Focus on language learning - differentiated tasks/skills dependent on learners)	Whole class, differentiated groups, individual activities, teaching assistant support, teaching assistant delivery opportunity
14.30-15.30	Science/Foundation Subject (CLIL Approach - French or English used as the teaching language)	Whole class, differentiated groups, individual activities, teaching assistant support
15.30-16.30	Booster classes or Extracurricular Art/ Music/ Drama/ Sport/Newspaper/ Maths Club/ Reading Club/ Environment Opportunity to use either French or English as the language of communication here	Delivery by school staff with interest in key area/ Outside provision/ Guest Speakers and Participants (subject to compliance with our Safeguarding Policy)

D2iii. Organisation of learning

Class structure

Pupils will be grouped first of all strictly by age (with a twelve months span of births from 1st September to 31st August within each class). As the expectation of 'greater gain' by schools choosing to set by ability is not supported by research, we propose to adopt a system of whole class teaching and learning, as advocated by the National Numeracy Strategy. In addition, we will set booster/extension classes to address pupils with lower/higher ability. Teachers will be given some flexibility to arrange teaching in different groups where appropriate. Specific tools and approaches that we will use (coordinated with SENCo when necessary), will range from booster classes, additional 'stretch tasks' and projects, differentiated class room tasks, class room buddying, our Reading and Maths Clubs and/or one to one support for pupils over key areas of development. We expect our proposed smaller classed size model (of 25 pupils) will assist our Teachers and Teachers with the capacity needed for such, while balancing the overall needs of the class.

Our choice of curriculum delivery model is based on recommendations and experience of the CLIL methodology. This means that, in any one year a single class teacher will work alongside the same class of children for the majority of their lessons in one of the two year group classes. This is to ensure consistency of pedagogy and use of French and English language, while also allowing for meaningful formative and summative assessment of individual children's progress across the bilingual curriculum.

Using a Dual Language System outside the classroom environment

The Bromley Bilingual Primary School will help all children irrespective of their starting point (bilingual, monolingual, multilingual) experience not only learning, but also communicating and socialising with their peers in two languages (French and English). In addition to content and language integrated learning during timetabled curriculum time we aim to provide a range of exciting extra-curricular clubs for the pupils to choose from, where the providers may communicate in English, French or another language. We want our curriculum to extend learning opportunities beyond the confines of the school day and to encourage natural communication with peers and other adults in the two languages. We propose a number of optional extra-curricular activities such as:

Art Club - Improves speaking and listening skills in both languages and deepens intercultural understanding.

Drama Club - Engaging in drama will increase the confidence of pupils, which benefits them in all areas of life. Whilst the school develops beyond KS1, the Drama club will be based upon performance of traditional rhymes, songs and poems from both languages. Children will be encouraged to listen, join in, dress up, use props and perform for each other. As the school establishes itself in KS2, there would be a KS2 club which offered the chance to create role-play and short plays using props, and costumes. Potentially KS2 children will be able to practice, memorise and perform for the school short productions in both languages. The children will have the chance here to practice their language skills and how to convey meaning through a variety of mediums.

Reading Club - To be established from the outset of the school as a story sharing club. In the first instance children would be encouraged to bring in favourite stories in either language and an adult reader would devise simple lunchtime 15 minute story times for interested children. This will nurture a love of reading and will develop critical thinking and meta-linguistic and meta-cognition skills, using both English and French to explore age appropriate literature from both cultures.

Maths Club - Exploring investigative and concentration skills through problem solving in both languages.

School Newspaper Club (to be established once the school has KS2 children) -

This newspaper will be created as a bilingual newspaper which celebrates events in school and the wider community in French and English. The production of the newspaper will help to develop collaboration and negotiation skills using both languages and reinforce writing and comprehension skills in French and English. It could be or form part of a regular newsletter to parents and other stakeholders.

Group music/choir Club - Music can contribute to academic and social learning in numerous ways. Children will explore music with both English and French roots and develop their wider and broader musical awareness. The children will reinforce the "education of the ear" and the ability to hear and create sounds accurately, which is also a key skill in acquiring a language.

Sports clubs - The school will also hope to offer opportunities to try sports traditionally associated with French speaking countries, as outlined previously. Sports clubs will be offered on the basis of what pupils request and the skills and interest of staff and volunteers who are skilled practitioners, with appropriate experience in coaching young children and nurturing their confidence and talents.

D3. How the staffing structure will deliver the planned curriculum

D3i. Our approach to staffing

Most importantly the Bromley Bilingual Primary School is looking to employ a Headteacher and staff who share our vision for the school and who have the experience and motivation to achieve it.

There are a number of reasons why we believe we will be able to attract and train and then retain the best teachers:

- advantages of working in a bilingual school;
- a real commitment to staff development and CPD;
- the opportunity to be part of CfBT's global teaching and research community;
- a commitment from day one to enabling effective whole class teaching through targeted and ongoing teacher led support;
- a Headteacher and Governing Body that can and does identify and reward excellence;
- our no surprises approach to data monitoring and trusting teachers.

In order for the vision to be achieved we need all staff to buy into it. We want our children to become lifelong learners but realise that this would be an unrealistic expectation unless we help our teachers to carry on learning as well. We therefore intend to invest time and resource into induction, team building and Continuing Professional Development (CPD).

Without such staff development measures in place teaching can be very isolating – so we will provide support and time for teachers to work together.

Bromley Bilingual Primary School’s approach to staffing will be to employ qualified teachers whenever possible, not disallowing the possibility of taking on demonstrably highly talented teachers from the independent/international schools who may lack Qualified Teacher Status (“QTS”), or employing specialist coaches/tutors to deliver curriculum areas including music, and PE.

D3ii. Plan for phased build up of staff in line with planned pupil numbers and financial resources.

Bromley Bilingual Primary School will be opening in 2014 with two Reception, one Year One and one Year Two class growing year on year until the school is full with seven year groups (R-Yr 6) in 2020.

Year of operation	Teaching staff	Support Staff*
Year 1 (2014) R class (50) Yr1 class (25) Yr 2 class (25) (max 100) pupils)	<ul style="list-style-type: none"> • Headteacher (covers SENDCo role) • Reception teacher x 2 • Yr 1 teacher x 1 • Yr 2 teacher x 1 	<ul style="list-style-type: none"> • 4x TAs (TTO) • 0.8 Headteacher PA/ Receptionist (TTO) • 1 Lunchtime supervisor (paid hourly) • 0.8 Bursar/ICT Manger (TTO)
Year 2 (2015) R class (50) Yr1 class (50) Yr 2 class (25) Yr 3 class (25) (max 150) pupils)	<ul style="list-style-type: none"> • Headteacher (covers SENDCo role) • Reception teacher x 2 • Yr 1 teacher x 2 • Yr 2 teacher x 1 • Yr 3 teacher x 1 	<ul style="list-style-type: none"> • 6 x TAs (TTO) • 0.8 Headteacher PA/ Receptionist (TTO) • 1 Lunchtime supervisor (paid hourly) • 0.8 Bursar/ICT Manger (TTO) • 0.6 Site manager (TTO)
Year 3 (2016) R class (50) Yr1 class (50) Yr 2 class (50) Yr 3 class (25) Yr 4 class (25) (max 200) pupils)	<ul style="list-style-type: none"> • Headteacher • Reception teacher x 2 • Yr 1 teacher x 2 • Yr 2 teacher x 2 • Yr 3 teacher x 1 • Yr 4 teacher x 1 • SENDCo allowance 	<ul style="list-style-type: none"> • 8 x TAs (TTO) • 0.8 Headteacher PA/ Receptionist (TTO) • 2 Lunchtime supervisors (paid hourly) • 0.8 Bursar/ICT Manger (TTO) • 0.6 Site manager (TTO)
Year 4 (2017) R class (50) Yr1 class (50) Yr 2 class (50) Yr 3 class (50) Yr 4 class (25) Yr 5 class (25) (max 250)	<ul style="list-style-type: none"> • Headteacher • Reception teacher x 2 • Yr 1 teacher x 2 • Yr 2 teacher x 2 • Yr 3 teacher x 2 • Yr 4 teacher x 1 • Yr 5 teacher x 1 • SENDCo allowance 	<ul style="list-style-type: none"> • 10 x TAs (TTO) • 0.8 Headteacher PA/ Receptionist (TTO) • 2 Lunchtime supervisors (paid hourly) • 0.8 Bursar/ICT Manger (TTO) • 0.6 Site manager (TTO)

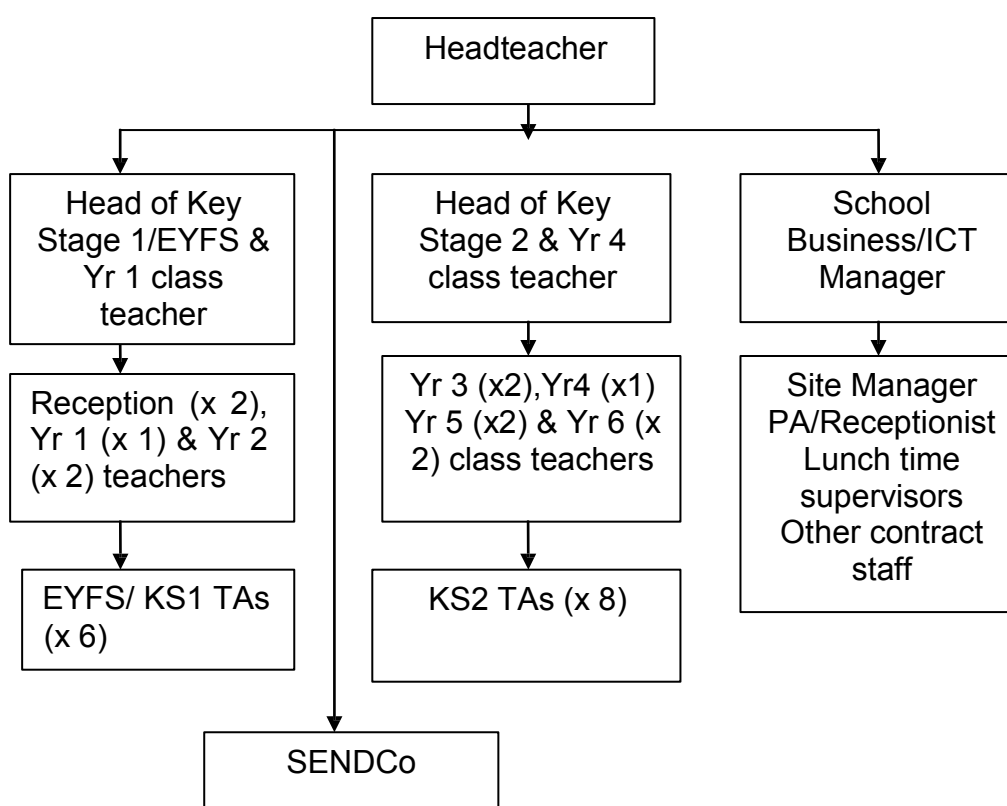
pupils)		
<p>Year 5 (2018) R class (50) Yr1 class (50) Yr 2 class (50) Yr 3 class (50) Yr 4 class (50) Yr 5 class (25) Yr 6 class (25) (max 300 pupils)</p>	<ul style="list-style-type: none"> • Headteacher • Reception teacher x 2 • Yr 1 teacher x 2 • Yr 2 teacher x 2 • Yr 3 teacher x 2 • Yr 4 teacher x 2 • Yr 5 teacher x 1 • Yr 6 teacher x 1 (AST) • SENDCo allowance 	<ul style="list-style-type: none"> • 12 x TAs (TTO) • 0.8 Headteacher PA/ Receptionist (TTO) • 3 Lunchtime Supervisors (paid hourly) • 0.8 Bursar/ICT Manger (TTO) • 0.6 Site manager (TTO)
<p>Year 6 (2019) R class (50) Yr1 class (50) Yr 2 class (50) Yr 3 class (50) Yr 4 class (50) Yr 5 class (50) Yr 6 class (25) (max 325 pupils)</p>	<ul style="list-style-type: none"> • Headteacher • Reception teacher x 2 • Yr 1 teacher x 2 - to include 1 x TLR for Head of EYFS/KS1 role • Yr 2 teacher x 2 • Yr 3 teacher x 2 • Yr 4 teacher x 2- to include 1 x TLR for Head of KS2 role • Yr 5 teacher x 2 • Yr 6 teacher x 1 (AST) • SENDCo allowance 	<ul style="list-style-type: none"> • 13 x TAs (TTO) • 0.8 Headteacher PA/ Receptionist (TTO) • 3 Lunchtime Supervisors (paid hourly) • 0.8 Bursar/ICT Manger (TTO) • 0.6 Site Manager (TTO)
<p>Year 7 2020 R class (50) Yr1 class (50) Yr 2 class (50) Yr 3 class (50) Yr 4 class (50) Yr 5 class (50) Yr 6 class (50) (max 350 pupils)</p>	<ul style="list-style-type: none"> • Headteacher • Reception teacher x 2 • Yr 1 teacher x 2 - to include 1 x TLR for Head of EYFS/KS1 role • Yr 2 teacher x 2 • Yr 3 teacher x 2 • Yr 4 teacher x 2 - to include 1 x TLR for Head of KS2 role • Yr 5 teacher x 2 • Yr 6 teacher x 2 (1 x AST) • SENDCo allowance 	<ul style="list-style-type: none"> • 14 x TAs (TTO) • 0.8 Headteacher PA/ Receptionist (TTO) • 3 Lunchtime Supervisors (paid hourly) • 0.8 Bursar/ICT Manger (TTO) • 0.6 Site Manager (TTO)

*In addition to the listed support staff, the school will need to employ catering staff, cleaning and site maintenance contractors etc.

The school will also maximize the use of parent/local community volunteers to come into work with the pupils. All volunteers will be required to obtain appropriate CRB clearance before volunteering at the school.

Costings to demonstrate that the above phased build up is in line with financial resources available can be found in Section G.

D3iii. The final staffing structure (sufficient, affordable and appropriate to deliver the education vision and plan)



The vision and education plan will be delivered by the following indicative staffing:

1 Headteacher	Responsible for: overall management of the school; and provision of PPA cover as required via delivery of agreed aspects of the curriculum i.e. PSHE, ICT etc depending on specialism.
Head of KS2/Y4 class teacher (SENCO tbc)	Responsible for: supporting Headteacher with agreed aspects of curriculum and school management including G&T and Special Needs/Disability provision as the school SENDCo; the KS2 curriculum and staffing teams. Responsible for teaching a Yr 4 class and ensuring appropriate planning and delivery of the KS2.

Head of Early Years/KS1 Yr 1 teacher	Responsible for: the EY & KS1 curriculum and staffing teams; and teaching a Yr 1 class.
2 x Reception/Foundation Stage teachers	Responsible for teaching the schools Reception/Foundation class and ensuring appropriate planning and delivery of the Early Years Foundation Stage curriculum as agreed with the Head of EY/KS1. Management of the Nursery Nurse/TAs.
1 x Year 1 class room teacher	Responsible for teaching one of the Yr 1 classes and ensuring appropriate planning and delivery of the KS1 curriculum as agreed with the Head of EYFS/KS1.
2 x Yr 2 classroom teachers	Responsible for teaching the schools Yr 2 classes and ensuring appropriate planning and delivery of the KS1 curriculum as agreed with the Head of EYFS/KS2.
2 x Year 3 classroom teachers	Responsible for teaching the schools Yr 3 classes and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
1 x Year 4 classroom teacher	Responsible for teaching the one of the Yr 4 class and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
2 x Year 5 classroom teacher	Responsible for teaching the schools Yr 5 classes and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
2 x Year 6 classroom teacher	Responsible for teaching the schools Yr 6 class and ensuring appropriate planning and delivery of the KS2 curriculum as agreed with the Head of KS2.
2 x TAs (Nursery Nurses) Foundation Stage	Responsible for supporting the Reception classes teacher deliver the EYFS curriculum as agreed with the Head of EY/KS1. Work with the school SENDCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.
4 x TA for KS1	Responsible for supporting the Yr1 and Yr2 class teachers deliver the KS1 curriculum as agreed with the Head of EY/KS1. Work with the school SENDCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.
8x TAs for KS2	Responsible for supporting the Yr 3, 4, 5 and Yr 6 class teachers deliver the KS2 curriculum as agreed with the Head of KS2. Work with the school SENDCo to ensure pupils identified with additional needs are provided with appropriate support/stretch.

The staffing structure for Bromley Bilingual Primary School has been developed in response to the curriculum model, the vision and ethos of the school and is in keeping with an approach capable of meeting the school's overall aims.

It will be very important that our staff model the use of French for communication in corridors, and at break times and so on, as far as practical given we cannot

reasonably expect all non teaching and leadership staff will be bilingual. Most CPD will offer both teaching and non- teaching staff an opportunity to revisit, improve or practise their language skills so that they are able to deliver the teaching and learning in the dual language system to the highest standard. Where necessary, outside agencies will be invited to contribute to this CPD. We will ensure that staff receive broad, balanced CPD so that they can continue to meet the statutory requirements of the English education system. We will also ensure that non teaching and/or leadership staffs who are not initially fluent French speakers in verbal and written French are given every reasonable opportunity and support to develop their fluency in verbal and written French in line with the expectations and responsibilities of their role.

New teachers and teaching assistants to the school will be offered ongoing support throughout the first year to adapt to teaching in a dual language school. Where they have qualified abroad we will make sure that within the first year they are enrolled on an Initial Teacher Training (ITT) or Graduate Training Programme (GTP) course with a local further education provider so they get the necessary support to fully understand the English education system and gain QTS. A buddy system will be introduced amongst the staff and time will be allocated to the establishment and then ongoing development of strong working relationships during this CPD time. These relationships will generate communication between staff in the use of the Dual Language teaching system and ensure that the Bromley Bilingual Primary School leads the way in advancing the methodology and success of inclusive bilingual education in England.

Teaching Assistants

The school will employ four full-time Teaching Assistant to work with the Key Stage 1 classes and eight to work with the Key Stage 2 classes under the direction of the Heads of Key Stages and two Nursery Nurse/TAs under the direction of the Reception teachers. If the budget permits we will employ some Higher Level Teaching Assistants.

Staffing for after school clubs and extra-curricular activities

Teaching staff will be contracted to run one after school club per week within their basic terms and conditions. We will also draw on our pool of volunteers to enrich the extra-curricular offering.

D3iv. The structure of the senior leadership team, curriculum coordinators and any support staff including a description of their roles and responsibilities

Role descriptions will be developed on the basis of accountabilities (rather than a list of tasks). However, each accountability will be underpinned by tasks. It is the accountabilities that will form the basis of the Performance Review (Appraisal).

The role of the Headteacher will be based on the national standards for these roles. The Headteacher will normally have a very small or no teaching load, unless pupil numbers and therefore the school budget necessitate this – see 80% sensitivity analysis costings and assumptions. There will also be a need for a slightly increased load in the early years.

The Headteacher

The Headteacher will be responsible to the Governing Body and ultimately to CfBT Schools Trust, for implementing the School's vision and for overall school performance; and is expected to demonstrate effective leadership in terms of whole-school management and school development and improvement including putting in place key policies and documentation. The Headteacher's role will include monitoring and evaluating the performance of the Bromley Bilingual Primary School according to the success of its curricular, enrichment, events and community programmes, timetabling staff duties and overseeing resources; implementing the Governing Body's policies; and motivating staff and pupils through high quality personal leadership skills. Their responsibilities will also include direct line management of the Heads of Key Stages, and the School Business Manager, and teaching/cover duties which will allow them to teach every pupil in the school to an extent commensurate with their duties as Headteacher.

The Headteacher will also be responsible for liaising with other school leaders and education professionals as required. They will also be expected to establish positive relationships with key stakeholders such as parents/carers and to develop professional links with relevant external organisations and bodies. It is likely that the Head Teacher will be the school's SENDCo in the initial stages.

School Business/ICT Manager

The Business/ICT Manager will be a member of the Senior Leadership Team and will share responsibility with the Headteacher and the school's Governing Body for the financial management of the school. The Business/ICT Manager has the following specific responsibilities:

- financial planning, management and monitoring;
- formal reporting to the EFA, DfE, CfBT Schools Trust and the Bromley Bilingual Primary School Governing Body;
- procurement of services, suppliers and equipment;
- management of human resources issues;
- schools administration;
- taking a lead with the Headteacher in marketing & communications;
- ensuring the school makes best use of the ICT resources available, to provide effective administration and high quality teaching and learning;
- keeping abreast of ICT educational developments and new products to ensure the schools resources and the use of them reflects current best practice;
- maintaining the schools website and VLE;
- acting as the first point of contact for the school's ICT supplier to ensure services are provided as commissioned.

Given the small size of the school and relative to the complexity of the EFA reporting requirements for Academies/Free Schools we may look to delegate some of these responsibilities to one of our more experienced Business/ICT Managers based in one of CfBT Schools Trust's secondary schools who will undertake the required budgetary/ICT resource management work on behalf of the school, in partnership with the Headteacher, or appoint one Business Manager to work across a number of local primaries, and appoint someone part time within the role to take on the role of ICT management

Head of Key Stages

The roles of the Head of KS1/EY and Head of KS2 will be to support the Headteacher in creating, establishing and managing the aims and objectives of Bromley Bilingual Primary School in partnership with staff, governors and parents, with specific responsibilities for Reception and Key Stage 1/ Key Stage 2 respectively.

They will assist the Headteacher and School Business Manager, as part of the Senior Leadership Team, in the day-to-day running of the School.

They will be responsible to the Headteacher for all aspects of the curriculum and assessment, together with pastoral care of pupils and oversight of enrichment and school events. They will chair meetings of the Middle Management team and Curriculum co-ordinators and ensure that support staff are well led so that school operations run smoothly and effectively. In addition they will be responsible for implementing induction programmes for all new staff and will be directly involved in the recruitment and continuing professional development of teachers.

They will deputise for the Headteacher in the Headteacher's absence. They will also attend Governing Body meetings as required from time to time.

They will act as class teacher for Year 1/Year 4 respectively and have a teaching commitment in keeping with their expertise and leadership responsibilities. They will report to the Headteacher.

SENDCo (role undertaken by the Headteacher or one of the Heads of Key Stage)

The SENDCo will be responsible for coordinating additional provision for SEN, EAL, G&T and disabled pupils in line with ratified Bromley Bilingual Primary SEN, EAL, G&T and Equal Opportunities policies. The post holder will be required to obtain SENDCo accreditation if new to the role of SENDCo. Please see Section D4 for more details of the roles and responsibilities of the school SENDCo

Middle Leadership Team

The Middle Leadership team will consist of four posts: Literacy Coordinator, Numeracy Coordinator (see below for details of roles and responsibilities of the curriculum coordinators), Assessment Coordinator and Coordinator Languages Development.

The Assessment Coordinator will be responsible for monitoring the implementation of the Assessment Policy through inspection of samples of pupils' work, discussions with teaching staff and subject coordinators, other members of staff and observation within the classroom.

The Coordinator for Languages Development will work with the Head of KS1/FEY and KS2 to plan, coordinate, oversee and assess the whole school's approach to bilingual teaching and learning and liaison with other bilingual schools including other French-English schools and other bilingual free schools.

Curriculum Coordinators

Each member of the teaching staff (including senior management) will be responsible for overseeing, monitoring and developing the planning, delivery, learning and assessment of a curriculum subject/s throughout the school, reporting

to the Heads of Key Stage as appropriate.

The roles and responsibilities of subject coordinators are to:

- maintain and update, in conjunction with the Heads of Key Stages and the Headteacher, and by active consultation with the relevant teaching staff, the aims and objectives for their subject;
- prepare a policy, in conjunction with the National Curriculum, to include a scheme of work for the individual subject/s that the coordinator is responsible for;
- provide a strategic lead and direction for the subject;
- monitor standards being achieved;
- observe the teaching and teachers’ planning of the subject throughout the school;
- support and advise colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- oversee the quality of teaching and learning for the subject;
- oversee the curriculum and planning for the subject;
- ensure there is coherence in planning between Key Stages;
- requisition, within financial circumscription and annual budgetary allowances, the resources needed for implementation of a scheme of work;
- provide efficient resource management for the subject;
- help devise a useful and meaningful system of assessment for the subject the coordinator is responsible for;
- keep abreast of current educational thought for the subject the coordinator is responsible for;
- attend in-service training and where appropriate share useful and pertinent information with other staff.

It is the role of each teacher to keep up to date with developments in the subject/s which they coordinate at both national and local level. It will be their duty to review the way their subject is taught at the Bromley Bilingual Primary School and plan for improvement.

Suggested table of indicative subject/s to be coordinated by each member of the teaching staff

Teacher	Curriculum Coordination area
Reception (1)	Art and Design Coordinator
Reception (2)	EY transition
Year 1 class teacher/Head of EY/KS1	KS1 Coordinator
Year 1 class teacher (2)	Literacy Coordinator inc English/Drama

Year 2 class teacher (1)	ICT Co-coordinator
Year 2 class teacher (2)	Humanities Coordinator
Year 3 class teacher (1)	Music coordinator
Year 3 class teacher (2)	Extended School Day provision
Year 4 Class teacher/Head of KS2	KS2 Co-coordinator
Year 4 class teacher (2)	Numeracy Coordinator inc maths
Year 5 class teacher (1)	Assessment Coordinator
Year 5 class teacher (2)	Science Coordinator
Year 6 class teacher (1) AST	Coordinator for Languages Development and liaison with other bilingual schools
Year 6 class teacher (2)	PE, Dance and Games Coordinator Secondary school transition coordinator
SENDCo – role to be undertaken by Headteacher or Head of Key Stage	SEN, EAL and G&T coordination
Headteacher	PSHCE Coordinator Community Engagement Coordinator

Quality of Teaching and Performance Management

Teachers will be expected to participate in an open door policy and as such may expect to see the Headteacher and other professionals i.e. their colleagues, visiting their classroom(s) regularly, not only as part of the schools performance management process but also to support their own and their colleagues’ professional development. There will be a rolling programme of lesson observations of all staff by the Headteacher, Trust Adviser and other members of staff who will provide formal and informal feedback and where appropriate identify specific areas of development for individuals to focus on. An important part of consistently outstanding teaching is the teacher’s ongoing assessment of their own practice. As such, self-evaluation will be regarded as a key element of professional development. Within this culture of personal growth and learning, staff will share good practice, seek opinions and discussion and look to each other’s strengths to see how to become the very best teacher that they can be.

A rigorous approach to performance management of staff

To support our ambition to have rigorous performance management processes, CfBT Schools Trust will employ a Professional Education Adviser (Trust Adviser –

TA) to act as mentor, and critical friend to the Headteacher, Governing Body and other members of the school management team. This specialist will have significant primary phase expertise and experience of headship. We anticipate that the [REDACTED] will also take on this role for Bromley Bilingual Primary School. Once appointed this individual will take on responsibility for mentoring, supporting and challenging Bromley Bilingual Primary School, bringing the added benefit of facilitating the sharing of good practice between the three schools.

The school improvement specialist will spend at least six days per year with the Bromley Bilingual Primary School (although support may be front-loaded or amplified as appropriate). It will be their role to support and challenge the Headteacher, to ensure that appropriate performance data is being collected and reported, and to take part in the termly performance management meetings, along with the Chair of Governors. He/she will also be an ex-officio member of the Governing Body, attending as necessary. We believe that this extra support is vital if we are to embed the key processes outlined in our School Design (See Appendix C1). The success of our accountability arrangements depends on the Governing Body having the expertise to support and challenge the Headteacher appropriately. The Trust Adviser will ensure that this expertise can be effectively accessed and channelled.

The Headteacher will in turn be responsible for the performance management of all teaching staff within the school. The Business Manager will be responsible for the performance management of non teaching staff.

We have provided for school improvement support in the Schools Trust's Membership Fee (See Section G) for Bromley Bilingual Primary School. However if the funding should prove to be insufficient, particularly in the early years, we will expect to supplement this work from CfBT Education Trust's wider resources. Our CfBT-wide commitment to focused, data-informed accountability means that we know this investment will pay dividends in terms of improved outcomes at the school. The CST Trust Adviser will also be the gateway for accessing the wider suite of CfBT Schools Trust's (and other) support, including training for the Governing Body.

D4: Ensuring the needs of pupils with differing abilities are met in an inclusive school

D4i. Inclusion

Bromley Bilingual Primary School will be an inclusive school where the needs of all pupils will be met, whatever their background, abilities or disabilities, and all children will be supported to learn well and achieve good outcomes.

The Bromley Bilingual Primary School is fully aware of its statutory obligations in relation to SEND and will comply with the SEN and Disability Act 2001 (and any subsequent revisions). We also recognise the changes in SEN provision being introduced by the Green Paper, 'Progress and Next steps', especially the right of any child with the newly-termed Education, Health & Care Plan to choose a place at any state-funded school, and their right to a personal budget to fund their support.

We will participate in Bromley's local Fair Access Protocol arrangements and, as Section D6 demonstrates, we will give priority in admissions to children with a statement of Special Education Needs that names our school on their application form. We will work closely with LA services and other appropriate agencies for any pupils at the school with SEN.

Beyond this, Bromley Bilingual Primary School's approach to inclusion will be based on: the early identification of needs; the timely design and implementation of appropriate personalised learning solutions that are shaped by evidence of what helps children achieve their potential; and the deployment of staff with the knowledge, understanding and skills to provide the right support for all young children in their care. All school staff, working with the child's parents and other professional as appropriate, would be expected to regularly discuss what the most appropriate provision would look like for all children, and then how best to achieve it. We believe that this approach, made easier by the smallness of the school, will build self-confidence and raise esteem.

We will develop pupil profiles for all children so ensure all staff are aware of the relative strengths and weakness of all children - social as well as academic. We will achieve this by developing strong baseline assessments which will be added to as pupils move through the school from entry to the Foundation Stage, through each key stage boundary, and in between, as well as through conversations with those who know the children best – their parents/carers and teaching staff. Within these profile we will identify any barriers to learning and also any features that show ability and talent which need to be developed. From this a Gifted and Talented register will be produced as well as a Special Needs register. As stated in our school vision we believe the whole child is more than a set of academic results. We will record potential or success in sport, drama, literature or anything that gives a complete picture of the person and challenges us to find ways of meeting these needs in or outside the classroom.

In order to achieve the above we will ensure, where possible, the effective transfer of all appropriate information when the child enters the school. As part of this process a dialogue with any feeder nurseries, child minders or other early year settings, as well as the child's parent/carers to will ensure we get to know the pupils well at any early stage. Early in Year One pupils will undertake a range of assessments, so we can gain a broad picture of their capabilities, this will be added to EYFS Profile information. At the earliest stages, when developing new programmes of work, the needs of all pupils will be taken into consideration. We expect differentiation to take place in all subjects and activities.

Academically alongside bilingualism our principal aim will be to make sure that, as a minimum, everyone achieves their potential in the core disciplines. Through individual education plans for children at School Action Plus level (as well as statemented children) we will focus objectives on key areas of practice in Literacy, Numeracy and French. We will also accelerate gifted children who might otherwise be 'coasting'. Our staff will make every effort to enable all children to access French as well as English language and literature, and support individual children to achieve their own personal bests in both languages.

Specifically, we are aware that the most prevalent type of primary need among pupils with statements of SEN in primary schools at January 2011 was speech, language and communication (27.9%)³⁸. We are confident that focusing on developing the skills to enable successful speaking and listening in a dual language learning system will reinforce communication skills to the benefit of those pupils for whom communication and language may be difficult. The teaching and learning in bilingual classrooms lend themselves well to accommodating pupils with Special Educational Needs as they are hands-on, multi-modal, and use differentiated tasks and materials to facilitate comprehension and communication in the other language. Certainly this is the case in Ecole Wix's experience³⁹, who do not remove SEN pupils from bilingual lessons as difficulties can be overcome with outstanding differentiation and additional support.

D4ii. More able gifted and talented pupils

We are committed to engaging all learners in reaching the highest standards. In essence our approach to provision for more able and talented children is encapsulated in the NAACE – (National Association for Able Children in Education) mission statement “provide for children with high abilities whilst enabling all children to flourish”.

We believe that promoting the education of the exceptionally able will benefit our whole school by raising standards of provision and general expectations. The SENDCo will have responsibility for the strategic alignment of gifted and talented provision.

Such children will be identified using broad and appropriate criteria, reflecting both achievements in school and outside it. An up-to-date register and related profiles will inform all staff of individual learning needs. Our SENDCo will have responsibility for G&T provision and will play an integral part in the school leadership team. Our more able and talented model will have the core elements outlined below to excite and inspire and to extend our children's range of skills especially thinking and questioning skills. We would expect these pupils to be identified and planned for in lesson plans.

Scheduled – routine challenge: differentiated activities for more able gifted and talented children during lessons, across all key stages. A particular emphasis will be given to Assessment for Learning (AfL) throughout all stages of lesson development. The personalisation of learning with differentiation will be negotiated through a strong pupil voice, whereby our children will be directly consulted as to the relevance and challenge of their learning tasks. Care will be taken to ensure that our children increasingly take more ownership of their learning and decision-making with regard to their learning paths. Regular monitoring of progress in order to diagnose any indication of possible underachievement will be essential school practice. Through

³⁸ Department for Education (2011). *Children with Special Education Needs 2011: An analysis*. Retrieved from www.education.gov.uk/rsgateway/DB/STR/d001032/osr20-2011ch1.dpf

³⁹ Ecole de Wix. *Policy on Special Education Needs*. Retrieved from: www.wix.wandsworth.sch.uk/documents/Policies/SEN%20policy%20juky%202009v2.pdf

systematic assessment, record keeping, and liaison with staff, effective planning will avoid repetition of skills and knowledge already mastered;

Extension – amplified challenge: e.g. termly curriculum extension tasks linked to cross curricular work. We will develop a programme of Curriculum Extension Activities hosted on a Virtual Learning Environment (VLE). Our staff will use expertise within CfBT Schools Trust to provide a series of demanding activities. The rationale is to provide another layer of challenge for children and for an additional opportunity for parental involvement. These tasks will complement the work that is taking place in lessons and provide opportunities for children to develop their interests and skills;

Enrichment – deep challenge. We will consult our children and work with other local schools to provide a cluster of enrichment activities including clubs, competitions, exhibitions, concerts and specifically targeted day and residential visits. This will provide exciting and inspirational opportunities to solve problems within unfamiliar contexts. Children and their families will be invited to celebrate achievements in and out of school via assemblies, newsletters and the school's website. We will look for offers of an outreach programme, where sixth-formers would mentor our children.

Some additional differentiation strategies which might be included are as follows:

- project work that stretches particular groups, for example: contextualised running of a community initiative; creating a school newspaper; mentoring or helping younger pupils in second language learning;
- becoming a writing buddy to support other children with their English and French literacy skills;
- offering more cognitive challenge to develop problem-solving and thinking skills, higher order thinking and questioning skills;
- extra-curricular clubs and activities offered by organisations such as the Institut Francais to challenge and engage children in deeper thinking such as philosophy and science;
- opportunities to explore their musical or sporting talents with support from outside agencies.

We will use the NAACE Challenge Award Framework, which will provide a standard by which to audit, evaluate and plan for continuous whole school improvement. Typically we will expect our most gifted students to be achieving at least a Level 5 at the end of Key Stage 2.

D4iii. Multi-lingualism in the school

As outlined earlier in this section, we expect to enrol three types of pupils: those who are bilingual French-English, those who are monolingual in French or English, and those who speak neither French nor English.

1. For those pupils who speak both French and English, the bilingual environment will not be unfamiliar and it is fair to expect these pupils to adjust easily to the Bromley Bilingual Primary School.

2. Children who come from families where only French or English is spoken may at the very start of school be unsure of the new language. French-speaking pupils will of course be likely to acquire English at a faster rate than English-speaking pupils learning French. Nevertheless, research shows that in its early months and years a child has significantly greater numbers of synaptic brain connections absorbing information than children over age 10, and this information is easily remembered and brought into use. Children learn languages⁴⁰ by mimicking sounds they hear and then using them in word form. The more often new sounds are heard, the more adept a child becomes at using these sounds. This is particularly effective in an immersive environment, where children pick up languages more easily. This means the Bromley Bilingual Primary School environment will stimulate monolingual French and English children to learn their second language relatively quickly. Moreover, it is worth noting that these children will be scaffolded by having one of their home languages spoken in their new environment.

3. Pupils speaking neither English nor French on arrival in the school will also benefit from learning languages naturally and being in an immersive environment. We will provide the ideal learning environment for younger children (Foundation/KS1) by immersing them in two languages which can be learnt through play, song, and dance. Learning will be fun and highly stimulating, to encourage additional language acquisition. Older pupils (KS2) will learn from multi-sensory lessons too, with plenty of visual, audio and kinaesthetic activities to embed new vocabulary.

Being in an entirely bilingual environment will help these children to learn everyday instructions quickly, just as playing and communicating with their peers will aid familiarity with basic conversation. Fluent English / French teachers and TAs will be a further source of support as the adults can switch between languages to ensure the pupils' comprehension. In both key stages interventions will be readily available in the form of booster classes, one-to-one sessions, and increased adult support in class. Combining these interventions with deeply personalised learning and effective EAL and FAL resources will help pupils learn and adapt to the unique environment in the Bromley Bilingual Primary School.

Lastly, the English speaking environment of London and the UK will support pupils in learning English outside the classroom, providing a foundation from which to then acquire French.

D4iv. English as an Additional Language

We will ensure that pupils identified as having English as an Additional Language (EAL) are appropriately supported. Responsibility for coordinating their support will rest with the SENDCo or Languages Development Coordinator and their role will be to liaise with the local borough's Ethnic Minority Achievement (EMA) team to ensure best practice is shared, to collate an initial register and broker training where necessary. Again it will be incumbent on teaching staff to be aware of EAL pupils in

⁴⁰ Vos, J. Ed.D., *Can preschool children be taught a second language?*,
http://docs.mohammadzadeh.info/Publications/HTM/2011/Persian/References/10-Can_Preschool_Children_Be-Taught_a_Second_Language.pdf

lesson plans and put in place intervention strategies where necessary. It will be the responsibility of the Heads of Key Stages and the Headteacher to be certain staff are using appropriate methods and resources.

By the very nature and ethos of the school we will embrace children who can already communicate in one additional, or several additional languages, to English and French. We will see the language learning and the investigation of literacy skills in two core languages as an integral part of exploring how language works. Teachers will be encouraged to research the cultural background of EAL pupils entering their class to contextualise learning. Equally, staff will support EAL learners to look for links between their own languages and English and French language and structure. There will be an environment of high expectations for all pupils, including EAL children, who will be encouraged to succeed because they can.

Whole school practice

To equip our staff with the skills needed to support pupils, we will offer an Inset at the beginning of the year to disseminate the school's EAL policy and familiarise staff with best practice. CPD opportunities throughout the year will focus on EAL and FAL (French as an Additional Language) strategies to help staff differentiate effectively. Training in the issues affecting these groups will be given, including social isolation and refugee status and we will deliver a culturally relevant and affirming curriculum which celebrates the contributions of diverse groups. Where necessary, specialist support will be sought from the local borough's EMA Team.

Teachers will use the Inset and CPD training to develop skills aimed at encouraging EAL pupils to gain greater understanding of English and/ or French, and simultaneously progress academically. The Bromley Bilingual Primary School will expect staff to use best practice EAL teaching in and out of class. This includes:

- EAL pupils will be sat at the front of the class in order to easily see visual resources and make regular eye contact with the teacher;
- key vocabulary will always be written on the board (or where necessary printed on a sheet) and discussed in the lesson introduction so children can access a new topic and gain confidence in talking, reading and writing about it;
- instructions will be repeated and summarised using similar language to avoid time spent interpreting unfamiliar words;
- classroom instructions will also be regularly repeated to embed routines and help children become familiar with everyday classroom language: flash cards with pictures of class expectations will be on the walls (e.g. one person talking at a time, hands up to answer a question);
- EAL pupils will be given every opportunity to use drama, role-play and exploratory learning in lessons;
- older pupils may be given writing frames after talking about a topic and retaining prior learning;
- pupils will be encouraged to speak in class and not be shy; class mates will be expected to support and give confidence to these children.

Teachers may wish to also use additional strategies should a child be struggling. Examples of these strategies include:

- additional learning resources (visual aids, picture dictionaries etc);

- peer support and group work;
- teaching Assistant support directed to pupils to ensure a thorough grounding in phonics and basic functional English;
- booster classes with pupils of similar abilities;
- 1:1 intervention sessions with teaching and support staff;
- work with an additional EAL teacher if needed.

Just as additional support for EAL pupils will be provided, the Bromley Bilingual Primary School commits to helping pupils who struggle with French. We believe French as an Additional Language (FAL) can be given equal support using the same strategies and resources as those used for EAL pupils. As described in Section C, we understand that pupils with only French, or neither English nor French may enter the school and it is our duty to support them. Certainly the immersive bilingual environment, and children's natural ability to learn languages will help, but effective differentiation and best practice will be the first step towards scaffolding children.

Further levels of support can be given in conjunction with Heads of Key Stage and the SENDCo through greater collaboration with parents, individualised education plans, and interventions. Central to Bromley Bilingual Primary School teaching will be the understanding that a lack of fluency or comprehension in English or French does not mean pupils are less able. It is vital teachers identify the difference between struggling with the language and with the academic content of the curriculum. We will carefully monitor the learners' progress in two languages and will offer targeted support and one to one additional language learning for any EAL learners who need more time to assimilate vocabulary and structure of two new languages. Careful planning, grouping and monitoring of EAL learners' progress will help to inform us of support that may be required.

While we strive for pupils to acquire English and French proficiency, we recognise that the children must as a priority make good progress in their learning of English in order to continue progressing if they move schools, transfer to a maintained secondary school, and live and work in the UK. We identify that additional provision for this may be required during our foundation subject time or ultimately during the discrete French language learning time where necessary.

In the same way the school will appoint a Special Needs governor it will also appoint an EAL governor.

D4v. Special Educational Needs

An inclusive curriculum

The curriculum in our school will be designed to be accessed by all children who attend the school. In the context of a bilingual school setting, it will be important to distinguish between general learning difficulties (e.g. a speech delay) and problems with second language acquisition. If we think it necessary to modify some children's access to the curriculum in order to meet their needs, then we will do so in consultation with their parents, but additional resources, support and interventions will be used to help such pupils first.

Our school will meet the needs of children with special educational needs and comply with the requirements set out in the SEN Code of Practice⁴¹. If a child displays signs of having SEN, then his or her class teacher (and/or the Special Educational Needs Coordinator (SENDCo) will make an assessment of this need.

We believe that the best way to meet the needs of the majority of pupils with Special Educational Needs and Additional Education Needs (AEN)⁴² is to expose them to high quality, differentiated classroom teaching together with their peers. Thus, within the two classrooms in each year, pupils will be working on the same topic, but at their own level and pace. As such, we will place a strong emphasis on teaching staff personalising their pedagogy and scaffolding tasks so all pupils can access the curriculum as well as providing individual and group support (described below).

Our general approach across all subjects will be based on the principle of 'same topic, different activities' where the most effective form of support will come from. Our understanding of the difference between SEN and AEN is the former is focused around definable learning difficulties for which extra support may be available and the latter is based around more generalised problems that may occur because of development delay related to external factors such as home trauma.

Tailoring tasks and learning to pupils focus on personalised differentiation either in the form of additional adult support, targeted peer support or task differentiation. For example;

- literacy: vocabulary sheets, visual/audio prompts, picture dictionaries, larger text size, gap-fill exercises rather than blank pages;
- mathematics: counting blocks, pictures alongside calculations, acting word problems out, personal place value charts;
- Foundation subjects: key vocabulary introduction before new topics, video clips, timelines at the back of books, topic buddies.

Teachers are crucial to the success of all differentiation strategies. They will have responsibility for planning and resourcing differentiated tasks, appropriately grouping pupils, and balancing their time so all groups receive teacher support. We expect that where Teaching Assistants or volunteers are employed, the onus will be on the teacher to make sure they meet regularly with them to plan individual, data-informed interventions.

We recognise that it is vital that the teaching of children with SEN is not left solely to the teaching support staff and all class teachers will be expected to plan time working with small groups of children with SEN to bring on their learning. Where possible small group teaching of children with SEN will be within the classroom and interventions outside the classroom will be kept to a minimum to ensure that all children have equal access to the whole class learning with their teacher.

⁴¹ Department for Education.

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013160/the-sen-code-of-practice>

⁴² Our understanding of the difference between SEN and AEN is the former is focused around definable learning difficulties for which extra support may be available and the latter is based around more generalised problems that may occur because of development delay related to external factors such as home trauma.

All teachers will be expected to identify children at School Action, School Action Plus and children with statements on their lesson plans and all teachers will be trained to address high incidence, low level SEN. They will also liaise with the SENDCo to ensure class based interventions are graduated and in line with best practice. The SENDCo will need to be fully conversant with the changes taking place under the new legislation expected to go through Parliament in the next 18 months and will need to fully understand the new assessment and identification of children with special needs so as to be able to address them in an appropriate way.

Pupils who require additional support beyond normal differentiation will be added to a class SEN list and monitored by teaching staff, the SENDCo and Heads of Key Stage. The school will create an Individual Education Plan (IEP) for each of the children who are on the special needs register. This will set out the nature of the pupil's need and outline how the school will address it. The IEP will provide a differentiated, small-step approach to targets within the curriculum in order to develop the children's learning. It will also create opportunities for the pupil to see and celebrate his/ her achievement. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Termly SEN meetings will see the class teacher, relevant support staff and SENDCo reviewing these IEPs; identifying new or outstanding issues and the pupil's progress to date. In these meetings the SENDCo will work with the class teacher and relevant support staff to set new behaviour, academic or emotional targets as appropriate, and identify strategies to help the pupil achieve that target. The SENDCo will co-ordinate and document the provision for and management of support for SEN pupils and act as a link with parents/carers.

Targeted interventions

Our ethos on the whole will be to ensure that children are taught within their class wherever possible, however, we believe that some children may on occasion benefit from being withdrawn from class to work on specific skills they are not accessing in lessons. We will therefore make provision for in-school one-to-one and group support where appropriate (this is in addition to after school booster sessions). Extra support will be viewed as part of a pupil's learning time (whenever it takes place). There will therefore be the same expectations of punctuality, behaviour, attitude to learning etc.

We will provide this targeted support for children who are struggling in literacy and numeracy and those with particular special needs. We will review interventions each term in light of observational and summative assessment data. Individual support might include additional phonics input in KS1 and reading comprehension in KS2. If necessary, Reception and Year 1 children will work in smaller focused groups. There may also be some children who would benefit from accessing small group support for non-academic subjects such as social skills and communication. If we feel it is desirable for pupils to access this support then this will, of course, be done in a sensitive way and in partnership with parents.

Staff involved in the education of children with SEN(D) will receive training as part of the school's staff development provisions.

Clear lines of responsibility for SEN(D)

We will look to appoint a member of staff to have responsibility for SEN(D) from the outset of the school. In the first instance this may well be the role of the Head Teacher, until the school can afford to appoint a SENDCo from the pool of teaching staff

S/he will have responsibility for:

- devising the school's SEN(D) plan with regard to the SEN(D) code of practice(s);
- training all staff in how to recognise SEN, and what processes to follow, to ensure all children are adequately supported;
- engaging parents of children with SEN(D), in particular when the support provided is at School Action Plus level and requires parental consent;
- maintaining a balance in the school between identifying and adapting provision for children with an SEN(D), while also ensuring the support is light touch, non-judgemental and in line with the Equalities Act 2010;
- keeping a relevant and up-to-date SEN(D) register highlighting children on School Action and School Action Plus and those with a statement of special educational needs;
- establishing and reviewing Individual Education Plans termly, ensuring challenging targets are set for all pupils identified with SEND;
- working in partnership with our feeder nurseries and children's centres to ensure children's needs are identified, and where necessary statements are written at the appropriate time;
- instituting 'Individual Education Plans' with staff and parents: Ensuring pupils' IEPs are included in the teachers planning and working closely with parents to ensure consistency of learning both at home and at school;
- training staff in how to teach children with SEND;
- managing the SEND budget and line managing any TAs employed to support in this area;
- working with other agencies and the LA to broker additional support;
- managing the statementing process;
- ensuring SEND/AEN provision best meets the needs of children;
- liaise with the SEND link governor who has overall responsibility for the provision in the school;
- ensuring an understanding of legislative changes and how they affect the provision, assessment and identification of SEND within the school.

Our Head/SENDCo will also be responsible for:

- setting up a process for collating baseline assessments based on reports from feeder nurseries and children's centres and other data;
- disseminating the first SEN(D) register;
- inducting new staff members into the school's SEND practice;
- putting in place systems to ensure statutory compliance for children with a statement of SEN(D);
- ensuring the design of the building makes provision for access for disabled children.

The Headteacher/SENDCo will be brought in before the school opens so they can draw up a policy framework and find out about and accommodate the special

educational needs of our first cohort before they arrive. Our policy will show how we have regard to the SEN Code of Practice and will embed our approach, highlighting the key expectations of staff.

Critical to effective SEND provision, particularly for those with complex needs, is multi-agency support. We will therefore build a strong partnership with Bromley Council to ensure we can contribute appropriately to a more streamlined assessment process. In particular we will work with: the Educational Psychological Service; speech and language therapists; CAMHS (Child and Adult Mental Health Services); Learning Support Services, SEN and Transport Services. We will also work with the Education Welfare Services and related departments such as the Bromley Parent Partnership and Choice Service, Health and Social services, local disability groups Early Bird Programme for Autistic Children, Parent Support Group for Dyslexia and ensure additional support and agencies are deployed where appropriate. We will also look to develop a partnership with local Special Schools.

We will work closely with Bromley Council and other authorities, as appropriate, to ensure parents are provided with the necessary information on our approach to working with children with Special Education Needs or Disabilities to enable them to make an informed decision as to whether or not Bromley Bilingual is the right school for their child, and ensure we comply with any legislation or recommendations emerging from the recent Green Paper 'Progress and Next Steps' in terms of improved support for families and their children once they are enrolled at the school, and ensuring they, and their children as appropriate, have an ongoing say in education experience we provide for them.

Strong links will also help us to plan and provide the most appropriate support for pupils. These students' needs will be catered for on a case-by-case basis, coordinated by the SEND teacher, and provision may include; additional school visits; or provision of special equipment to aid learning.

A Special Needs and Disabilities governor will be appointed so as to ensure the aspirations the school sets itself are met. This role will be seen both as a challenge and support for the SENDCo. He/she will report regularly to the local Governing Body and in turn to the CfBT Schools Trust.

As part of our monitoring of standards through classroom observation and reviewing lessons specific attention will be given to the progress of SEND pupils. Also, through our tracking data we will look specifically at the progress of groups of SEND pupils, across core subject areas as well as across year groups, as opposed to individuals.

D4vi. Looked After Children

The SENDCo will also have designated responsibility for looked-after children. Over a quarter of looked-after Children have a statement of special educational needs according to the latest figures from the Office for National Statistics for the

Department for Education. We will guarantee that looked-after children in our school receive the high quality of education they deserve. We will ensure that -

- the designated teacher for looked-after children has the opportunity to attend training offered by the local authority.
- there is a clear policy on professional development for all staff in contact with looked-after children and other vulnerable children.
- the designated teacher is sufficiently resourced to carry out the role effectively.

D4vii Meeting the needs of disabled students and those with SEN (but not stated).

Some children in our school may have disabilities and we are committed to meeting the needs of these children. The school will comply fully with the requirements of the Disability Discrimination Act 2002, as amended.

The school is committed to educating able bodied and none able bodied pupils alongside each other. The Paralympic Games has heightened people's awareness of the issue of disability and has raised the bar in terms of what we all should do in support of a more inclusive society.

All reasonable steps will be taken to ensure that disabled children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning will be appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

In its design phase the school will accommodate wheelchair access and the appropriate provision of disabled facilities. In addition curriculum provision must take into account the needs of pupils with, for example, sensory or visual impairments through the provision learning aids including hearing loops in class rooms or visual aids such as iPads which can enlarge the text pupils need to read, or include 'talk to type' software.

D4viii. How the use of IT, other agencies and partners' resources will support the varying needs of students.

Throughout this section we have identified how we will use the resources made available by Bromley Council, local employers and voluntary groups, the Institut Francais, Exeter University or other national organisations (such as NACE). We will also look for best practice in other schools.

The use of I.T. will be planned both into our curriculum structure and programmes of study. This will vary from the use of specific programmes to develop skills for Special Needs students to more challenging research based activities for the most able. However, we will not set low expectations and it important that pupils of all abilities are able to interrogate web sites say. Also, we are limited only by our own minds in

this area. We should not assume that pupils who might be defined as having special needs in a traditional sense will have such needs when using modern technology. We must capitalise on this.

The development of an effective virtual learning environment (VLE) will provide opportunities for many things. Our aim would be that schemes of work, lesson plans and homework are provided on line. Pupils will also be able to submit work electronically (absence will no longer be an excuse for falling behind).

D5: Definitions and measures of success

D5i. Key values

Success means achieving our central objective: to provide every pupil with an academically excellent and well-balanced bilingual education as well as a sound social and moral grounding. We acknowledge defining factors to ensure high pupil attainment will be:

- effective leadership;
- outstanding teaching and effective use of resources;
- personalised support and challenge;
- high-quality, stimulating learning experiences;
- a flexible curriculum with topics to capture pupils' imaginations;
- formal and informal assessment;
- good attendance and behaviour for learning;
- strong school-parent partnerships.

We believe accurate assessment of learning is fundamental to designing the next steps for a child, and helping teaching staff, leadership and governors identify the progress each pupil is making. The Bromley Bilingual Primary School will be robust in its use of tracking and data monitoring. However, we are also aware of the balance that needs to be struck between this, and trusting teachers as professionals to concentrate on doing what they know to be best for their students. We will therefore use formal and informal assessment to create tailored support and monitor performance of children in all subjects of the curriculum. We implement assessment and monitoring at three levels:

1. Pupil level
2. School level
3. CfBT Schools Trust level

Monitoring success at these levels will enable us to identify areas of strength, and areas for support. We are confident that, even after the school is only a year old (but more comprehensively once the school is full) we'll be able to gauge, and more importantly external stakeholders will know how successful it is.

1. Pupil level

A no surprises approach to data, tracking and assessment of pupils

We will have a very deliberate, approach to the use of data in this primary context. The end of year assessment in literacy (English & French) and Numeracy will lie on a continuum with continuing assessment and progress monitoring throughout the year. The combined picture will give us a clear, timely, and in-depth understanding of how well our pupils are doing and, consequently, the school.

There are a number of ways to limit the chances of being surprised by end-of-year test results; one is to conduct and collect results of regular formative (as well as summative) assessments throughout the year; another is to use tried and tested teaching techniques; and a third is to employ teachers who have a track record of success. We will be nuanced and flexible in our use of these practices. Assessment is a fundamental part of good teaching; good teachers have always assessed where their pupils are in order to identify what to teach next. If we have teachers who have through years of experience achieved a track record of success, we will employ and manage them as professionals, trusting them to use their time in the way they deem most appropriate to the children in their care.

Good, timely data is without doubt essential in driving up and maintaining high standards in all schools. We would not employ any teacher who did not expect and want the annual internal validation (through a moderated assessment) of their pupils' progress through the year. Data use can also be an important part of a deficit solution to improving schools: where teachers are inexperienced or unknown to a school leadership, data is vital in enabling them to quickly and accurately build a picture of their ability to help pupils progress. Or where a teacher is new to our school or trying our new techniques, data must be monitored so that trust can be gained or interventions/changes made. However we expect the majority of teachers will be experienced, known and trusted; employing tried and tested techniques that mean their pupils' results will not need to be continually monitored from the outside. In these instances we would expect the annual internally and externally moderated assessment, coupled with these professionals' own assessment and intervention strategies to be sufficient to ensure that pupils are meeting their ambitious targets for progress.

In a small school where the Headteacher can visit every classroom each day, and all teachers and pupils are known to one another, it is possible to be effective while adopting approach to data monitoring. This is not to say that more regular external monitoring of pupil data will not take place. Monitoring will as a matter of course when staff are inexperienced and/or new to our school or using innovative techniques. It is likely to take the form of half termly assessments that track pupil progress in literacy and numeracy.

Assessment for Learning

As described above, formative assessment is at the heart of all good teaching and as such it is built into the CfBT outstanding lesson (Appendix C1). We will also focus on assessment for learning techniques and so practices will include -

- teachers providing real-time, oral feedback on pupils' work to stimulate regular learning conversations in the classroom;

- comment-only, non-graded marking on selected pieces of work; some studies show that often pupils do not read comments when these are given in conjunction with grades⁴³;
- involving pupils in peer and self-assessment. Pupils will be encouraged to make their own judgements about how far they have progressed.

At the Bromley Bilingual Primary School pupils will be continually assessed against National Curriculum criteria for literacy and mathematics and ICT, and National Curriculum level descriptors for science. For example, pupils will quickly become used to the routine of a weekly spelling test in which commonly misspelled words, high frequency words and relevant topic words will be prioritised. Words spelled incorrectly in the test will then be focused on again in subsequent lessons.

In mathematics for example, tables will be learnt through daily speed tests with a star chart of results displayed in class using bronze for 2, 5, 10, silver for 2, 3, 4, and 5, 10 and gold for all tables learned. We expect all pupils to have committed all their times tables to their long term memory (learned by rote) by the end of Year 4.

At the end of the term, parents will be invited to meet their children's class teacher to receive feedback on their targets and general progress and to discuss how they can help their child towards the next stage. End of term reports will be distributed to parents in this meeting too. It is expected that parents will also have opportunities to speak with teachers when dropping their children off in the mornings and picking them up at the end of the day, given our school's emphasis on cultivating close ties between staff and parents. These opportunities will also provide teachers with a chance to raise issues or congratulate specific pupils, and also to organise meetings throughout the term should more serious discussions need to be had.

The parents will receive a progress report using a programme like Target Tracker⁴⁴. Learning journeys can be produced as a web page for parents to take home. End-of year reports containing information on academic achievement and personal development will provide pupils, parents and the school with valuable indicators of success and identify any need for further support. In order to treat all pupils fairly, language proficiency will be abstracted from the quantitative and qualitative assessment of progress in individual subjects, given our dual language delivery.

Assessment of progress in English and Numeracy

CfBT Schools Trust is currently exploring the adoption of InCAS across all members of the CfBT Free School family. The InCAS assessment tool would complement the results of teacher assessments and allow the school to benchmark the progress and achievement of its pupils across a large cohort of pupils.

InCAS (Interactive Computerised Assessment System) is a computerised adaptive assessment program that is designed for children aged 5 - 11 years. It includes assessments of reading and spelling, mathematics, mental arithmetic, picture

⁴³ Black, P. *Working inside the black box, Assessment for learning in the classroom*, London: King's College, 2002

⁴⁴ Target Tracker. www.targettracker.org

vocabulary, non-verbal ability and attitudes. Schools can print school and class summary tables and graphs and then select more detailed reports on particular pupils. The results give a profile for the whole school, individual classes and individual pupils. Pupil reports allow the teacher to see reading, spelling and mathematics abilities in relation to vocabulary, non-verbal ability and attitudes.

The analysis of reading and spelling scores will enable a teacher to see which pupils have good word recognition and decoding skills but perhaps poor understanding of a passage of text. Other children will be able to read reasonably well but have problems with spelling, and so on. The added dimension of picture vocabulary and non-verbal ability enables teachers to see if pupils' reading is in line with these. This is particularly useful for children for whom English is an additional language. The pupils' responses for vocabulary, non-verbal ability, reading, spelling, mental arithmetic and general mathematics are converted to age equivalent scores that can be compared to their actual age. Predictions of English National Curriculum Levels are also available where applicable. A schedule of proposed assessments, which includes InCAS based assessments, will be developed with the Headteacher and Heads of Key Stage Lead Staff once appointed.

As detailed earlier, the ten highest achieving state funded primary schools in Bromley consistently achieve a level above 93% Level 4 for English and mathematics and we expect to match or exceed this, with a overall target of 100% Level 4 for English and mathematics (unless specific Educational Need that makes this unrealistic), and 50% Level 5 or 6 based on the comparable levels achieved by high performing local primary schools⁴⁵.

Assessment of progress in French

We will assess pupils' progress in French language using informal assessment based on the CEF - Common European Framework Descriptors.

For assessment purposes, the CEF defines levels of attainment by assessing different aspects in language proficiency: "i) the competences necessary for communication, ii) the related knowledge and skills and iii) the situations and domains of communication"⁴⁶. Using a descriptors scale, the CEF assesses the key skill areas of: Listening, Reading, Spoken Interaction, Written Interaction, Spoken Production and Written Production. Ability is assessed in three grades- Basic (A), Intermediate (B) and Proficient (C). Within these grades are two bands, for example A1 and A2 to ensure accurate assessment of language acquisition. The level of detail offered is high; for example when assessing listening, the various aspects of listening are analyzed (overall listening comprehension, listening to instructions, understanding interaction between native speakers, TV and film etc). The different levels within each skill are then tabled, as below.

⁴⁵ Department for Education. (2012, December). *Primary School Key Stage 2 Performance Tables for 2012*. Retrieved from www.education.gov.uk/schools/performance/download/pdf305_ks2.pdf

⁴⁶ Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, http://www.coe.int/t/dg4/linguistic/cadre_en.asp

Listening to Announcements and Instructions

C2	No descriptor available
C1	Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
B2	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.
B1	Can understand simple technical information, such as operating instructions for everyday equipment. Can followed detailed directions.
A2	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.
A1	Can understand simple instructions addressed carefully and slowly to him/her and follow short, simple directions.

We expect pupils to reach level B2, or be working towards B2, by the end of Year Six. Level B on the CEF scale is the most appropriate equivalent for UK National Curriculum Level 4 in Literacy. Level B2 means a child will be able to operate and communicate independently and competently, and have a platform for more challenging learning of French in the four key skill areas: listening, speaking, reading, writing. It also allows a pupil to operate at an age appropriate level in the language: expressing news, views, and writing independently and clearly. Those children who struggle with literacy should be able to achieve this level by the end of Year Six. Very able pupils are likely to be working towards C1 on the CEF scale.

A CPD session centered on using the levels accurately will be held in the first Inset day before the start of the school year to ensure all teaching staff are confident using the CEF. The Language Development Coordinator will be responsible for training support staff with the application of the CEF descriptors throughout the year. Staff familiarity with the framework will allow all adults in school to informally, and quickly, assess children's progress in French. Detailed levels of assessment will be recorded every term, while overall ability levels will be noted more regularly. We will also look to educate our parents about the CEF as well as national curriculum levels.

Other benefits of using the CEF descriptors include allowing a child to transfer from a school in England to a school in French and for teachers in both schools to be able to share progress of a child's language development given the universally transferable descriptions. Using the CEF assessment would also allow for smooth transition to KS3 language learning as these descriptors can be matched to the National Curriculum levels for language learning or ASSET Languages Levels. It would also be possible to keep a snapshot assessment of children's progress in other languages that they might speak using the CEF descriptors.

In KS1 and KS2 children would keep their own AfL record of French language learning, using the framework of the European Languages Portfolio, which is a child-friendly record in alignment with the CEF. Pictures and simple "I can" statements

help the child self-assess their learning and progress. A record of progress in other languages by the children can also be kept in the European Languages Portfolio. Parents would be informed by school report of their children's progress in French.

In time, we aim to work with the CfBT Languages Team to create a bespoke assessment system for the Bromley Bilingual Primary School based on the CEF. Such an 'in-house' scheme will demonstrate pupil progress in French from Reception Year- Y6 accurately.

2. The School Level Impact Report and Self-Review

Measuring what we value not valuing what we measure

Our vision describes three outcomes for children:

- bilingual French-English teaching and learning;
- academic excellence according to national standards;
- highly developed intercultural understanding.

Only academic excellence according to national standards is directly measurable through assessment. We have therefore devised a list of proxy measures that we will also report on in the annual Impact Report for the School. These proxies either measure a similar/related outcome or they measure how successful we have been with specific actions that promote one of our three outcomes.

Examples of indicators we will include in the impact report are:

1. % achieving Level 4s in English and mathematics *;
2. % achieving level 5s in English and mathematics *;
3. % of children working at level B1 or towards B2 on the CEF scale for French by end of Year Six;
4. % of children reading in French at an equivalent level of no less than 2 years younger than their age;
5. size of school/ pupil numbers;
6. attendance rates;
7. teaching staff turnover rates;
8. parental satisfaction with the school.

*Please note: Until the first cohort graduates from the Bromley Bilingual Primary School, interim progress measures based on progress towards targets will be reported for KS1 and KS2 classes. We will measure % pupils achieving level 2C and % pupils achieving level 2B in English Literacy and Numeracy at the end of KS1.

Other measures that will be used for **internal** self review include:

1. % of lessons graded outstanding, good, satisfactory, inadequate;
2. number of sanctions by seriousness of the offence, including number of exclusions;
3. termly progress in English, French and mathematics;
4. performance against budget, including use of Pupil Premium Funding.

These measures will form the basis of our ongoing school self-evaluation, not to mention staff's performance management. For example, if we are not meeting targets (set by the CST Trust Adviser and Headteacher) on percentages of lessons

graded good or better then we will know that unless action is taken students, we will be unlikely to meet our ambitious attainment targets. The Bromley Bilingual Primary School will consider that any child not achieving at least Level 4 in English and Maths by the end of Year Six (having been there since Reception) as a very serious failure of our school. The Headteacher will be expected to be held to account by the School Governors.

We also intend for there to be no exclusions at the school unless completely unavoidable to ensure Pupil and Teacher safety. In the case of any exclusion, the Headteacher would be expected to write to the School Governors and Parents to explain what process had been put in place to try to rectify this situation predicating the exclusion.

Performance against application

Internally, CfBT has developed an annual audit programme, which has been trialled at CfBT's Reading Free School to monitor our delivery and performance against the Free School Application. This involves questions, checks and KPIs for governors, TA and CfBT to make use of at certain points in the year. We will undergo the same process at the Bromley Bilingual Primary School in order to be sure we were delivering on our promises.

For example, we will use this to check that teachers really were being given and did make use of the opportunity to observe a colleague teaching at least once every four weeks; that the list of pupils targeted for booster classes was being reviewed every half term; and that trusted, experienced teachers who were using tried and tested teaching techniques were not being unduly burdened with unnecessary data and monitoring requirements better suited to a deficit model than their own.

Intelligent Accountability

In the same way that Ofsted inspections are being scaled back from schools that have been shown to be already outstanding and that maintain great results, we will apply this logic by running an intelligent accountability system for Teachers in our school. Test results will enable our school leadership team to know what level of external support each teacher needs because it will be clear from these what progress students in that teacher's classes have made over the course of a year. If a Teacher's results indicate a high level of skill it will not be necessary to intervene in his or her lessons; on the other hand, if the teacher's results indicate a problem, intervention will be swift and targeted.

One incentive approach we would like to explore is the means through which teachers move up the pay spines. In the same way that thresholds link much more directly with performance, we will look to introduce a system whereby movements up the pay spine are in part related to the achievement of certain pupil-attainment-related measures, and in part to overall school progress and achievement. This would explicitly recognise great teaching and act as a deterrent to the kinds of staff we do not want to employ. On the flip side it could mean that we reward excellent performance with increments of more than one level up the pay spine.

3. CfBT Schools Trust Annual Assessment

CfBT Schools Trust will carry out an annual assessment of all schools including Bromley Bilingual Primary School (likely to be in the spring term). The assessment will cover: pupil performance, customer satisfaction (pupils and parents) and resource management. These three measures will be weighted at 60%, 20% and 20% respectively. Within each measure a number of contributory indicators have also been weighted to give an overall score for the school. The school will self evaluate and then be externally moderated (by a senior manager from another CfBT Trust school).

The annual performance assessment will not be directly linked to Ofsted inspections, but such assessments may be part of a school's evidence base for part of the assessment. CfBT has decided that effective governance, leadership and management will be reflected in the effectiveness of the other elements and therefore not assessed in its own right; this will also mean that it is not directly linked to the senior leadership performance management. The annual performance assessment will result in a percentage score and this will then be directly referenced to the level and type of support provided to the school by CST in the following year.

Pupil Performance:60%		
Progress	30%	(18%)
Attainment	30%	(18%)
Quality of teaching and learning	30%	(18%)
Attendance and Behaviour	10%	(6%)
Customer Satisfaction: 20%		
Parent/carer satisfaction	30%	(6%)
Pupil satisfaction, including enrichment and enjoyment	50%	(10%)
Pupil recruitment and retention	20%	(4%)
Resource Management: (<i>Finance, HR, Premises, Health and Safety etc.</i>): 20%		
Budget balanced with appropriate reserves	40%	(8%)
Staff attendance, recruitment, retention and development	30%	(6%)
Premises maintenance and health and safety	30%	(6%)

D6 Admissions

D6i. Our Ethos

The Bromley Bilingual Primary School is committed to upholding the spirit and the letter of the School Admissions Code. Our admissions arrangements will be clear and fair and in accordance with the School Admissions and Appeal Codes. We will aim to offer our local community a high quality education option which has at the core of its Teaching and Learning the introduction, reinforcement and development of both French and English as a means of accessing knowledge and communicating meaning.

Interest in the school has been demonstrated from a widely distributed population in the SE London area and therefore whilst we would prefer families not to make long journeys to reach us, we need to acknowledge the specific nature and appeal of our dual language school. The purpose of admission criteria 5 and 6 is to give a

preference to children living nearer the school, whilst also offering opportunities to those interested participants from a wider intake.

We believe that parents are the best judges of how far they should travel to bring their children to school. We also accept that it may be desirable to limit the random selection process in admission criteria 6 to families within a specified radius of the school. In that context, we would need to know the location of the school in order to understand how any given radius would affect our supporter base and likely application numbers. We will consult on the appropriateness and extent of a geographical limit in due course. Rather than set an over-subscription criterion which in the long term is less fair and simple, we would like to make use of the Secretary of State's ability to allow us to prioritise a very limited number of founders' children in the early years.

Our parent promoter group is as widely distributed over our target area as our supporter network. In order that founders with young children who have contributed significantly to this project are able to benefit from its realisation, we would like to give precedence, if those children are not allocated places according to our standard admissions rules, to certain children of members of the parent promoter group. In total, our promoter group has ten children in six families. Four of those children are potential transfers into Year One or Year Two when the school first opens; Five would first apply for Reception in 2014 or 2015; the remainder are younger siblings of these. Pen profiles and an outline of the contributions made to date and to be made in the future to the set up and management of the Bromley Bilingual Primary School can be found in Section F.

Once we have identified a location for the school and demand levels for the first intake, we would ask the Secretary of State for special dispensation in respect of members of the parent promoter group whose children have not been allocated places. We expect this would involve five or six places over the three years 2014-2017.

We believe that parents who choose this school for their child will do so knowing that it is a school with a distinctive language learning ethos, and that the experience we offer to all children is underpinned by the acquisition of two languages.

Beyond the statutory criteria, it is our intention to achieve three things in our admissions criteria:

- to attract a mixed and comprehensive intake representative of the diversity of Bromley and south east London to ensure this very special school is inclusive and available to all;
- to ensure many of our children are able to walk to school thereby embedding the new school in its local community;
- to make this unique school available to children living in a far larger catchment area that reflects our broad-based support.

D6ii Admissions Criteria

The total admissions number is: 50 (2FE of 25 pupils each per year). The Bromley Bilingual Primary School will be part of the England-wide coordinated admissions process for state schools. This means parents/carers wanting their children to attend the school must apply to their home Local Authority as they would for any other state-maintained school.

In year one (2014) we will manage applications ourselves but hope to be in close contact with the Local Authority throughout the process and will take advice from them and the DfE on how best to run these processes alongside one another. The governing body of the Bromley Bilingual Primary School, which will be constituted during the implementation phase, will be its own admissions authority. We intend for the admission policy to be in full accordance with the School Admissions code and Admission Appeals codes.

Specifically, where the number of applications for admission is greater than the published admissions number for any relevant age group, the school will consider applications against the over-subscription criteria set out in the sub-paragraphs below. This does not apply to students with statements of Special Educational Needs where the Bromley Bilingual Primary School is named in the statement, who will be admitted first.

1. Children in public care (looked-after children and previously looked-after children)⁴⁷.
2. Children for whom the Bromley Bilingual Primary School is appropriate on exceptional medical grounds. Such applications will be considered under this criterion only if they are supported by an attached medical statement from a doctor. This must demonstrate that there is a very specific connection between the child's medical need and the school requested.
3. Children whose parents are Founders of the school (subject to approval by Secretary of State);
4. Children with a sibling who will be attending the school at the time of proposed admission. The children concerned must be living at the same address. We will allocate sibling places using a 'top down' approach (i.e. from the most senior year group, downwards).
5. 50% of the remaining places will be allocated to those children who live

⁴⁷ A "looked after child" is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services function (see definition in section 22(1) of the Children Act 1989). Previous "looked after children" include those children under the terms of the Adoption and Children Act 2002 (section 46 relating to adoption orders), Children Act 1989, section 8 which defines a "residence order" as an order settling the arrangements to be made as to the person with whom the child is to live and section 14A which defines a "special guardianship order" as an order appointing one or more individuals to be a child's special guardian (or special guardians). Applications received under the Criterion A must be made by the person with parental responsibility for the child (e.g. the child's social worker, acting on behalf of the local authority for a looked after child) and will need to be supported by the following official documentation, as applicable:

- i. Confirmation by the home local authority that the child is looked after or
- ii. Confirmation by the local authority that last looked after the child confirming that the child was looked after immediately prior to the issuing of one of the following orders
 - a. Adoption order
 - b. Residence order
 - c. Special guardianship order.

nearest to the school as further described below.

6. The remaining places will be allocated using a lottery.

Our admission arrangements take into account the requirements of the Equalities Act.

Notes

When drawing up the admissions policy we will employ the following definitions, which are informed by the *Bromley Primary Schools Admissions 2013*⁴⁸.

Rounding - The number allocated to criterion 5 will always be rounded up.

Founders of the school - Founders of the school are defined as members of the promoter group who have made a significant contribution in preparing this application and will continue to work to making the school a reality following pre-opening approval and will contribute significant to its management once open i.e. sitting on the schools local Governing Body. If legislation regarding schools admission codes changes to make it possible, we will ask the Secretary of State to allow us to use this as our second over-subscription criterion during the first three years of the school's operation, otherwise it will be removed.

Distances - We will use Bromley Council's-approved geographical information system (GIS) to calculate the home to school distance measurements. For calculation purposes the Council uses the best address database available to determine the child's home address. The Council then uses a computer-generated centroid, supplied by Ordnance Survey, of this address to determine that start point of the home to school distance measurement. If a child lives in a block of flats where a communal entrance is used, the Council will use the centroid for the block and not the centroid of the individual flat for these calculations. The end point is the main gate of the school. When dealing with multiple applications from a block of flats, lower door numbers will take priority.

Tie-break - Where a school becomes oversubscribed once all the criteria have been applied, places will be offered to children living nearest to the school measured by a straight line as described above. If however there is a tie break lots will be drawn to decide which child is offered a place.

The child's address - The child's home address is where the parent / carer lives and the child permanently resides unless otherwise directed by a court order. This will also apply to informal care arrangements. Where a child spends time with both parents / carers in separate homes and both have parental responsibility, the school will need to establish where the majority of school nights (Sunday to Thursday) are spent. This will then be treated as the home address. If the child's home address has changed after the application has been submitted and before an offer of a place has been made, you must notify the school admissions officer immediately. The school will then need to process your child's application again in order to apply its admissions criteria.

Siblings - Sibling includes full, half, step, foster and adopted brother or sister living in the same family unit and at the same home address as the child. Siblings attending the nursery (if any is in future created) or in Year Six who will be transferring to secondary school will not be regarded as a sibling under this criterion.

Multiple births - If only one place is available at the school and the next child who qualifies for a place is one of multiple birth siblings, the school will consider going

⁴⁸ London Borough of Bromley. *Starting Primary Education in Bromley, 2013*

over its published admission number when possible to do so in order to support the family.

Waiting lists

We will hold a waiting lists until 31 August preceding the start of each school year. If a vacancy arises at the school, the admission criteria will be used to decide which child is admitted. If a conditional offer made from a waiting list is not accepted within five working days it will be withdrawn and offered to the next child on the list. If families change address whilst on a waiting list, evidence of the new address will be required when measuring for the home to school distance criterion.

Late applications

Applications received after the closing date will not be considered for a place until after the initial offer of places [usually in April]. We intend to follow Bromley Council’s Fair Access Protocol in relation to exclusions and transfers.

Key dates for Bromley’s primary admissions process

We will manage our own admissions in year one and expect to encourage parents to follow the same timescale as the local authority where the school is situated does for its own admissions. The table below is indicative and taken from the information on primary admissions for parents in Bromley.

January 15, 2014	Statutory deadline for receipt of applications
February 10, 2014	Checking of application data
March 17, 2014	Checking of offer data
April 16, 2014	Offer letters posted first class
April 30, 2014	Deadline for receipt of acceptances
June 2014	Deadline for appeals

Admissions Appeals

CfBT Schools Trust (CST) will look to buy into the Bromley’s Independent Appeals (IAP) Panel Service to manage any admissions appeals lodged against Bromley Bilingual Primary School with regard to admissions, until such times as it has established its own IAP as a Trust.

D7: Behaviour Management, Pupil Wellbeing and Attendance

D7i. Our principles

We plan to create a school with a calm and unthreatening learning environment that encourages good behaviour and attendance among our pupils. Our inclusive ethos will promote respect for the individual child and will pay particular attention to cross-cultural understanding to foster tolerance and mutual respect among the children. Our pupils will learn that functioning bilingualism and academic excellence can only be achieved through regular attendance of classes and activities, and through constructive engagement with fellow learners. They will understand that mutual

respect and good verbal skills form the basis of communication and interaction in and outside the classroom.

We want all our pupils to achieve their full potential in a setting where they feel safe, happy, accepted and included. We are determined to build social as well as academic capital. We will not miss the opportunity of starting a brand new school to make sure that routines, appropriate and accepted behaviours and boundaries are thought about, sanctioned and enforced very deliberately. The Bromley Bilingual Primary School will emphasise the importance of 'pupil voice' and implement a school council in order to provide pupils with a channel of formal communication between themselves and the school management. We will also aim to include and engage parents in understanding the school and classroom behaviour policies to increase effective communication between staff and families.

Our approach to behaviour for learning is based on four key principles:

- high expectations of work and behaviour. The school will adopt a strong but fair approach to discipline and zero tolerance of bullying and any discriminatory behaviour. Both through the taught and informal curriculum the school will actively promote tolerance and respect of diversity; it will also seek to develop self-esteem in pupils through Circle Time, PSHE and class activities;
- a clear policy on rewards and sanctions. We believe there should be an even balance between rewards and sanctions. Our school-wide behaviour code will be clear, accessible to all parties involved and consistently applied. While it is designed to be preventative rather than punitive, we will not tolerate anti-social behaviour, in particular bullying, at any level;
- motivating pupils by planning well-paced lessons, using stimulating activities which encourage attendance as well as stating our high expectations at the beginning of every lesson;
- zero tolerance. All misdemeanours whether minor or not will be followed by a consequence each and every time. Our experience tells us that by consistently making a stand on minor misdemeanours we can create a highly orderly environment conducive to learning.

These principles will be underpinned by a set of key processes and documents.

Codes of conduct for the classroom and the school

At the beginning of each school year, pupils and staff will together set positive classroom rules to provide for a happy and caring classroom atmosphere. These will fit in with and reinforce the larger school-wide behaviour policy. Once agreed, this document will be displayed in all the classrooms in both languages as a reminder and sent to parents to bring a supportive consistency for children, parents / carers and staff. Rules will be positively framed and focus primarily on the routines of learning as well as other areas such as attendance, punctuality, equipment and smartness. Years One to Four will display the traffic light behaviour system to monitor breaking of the code. Every day children will start on the green light and move from amber to red for unacceptable behaviour. The pupil can return to green if they correct their behaviour. Beyond Year Four, Teachers we will devise an appropriate warning and sanction routine.

In addition, the Headteacher will devise a code of conduct for the whole school. This will focus more on standards of behaviour and routines in the corridors and at lunch and break times, as well as pupils' behaviour when they are out in the community. The Headteacher will discuss this code of conduct with teachers and pupils on the School Council. This document will be clear and concise and on display in the school, again in both languages. It will form a point of reference and reinforcement for all members of our school community. An initial version will be put in place before the start of term and then revised if the School Council has any valid concerns. The Headteacher would be free to devise his or her own document, in consultation with Governors, Parent representatives, and Staff.

Both our classroom and school codes of conduct will be underpinned by a Pupil Promise (Appendix D1) which sets out children's rights and responsibilities at school. It shows what they can expect from our teachers, but it also sets out what we expect from them. We also believe in the power of role models to encourage good behaviour. Our school's code of conduct will be reinforced daily by all staff members. We will praise positive behaviour, while also refraining from giving over-praise for behaviour which should be the norm. Peers and staff members can nominate pupils and colleagues for merit certificates if they notice particularly good behaviour that goes 'above and beyond', and we will recognise and reward this in Assembly. Likewise, outside class time supervisors and non-teaching staff will be expected to lead by example according to the Codes of Conduct.

Parent support

We will readily assist parents who want to learn more about helping their child do well at school, especially where a disciplinary problem has been identified. The child's class teacher and, if needed, the Headteacher will be available to give confidential advice on steps the parents may be able to take, and any resources they may be able to draw on. By involving parents in the behaviour code their child's class writes down, we expect them to feel part of a co-operatively determined solution if difficulties arise as we make clear to Parents and Carers in our Parents' Promise (see Appendix D1).

D7ii Pupil Well Being

At the Bromley Bilingual Primary School we have a responsibility for the care, welfare, safety and therefore the learning environment of all our pupils. The school's ethos provides the basis for this policy. The promotion of our agreed values and beliefs means a pupil centred approach.

Teachers, non-teaching staff, welfare-staff and other adults are all part of a team. This team will ensure pupils are happy and secure in whatever activity they are taking part in, whether social, spiritual, mental, emotional or physical. The provision of this care will extend to all extra-curricular activities such as clubs. We will have a caring commitment to guide and advise our pupils, equipping them with the skills needed to face the outside world. Teachers and non-teaching staff will be encouraged to approach the care of our children in a positive way.

Through our Pastoral Care Policy we aim to:

- create and maintain an atmosphere where pupils feel they are well known, safe, valued, respected and happy;
- promote the aims of our school;
- implement our Codes of Conduct' for behaviour which consider the views of all pupils, parent and staff;
- maintain the highest standards of teaching and learning;
- respond in a sympathetic way to the concerns, fears and worries of our pupils;
- build an atmosphere of trust;
- make children aware of potential dangers through the teaching of Health Education and other subjects e.g. road and water safety, or care in the sun.

Parents will always be welcomed and encouraged to contact their child's class teacher or the Headteacher if they have any concerns or worries. We will encourage parents to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any discussions are held in confidence if desired or necessary.

Children will be encouraged to talk freely and openly to any member of staff if they have any worries or problems of any kind on a work or personal level. Staff will respond to children in a sympathetic and concerned way, offering advice, support, guidance and reassurance, in confidence if required.

At the Bromley Bilingual Primary School our Pastoral Care and Behaviour Management Policies will go hand in hand in order to achieve the right environment for all pupils to learn and to create the right values of good behaviour.

Research has shown that effective Pastoral Care policies can encourage good behaviour⁴⁹. Our Pastoral Care and Behavioural Management Policies aim to support a climate of working together to achieve and succeed, and to promote a positive ethos. The research praises the involvement of the whole school community the Board of Governors, all staff, pupils and parents - in a partnership approach to developing and maintaining good behaviour.

Bromley Bilingual Pastoral Care and Behaviour Management Policies seek to provide a means of promoting good relationships, so that everyone can work and learn together with the common purpose of helping everyone to learn. Our positive ethos will be one in which:

- the pupils' confidence and self-esteem are promoted;
- they are encouraged to value one another; and
- they show a strong sense of belonging to the school as a community.

At the Bromley Bilingual Primary School, all pupils will take pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

⁴⁹ DENI. 2001. Pastoral Care in Schools: Promoting Positive Behaviour)

D7iii. Rewards and sanctions

Rewards

The school's rewards system is designed to maintain appropriate behaviour and motivation both in the classroom and around the school. The following rewards may be appropriate:

- verbal congratulations;
- positive comments on work;
- stickers;
- positive comments in the home / school diary;
- pupils' works displayed around school;
- individual prizes might be incentives such as an end of year trip to a theme park;
- merit certificates;
- recognition in an Assembly;
- individual pupils selected as peer mentors;
- share work with another class / Principal;
- commendation award / prize at end-of-term assembly;
- letter / phone call / postcards to parents.

Sanctions

Our school ethos is based on the assumption that all pupils will behave appropriately at all times. We will focus on recognising positive behaviours. However, should it become necessary to impose a sanction, the following may be appropriate. The imposition of a sanction should always be accompanied with guidance to enable a pupil to learn an appropriate behaviour. Sanctions should always be fair and consistent and without prejudice. All pupils will be told that they are forgiven and should start again making the right choices next time. We will emphasise that each child has a choice in how they behave and encourage them to make the right choices.

The following sanctions may be appropriate:

- moving from green to amber to red on traffic light system;
- one-to-one discussion between pupil and teacher during the lesson or after the lesson, with referral to the Headteacher if necessary. Infractions occurring outside lessons will be referred to the class teacher;
- a reminder of acceptable behaviour according to our code of conduct and warning of the sanction that will follow if the behaviour continues;
- the opportunity to put things right by saying sorry or through restorative justice techniques;
- individual behaviour plan with key targets that are reviewed regularly.

We are very clear that the difference between the success and failure of a behaviour policy is not its detail but the consistency with which it is enforced. The policy will therefore form a very central part of all staff induction and all teachers will be expected to display and follow it in their classrooms.

D7iv. Bullying

Bullying will be taken very seriously and all instances dealt with promptly. Anti-bullying week will be recognised as it has been proven to reduce school bullying incidents considerably. Theatre groups will be invited into school to convey the issue in a way children can relate to. We will encourage children to report bullying and not to be a bystander. Issues will be discussed regularly during circle time and assemblies where we will emphasize that we should be caring and respectful towards each other. We will have a 'Keepaneyeon' procedure and encourage children to report bullying and not to be a bystander. Issues will be discussed regularly during circle time and assembly where we will emphasise that we should be caring and respectful towards each other.

In the event of a parent, member of staff or child reporting an instance of suspected bullying, the following procedures will take place.

- The incident will be logged and investigated immediately, speaking to all parties involved as appropriate.
- At the end of the school day, (depending on severity of incident) parents of the alleged bully and victim will be informed of actions and events.
- All staff members in contact with alleged bully and victim will be asked to monitor.
- If after investigation it has been proven that bullying has occurred, clear and appropriate sanctions will be implemented. Further action will depend upon the circumstances.

Pupil safety and wellbeing should not be seen as only the responsibility of pastoral staff – it is the responsibility of all staff.

Pupil safety is of paramount importance. At the design stage we will ensure the school is built in a way that provides a secure campus both externally (gates, walls, fences and CCT cameras) and internally (external door access).

D7v. A robust approach to attendance

It is widely acknowledged that if children are not in school their chances of succeeding and developing socially are drastically reduced. We will provide parents with the data that shows the relationship between attendance and academic success. We will make parents aware of our stance on un-authorized absence and will issues guidelines stating what is acceptable (such as a funeral of a close relative) especially and what is unacceptable (such as time off for family holidays). We will also make it clear that it is the school and not the parents who make the final decision. All requests for absence will have to be made through a formal application process.

We will target poor attendance and lateness in a structured way, as detailed in an attendance policy that will be devised by the Headteacher. The Headteacher/Head of Key Stage will be responsible for monitoring attendance during both morning and

afternoon sessions. We propose to use a system such as My Child at School. This allows parents to log in and check on the attendance and punctuality of their child.

Registers will be called each morning and afternoon. The Headteacher/ Head of Key Stage will regularly review attendance figures for the children and put in place interventions. In the case of the first four incidents the teacher/office will discuss the lateness with the parent. If lateness persists then the parent will be written to on two occasions. If this fails to stop the persistent lateness or absence will be followed up with parents, possibly with a home visit by a member of staff or the EWO and, where necessary, the school will take legal action through LA Education Welfare Officers.

Both punctuality and attendance will form a major component of our code of conducts and we will use the same rewards and sanctions as those outlined above to ensure compliance. To encourage good attendance all pupils with a 100% attendance record at the end of term will be awarded an attendance achievement certificate. Our Attendance Policy will be included in the school website so that parents know we give attendance and punctuality a high priority.

D7vi. A structured approach to escalation and multi-agency working

For more serious issues that may not be adequately dealt with by the strategies above, we will have a clearly set-out process for escalation. All serious concerns (either ongoing or one-off) will be logged and levelled on a three-point scale, with level 1 being the lowest level and level 3 the most serious. Agreed strategies for dealing with each level will be established, with level 1 incidents most likely being dealt with by the classroom teacher and level 2 and 3 incidents being escalated to the deputy head (if it occurs out of class) with recourse to the Headteacher (in partnership usually with parents) if necessary, and on occasion other agencies. This structure will provide staff and children with a consistent framework within which to work.

The Headteacher will review plans for pupils who are logged in the levels system on a weekly basis to monitor progress and, where necessary, broker additional support. For example, where there is a case of persistent lateness or non-attendance, the school may ask Educational Welfare Officers from the local authority to conduct home visits, put in place remedial plans including a Pastoral Support Plan and (as a last resort) pursue legal options.

The school will also draw on other multi-agency support for students causing concern. This might include officers from the council that specialise in emotional well-being and parenting support, as well as education psychologist input. From time to time we may need support from health services too, such as CAMHS (child and mental health services) and local GPs, as well as third sector support organisations. In all cases we will work in an open and collaborative manner to secure the best package for our pupils. The Headteacher (or possibly the SENDCo) will be the named child protection officer. This role will be to work with the child protection governor to ensure all statutory obligations are met, child safety is prioritised, referrals are made (where necessary), and all staff are appropriately trained.

D7viii. Clear processes around exclusion

The Bromley Bilingual Primary School will be committed to dealing with all behavioural issues in a proactive and positive way. We will only turn to exclusion as a last resort and only as part of our overall behaviour strategy.

We intend to follow the law and guidance on exclusions just as maintained schools. This includes reporting our exclusions to our local authority. A local authority officer may attend a meeting to discuss the exclusion at the request of a parent. We will arrange our own Independent Appeals Panels (or review panels). It is not our intention to diminish the rights of children at risk from exclusion, nor is it our intention to have a different policy from our neighbouring schools. Part of our draft policy is set out below.

Permanent Exclusions - The school seeks to avoid permanent exclusions. These will only take place for very serious incidents or when all other strategies have been tried and have failed over time.

Fixed Term Exclusions - Fixed term exclusions will be used only when other sanctions and strategies, detailed with a Behaviour Support Plan, have not been effective over a period of time or when there has been a single clear and serious breach of the code of conduct. This could include:

1. Physical and verbal violence.
2. Sustained bullying (in all its forms).
3. High-level disruption to learning.

Procedures

In all cases the Headteacher will gather evidence from pupils as well as the opinions of staff and Governors regarding the issue. If the decision is taken to exclude, the following will take place -

1. The pupil will be excluded for a minimum of two days in the first instance.
2. Parents / carers will be notified immediately by telephone and asked to come and remove their child.
3. Parents / carers will be given a formal letter outlining the reason for the exclusion, the exclusion process and details of procedures they may wish to adopt such as an appeal.
4. Arrangements will be made for a teacher or a member of the appropriate support services to visit the home the following day to discuss the reasons for the exclusion with parents and the child and to take school work for the child to complete.
5. It may be that as a result of the exclusion there is a need to contact other agencies. If it is deemed that there are issues around safeguarding, appropriate referrals will be made.
6. The Chair of Governors will be notified at the time the exclusion is decided, as will the local authority;
7. The school will work with the parents and the child to ensure that an appropriate programme of support is put in place to deal with the issues around the pupil's behaviour on his or her return to school.

If the school wishes to progress to a permanent exclusion we will immediately

contact the local authority to seek advice. We will arrange our own independent appeals panel.

D7: Religious designation or faith ethos

Not Applicable for Bromley Bilingual School

Section E: Evidence of demand – Part 1

Table 1: Demand versus places available for the Bromley Bilingual Primary School

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	50	33		66%	50	32		64%
Year 1	25	23		92%	50	28		56%
Year 2	25	14		56%	25	23		92%
Year 3					25	14		56%
Year 4								
Year 5								
Year 6								
Totals	100	70		70%	150	102		68%

E1i. Evidence of parental demand

The starting point for gathering evidence of demand for the proposed free schools was the network of parents engaged with a number of local 'Not for Profit' French Language Saturday Schools in Dartford and Bromley which the proposer group had previously been involved in setting up. Between them these two projects - La Marelle⁵⁰ and Ecole Tricolore⁵¹, currently have a membership of 140 children

As key target group all members were contacted and asked to complete the survey, other potential families were also targeted via the French Embassy, local monolingual play groups, such as Gymboree, sure start centres, day Nurseries and child care centres, local branches of the National Childbirth Trust and local church groups and religious communities. The survey was made available online via the group's website⁵² and distributed as a hard copy at various venues and through leafleting since we commenced active marketing in September 2012.

Free School survey

The survey aimed to establish the level of local support, raise awareness, attract volunteers to help with the project, and to gather information on what the local community wanted from a new local school.

Potential parents were asked to answer the following questions –

⁵⁰ www.lamarelle.org.uk

⁵¹ www.ecoletricolore.co.uk

⁵² www.tinyurl.com/bromleybilingual

Table 1 – BBPS survey questions

Number	Question asked	Possible responses
1	Parent's name.	Mandatory response
2	Email address.	Mandatory response
3	Full postcode.	Mandatory response
4	Whether they would include the Bromley Bilingual Primary Schools as one of their six choices for a primary school?	The answer options were: Yes, Maybe, and No.
5	Whether they would list the Bromley Bilingual Primary School as their first choice of primary school?	The answer options were: Yes, Maybe, and No.
7	Year of birth and year of starting reception of any children they were interested in sending to our school.	Mandatory response
8	What languages do their children speak other than English, in particular what languages they speak at home or to a high level?	Mandatory response
9	Why does their family/community want this school	Optional response
10	Would they be interested in a breakfast and/or after school club at our school?	Optional response
11	Would they be interested in joining our campaign or assisting the school?	Optional response
12	Please give us any other comments.	Optional response

Our analysis of the survey results is tabled below. The data shows that the overwhelming majority (91%) parents who have responded to our survey stated that they were willing to choose the Bromley Bilingual Primary School as their first choice of primary school in the future.

The results show we have already gained a level of interest which would mean we would be oversubscribed at 132% of reception places as a one form entry primary school in 2014 (25 Pupils) and are approaching the intake necessary to open with full demand for two form Reception entry in September 2014 (50 pupils). We expect applications to exceed that level in each although we will consider initially opening as a one form entry school for reception in 2014, if demand is sufficient to show over subscription for only one form. We also note that we have established a demand for a further 24 reception places in 2016. The results also show a strong follow-up in subsequent years. These results also suggest that we would be able to open both a Year One and a Year Two class in September 2014 in addition to the Reception class, and possibly more if demand increases following pre-opening approval.

Table 2 – % Pupils whose Parents choose Bromley Bilingual School as their first choice

Reception Year	Number of Pupils (from 98 Parent responses)	Percentage stated bilingual	Percentage stated first choice
2010 or earlier	21	94%	94%
2012	14	71%	100%
2013	23	79%	100%
2014	33	60%	85%
2015	32	62%	94%
2016	24	54%	88%
2017 or later	8	50%	75%
Total	155	62%	91%

The uniqueness of our proposition and the high proportion of parents expressing strong, enthusiastic support, together with the anecdotal evidence we have collected in many conversations with prospective parents, gives us high confidence that: (a) parents will apply to our school for their children; and (b) demand for places will strengthen in terms of both commitment and numbers upon approval by the Department and greater certainty over location.

The breakdown by postcode area indicates that the vast majority of the relevant respondents to our survey live within a realistic commuting distance of our likely location, which is to be in the London Borough of Bromley. Our assumption on reasonable commuting distance of up to three quarters of an hour is taken from the current DFE guidance on reasonable each way travel time for Primary pupils by public transport⁵³. This gives us a potential reach to serve parents and children across south east London postcodes which includes the London Boroughs of Bromley, Lewisham, Greenwich, Southwark, Croydon and Bexley. It should be recognised that because of our uniqueness, many of our supporters will be willing to travel greater distances than would be expected for a monolingual community school, as currently there are no local authority controlled primary schools offering English/French bilingual education in Greater London.

As part of our Initial awareness raising campaign and marketing, we were able to draw on our parent and proposers' group resources to address potential in a professional and targeted way. Our website has throughout been the prime source of public information about the project and the ideals behind it. Our web pages were developed out of the strategy documents that we agreed in meetings in 2012 and have continually expanded as we have moved our project forward. We determined early on to offer prospective parents and other interested parties as much information and advice about our proposed school as possible and accordingly published all relevant non-confidential material generated by our project. If this application receives pre-opening approval, we hope to continue this open-

⁵³ Department for Education (2007). *Home to School Travel and Transport Guidance*
Retrieved from: <https://www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-00373-2007>

information approach through the implementation phase and into the school's operating plan.

Figure 3: Survey responses mapped by postcode area



We have already gained significant traction using a number of channels to reach out to the parents of children with all backgrounds and abilities in Bromley. We have:

- held two public meetings, on 7 July 2012 and 20 October 2012, consulting directly with parents;
- visited local baby music classes, play groups and sure start centres to discuss the school proposal with parents;
- produced and distributed flyers at Local Nation Childbirth Trust baby and nursery goods swap meetings;
- set up a Facebook page for the school, and we have received many helpful suggestions from the 102 families on our mailing list and 75 Facebook members and Twitter followers;
- used popular TasteBud coffee shop in Bromley as informal meeting place to recruit new members and listen to suggestions. We also campaign in other coffee shops etc. in the area to catch mothers with children coming up to school age shortly;
- Local Merchants, Coffee Shops, Charity Shops and Bookstores have been especially supportive and allowed us to post notices;
- used the public hoardings in Chatterton Village and Beckenham High Street very imaginatively to carry posters informing the wider public of our campaign. These were regularly updated at least twice a month;

- we issued press releases at key stages during our marketing which have led to very favourable coverage in the local Press, such as the Bromley Times and News Shopper papers;
- due to the bilingual emphasis of our school, we have also reached out to French speaking community groups, Saturday schools and cultural forums to spread the word about our school and our immersive approach to bilingual education.

On our website www.tinyurl.com/bromleybilingual we included the capacity to custom-build a robust database application to capture and analyse supporter details online, and set as mentioned before, twitter and Facebook accounts to build our social media presence, which has been a key plank of our marketing and communications approach. With over 300 unique visits to our website, 75 Facebook members and twitter followers, we will expand on this base following approval as social media will be a critical method of remaining in contact with our supporter base. We have created other collateral information such as handouts and posters and petition forms which were made available online for supporters to use.

Members of the proposer team took responsibility for identifying and contacting interest group networks: signing supporters up where necessary and posting news and information items. Many of our group already had well-established links with these networks. The group chair generally took responsibility for talking to press contacts, such as the Bromley Times⁵⁴ and News Shopper⁵⁵ and providing material such as pictures or quotations.

Our personal contacts within the group were key in generating activity with organisations such as the Institute Francais and the French Embassy as well as relationship building and mentoring provided to us by the Parent-Proposer groups for successfully approved Bilingual or Language focussed Free Schools. These included the International Academy of Greenwich, Judith Kerr Primary School and the Brighton and Hove Bilingual Primary, which have been approved under the Free School programme (and have opened or are shortly due to) who have an emphasis on language education.

Our networking with successful Proper groups helps us craft a cost effective, targeted marketing strategy and approaches that supported us reaching out to all sections of our local communities; including these families where English is an Education language

⁵⁴ Bromley Times Feature: [REDACTED] Bromley News Shopper Feature: [REDACTED]

⁵⁵ Bromley News Shopper Feature: [REDACTED]

Section E: Evidence of demand – Part 2

E2i. Engaging the community

Reaching out to the wider community is crucial for the Bromley Bilingual School to achieve our vision of being inclusive, non-denominational, bilingual primary school, with a diverse intake, reflecting our local community and offering the real value to children's academic potential and life chances from bilingual education.

Engaging more disadvantaged members of the local community

Our actions to reach out to parents of all backgrounds and communities in Bromley are outlined above. We have taken concrete steps to be true to the school's visions of inclusiveness and fair access by and engage with more disadvantaged members of the local community.

There are more than 5000 families receiving housing benefit while renting in private accommodation in Bromley and significant levels of social housing units⁵⁶. Our admissions policy will ensure that our intake is not restricted to one catchment area formed by home to school distance, but by allocating at least 40% of our intake places by lottery each year (see section D6 for our proposed admissions policy).

We believe that to create the first Free School in Bromley, it is absolutely incumbent to attract all local children to our school, whatever their background, and by achieving our accountability and education targets we will be only one of top 10 high performing primary Schools in Bromley where the admissions policy is not faith based or is in practice restricted to a very small home to school distance⁵⁷.

We expect the demographic mix of our pupil body to at least match the average proportion of BME students in our school due to our admissions policy and focussed outreach to parents of all backgrounds. We also expect the number our pupils to be eligible for Free School Meals to be a greater proportion than any of the current 10 top performing Primary Schools, who have an average rate of less than 5%⁵⁸, for the same reasons.

The option of an extended school day may be particularly attractive to the families of children disadvantaged by having working single parents and families where both parents work outside the home. One of our priorities will be to keep down the cost of the uniform and school lunch. Although the compulsory school day will finish at 3.30pm, children will be encouraged to stay on Mondays to Thursdays until 4.00/4.30pm for after-school activities and booster classes. Once the school is full, and if sufficient demand exists, we will operate a breakfast and after-school club, providing wrap-around childcare between 8am and 6pm to support working parents.

⁵⁶ Trust For London, (2012). *Local Housing Allowance recipients by Borough*

⁵⁷ London Borough of Bromley. (2012). *Starting Primary Education in Bromley 2013*.

⁵⁸ Department for Education. (2012, December). *Primary School Key Stage 2 Performance Tables for 2012*.

Retrieved from: www.education.gov.uk/schools/performance/download/pdf305_ks2.pdf

Although a charge will be made for this service, this will be kept at a minimum to ensure it is accessible to all. Where sufficient demand exists we will offer parents literacy and numeracy improvement courses, French Language classes as well as essential life-skills training.

We will encourage monolingual families who may be uncertain whether they or their children are suited to a bilingual programme to discuss their concerns with us in workshops or open days, and we shall proactively seek opportunities to make contact with parents well before they start reaching decisions about which schools to apply for. We believe that the benefits of a bilingual education for children from any background can be clearly presented in terms of academic achievement, social skills, social responsibility and cohesion, and mutual support.

E2ii. Marketing and community engagement Plan

Objectives and target audience

Once the Bromley Bilingual Primary School Application has been approved, our marketing efforts will focus on converting those initial pledges of support into confirmed places in the school. Beyond that, we want to reach parents who are either:

1. Already looking to give their children a bilingual education; and
2. Have not yet considered a bilingual education for their child and seek to persuade them that it can be good for their child.

To achieve this we shall set a marketing strategy aimed at:

- consolidating the support we have already received (See E1 for details);
- communicating our vision to our target audience and beyond to local public and commercial institutions;
- ensuring our ethos is understood and welcomed in the community;
- building new support, especially in the neighbourhood of our school, to
- generating a healthy, broad-based, and growing level of interest and applications;
- securing the critical mass that gives us credibility as educators and influencers in our specialist area, committed for the long term.

We want to make parents aware of the existence and availability of the school; we want them to consider it as a viable option for educating their children; and we would like them to make an informed decision to send their children to the Bromley Bilingual Primary School based on its vision, ethos and commitment to deliver high-quality education.

Building on existing support

Our unique proposition as a bilingual primary school gives us an immediately recognisable identity. We shall promote the Bromley Bilingual Primary School widely to the target groups described above. A large proportion of prospective pupils - at least initially - will come from families with a pre-existing interest in French language, either because a parent is Francophone and wants their child to learn French fluently too. Pupils may also have other languages in the family and their parents may well already be trying to bring up their children bilingually. La Marelle in Dartford and Ecole Tricolore in Bromley have established demand in parents wanting French

language education for their children, in addition to their current primary schooling. Most of the parents of children attending these Saturday schools are already supporters of this project and we will consolidate that support.

There are also active French Saturday Schools and Play groups in inner south east London, many of whose parents are following our project with interest. These organisations and clubs such as Diablo Menthe and Grenadine in south east London will readily distribute material to their members on our behalf. Cultural links will also be important. We will build on the support we have already gained at the Institut Francais in London and the interest expressed in our project by the French Embassy.

Raising awareness among potential supporters

Beyond recognised interest groups, parents of young children in both inner and outer south east London are acutely aware of the shortage of primary school places that they would consider for their children (see Section C1 Rationale for our School).

One of the most significant marketing tools will be our active engagement in early years settings and informal parent groups to ensure parents know we exist and understand our ethos and approach. We will use the contacts generated by our initial awareness raising campaign as the starting point for a new wave of activity to ensure parents and members of the local community have a complete understanding of what the school will be offering from September 2013. We will continue to circulate a regular e-newsletter run a blog people can subscribe to, and keep our website updated with the latest information.

In order to reach a wider group of parents than those 'early adopters' we will continue to work with school and other local education providers. We will ensure our database is updated whenever a new a contact is made. We shall maintain our links with the local media in promoting the opening activities of the school, such as appointment of the Headteacher and teaching staff, acquisition of a site and so on, to create local excitement and interest in the school through news coverage. We shall supplement this 'free' advertising with paid-for placements in the local trade and specialist media, including Local Authority newsletters. Our intention is to cover those places parents of young children tend to frequent: parks, cafés, nurseries, play-groups, swimming clubs, and doctors' surgeries / health visitors' offices.

The local press will be invited to report on school organised activities, and by engagement with the local area and other local schools and early years settings, the school will be promoted by press coverage (i.e. sporting events, community projects, cultural festivals, fund-raising events etc). We would participate in local street parties and might set up a stand at, for example, relevant farmers' markets, parks, or other places where families go informally. It is our intention to work with Bromley Council to ensure the school is provided as an option in the 2014-15 academic year admissions guide and we shall engage with local estate agents and Housing Associations to encourage them to promote the school in their materials for prospective buyers and tenants.

Finally, we shall organise events with some of our partner organisations: highlighting their support of our project and bringing some of their relevant expertise to the local community to educate and enthuse prospective parents.

Inviting the consideration of pupil and parents

The school will hold open days for prospective pupils and parents and we will offer to visit local early years settings for all children who would be eligible to start school in September 2014 and their parents.

Once the school is open we shall invite the local press to report on school activities (such as sporting events, community projects and fund-raising events) to help the school have a regular presence in the local media. We will ensure with the support of CfBT that our Head Teacher becomes an authoritative voice on bilingual education in London and beyond, in order to position the school as a school of choice offering expertise, innovation, and professionalism. We shall build on our links with the wider community through the school facilities and wraparound care, as well as local businesses and other education providers in order to root the school firmly in its local area. We shall keep parents and community stakeholders up to date with developments through regular newsletters and as appropriate they will be encouraged to participate in the school.

Engaging with local schools

We will actively seek partnerships with other local primary and secondary. As part of our ongoing marketing and community engagement schools in the local area will receive additional information about how we can offer opportunities for staff development in modern foreign language teaching and resource-sharing for example. Staff and parents at these local schools can benefit from our specialism in the French language teaching in particular as well as more generally in bilingualism and early years language teaching. Specific steps we will take include:

- join appropriate Borough and cross-London school sporting events particularly while school is growing;
- work with local secondary schools to provide mentors for pupils/work experience;
- establish relationships and offer language teaching support with schools across Bromley who have greater social cultural diversity to ensure our pupils are exposed to a range of different contexts;
- we will also actively pursue opportunities to twin with both a UK and French State School.

Engaging with our community

The Bromley Bilingual Primary School's reputation will develop and spread through engagement with the wider community and local groups. We hope that the school will be able to provide out-of-hours facilities to local groups which could benefit our pupils and their families. Examples are youth clubs, scouts groups, clubs promoting the Arts and community groups and churches providing help and advice to the whole community. Indeed we will expect members of Bromley Bilingual Primary School staff to contribute to school and community life by setting up and running such clubs. Parents will be engaged through language and culture classes, or social clubs and coffee mornings. Wider community members can be offered opportunities to

volunteer within the school as reading buddies or assembly presenters (following appropriate security and safeguarding procedures, of course).

Once parents, children and the wider community have committed themselves to the school, it will be of paramount importance that we exceed their expectations. School staff will be 'customer' focused in their approach and we shall make every effort to ensure that all school stakeholders feel part of the school 'family' through regular communication, engagement, and events.

The school's reputation depends on the loyalty of our parents and pupils. We shall establish parent and school councils in order to gather and act upon their views. We shall also conduct regular satisfaction surveys with parents and pupils. Key to success at this level will be our school's response to feedback and our school will be committed to valuing and acting on all feedback where practicable.

Section F: Capacity and capability

Introduction

This proposal is made by CfBT Schools Trust (CST) in partnership with the Bromley Bilingual Primary School Group (BBPSG).

Our partnership brings together expertise and experience in school effectiveness (CST) a deep understanding of the needs of the community and the commitment to put in place a school that meets those needs.

CfBT Schools Trust was established in December 2010 as a multi Academy Trust with a Master Funding Agreement from the DfE (available on request). CfBT Schools Trust is currently (1 January 2013) the sponsor of Oxford Spires Academy, Mount Street Academy, Stamford Queen Eleanor's School, Danum Academy, The Deepings School, Ely College, Meadow Park Academy, Benjamin Adlards School, Boston West Academy, Queensbury Academy, Grampian Primary School, Sir John Gleed School, All Saints Junior School, Enfield Heights Academy and Oakbank. The Bromley Bilingual Primary School would become a member of CfBT Schools Trust and would be supported by that family grouping of schools.

CfBT Schools Trust is a subsidiary of CfBT Education Trust, a major not-for-profit education company which has existed for over 40 years, providing education services worldwide for public benefit. As a not-for-profit organisation all engagements are driven by improving education outcomes. CfBT Education Trust invests any commercial surplus in a programme of public domain educational research. The organisation is based in Reading and employs over 2,000 staff worldwide, all of whom are involved in different programmes supporting and developing of educational practice, provision and reform. CfBT Education Trust has a broad UK client base, including the Department for Education and Ofsted. Since 2002 CfBT Education Trust has been responsible for school effectiveness and school improvement for all Lincolnshire schools, covering 373 schools and over 100,000 pupils. CfBT inspect all the schools in the north of England on behalf of Ofsted. CfBT Education Trust has a particular interest in supporting vulnerable young people and our subsidiary charity, include, provides education for over 1,200 excluded children. We also deliver education to young people in Young Offenders Institutions.

At the strategic level, CfBT Education Trust ran the national literacy, numeracy and secondary strategies between 1997 and 2005. More recently CfBT provided all secondary schools in England with support and guidance relating to the introduction of the new secondary curriculum and on learning outside the classroom.

CfBT Education Trust operates internationally, working with clients including the World Bank, and the European Union as well as the governments of Jamaica, Oman, Singapore and Australia. In Kenya we recently completed a national programme of health education training for every primary school. In Dubai and Bahrain we work with the government to review school quality.

The Bromley Bilingual Primary School Group (BBSPG) was set up by local parents, teachers and community members concerned by the lack of parental choice and shortage in reception capacity for primary school places in Bromley (and across wider South East London area) and lack of robust modern languages teaching at a primary school level, to provide a forum for them to voice their concerns and develop a proposal to address the issue.

The Bromley Bilingual Group now comprises eight committed members who are passionate about the education of local children and determined to ensure that proper provision is made for local primary education and the potential of bilingual primary education in Bromley

The Bromley Bilingual Group brings a wealth of experience to the Bromley Bilingual Primary Free School team. Not only has it been instrumental in preparing the Free School Application, but will be significantly involved in the school's implementation and future management. Involvement will include regular meetings during implementation such as Steering Group/Project Board meetings, involvement in interview panels, contribution to working groups etc as well as via membership of the school's Governing Body, Parent Forum and P.T.A. once the school is open.

All members of the Bromley Bilingual Group are prepared to commit a considerable amount of their personal time to ensure the successful opening and running of the school. There have also been many offers of assistance from interested parents who wish to assist with the practical work but do not want to be involved in a managerial capacity.

Two members of the Bromley Bilingual Group will be elected to represent the wider group initially on the project Steering/Project Group and then the school Governor Body. Other members of the group may stand as parent governors and will be elected via a ballot as soon as the school opens.

By continuing this close working relationship and engagement of BBPSG members in all stages of the decision making process both pre and post opening, the vision and ethos of the school will stay true to its community aspirations and goals and provide an education solution that is well regarded and valued by the local community who initiated its creation.

Members of the BBPSG have been campaigning for a new bilingual primary school in Bromley throughout 2012 and have taken the lead at local level on: premises; marketing; and stakeholder engagement including talking to the local authority.

In September 2012 the core members of the BBPSG were confirmed. Within the BBPS Group there are a range of professions, skills and experience including Education. However the key members of the BBPSG agreed that additional educational expertise was required to ensure that their high standards and expectations of the Bromley Bilingual Primary School were met. BBPSG were introduced to CST by one of the Founders of the International Academy of Greenwich, who had previously worked closely with CILT (The National Centre for Languages - part of the CfBT family of education charities and personally recommended by the Chair of the Judith Kerr Primary School Parent Promoter

Group. CST was BBPSG's chosen Trust due to these factors along with their proven track record in setting up Free Schools, their knowledge of south east London and past experience working with south east London Councils.

A further key reason for BPPSG in choosing CST is its relationship, through, CILT, relationships with UK Universities and researchers, proving the need for and benefits of, bilingual education and modern languages teaching education in UK Primary schools.

The partnership has access to a broad range of experience and expertise to ensure the delivery of the educational vision described in Section C. We will draw upon the educational leadership of CfBT Schools Trust, as well as specialist skills and community support provided by the Bromley Bilingual Group members (as identified in the tables later in this section). We will create a interdisciplinary team to develop a comprehensive plan for the school that identifies the practical steps required to realise our educational vision.

We recognise that educational expertise alone is not enough for the successful start-up of a new Free School. We also intend to call upon the capacity of CfBT Education Trust as required in other key disciplines including:

- Organisational development and human resources
- Communications, stakeholder management and press/public relations
- Project management
- Facilities, property development and building work
- ICT
- Finance, legal services and procurement.

Any engagement of the Education Trust in the Schools Trust activity will be governed by the terms of the tripartite agreement signed with the DfE in 2010.

We also understand there are important implementation activities, including the securing and preparation of facilities, design and development of educational and operational plans and the recruitment of staff (with associated deadlines for applicants). As described later in our application, we believe we have the expertise and capacity to undertake this work in time for a school start date of September 2014.

F1. School governance and management

F1i. CfBT Schools Trust Trustees.

CfBT Schools Trust (CST) operates as an independent company, reporting to its own Board of Trustees, but working with CfBT Education Trust in accordance with its Tripartite Agreement. The Chairman of the Board of Trustees of the Schools Trust will have authority to manage the Schools Trust within a framework agreed by the Board. There are currently six CfBT Schools Trust Trustees: [REDACTED].

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

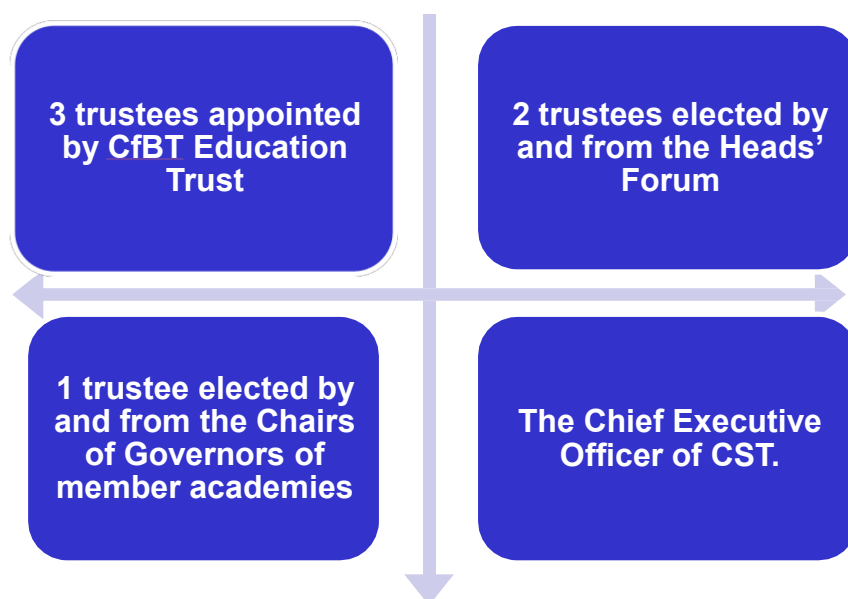
[REDACTED]

The Board of CfBT Schools Trust

Under the provisions of the Articles of CfBT Schools Trust (CST), the members of CfBT Schools Trust - CfBT Education Trust and the Chair of CfBT Schools Trust - appoint Trustee Directors to the Trust Board of the charitable company (and may remove them). The main role of the Members is to hold the Trust Board to account - the Chair of the Trust Board (who, under the governance scheme required by the Department, is also a Member) a declaring an interest for any discussion in that area.

The current Board membership includes representatives of Academy Headteachers (both secondary and primary) and Chairs of Governors. The Board of Trustees meets quarterly to determine CST’s strategy and policies and review performance. It is responsible for the approval of budgets and, financial statements, delegating specific responsibilities to its committees. In doing so, it takes advice from its Advisory Groups and Panels. The Board is supported by committees, Local Governing Bodies, Advisory Groups and Panels which address specific aspects of governance. Each academy in the Trust has its own (Local) Governing Body.

CST is governed by the Board of Trustees who have overall responsibility for the strategic direction and compliance of the Trust as shown below.



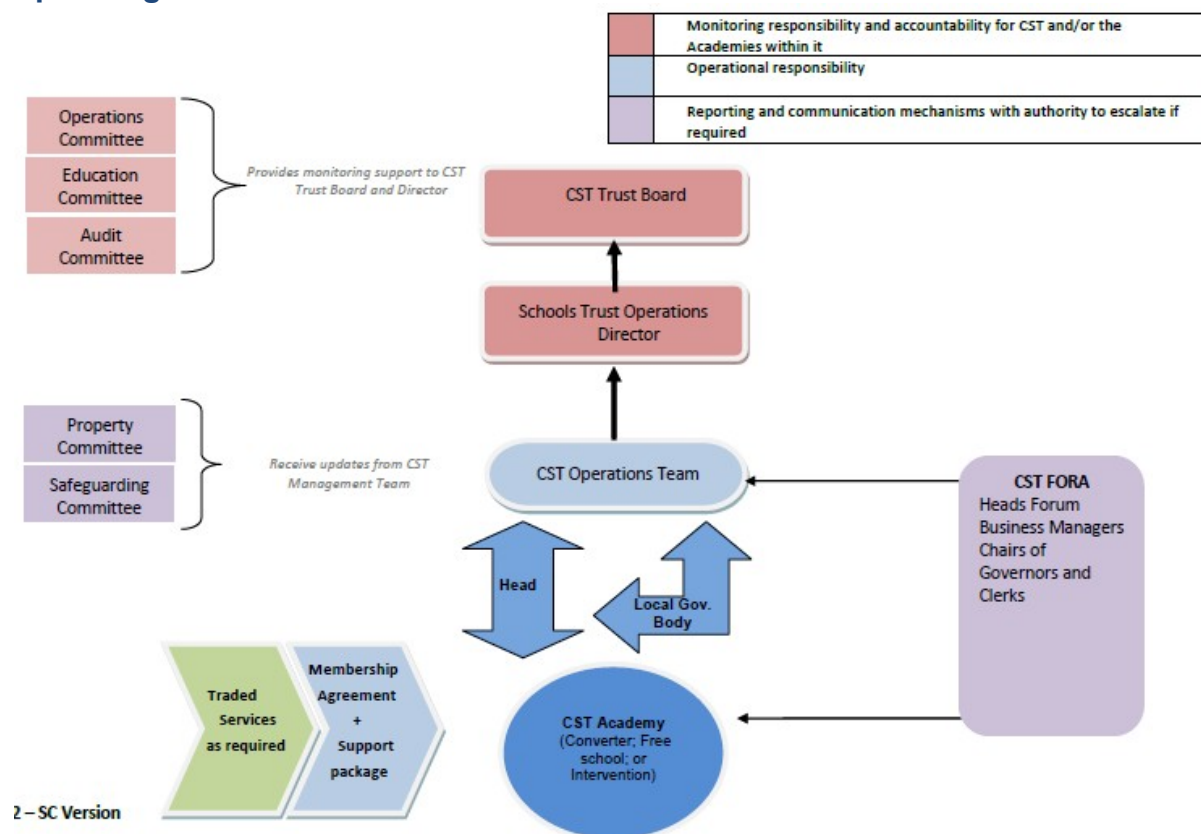
In addition there may be three trustees co-opted by the Board

Three Committees (Panels) monitor the detail of three key areas of governance:

- Educational policy and performance;
- Audit and finance;
- General operational matters, including buildings.

A further three Advisory Groups, comprising all Head Teachers, Chairs of Governors, and School Business Managers, advise on specific school-focused issues.

Operating structure for CfBT Schools Trust



F1ii. Local governance arrangements

As previously explained Bromley Bilingual Primary School will join the family of schools in CfBT Schools Trust.

Each school within the Trust will establish a local Governing Body, which will constitutionally be a Committee of the Schools Trust. The Governing Body will have delegated authority to oversee the school within a framework setting out governance protocols.

The Governing Body will meet together at least six times a year (half termly in a three term year) to discharge all their duties. Initially we anticipate that there will be no standing subcommittees in order to operate efficiently and to ensure that the whole governing body takes full responsibility for all aspects of the school’s development and performance. Short-life working groups will be established by the Governing Body if a particular matter warrants more detailed examination by a smaller number of governors in order to make a recommendation to the full governing body. In time, at the discretion of the Chair separate Resources and Curriculum sub committees may be constituted.

We believe that, given the innovative way in which Free Schools are founded, the Governing Body will be most effective if it includes a wide membership, with varied skills and perspectives. In particular, we propose the inclusion of two representatives of the Bromley Bilingual Primary School Group (BBPSG), who will work alongside

other representative from local the community and other stakeholders recruited by CST.

The Governing Body will initially comprise the following membership:

- Up to six members with specific expertise, as required (see below) nominated by CfBT Schools Trust;
- Two BBPSG nominees;
- Two parent representatives, elected by the parents of children at the school;
- One staff member, elected by staff at the school;
- The Head Teacher, who may be an ex-officio member of the GB.

The majority of governors will be appointed by CfBT Schools Trust, drawn in the main from the local community, and selected to include representation from business and higher education. CfBT appointees should not generally be employees of the Schools Trust or Education Trust. Certainly no more than a quarter of the Governing Body will be made up of CfBT employees.

The BBPSG governors will be nominated by the BBPSG, and parent and staff governors will be elected by ballot. Nominated governors will be appointed as soon as possible following approval of the Application in order that the Steering Group (Shadow Governing Body) can support the work of establishing the school including the appointment/approval of the Head Teacher. Elections for parent representatives will be held as soon as pupil places are confirmed. While the usual term of office for governors will be three years, one parent governor position will be for one year only and one for two years only in order that new parents have an opportunity to be elected in future years. The staff governor will be elected within the first weeks of the school opening.

*Over time we would expect the BBPSG Governors to be replaced by community Governors as the work on the campaign group in setting up the school will have been achieved. However former BBPSG governors would be encouraged as appropriate to stand as community/parent Governors.


Establishing a strong Governing Body is essential to ensuring the success of the school. Through the Governor recruitment and selection process CfBT will be looking to find the wide range of skills and expertise required of a Governing Body. In particular we will be looking for individuals who have one or more of the following areas of knowledge and experience:

- Financial management;
- Human resources management;
- Legal (contract and procurement management);
- Education (including higher education);
- Health and safety management;
- Property and facilities management;
- Marketing.

CfBT will work closely with the BBPSG to identify suitable members of the local community who may be interested in being nominated as CfBT Governors. CfBT will also consider contacts of its own who may be suitable to be nominated for the role. If this activity does not generate sufficient interest CfBT will:

- advertise the opportunity via local volunteer centres and leave leaflets and posters in local doctors' and dentists' surgeries
- promote the vacancies via a series of articles and letters in the local newspapers, parish magazines etc
- work with the Governor One Stop Shop service registering our requirements with the service
- write to local employers and HE/FE institutions to see if any of their employees would be interested in taking on the role.

The following members of the local community have already expressed an interest in sitting on the Bromley Bilingual Primary School Governing Body

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Given this level of commitment and expertise within the local community, we would expect to only have to undertake a relative small, focused recruitment campaign to find community Governors who would bring FE/HE, Property/H&S and Legal experience to the Group. CST would look to approach London Universities to recruit someone with higher education experience and local employees directly for legal/property expertise.

In the first few years of every Free School (as opposed to a converting academy, for example), we ensure that the Governing Bodies are chaired by an experienced education manager, and that a full range of governor support services are provided.

During the implementation phase of the programme CfBT will set up a Project Board (Steering Group) whose membership will include both CfBT and BBPSG representatives along with the DfE as appropriate and the Headteacher Designate (once appointed). Until such point that a Governing Body can be appointed they will act as a Shadow Governing Body for the school, and approve all key decisions relating to the setting up of the school including:

- the recruitment/approval of the Headteacher Designate and other members of the teaching staff and the school's Bursar/Business Manager;
- creating detailed strategies for core school operations building on the Education Plan submitted as part of the Free School application process;
- creation of the policies and practices that the governing body will follow after the school opens (e.g. regularity of meetings, induction of new governors etc);
- overseeing the implementation phases of the Bromley Bilingual Primary School project.

During the autumn term 2013/spring term 2014, we would start the formal recruitment and induction process for the Governing Body and would expect them to take on full responsibility for the school from the opening of the school in September 2014. As there will be two BBPSG representatives on the Governing Body, and others may be elected as parent representatives, continuity of governance will be achieved during the transition from Project Board to Governing Body. The

Headteacher will also be a member of both groups.

Once the school has opened, the Governing Body will be responsible for the strategic direction of the school. They will be responsible for setting, monitoring and evaluating the overall performance of the school against its vision, and will determine key policies in line with the overall strategic objectives of the Schools Trust.

In order to fulfil these functions they will be expected to ensure that:

- the school is delivering a high quality educational experience for all pupils in line with the vision;
- all pupils are making good rates of progress;
- the school budget is being managed effectively and is delivering value for money;
- the school is fulfilling its legal obligations with regard to child protection, health and safety etc.

F1iii. Escalation routes

The Governing Body

The Governing Bodies within CfBT Schools Trust will be held to account by the Board in three main areas:

- responsibility for the conduct of the school;
- delegation of powers to the Headteacher;
- first level of holding the Headteacher to account.

However, at the same time, school governing is also about co-governance where governors and Headteacher and staff come together with a common purpose in mind – to deliver the highest quality of teaching and learning to the pupils in the school within the available financial envelope.

In terms of approach to the governing of a school, the Trust adopts a mixture of “stewardship” and a “Headteacher – agent” model of governance in relation to its Governing Bodies. By “stewardship”, we mean that all governors, Headteacher and staff are seen as being:

- ready to act in the common good;
- co-operative;
- motivated to act wholeheartedly to meet the school’s objectives.

In the stewardship model, the Governing Body’s role is to empower the leadership and staff and to collaborate with it. The Board is essentially facilitative and seeks to work jointly with staff to enhance the quality of the decision making. By being involved, the governors are also able to perform their monitoring role as they have the information on the school at first hand.

The “Headteacher – agent” model recognises that the governors (the Headteachers) are separate from the manager – the Headteacher. The Board thus has a purely monitoring role. It receives reports from the Headteacher and is expected to establish internal systems of accountability in order that the Governing Body can control the operational management of the school.

CfBT's model assumes a combination of these two approaches. There will be a minimum number of indicators of achievement which will be required from the school by the Governing Body. Those indicators of achievements will also be required for onward reporting by the Governors (and including their advice) to the Board. In terms of day-to-day governance of Bromley Bilingual Primary School, an initial tendency to use the stewardship approach will bring immediate benefits to the school and will continue the active engagement of the community and individuals and organisations that have consulted as part of the set-up of the Bromley Bilingual Primary School.

Headteachers to Governing Bodies

Headteachers are required to report to every meeting of their Governing Bodies on a range of key performance issues including attainment, attendance, discipline and finance. Any serious issues which arise outside of normal reporting meeting cycles are dealt with through the Chair's actions, in accordance with their delegated authority levels

Governing Bodies to the Trust Board

Governing Bodies are required to report any risks or issues to the executive management of the Trust, and these are summarised and reported to the Board. Issues requiring action outside of the Trust Board's meeting cycle are dealt with by the Trust executive management and reported to the Board.

The roles and responsibilities of the respective bodies are as follows:

- Trust Members: holding the Board of Trustees to account;
- Board of Trustees strategic decision-making and policy formation in relation to the Trust as a whole, together with accountability for all statutory responsibilities;
- Governing Body: governance of the school through a scheme of delegation from the Trust which includes accountability for educational performance and pupil attainment, parent and learner satisfaction, budgetary accountability, and management of the school's staff and assets;
- Head Teacher: day-to-day management and leadership of all aspects of the school's performance, and reporting to the Governing Body as required.

The following arrangements are in place:

- The Articles provide an overarching structure for the management of potential conflicts; these are further defined in Governance Protocols which set out the detail. The purpose of these protocols is akin to the purpose of Standing Orders in the public sector.
- All employees and office-holders on joining the Trust and then on an annual basis are asked to complete a Conflict of Interest form (e audited on a regular basis).
- Independent challenge is provided to the Trust Board through the direct participation on the Board of elected representatives of all Headteachers and Chairs of Governors, and through the advisory forums and panels which, although non-statutory, are highly influential.
- Independent challenge to schools is provided through the School's Trust Adviser, whose role is to review and challenge school performance, to provide personal guidance and coaching to the Head Teacher, and to ensure appropriate support is delivered to address any emerging issues.

- Conflicts of interest are avoided in a number of ways: Head Teachers and Chairs serving on the Board are required to declare an interest in any matter specific to their own school. School Governors are similarly required to declare an interest on any matter in which they have a personal interest. The Advisory Bodies and Panels together encompass the three aspects of school management – governance, leadership, and business management – and are expected to challenge the Trust’s performance from all three perspectives. Moreover, the fact that all schools are represented on the Advisory Bodies ensures that a balanced view prevails – no one school or interest group can dominate.

A Parent Forum

Building and retaining links with parents and local communities is integral to raising aspirations and ambitions for children in outstanding schools. Evidence suggests that parental engagement outstrips every other single factor – including social class, ethnicity and disability – in its impact on attainment⁵⁹.

Since Bromley Bilingual Primary School will be co-created in partnership with a group of parents, we believe it is insufficient to involve parents only through representation on the Governing Body. Our commitment to engagement stretches further than this. Drawing on the commitment and energy of BBPSG, we therefore propose to establish a Parent Forum.

The Forum will have an advisory and consultative role, working together with the School Association (Parent/Staff Association), ensuring that concerns, ideas and feedback reach both the Headteacher and Governing Body, and also ensuring that engagement with the wider community is promoted. From Year One, all parents will be invited to attend Forum meetings, from which two spokespersons will be appointed to liaise with the Governing Body. Written outcomes drawn from Forum meetings will be passed to the Headteacher and Governing Body for consideration and response.

Parent Forum activities will also include co-ordinating parent surveys, and establishing and maintaining a volunteer rota. Every parent will be strongly encouraged, through letters and a visible sign-up notice board, to provide volunteer support for the school. This will help us build and deliver our shared vision for extra-curricular and curricular outcomes. Such support could include running after-school clubs, holding one-to-one reading sessions, or helping with transport for PE and other out-of-school activities.

F2. Educational expertise

F2i. Bromley Bilingual Primary School Group: educational expertise, experience and capacity



F2ii. CfBT: educational expertise, experience and capacity

CfBT Schools Trust will draw upon the expertise of the Education Trust’s education and consultancy teams as required to ensure the successful implementation of the

CfBT School Design during both the school's pre and post opening stages. In particular the following staff may provide educational advice to the Bromley Bilingual Primary School programme.

[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

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These consultants/members of staff will undertake work as required both during the setting up of the school and once opened, on a 'not-for-profit' basis, as per the Tripartite Agreement.

F2iii. Skills Gap

Between CfBT Schools Trust, CfBT Education Trust and the Bromley Bilingual Primary School Group we believe we have the educational expertise required to set up and deliver the proposed Free School.

F3. Financial expertise

F3i. Bromley Bilingual Primary School Group: financial expertise

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<p>Contributor to Section G</p>	<p>[REDACTED]</p>
<p>Lead writer of Section E – Evidence of Demand</p> <p>Contributor to Section G</p>	<p>[REDACTED]</p>

F3ii. CfBT: financial expertise

The [REDACTED]. He will therefore work with the CfBT Free School team and the BBPSG to ensure an achievable and sustainable budget is set for Bromley Bilingual Primary School. He will ensure that there is an effective finance transition process between himself and the Headteacher and school Bursar/Business Manager, once appointed, so that they understand the principles on which the budget was built and where monies have been allocated.

The Bursar/Business Manager will also be supported by [REDACTED]. He will work with the Bursar/Business Manager to set up finances systems and reporting via the Trust’s financial system PS Financials. [REDACTED] will provide additional support to Bromley Bilingual School as required, particularly in relation to setting up the required financial systems and processes.

<p>[REDACTED]</p>	<p>[REDACTED]</p>
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We have budgeted for the appointment of a part-time, term time only, Bursar/Business Manager at the school from year one who will have responsibility for managing the school budget on a day-to-day basis and supporting the Head teacher to monitor and manage the school’s finances. CST’s Head of Finance will be regularly monitoring the budget on behalf of the Trustees, and reporting to the Board. Given the small size of the school and relative the complexity of the EFA reporting requirements for Academies/Free Schools we may either look to delegate Business Manager responsibility to one of our more experienced Business Managers based in one of the Schools Trust’s secondary schools, for example. Oakbank, who would undertake the required budgetary management work on behalf of the school, in partnership with the Headteacher, or appoint one Business Manager to work across a number of local CST primaries. We believe either option would provide both the schools and the Trust with financial and operational efficiencies. During the first few years of operation we would also expect most transactional processing to be undertaken by CfBT’s Central Finance team, as is the case with our existing Free Schools, to ensure best use of expertise and resources.

Through its Governor recruitment process CfBT will ensure that at least one of the appointed Governors has strong financial expertise, thereby ensuring finances are suitably monitored and scrutinised at a local level and any issues are raised with the Headteacher or escalated to the School’s Governing Body or Schools Trust Board as appropriate.

F3iii. Skills Gap

Between CfBT Schools Trust, CfBT Education Trust and the Bromley Bilingual Parent Promoter Group, we believe that we have the financial expertise required to set up the proposed Free School. We will be looking to appoint a Business Manager/Bursar to take on responsibility for the school finances during the spring of 2014 to allow them sufficient time to familiarise themselves with the Academies Financial Handbook, CST protocols and the school’s finances, and put in all the

necessary systems and processes for the school to open in September 2014. We would also look to be recruiting our Governing team early in the summer term, and as part of this process will ensure at least one Governor has a strong financial background. [REDACTED] or [REDACTED] would be ideal candidates for this role.

F4. Other relevant expertise

F4i. CfBT: expertise and time commitment

In addition to CfBT Education Trust’s Education, Financial and Consultancy Teams, as detailed above, the Trust has a range of highly effective school improvement and business support services which are well regarded by our existing group of schools. As evidenced in our approach to the Reading Free School, Oakbank, Enfield Heights Academy, Abacus Belsize and Judith Kerr projects, we will create an interdisciplinary team (comprising project managers, property advisors, communications advisors, education specialists, HR consultants and legal advisors) to drive forward a comprehensive approach and plan for Bromley Bilingual Primary School as it is set up, recognising that the journey to achieving the vision begins at the inception of the project. Some of these staff will be employed directly by or seconded to the Schools Trust; others will be deployed on contract to the Schools Trust.

Educational Project Management expertise	
[REDACTED]	[REDACTED].
[REDACTED]	[REDACTED].
In addition to [REDACTED] and [REDACTED] CST also has access to a number of freelance [REDACTED] who have an excellent track record of working with the Trust.	
[REDACTED]	[REDACTED]

[Redacted]	[Redacted]
[Redacted]	[Redacted]
Other Specialist Adviser	
[Redacted]	[Redacted]

F4ii. Bromley Bilingual Primary School Group: additional expertise and time commitment

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	[REDACTED]
[REDACTED]	[REDACTED]

F4iii. Skills Gap

Between CfBT Schools Trust, CfBT Education Trust and the Bromley Bilingual Primary School Group we believe that we have almost all of the expertise required to set up and deliver the proposed Free School. However, based on our previous Free School experience we recognise that there may be a need to procure some external technical advice if a local design and build procurement route is adopted. Once the preferred site option for the school has been agreed with the EFA we will determine whether or not this additional resource is required and procure it accordingly. We will also need to procure/deploy some external legal expertise with regard to the completion of the school’s Funding Agreement.

F4iv. Balancing the needs of this project with others CfBT is involved in

As CfBT Schools Trusts (CST) has expanded its portfolio of schools it has also expanded its team of educational, financial and project management specialists. As mentioned above we have recently appointed a dedicated [REDACTED], and a dedicated [REDACTED], we well as taking on a new [REDACTED]. We have also recruited a new [REDACTED] to the CST since the last round of applications, a new [REDACTED] and a new [REDACTED]. We have also created a pool of additional Consultant Project Managers who would work on specific Free School and Academy transition projects. All these posts have increased CST’s capacity to manage the set up and operation of the CST’s Free Schools and Academies. As the input required from each these of specialists is relatively small for an individual school we are confident that, with good planning and scheduling, they can work across a number of projects simultaneously. The [REDACTED], [REDACTED], will ensure the appropriate levels of resources are made available from these specialists to each school. As with previous Free School projects we will appoint a dedicated Project Manager/Assistant Project Manager to each of the projects to ensure they can focus on their allocated school and ensure the smooth progression of their project.

F5. Recruiting the right Headteacher for Bromley Bilingual Primary School

F5i. What quality and skills do we want our Headteacher to have?

CfBT has undertaken considerable research into what takes schools from being Good to Outstanding⁶⁰. We found that at the heart of all ‘good to outstanding’ schools is good leadership and the support for, and the development of, good and outstanding leaders are both crucial to school improvement⁶¹.

CfBT is also proud of the work it does to support and challenge Headteachers and governing bodies in many different settings; as school improvement specialists across Lincolnshire’s very successful portfolio of LA schools; and in our own independent schools, Academies and other Free Schools.

It is our methodology and expertise in supporting and challenging Headteachers and governing bodies that set CfBT schools apart from all others. Through our human resources database we have access to an unparalleled pool of expertise in school leadership and management. Once a Headteacher designate is approved/appointed we would expect to use the database to identify the correct Trust Adviser that will be able to work with the Headteacher to ensure the vision is achieved.

School leadership wields a powerful influence on pupil outcomes, second only to that exerted by classroom teachers. Successful school leaders establish agreement about what their school stands for – their underlying values and their promises to pupils, parents and staff. They influence the quality of the education their schools provide by instituting mechanisms that motivate staff to focus unswervingly on securing the best possible outcomes for their pupils’ academic and personal development.

To ensure the Headteacher we appoint to Bromley Bilingual Primary School has the potential to provide the leadership required to make the school outstanding we would look to recruit an individual with those traits associated with outstanding school leaders including:

- moral confidence based on deeply held personal belief;
- significant relationships with a wide network of fellow professionals;
- a real understanding of how to learn from experience;
- a willingness to learn from students;
- clarity and confidence about what works in terms of professional learning;
- openness to learning from the example of other school leaders;
- confidence in learning how to learn.

We will also be looking to recruit a Headteacher that we believe shares our vision for the school and can demonstrate the passion and energy necessary to make it a reality.

⁶⁰ [http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5\(W\)\(FINAL\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5(W)(FINAL).pdf)

⁶¹ Strategy for School Improvement CfBT 2009

The attached draft Job Description (Appendix F1) illustrates our expectations regarding the roles and requirements of the Headteacher for Bromley Bilingual Primary School.

CfBT will employ its usual rigorous process of vetting and selecting the school's Headteacher, derived from our School Design methodology.

F5ii. Headteacher recruitment process

The process will involve:

Co-designing a job description and person specification with the BBPSG. Key features of the school's vision and ethos will be included, together with critical aspects of our delivery model (e.g. our approach to bilingual teaching and learning, assessment for learning, impact reporting and pupils' personal development. By setting out our vision clearly from the outset, potential candidates should be better able to self-select whether or not this is the right role for them.

Advertising for maximum impact. We will use our preferred advertising agent WDAD (who were procured at best value) to help design a recruitment campaign. The campaign will include advertisements in the local press (Bromley Times, and Bromley News Shopper), CfBT's website and the Times Educational Supplement/eteach. We will also use CfBT's and BPPST networks to generate interest.

Running a recruitment open day. In parallel with our media advertising campaign we will hold a pre application open day to allow interested applicants to find out more about the Bromley Bilingual School project, and meet CST and BBPSG members.

Creating an initial application process so that candidates can be shortlisted. The first phase of the process will involve candidates filling in a standardised, CfBT Trust form covering experience and expertise. Candidates will also be asked to:

- write a personal statement highlighting their education vision for Bromley Bilingual Primary School;
- prepare a brief paper (600-800 words) which covers the following: What do you see as the main opportunities and advantages of being the Headteacher of a Free School? What is your biggest concern, either about the policy or what it means for the school?

To support this, applicants will be sent an information pack and background about the genesis of Bromley Bilingual Primary School and our vision for its development

Observing the candidates in their own environment. As the school will not physically exist at the point of recruitment, we would like to visit candidates in their own schools and observe them both teaching a lesson and teaching/delivering a school assembly or other whole school activity as appropriate to assess how they perform and interact with pupils and staff. As the Headteacher at Bromley Bilingual is likely to have a teaching timetable in the first few years of the schools operation we think this is particularly important in selecting the best candidates for the post.

Candidates undertaking psychometric leadership traits and verbal and numerical reasoning tests. Applicants will be asked to undertake a 16PF test, which is a valid and reliable personality questionnaire with over 50 years of research to support it. CfBT Education Trust has used these instruments extensively to support senior leadership selection, coaching and personal development in both public and private sector contexts. In the selection of school leadership posts the questionnaire is used to support the interview process by helping to identify interview questions and selection tasks which will best differentiate between the applicants.

An interview process that reflects the job description and our goals for the school. The interview schedule will incorporate interviews with both CfBT and BBPSG panels (including a presentation 'As Headteacher of the Free School, describe the three most important things you would do to ensure the school fulfils its vision'); a Raise Online/finance exercise and a final competency based panel interview, to include a DfE representative as appropriate.

An indicative recruitment timetable, if required, would be as follows:

- May/June 2013 SoS approves Application
 - 20 September; Advertise with eteach, in the TES and Guardian online and local Bromley press and TES paper
 - 14 October: Deadline for applications
 - w/c 14 October: Long-list produced and references requested/School visits take place
 - w/c 21 October*: 2013 Interviews take place
 - w/c 21 October* 2013: Appointment made
- *(assumes half-term is w/b 28/10)

Appointment during w/c 21 October should allow for the Head Teacher, to be in place by the start of the Spring Term 2014. Should we be unable to appoint we will review our recruitment strategy and re-advertise, possibly using an executive recruitment specialist, and we may use CfBT's existing network of professionals to provide an alternative appointment, which could still be made in term for a spring 2014 start date.

CfBT will ensure it complies with all aspects of the Equalities Act 2010 in the recruitment of this and other school roles.

F5iii. What role will the Headteacher Designate play in setting up the school?

We would seek, as soon as possible, to engage the Headteacher Designate in the full range of implementation activities required to open the school. Their key functions, however, will be to:

- act as a figurehead and ambassador for the school, building relationships with key stakeholders including other education providers in the locality, parents and pupils who live within the schools catchment area and the local media;
- lead on the recruitment and induction of other teaching and non teaching staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school;
- oversee the process of recruiting pupils to the school and setting up appropriate transition/induction events.

Other activities we would expect them to work on, alongside our dedicated implementation project team; would include:

- reviewing and confirming the Start Up funding bid,
- planning with input from CfBT an appropriate induction and staff development programme,
- familiarising themselves with CfBT operating processes i.e. finance and MIS systems (Scholar Pack/PS Financials),

- preparing a detailed budget for the school based on the indicative figures submitted in the application and investigating other economies and sources of funding that could be used by the school,
- preparing the school's Education Brief:
 - corporate strategy (mission and values, strategic objectives and key performance indicators with targets);
 - curriculum strategy (curriculum offering, development and delivery of curriculum, ICT for learning, community and business links),
- supporting the development of the schools website and promotional literature including the school prospectus,
- ensuring organisation of learning tasks is completed:
 - logistics for school organisation (setting of day times, term dates, class/setting arrangements/timetable);
 - devising school routines and the optimal child experience e.g. how will children enter and exit assembly;
 - assessment systems and reporting processes;
 - monitoring and evaluations arrangements;
- developing/signing off all relevant schools policies and ensuring compliance with legal requirements;
- building relationships with the governing body once appointed;
- ensuring Ofsted pre-inspection and DfE Readiness to Open meeting requirements are met.

F5iv. Recruiting and developing high quality staff

We are aware that some of the commitments in our vision will not be supported by all teachers i.e. bilingual teaching and learning, the longer school day, requirement to offer afterschool activities. There would be no point hiring such teachers to work in our school, so we will always make our commitments clear in our job adverts and at interview. Equally we believe that doing so will make our school more attractive to just the kind of motivated and hard working teachers that we want to employ.

One of the great selling points to teachers interested in working at the Bromley Bilingual Primary School will be our commitment to excellent professional development. Rather than paying lip service to this we will, subject to the budget being available, commit to an 80% timetable that includes two periods per week for professional development for all staff.

We believe this, alongside the school having a maximum of 25 pupils per class, will make the Bromley Bilingual Primary School extremely attractive to just the sort of self-reflective teachers we want to employ. It will also enable us, in time, to take less experienced teachers and NQTs etc as we will quickly be able to improve their practise and induct them into the school's vision.

Ultimately our Headteacher will be responsible for recruiting his/her own staff once they take up post, but the Steering Group or Shadow Governing Body will be heavily involved and they will be supported by CfBT's experienced HR and recruitment departments as required, as well as by those members of the BBPSG who have expertise in HR and recruitment.

The Headteacher will have completed a psychometric test as part of his/her interview processes. CfBT will work with the new Headteacher, informed by the test and their own self-evaluation, to identify their various strengths and weaknesses. This list will then be central to defining what we are looking for in the school's SLT, teaching staff and Bursar/Business Manager.

We would expect to see prospective candidates for teaching jobs teach a lesson before making any appointments. We would also be up-front in discussing our vision with them, to ensure they felt comfortable and sufficiently in alignment.

Recruitment timetable

An indicative timetable for the recruitment of the school's classroom teachers would be as follows:

- w/c 21 October 2013 Headteacher appointed
- by 29 November Headteacher agrees job descriptions and person specification for the classroom teacher
- 17 January 2014 Advertise posts in the TES/eteach and local Bromley press
- 3 February 2014 Deadline for applications
- w/c 3 February 2014 Long-list produced and references requested
- w/c 10 or 17th February 2014, depending on local half-term arrangements. School visits take place
- w/c 24 February 2014 Interviews take place
- w/c 3th March Appointments confirmed
- 1st September 2014 Classroom teacher takes up post.

An indicative timetable for the recruitment of the Business/ICT Manager* would be as follows:

- by 14th December 2013 Headteacher agrees job descriptions and person specifications for Business Manager
- 24 January 2014 Advertise posts in the local Bromley press and/or via specialist recruitment agency
- 17th February 2014 Deadline for applications
- w/c 17 February 2014 Long-list produced and references requested
- w/c 3 March 2014 Interviews take place
- w/c 10 March 2014 Appointments confirmed
- w/c 2nd/9th June 2014** School Business/ICT Manager takes up post.

** depends on local half-term arrangements

*Assumes responsibility not delegated to existing CfBT Business Manager. Alternatively this could be run as a joint recruitment exercise across a number of schools.

An indicative timetable for the recruitment of Teaching Assistants/Nursery Nurses and non teaching staff would be as follows:

- by 24 January 2014 Headteachers agrees job descriptions and person specifications 7 March 2014 advertise posts in the TES/eteach and local Bromley press
- 24 March 2014 deadline for applications
- w/c 24 March 2014 long-list produced and references requested

- w/c 14th April 2014 interviews take place (after Easter holidays)
- w/c 20 June 2014 – Appointment confirmed
- 1st September staff takes up posts.

Support

We are acutely aware of the need to attract and retain exceptional teachers. Effective systems and processes cannot always control the quality of the people in the classroom. We therefore propose to develop our staff through high quality professional development opportunities and support. In particular:

- **Training support individual to the school** - In the 'Staffing ' Section (D3) we highlight our provision for a school improvement specialist (Trust Adviser) to provide challenge to the school and the Headteacher in particular. Their role will also be to broker additional support for staff, initially through the CfBT network. This might involve mentoring and training from our Lincolnshire School Improvement, or Lambeth City Learning Centre service, facilitated learning conversions between our staff and teachers from around the world where CfBT works or has links, and training sourced through CfBT's head office in Reading. As the school grows and more money becomes available for professional development, we will look to provide further support tailored to meet the development needs of the school. We will also explore with the Local Authority the possibility of drawing on their professional learning communities.
- **Distributed leadership** - We will look to recruit staff with leadership potential and provide opportunities within the life of the school to exploit that potential. So for example, as the school grows we will ask staff to conduct whole-school projects, liaise with other schools, or lead on an aspect of school self-review. This approach is good for the professional development of individual teachers, and a good way for the school to promote succession planning. To support our teachers as leaders we will also look to engage with effective leadership development programmes around the country, including courses offered by local universities and school improvement organisations.
- **Systematic induction, coaching and performance management** - In the first years of the school the Headteacher will take responsibility for supporting new staff through a structured induction programme. This will help embed our vision and school design - in particular the demands of our bilingual curriculum - and also provide opportunities for staff to contribute to the future planning of the school. Coaching, initially by the Headteacher, and other senior staff as the school grows will be a key part of induction and ongoing support and will allow staff to have non judgmental professional learning conversation with colleagues. Our performance management processes will be rigorous and shaped by CfBT's professional development standards for teachers, which have been developed in light of our international engagements. Performance management will be data informed and focused on pupil outcomes.
- **A research-engaged, learning school** - We are aware of the responsibility that would be handed to us if we were to receive approval for the Bromley Bilingual Primary School. We are further clear about the need to demonstrate value that

extends beyond the children we will be educating. We therefore propose providing additional support, funded through CfBT Education Trust's research programme, to develop, distil and disseminate best practice in bilingual teaching and learning during the first year of the school's operation.

Our research and development team will work alongside staff to build highly effective, classroom-ready tools and techniques in key areas of school delivery. So for example, drawing on our database of educational experts we may engage ██████████, to help staff codify and deliver excellence in mathematics teaching. The outputs could be curriculum support materials for the school and a wider report for the rest of the educational community.

We believe this approach will be attractive to practitioners and a key aspect of our recruitment drive. Teachers at our school will have the opportunity to engage in action research and contribute to wider debates about teaching and learning. In the longer term we hope to include our practitioners in global conversations with school systems around the world.

We will be working on the precise nature of this support over the coming months. However, it is our intention to produce a clear and replicable set of teaching processes that respond to the challenge highlighted in McKinsey's most recent report⁶² that suggest insufficient attention is paid to the actual transaction of learning in the classroom.

⁶² Mourshed, M. (2010). *How the world's most improved school systems keep getting*. McKinsey

Section G: Initial costs and financial viability

G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.

Make sure that the information in your financial plans is consistent with the other parts of your application e.g. the staffing structure and pupil numbers in the education plan should agree with the financial plans.







You should not increase the percentage of children on free school meals or the amount of third party income to compensate for the reduction in per pupil funding.

We have noted this comment and have avoided these measures.

G4: For existing independent schools, show that the existing school has a good track record of financial management and explain any existing financial issues which could impact on becoming/establishing a Free School.

Not applicable

Section H: Premises

H1. Possible site options

The Bromley Bilingual Parent-Promoter Group (BBPPG) has undertaken extensive research to find a suitable site for the proposed Bromley Bilingual Primary School Group. This activity has involved:

- Bromley Council officers providing us with a register of all potential properties in our area. This highlighted several sites which were then screened.
- Members of our group making their own comprehensive survey of all sites within or adjacent to our catchment area, using the listing of Government and Local Authority owned sites in Bromley Borough available through the online register of public assets and www.data.gov.uk. Again this provided sites for screening.
- Tapping into local knowledge beyond the BBPPG Group regarding potential sites. Important information also came as a result of awareness of our campaign in 2012.
- The Education Funding Agency (EFA) was not approached on this occasion. We did however cross reference the premises already identified with the EFA Free Schools Kit but this did not provide any additional sites.
- Generally commercial property in this area is expensive and unlikely to be suitable unless a currently vacant/unused site with access to an appropriate level of outdoor space and good proximity to public transport (rail and bus) links. The leading example of this is the current vacant [REDACTED].
- Commercial agents were used informally to advise on the status of particular sites. Otherwise only, was able to offer any properties suitable for our requirement which is currently on the market ([REDACTED], [REDACTED]).
- A total of ten possible permanent sites and nine interim sites (seven were dual) that could be described as central, adjacent or peripheral to our target area of central Bromley were surveyed by the BBPP Group. Each site was screened according to the following criteria: current use, owner/user, location relative to the target area, [REDACTED]. Sizes are given for the permanent sites and are approximates

The potential interim and permanent sites were then allocated into one of three groups that are summarised in the table below. Group A sites are those that the BBPP Group feel warrant serious consideration/further investigation, Group B sites have potential but for a range of reasons do not warrant further investigation at this stage and Group C sites have now been discounted by the BBPP Group.

A full list of the preferred sites considered is provided in Appendix H1 (Temporary Permanent Sites).

As a result of these investigations three preferred interim and five permanent sites were identified:

Interim

- [REDACTED], [REDACTED], Bromley, [REDACTED]
- [REDACTED], [REDACTED], [REDACTED]
- [REDACTED], [REDACTED], Bromley, [REDACTED]

Permanent

- [REDACTED], [REDACTED], Bromley, [REDACTED]
- [REDACTED], [REDACTED], Bromley, [REDACTED]
- [REDACTED], [REDACTED], Bromley, [REDACTED]
- [REDACTED], [REDACTED], Bromley, Kent
- [REDACTED] – [REDACTED], Bromley, [REDACTED]*

*Availability subject to the outcome of the current [REDACTED].

H2. Sites identified and surveyed

Interim sites

Group	Site	Outcome
A	[REDACTED]	Progress to further review
B	[REDACTED]	No further activity at this time Could be of interest in future
C	[REDACTED]	Drop from any further consideration

*Considered for both permanent and interim use

Permanent sites

Group	Site	Outcome
A	[REDACTED]	Progress to further review
B	[REDACTED]	No further activity at this time Could be of interest in future
C	[REDACTED]	Drop from any further consideration

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[REDACTED] *Considered for both permanent and interim use

H3. Capital investment

At this stage we have not identified any sources of capital funding to support site acquisition, renovation or build.

Section I: Suitability and Declarations

These forms have been completed and returned as instructed directly to the DfE Due Diligence Team.

Appendices

Appendix C1: The CfBT School Design

In 2007 CfBT commissioned [REDACTED] to conduct extensive research to highlight the key features of unusually effective schools around the world. We have since translated these features into the CfBT school design – a set of core processes that schools need to get right.

The CfBT school design has six pillars: *teaching, leadership, curriculum, parental engagement, discipline* and *enrichment*. The six pillars are supported by our robust accountability system.

Teaching

Nothing matters more than getting the interactions right in the classroom. That means schools need a clear focus on teaching practice. The Bromley Bilingual Primary School will have three distinct approaches to ensuring effective teaching.

1. The CfBT outstanding lesson

The CfBT outstanding lesson forms the centre-piece of our instructional practice and sets out what we expect from our teachers in every lesson – regardless of the subject matter. The core features of the CfBT outstanding lesson include:

- A learning objective, linked to a curriculum scheme of work, that is shared with pupils at the beginning of the lesson and reviewed at the end
- Differentiated tasks that meet the needs of individual pupils, including those with special educational needs
- Success criteria for tasks that are clearly defined and shared with the class
- A good balance between teacher led activities and individual, paired and group work
- Significant opportunities for practical learning
- Homework tasks that are integrated into teaching
- A good pace to the lesson with clear routines of behaviour.

2. Assessment

Children do best when they know how to get the next level in their learning. We expect our staff to give specific, individualised and formative feedback on an ongoing basis. Our assessments for learning practices include:

- Providing real-time, oral feedback on pupils' work to stimulate regular learning conversations in the classroom
- Comment only, non-graded, marking on selected pieces of work. Evidence shows that often pupils do not read comments when they are given in conjunction with levels
- Involving pupils in peer and self-assessment. Pupils will be encouraged to make their own judgements about how far they have progressed.

The Bromley Bilingual Primary School will also have systems in place to ensure there is effective summative, assessment of learning. Sensitive use of test data enhances our ability to judge pupil achievement and teacher quality.

3. Catch-up and stretch

The Bromley Bilingual Primary School will use assessment information to target under achievement at all ability ranges. A pupil with the potential for a Level 5 currently at a Level 4 needs extra support just as much as a pupil with the potential for a Level 3 currently on a Level 2. The Bromley Bilingual Primary School will have a structured approach to all pupils who are underachieving, including one-to-one support during and after school, parental partnerships and differentiated learning tasks in lessons. Inclusion at the Bromley Bilingual Primary School will be about making sure everyone reaches their full potential, whether they need remedial help or further stretching; whether they have special needs or are able and talented.

Leadership

Leadership is second only to teaching as a driver of school performance. From day one, our Principal will be guided by a set of processes and practices:

- **Vision:** Our Principal will share our high expectations for all pupils and will be fully signed up to our vision. It will be their responsibility to make sure all staff are inspired and ready to deliver our shared goals
- **Teacher recruitment:** Getting the right people in front pupils is one of the primary responsibilities of our Principal. As the school grows, we will support this process with our tried and tested recruitment methodology. We will also draw on our large database of educational professionals to assist where appropriate
- **School self-evaluation:** The best schools in the world are self-evaluating, self-improving institutions, able to diagnose problems and put in place strategies to solve them. The Bromley Bilingual Primary School will have the capacity for systematic self-review and our principal will have the information they need to pursue priorities. CfBT has already developed a methodology for self-review that has been used successfully in England and abroad (for more detail see accountability below).

Whilst we are determined to guarantee high standards in the core disciplines (in both English and French) through precise teaching methodologies and sharply focused assessment processes, we want a broad curriculum with lessons in music, PE and games, art, humanities and science, and potentially other modern foreign languages.

Through our support for pedagogical excellence, we will focus on engaging delivery of the curriculum so children are excited by learning. This will include project-based learning as well as practical, experimental tasks. Our bilingual, multi-cultural approach will naturally bring an important international component to the curriculum to reflect our global outlook and embed rich subject content.

Parent and Carer/community engagement

The weight of evidence consistently demonstrates that one of the most significant factors in determining children's educational outcomes is the degree and effectiveness of parental and carer involvement in their learning. This is particularly critical in a bilingual setting. Specifically our parental partnership for learning will include:

- an expectation that each class teacher will build a proactive relationship with the family of each child with regular phone and face-to-face conversations sharing information and celebrating success.

- clear policy and advice on how parents can support learning through, for example, shared reading and opportunities for learning with the family.
- encouraging parents to take part in activities for all the family, for example traditional festivals such as 14th July.
- an emphasis on early communication of concerns so that problems can be dealt with before they escalate.
- a key role for parental feedback in the accountability arrangements in the school.
- opportunities for parents to become involved in delivering after-school activities, and clubs for pupils as well as wider members of the community subject to the requirements of our Safeguarding Children policies and responsibilities.

To support our open approach the Bromley Bilingual Primary School will have a Parents' Promise (see Appendix D1) which sets out what parents can expect and demand from us. And because engagement works both ways, we have also set out what we expect from parents. Having high expectations for family support for children is vital in creating a culture of learning in any school community. The Promise, will be consulted on and then form the basis of the school's parents policy.

The Bromley Bilingual Primary School will not only be for parents and pupils, but will form a key part of our community. The founding parents are a group of local people with a stake in making our school and our area the best it can be. We believe that successful schools are beacons to surrounding communities, sharing with and open to the wider population. Specifically, we will make good use of the school as a community hub with opportunities for local groups to hire and use our space.

Discipline

As a school we will also establish Pupils' Promise (see Appendix D1) which, like the Parents' Promise, details how we intend to ensure excellent relationships between pupils and the wider school community. It also forms the basis of our code of conduct which guarantees the highest standards of pupil discipline and places an emphasis on positive and consistent behaviour management. Our staff will emphasise the positive before the negative but will be very focused on ensuring small infractions are not allowed to fester and escalate.

More specifically our approach to pupil discipline will be defined by two codes of conduct: one for the classroom (produced by the children together with the class teacher) and one for the school (already written by the Principal after staff consultation). These codes will be displayed around the school so staff and others can immediately highlight any misdemeanours. We will also have a clear approach to escalation, with the Principal responsible for brokering multi-agency support where necessary and a fair approach to exclusions that follows the school's appeals procedures.

Enrichment

We believe there is no contradiction between demanding high achievement and looking after children's wider well-being. The Bromley Bilingual Primary School will therefore have a number of systems and processes in place to promote pupils' personal development, including weekly assemblies, dynamic PSHE and RE lessons and multi-agency support where necessary.

Our pastoral system will acknowledge the value of role models and the need to establish norms of manners and behaviour through child/adult interaction. We will make a point of ensuring lunchtime is an opportunity for pupils and staff to engage with one another.

We will encourage a wide array of extra-curricular activities to stimulate broad interests for our pupils. In our experience, staff often bring their own passions to activities such as school choirs, plays and sports clubs. We expect such extra-curricular activities to support pupils' self confidence

Accountability

Our approach to accountability is based on common practice in other industries around the world. Specifically, we will use pupil progress data to hold individual teachers to account for their performance; programs such as InCAS may be used to assess and track pupils' progress for this. From the Principal down, we will insist that staff deliver to agreed expectations and that there are no excuses for children not achieving.

We will use three sources of evidence to judge the performance of teachers and the school as whole:

- Pupil-level data: occasional testing, assessment for learning feedback, surveys and School Council feedback.
- Teacher-level data: lesson observations, work scrutiny, surveys.
- Parent/ carer-level data: regular face-to-face and telephone contact, surveys.

The Bromley Bilingual Primary School will have an annual assessment cycle and at certain points during the year an accountability snapshot will be created, the amount of data may depend on the experience of the teacher as described in section D5. This snapshot will form the basis of the school self-review and will be used to make a judgment about performance. Where there are weaknesses, it will be incumbent upon the Head Teacher to put in place interventions to improve outcomes. (The success or otherwise of these interventions will be closely monitored by the Governing Body and school improvement specialist - see the 'Governance' section for more detail.) This structured approach to accountability means that the school will be constantly reviewing performance and constantly improving.

It is important to note that our intention is not to over-test pupils. On the contrary, the reason for using a wide source of data to inform judgments is so that we are not over-reliant on summative assessments. However, we feel it is absolutely necessary for pupils (as well as their parents) to understand how they are performing and what they need to do to progress.

Academic review meetings held every term will provide opportunities for the school to share with parents, performance information gathered as part of the accountability snapshot. At these meetings teachers will provide individualised summative and formative data about each pupil's progress and provide clear targets for improvement. Parents will be able to use meetings to discuss issues face to face with the teacher and escalate any concerns.

Targets

The ten highest achieving state funded primary schools in Bromley consistently achieve a level above 93% Level 4 for English and Mathematics and we expect to match or exceed this, with a overall target of 100% Level 4 for English and Mathematics (unless specific Educational Need that makes this unrealistic), and 50% level 5 or 6 based on the comparable levels achieved by high performing local primary schools⁶³.

For French language verbal and fluency, we expect all our pupils who have completed the majority of their primary education with us to achieve at least Level C1 (can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc and can understand complex technical information, such as operating instructions, specifications for familiar products and services), when assessed against the Common European Framework Descriptors⁶⁴. This assessment would be conducted alongside of the KS2 assessments, following the CEFR assessment methodology.

⁶³ Department for Education. (2012, December). *Primary School Key Stage 2 Performance Tables for 2012*. Retrieved from www.education.gov.uk/schools/performance/download/pdf305_ks2.pdf

⁶⁴ Council of Europe. (n.d.). *Common European Framework of Reference for Languages: Learning, Teaching,*. Retrieved from http://www.coe.int/t/dg4/linguistic/cadre_en.asp

AppendixD1: Bromley Bilingual School Parent Promise

Bromley Bilingual Primary School promises to -	Bromley Bilingual Primary School invites Parents and Carers to -
Support and help you in your role as the child's first and most important educator.	Help us by communicating with the school about your child's development needs.
Listen to your views and take them into account when setting school policy.	Play a full part in the school's arrangements for consulting and involving you.
Make sure you are informed about the work of the school and your child's progress.	Support your child with work and help him or her achieve any goals they are given.
Address any concerns you may have and explain any decision or action that results from these.	Follow the school's procedures for raising concerns and do so at the earliest possible time, so that such can be resolved.
Ensure that all decisions made are in the child's best interests, which are foremost.	Help us decide what is best for your child by attending consultation sessions and keeping any individual appointments with members of our staff.
Provide the best quality teaching in which children's learning can thrive.	Contribute your own expertise and interests to the education we give at our school.

Appendix D1: Bromley Bilingual School pupil Promise

Bromley Bilingual Primary School promises to -	Bromley Bilingual Primary School expects pupils to -
Treat you with dignity and respect, as an unique individual.	Work hard and help your teachers to help you.
Listen to what you have to say and take your views into account.	Show respect and courtesy to everyone at all times.
Ensure that your school is a happy, safe, secure and pleasant place for you to learn.	Respect other children's rights to learn and stay safe.
Protect your right to learn.	Look after and care for our school's environment.
Help you to achieve all that you can and celebrate your achievements.	Work hard to achieve the best you can in all areas of school life.
Help you to enjoy your work and get the most of your time in our school.	Tell us if you have any concerns or worries so we can help you.
Support you in learning to communicate in both French and English, in and out of class.	Let us know if you are finding communicating in one of both languages difficult so we can help you.
Prepare you to face the next stages of your life with confidence.	Observe and follow the code of conduct drawn by all members of our school community.

Appendix F1: Draft Job Description for Headteacher

In choosing the Headteacher we will look for a talented and inspirational leader, with the drive and vision to embrace the ideas of the Sponsors and who is committed to the highest achievement for all.

The successful candidate will take up the post as soon as possible to be completely involved in the planning process leading to the opening in September 2014.

The following job description is not final and it is expected that the Principal Designate through their involvement in the Free School planning will work closely with the Bromley Bilingual Primary School Group (BBPSG) and CfBT Schools Trust (CST) to develop this job description to ensure it reflects the needs and demands of the post.

Purpose of the post of Headteacher

The Headteacher will:

- Be accountable to the Schools Trust and local Governing Body. The Schools Trust will be an overarching body responsible for multiple Academies sponsored by CfBT. A local Governing Body will be closely involved in and accountable for overseeing the life of the school
- Share the Sponsors' and communities' vision and demonstrate the capacity to work as part of a team in developing an outstanding Free School
- Lead and manage the Free School to secure high quality education and high standards of achievement for all its pupils
- Provide the vision and leadership needed to realise the Sponsors' and communities' ambitions for the Free School
- Be accountable for a continuous improvement in the quality of education provided
- Create the environment and manage the resources to promote value for money and secure the achievement of all pupils and staff
- Be accountable for the safeguarding of pupils.

Strategic direction and leadership

The Headteacher will:

- Keep learning and achievement at the centre of strategic planning and resource management
- Have a strategic view of how to successfully develop a new school and create a successful ethos and culture
- Be responsible for the Free School's management and development and all its resources
- Work in partnership with the Senior Leadership Team, Academy Trust and Free School Governing Body to engage pupils and staff in realising the Free School's vision
- Advise the Academy Trust and Free School Governing Board on the formulation and implementation of policies
- Manage a complex organisation effectively and ensure the successful implementation of radical change
- Plan the opening of the new Free School and input to the design of any new or refurbished buildings

- Harness and support members of the school community to create a caring, rich and exciting learning environment.

Teaching and learning

The Headteacher will:

- Deliver an innovative curriculum, based on excellence for all through personalised learning whilst meeting statutory requirements and the Free School's education vision
- Ensure that the curriculum delivered matches the needs of all pupils and is supported by high quality teaching
- Ensure that suitable strategies are implemented to raise standards continually
- Develop radical approaches to meeting both the needs of pupils who enter the Free School with a low skill-base including those with identified special education needs and those of the more able
- Keep pupils' learning and achievement at the centre of strategic planning and resource management
- Achieve a sense of harmony, through the effective management of pupil behaviour; involve pupils in the Free School's decision-making processes by developing policies and practices that treat pupils as partners in the learning process
- Ensure that there is an effective assessment, recording and reporting system of pupil progress
- Monitor and evaluate the curriculum for both quality and value for money;
- Ensure pupils feel safe, supported and have all barriers to their learning and progress addressed/removed
- Achieve robust systems of pastoral care and personalised learning to ensure every pupil feels valued, is known and supported during their time at the Free School.

Leading and managing staff

The Headteacher will:

- Lead and motivate others and generate effective working relationships at all levels
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved
- Manage the effective deployment and performance of all staff and ensure their professional development through effective systems for the management of staff performance
- Promote the Free School's ethos in which the highest achievements are expected from all members of the Free School community
- Ensure that professional duties for all staff are fulfilled as specified in their terms and conditions
- Lead, motivate, support, challenge and develop the Leadership Team and through them all staff
- Provide effective induction, continued professional development and performance management in line with the Free School's strategic plans
- Ensure all staff accountabilities are clearly defined and understood and are subject to rigorous appraisal, review and evaluation
- Ensure the well being of staff.

Financial and facilities management

The Headteacher, assisted by the CST Head of Finance/School Business Manager, will:

- Plan and manage the Free School's finances and resources to ensure maximum benefit for pupils
- Be responsible for the Free School campus, its buildings, equipment and grounds
- Provide advice to the Academy Trust and Free School Governing Body on the formulation of the annual and projected yearly budgets in order that the Free School secures its objectives
- Set appropriate priorities for expenditure and allocation of funds
- Make a significant contribution to the specification of the new buildings so that they will best support the objectives set out in the educational vision for the Free School
- Ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for all in the Free School;
- Manage and organise accommodation efficiently to ensure it meets the needs of the pupils and staff
- Ensure effective administration and audit control
- Be accountable for health and safety requirements.

Partnerships

The Headteacher will:

- Work closely with the sponsors and the Governing Board to ensure that the development of the Free School is a success
- Work closely with other Academies and Free Schools sponsored by CfBT, and engage across other areas of CfBT's work
- Develop and encourage excellent relationships between parents/carers to support pupil learning
- Identify and develop strong partnerships and relationships with primary schools
- Identify, develop and promote strong links with the local community: education, business and non-profit sectors
- Secure strong links with other key partners who are supporting the Free School's development.

Appendix H1 Details of preferred Interim and Permanent sites

1. [REDACTED]

[REDACTED]

[REDACTED]

2. [REDACTED]

Address: [REDACTED], [REDACTED], [REDACTED]

Owner: [REDACTED]

Current use: [REDACTED] *has limited outdoor space but is very close to parkland and recreational grounds and public transport.*

3. [REDACTED]

[REDACTED]

Address: [redacted], [redacted], Bromley, [redacted] Owner:

Current use: [redacted]

Proposed use: Permanent/Temporary site

The [redacted] is large, has educational use, outside grounds, is close to parks and recreational grounds, and public transport and very visible in the community

4. [redacted]

Address: [redacted], Bromley, [redacted]

Owner: [redacted] Current use: Vacant.

Former use: [redacted] Proposed use: Permanent site

The [redacted] The [redacted] is currently listed for sale by tender through commercial agents.

5. [Redacted]
[Redacted]

Address: [Redacted], Bromley,

[Redacted]
Owner: [Redacted] Current use: [Redacted]

Proposed use: Permanent site

The [Redacted]
The [Redacted] is large, is close to parks and recreational grounds,
and public transport and very visible in the community.

**Considered for both permanent and interim use.*