



Department  
for Education

## **Free school application form 2014**

**Mainstream and 16 to 19 (updated March 2014)**

**FLOREAT BRENTFORD PRIMARY SCHOOL**

# Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 4 April?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within the window below? 9am on 5 May 2014 and 12 noon on 9 May 2014.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section I of your application		
8. Have you sent: <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

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

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

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

**Signed:**

**Position:** [REDACTED]

**Print name:** [REDACTED]

**Date:** 8<sup>th</sup> May 2014

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





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## Section A Applicant details

See the attached Excel spreadsheet.

## Section B Outline of the school

See the attached Excel spreadsheet.

## Section C Education vision

### C.1 INTRODUCTION

Floreat Brentford will be a non-faith, inclusive two-form entry school for children aged 4 to 11, plus a Nursery for 3 and 4 year olds, situated in the London Borough of Hounslow.

The school will join a multi-Academy trust sponsored by Floreat Education, a registered charity that has been approved by the Department for Education (DfE) as an Academy sponsor. This trust is called the Floreat Education Academy Trust, or FEAT. Floreat Brentford will join one other school, Floreat Wandsworth Primary School, which opens in September 2015.

### C.2 RATIONALE

The rationale for Floreat Brentford is based on three key factors:

- Basic need for primary school places in Hounslow, and specifically in Brentford;
- Insufficient high quality local primary provision; and,
- Lack of choice for local parents.

#### C.2.1 Basic Need

██████████ Data released by the DfE in December 2013 shows the urgent need for school places in the area.<sup>1</sup> The primary school age population in the London Borough of Hounslow will increase from 22,123 in 2012/13 to 28,666 in 2017/18 – an increase of 6,543 or 29.6% over the period, equivalent to 15 new two form entry primary schools. In Hounslow Borough Council's Brentford school planning area the primary school age population is expected to rise from 2,210 to 3,282 over this period, an increase of 1,072 or 48.5%.

According to Greater London Authority (GLA) demographic projections, the number of 5-9 year olds living in Brentford Ward is due to increase by 217, or over 50%, between 2013 and 2022, when our proposed Free School will be at full capacity. Over that same period the number of 10-14 year olds will also increase by 145. The primary school age population is due to keep on growing, with the number of 0-4 year olds expected to increase by 137 over the period.<sup>2</sup>

Finally, there is a significant new housing development taking place in Brentford. These future developments have not have been fully accounted for in any of the projections given thus far:

- 520 new homes currently planned to be available from the end of 2013 at Brentford Lock;<sup>3</sup>
- The completion of the Great West Quarter will bring further housing on stream from Spring 2014;
- Over 200 new residential properties will be created at the former Alfa Laval site on the Great West Road;<sup>4</sup>
- Brentford Football Club has been given permission to move to a new site in the borough, with the current ground – Griffin Park – being redeveloped for mainly residential use;<sup>5</sup> and,

- Developers Ballymore own an eight-acre site to the south of Brentford High Street. They will be seeking planning permission for the site this summer, with up to 1,000 residential properties planned.<sup>6</sup>

We have analysed place pressure on the ten primary schools closest to our proposed site, which shows the results of recent population expansion and its impact on local schools. Six of these schools are already operating over capacity, and three are currently more than 10% over capacity. Two schools are educating nearly 160 additional pupils between them. Establishing Floreat Brentford will alleviate the rising demographic pressure on local schools.

### **C.2.2 Insufficient High Quality Local Provision**



While the majority of local primary schools provide a good quality of education, provision is inconsistent. We have analysed the characteristics and performance data of the ten closest primary schools to our proposed site, and this analysis has substantiated the concerns that parents have reported to us about the inability of some local schools to support all children to succeed.

Two of the ten local schools we analysed currently have a rating of '3' from Ofsted, with a capacity between them of 830 places. Both schools are operating significantly over their capacity – providing an additional 96 places between them – which indicates that a policy of temporary school expansions is currently leading to even more children being educated in schools that require improvement.

We examined Key Stage 2 attainment data at these ten local schools between 2008 and 2013, compared to the national average over this period. While some local schools perform significantly above the national average against core Key Stage 2 measures, others perform significantly below them. At two schools less than 70% of pupils achieved Level 4 or above in English and Maths in 2013.

Although the attainment gap between disadvantaged pupils and their peers is smaller in Brentford than the national average, it was still around 13% in Maths and between 7% and 13% for the different aspects of English in 2013 across local schools. The relatively good local average masks marked inconsistencies between local schools:

- In one school the percentage of disadvantaged pupils attaining Level 4 in grammar, punctuation and spelling was only 56%, compared to 100% of their peers.
- In another school, there was a 25% difference in the percentage of pupils achieving Level 4 in Maths.

For disadvantaged pupils, therefore, attending one local school rather than another can have a significant impact on their educational achievement by the end of the primary phase. We do not believe it is acceptable for socio-economic status to determine educational achievement and will therefore seek to address even this relatively small attainment gap.

### **C.2.3 Lack of Choice**

We will create a new, secular school with strong values and high aspirations for every child, meeting the needs of local families and the community. Floreat Brentford has received strong support as a meaningful alternative to the current choice of schools. During the process of developing this application we have worked closely with members of the local community, especially parents, to ensure that our school meets their needs.



Three of the ten closest primary schools to our preferred site are voluntary-aided schools. These are three of the four top performing schools in the area in terms of results at the end of Key Stage 2, but many of the local parents we have spoken to would strongly prefer a secular education for their children and do not feel they currently have a choice of high-performing secular schools. All three voluntary-aided schools have faith-based admissions policies and are, therefore, closed to parents who are not in a position to meet their criteria. This skews the intake of these schools:

- 11% of pupils in the three voluntary-aided schools are eligible for free school meals (FSM), compared with an average of 29% across the other seven schools;
- 6% of pupils have special educational needs and disabilities (SEND) at school action plus or with statements, compared with 13% across other schools; and,
- 32% of children have English as an additional language (EAL), compared with 49% across the other schools.

Children from disadvantaged families and those with additional educational needs are being denied opportunities compared to their peers.

Parents are strongly supportive of our vision for our new school in Brentford, as shown in Section E where we have so far gathered 103% demand for our first cohort (2015) and 118% demand for our second cohort (2016).

### **C.3 VISION FOR FLOREAT BRENTFORD**

#### **C.3.1 Floreat's Mission**

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

#### **C.3.2 Our Educational Model**

Floreat Brentford expects to deliver an outstanding education for all its pupils. To achieve our ambitious outcomes FEAT is developing a complete and scalable educational model for use in the school: the *Virtue and Knowledge School Model*. Our model is based the classic ideal of education: it will introduce children to the best that has been thought and written while preparing them to seek a good life for themselves and others. This model is designed:

- To make every moment of the school day work harder so that it educates for character virtue as well as academic outcomes;
- To train teachers so that they can flourish while delivering our curriculum; and,
- To provide a broad assessment tool that informs teachers, parents and pupils about progress.

We are working with the John Templeton Foundation<sup>7</sup> to secure a major four-year grant that will enable us to bring together all the elements of the *Virtue and Knowledge School Model*. FEAT will begin this work in September 2014 so that they are ready to be introduced into Floreat Brentford when it opens in September 2015.

The model has three elements:

#### The Virtue and Knowledge Curriculum

Our curriculum will help pupils develop a sophisticated understanding of the world in which they live. It starts with an emphasis on the rapid development of the *core skills* of literacy and Maths,

will enable children to access the curriculum. As children move through the school, increasing time will be allocated to subject-based lessons that will deepen and broaden pupils' *cultural knowledge*.

The academic curriculum will be infused with opportunities for children to develop their *character strengths and virtues*. This will include a discrete, weekly character education lesson that teaches children explicitly about the character virtues, giving them a range of knowledge, skills, practices and experiences that will help them continue strengthening the virtues in their own lives.

We will provide regular opportunities for pupils to develop their intellectual *curiosity* by applying their skills and knowledge to open-ended projects that involve either adventure learning in the outdoors or providing a service to other people in the community.

We will design a series of operational policies, routines and activities – including an extensive extra-curricular programme – that promotes character virtue development throughout the school day. This will help our staff create a flourishing school culture that promotes the development of, and reflection upon, the importance of virtue and knowledge.

### Floreat Teacher Preparation and Development

FEAT will provide a thorough training and development programme so that all staff can deliver the Virtue and Knowledge Curriculum with confidence and understanding. All our staff – both teachers and support staff – will be well equipped to role model the virtues and expectations we seek to promote in our children.

### Assessment for Flourishing

In order to provide regular measurement of pupils' academic and character development, we will bring together a range of different assessment techniques into a single online tool – Assessment for Flourishing – that will enable staff and parents to track children's progress against various indicators that reflect their development.

## **C.4 FLOREAT'S EDUCATIONAL APPROACH**

### **C.4.1 The Virtue and Knowledge Curriculum**

Figure A: The 4Cs



As a result of our using the *Virtue and Knowledge School Model*, we aim to equip pupils at Floreat Brentford with the 4Cs: core skills, cultural knowledge, character strengths and curiosity. These are shown in Figure A, and together they enable every child to flourish.

We have used the 4Cs to describe to prospective parents the outcomes for we want to achieve for their children. As our demand figures show, it has proven to be a popular approach.

#### C.4.1.1 Core skills

We will teach the core skills – literacy and Maths – that enable pupils to access the entire curriculum. We will use the *Maths Mastery* programme<sup>8</sup> and *Read, Write Inc.*, a literacy scheme that utilises systematic synthetic phonics.<sup>9</sup>

#### C.4.1.2 Cultural knowledge

Our curriculum will ensure that pupils gain the knowledge they need in order to understand the world and society in which they live. Following the pioneering research of E.D. Hirsch,<sup>10</sup> our approach will promote deep and broad understanding rather than simply the retention of isolated facts, and is essential to the development of a wide vocabulary, conceptual understanding and higher-level skills. We will use sequential knowledge-based curricula designed specifically for England, drawing on the core knowledge curricula developed by both Civitas and The Curriculum Centre,<sup>11</sup> and delivered through subject-based lessons.

#### C.4.1.3 Character strengths

The development of character strengths and virtues is fundamental to the idea of a well-rounded education, and essential to the achievement of personal wellbeing. We will provide discrete timetabled opportunities every week for pupils to learn about character, as well as ensuring that every element of the culture of the school is designed to promote and reward positive, virtuous behaviour. Our character education syllabus will be based on the work of our strategic advisers: the Jubilee Centre for Character and Virtues' *Framework for Character Education in Schools*<sup>12</sup> and the *Wellbeing Curriculum* at Wellington College.<sup>13</sup>

The core virtues of school will include four that are common to all FEAT schools: curiosity, honesty, perseverance and service. In addition, the staff, parents and pupils of Floreat Brentford will choose four further virtues that are unique to the school. Every element of school life will seek to develop these virtues in children.

#### C.4.1.4 Curiosity

We will develop a love of learning, open-mindedness and a desire to improve in our pupils by promoting inquiry, questioning and the seeking of understanding. Project-based learning activities provide the opportunity for pupils to apply their skills and knowledge to projects linked to the outdoors and to serving other people, helping develop intrinsic motivation and intellectual character. We intend to work with the charity Adventure Learning Schools<sup>14</sup> and our strategic adviser Wellington College,<sup>15</sup> which is designing and delivering service learning for its own primary schools, Wellington Primary Academy and Eagle House prep school.

### **C.4.2 Realising the Potential of All Children**

We are profoundly optimistic about the potential of all children to reach the highest standards – a belief amply justified by the research into ‘talent’.<sup>16</sup> We will set stretching aspirations for every child in terms of both academic and character development. All national curriculum topics will be covered, including subject-based lessons for all pupils.

The intake of Floreat Brentford will be mixed, with higher than national average levels of deprivation and children from ethnic minorities, with EAL or with SEND. We will be mindful of the range of backgrounds and abilities without lowering our expectations of any child. We will use Pupil Premium funding to support the delivery of projects that are known to raise standards among the most disadvantaged pupils, drawing on the Education Endowment Foundation's *Pupil Premium Toolkit*.<sup>17</sup>

Our educational model will operate for all children across the whole age range offered at the school. We are sensitive to the developmental needs of younger children in Reception and the need for child-centred activities as part of the Early Years Foundation Stage (EYFS) curriculum, and will adapt the timetable accordingly. There will be a greater emphasis on purposeful play, art

and child-centred learning in Reception and Key Stage 1, including within subject-based lessons, before moving to more formal learning in Key Stage 2.

Floreat Brentford's pupils will embark on their academic and character development with structured and timetabled activities from the moment they enter the school, including significant elements of literacy and Maths. We will introduce pupils to the other elements of our model during Reception, and the emphasis on these will increase as pupils move up through the school.

## **C.5 ASPIRATIONS**

Our aim is to secure an outstanding rating from Ofsted in our first inspection and to achieve sector-leading Key Stage 1 and 2 results. To satisfy Ofsted we will robustly demonstrate progress, since national assessments may not have been undertaken before their first visit. Our core academic targets for our first cohort of pupils are:

- 100% of pupils making required levels of progress in each Key Stage, starting from the new baseline test in Reception;
- 100% of pupils reaching Level 2 or higher at Key Stage 1 in Reading, Writing and Maths;
- 50% of pupils reaching Level 3 or higher at Key Stage 1 in Reading, Writing and Maths;
- 100% of pupils achieving Level 4 or higher at Key Stage 2 in Reading, Writing and Maths;
- 50% of pupils achieving Level 5 or higher at Key Stage 2 in Reading, Writing and Maths; and,
- 15% of pupils reaching Level 6 or higher at Key Stage 2 in Reading, Writing and Maths

In addition, to match the high aspirations we have for all our pupils we will aim for:

- No difference in the performance of pupils in receipt of the Pupil Premium, FSM or EAL compared to other pupils; and,
- Borough-leading academic performance for pupils with SEND.

We will deliver these ambitious targets by:

- Recruiting high-quality, value-aligned senior leadership and teaching staff;
- Using tried and tested literacy and Maths programmes that have been shown to deliver high academic standards by developing pupils' core skills;
- Utilising cultural knowledge curricula to accelerate pupils' learning by giving them a deep and broad understanding of the world;
- Ensuring every moment of the school day is designed to develop pupils' signature character strengths so that they are equipped to aim high;
- Providing adventure and service learning opportunities that give pupils the chance to develop their intellectual curiosity by applying their skills and knowledge in open-ended projects;
- Creating and delivering a unique training and development programme for all staff that will support all staff to deliver our curriculum;
- Employing a six-weekly assessment cycle in the core subjects to facilitate continual monitoring, feedback, stretching targets and, where necessary, one-to-one support to ensure all children make outstanding progress;
- Working closely with parents so that they can support their children's learning and character development at home;
- Drawing on FEAT's superb support network, which includes our Executive Team, Trustees, strategic advisers and others; and,
- Using local networks, including expertise in other local schools and within the local authority itself, to challenge and support performance at Floreat Brentford.

## Section D Education plan – part 1

Figure B: Build up of the school

	2015	2016	2017	2018	2019	2020	2021	2022
<b>Reception</b>	60	60	60	60	60	60	60	60
<b>Year 1</b>		60	60	60	60	60	60	60
<b>Year 2</b>			60	60	60	60	60	60
<b>Year 3</b>				60	60	60	60	60
<b>Year 4</b>					60	60	60	60
<b>Year 5</b>						60	60	60
<b>Year 6</b>							60	60
<b>Totals</b>	60	120	180	240	300	360	420	420

## Section D Education plan – part 2

### Section D.1 Curriculum Plan

#### D.1.1 OUR PUPIL DEMOGRAPHIC

The London Borough of Hounslow is in West Outer London. Brentford ward spans the M4 and borders the River Thames. With good connectivity to roads, public and air transport, Brentford is widely considered an upcoming area, and is experiencing a surge in private investment. Several new housing developments are being built within and around Brentford, with the expectation that public services must expand to serve the needs of a growing community.

##### D.1.1.2 Pupil Characteristics

Figure C looks at pupil characteristics in the ten mainstream primary schools most local to Brentford, and compares them against Hounslow and national averages. A significant proportion of local pupils are eligible for FSM, indicating a higher level of deprivation compared to both local authority and national averages. These deprivation levels are further reflected in the percentage of pupils who are eligible for the Pupil Premium, which is above the levels indicated nationally and in Hounslow borough. Finally, a higher proportion of pupils in the Brentford area speak English as an additional language (EAL) compared to the national average.

Figure C: Pupil characteristics<sup>18</sup>

	% pupils eligible for Free School Meals (FSM)	% pupils with SEND statement or School Action Plus	% pupils with EAL	% pupils eligible for the Deprivation Pupil Premium
Local Primary Schools <sup>1</sup>	22.2	10.2	47.2	32.4
Hounslow <sup>2,3</sup>	20.8	8.9	61	29.8
England – National (primary state funded) <sup>2,3</sup>	19.2	7.7	18.1	27

### D.1.1.3 Local Characteristics

Hounslow’s population is ethnically diverse. Over 40% of the population was born abroad, compared with an average of 12% nationally.<sup>19</sup> Hounslow’s unemployment rate of 7.6% is slightly below the UK average of 7.7% and London average of 8.4%.<sup>20</sup> The Brentford ward has above average levels of Income Support claimants than on a local authority and national level.<sup>21</sup> Furthermore, individual lower super output areas (LSOA) within the Brentford ward have a higher proportion of single parent households with dependent children, with LSOAs in the east of Brentford having an average of 54% of all lone parents not in employment, which is above the borough average of 46%.<sup>22</sup>

This diverse population presents both challenges and opportunities. The most important challenge is to ensure that our curriculum is accessible to all pupils, whatever their background. Our emphasis on early, purposeful teaching of core skills and a sequential knowledge-based curriculum will mean every pupil is able to access the skills and knowledge they need to excel. The greatest opportunity we will have is the ability to draw on the values present in the range of cultures and religions that will be represented at the school. We will use this to help our pupils understand that the development of character virtue is relevant to, and important in, every culture around the world.

### D.1.2 CURRICULUM PRINCIPLES

We start with a simple idea: that education is as much about developing children’s character strengths and virtues as it is about developing their academic knowledge and skills. Philosophers from Aristotle onwards have argued that the good of children and society as a whole depends on developing both minds and characters. This is reaffirmed by the basic common sense of parents and teachers.

In the last twenty years educators have begun to understand how to help pupils achieve academically: rigorous approaches to literacy and Maths, a knowledge-based curriculum, and the development of intellectual skills like curiosity and open-mindedness. FEAT’s education model includes these proven academic approaches.

Yet, despite a strong desire on behalf of teachers and parents to develop children’s character strengths and virtues, the methods for doing so systematically and purposefully are not well understood in the vast majority of secular state schools. Indeed, many people doubt whether character can be consciously formed at all, believing that it is simply a biological given, or rejecting the idea that this function should be the responsibility of schools.

Recent scientific discoveries in the fields of medicine, neuroscience, psychology and behavioural economics, however, have confirmed the theories of the classical philosophers. We now know that not only is it possible to develop character strengths and virtues, but that the impact of doing so is at least as important to children's life chances and future happiness as it is to their academic achievement. At Floreat Brentford, every aspect of the school will be geared to delivering outstanding academic study and developing pupils' character strengths and virtues.

### **D.1.2.1 Knowledge: Developing Pupils' Academic Abilities**

While character development is at the heart of our approach, it will not be at the cost of delivering rigorous academic study. Indeed, we believe that good character and outstanding academic study are self-reinforcing. We also believe that the two strands should be integrated as far as possible in order to enable a child to flourish.

The FEAT team has conducted extensive desk-based research, visited dozens of schools, and spoken to heads and teachers who were committed to delivering outstanding academic achievement as well as positive character development. Our research revealed that the best schools take their pupils on a journey of intellectual development that aims to produce knowledgeable, confident and independent learners. This journey starts with intensive work on the *core skills* – literacy and Maths – that enable children to access the curriculum, and over time moves to an increasing emphasis on learning the deep and broad *cultural knowledge* that will expand pupils' vocabulary, extend their intellectual skills, and equip them with an understanding of the world around them.

#### D.1.2.1.1 Developing core skills

##### *Literacy*

Systematic synthetic phonics is an approach to teaching reading, and some aspects of writing, that develops learners' awareness of the sounds that create words. It involves the skills of hearing, identifying and using sound patterns in English. The aim is to teach learners the relationship between these sounds and the written spelling patterns that represent them. It is now well established that teaching literacy through the use of systematic synthetic phonics is an effective, rapid and low cost way to enable pupils to learn how to read. The DfE has produced a lengthy evidence document supporting the use of systematic synthetic phonics in school,<sup>23</sup> following the famous Clackmannanshire experiment,<sup>24</sup> and its use is now growing in English primary schools.

According to the Education Endowment Foundation:

“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. The approach tends to be more effective than other approaches to early reading (such as whole language or alphabetic approaches) ... The research suggests that phonics is beneficial for younger learners as they begin to read (4-7 year olds). It is less likely to be helpful for older, less successful learners.”<sup>25</sup>

##### *Maths*

While it is widely accepted that phonics is the right approach to the teaching of literacy, especially in the earlier years of primary school, there is less consensus over the best method for teaching Maths. However, the OECD's international league tables – the Programme for International Student Assessment (PISA) – have consistently ranked Asian nations as the top-performers in Mathematics: Shanghai, China, tops the rankings, followed by Singapore, Hong Kong, Taiwan,

South Korea, Macau and Japan.<sup>26</sup> These nations all use mastery-based approaches to Maths, the most highly developed of which is found in Singapore. This system has been used as the basis of leading Academy chain ARK Schools' *Mathematics Mastery* programme,<sup>27</sup> which is now being introduced and evaluated in UK primary schools. The programme aims to give pupils a thorough understanding of mathematical concepts, without leaving gaps and allowing some children to slip behind. With *Mathematics Mastery* pupils learn first by manipulating real objects, then by drawing pictorial representations, and ultimately by using mathematical symbols. Its mastery approach means that teachers do not move on until all pupils have acquired a good understanding of the current topic.

#### D.1.2.2.2 Developing cultural knowledge

“This widening of the gap can be reversed by systematic knowledge building in the school – as 25 years of evidence from Core Knowledge schools has shown. But no such good results can come from incoherent curricula and teachers who have been indoctrinated in anti-fact myths.”<sup>28</sup>

The key theoretical insight behind the importance of knowledge in the curriculum is that, once a child has learnt to read, the biggest factor in whether they score highly on a reading test or not is whether they know a lot about the topic in question. In other words, beyond the first years of schooling, more sophisticated comprehension skills can only develop if the pupil has sufficient knowledge specific to the subject in question.<sup>29</sup> This insight underpins the *Core Knowledge Sequence*, which was designed by the education reformer E.D. Hirsch. It has been implemented in many US schools and forms the basis of the Common Core now being adopted at federal level. Its effects have been remarkable: Massachusetts, which implemented a core knowledge curriculum in 1993, regularly tops the US school league tables:

“On the 2005 NAEP [federal] tests, Massachusetts ranked first in the nation in fourth- and eighth-grade reading and fourth- and eighth-grade math. It then repeated the feat in 2007. No state had ever scored first in both grades and both subjects in a single year – let alone for two consecutive test cycles.”<sup>30</sup>

Both Civitas and The Curriculum Centre are now introducing core knowledge curricula into English schools. The latter has been funded by the Education Endowment Foundation to deliver and evaluate a programme that provides 16 primary schools with “non-fiction reading material for use during literacy hour, subject-specific vocabulary lists, and teacher training on how to emphasise vocabulary and use 'direct instruction' styles of teaching”.<sup>31</sup> The aim is to demonstrate that the core knowledge approach delivers similar levels of gains in England as it does in the US.

### **D.1.2.3 Virtue: Developing Pupils' Character Strengths**

#### D.1.2.3.1 What is character?

Character is a set of strengths or virtues that individuals can develop, and which contribute to leading a happy and successful life. The role character plays in guiding our lives is described in the introduction to the Jubilee Centre's *Framework for Character Education in Schools*:

“Human flourishing is the widely accepted goal of life. To flourish is not only to be happy, but to fulfil one's potential. Flourishing is the aim of character education, which is critical to its achievement. Human flourishing requires moral, intellectual and civic virtues, excellence specific to diverse domains of practice or human endeavour, and generic virtues of self-



management (known as enabling and performance virtues). All are necessary to achieve the highest potential in life.”<sup>32</sup>

#### D.1.2.3.2 Educating for and about character

Character education can be defined as the active and purposeful development of character strengths or virtues in young people. The idea that education should focus on character development has been prevalent since classical times. From Aristotle onwards, the purpose of education has been broadly understood to include both the imparting of knowledge and intellectual skills together with the development of virtuous behaviour in young people,<sup>33</sup> with the main loci of this education being the family, the community and – in modern societies – educational establishments such as schools and colleges.

The practice of character education is based on the understanding, amply justified by research evidence, that these strengths are not merely given but can be developed through instruction and practice.<sup>34</sup> Recent research carried out by Nobel Prize-winning economist Professor James Heckman has confirmed that character strengths are indeed ‘skill-like’, inasmuch as they are not fixed and can be developed positively, just as cognitive or intellectual skills can be.<sup>35</sup> This view has been given a theoretical grounding by Professor Julia Annas in her book *Intelligent Virtue*.<sup>36</sup> If this is true, then just as average cognitive skills and academic ability can increase over time with the right teaching – the ‘Flynn effect’<sup>37</sup> – so the same can be true of character. Educating for character is effective: research compiled by our [REDACTED], [REDACTED], and The Jubilee Centre for Character and Virtues at the University of Birmingham, shows that explicit efforts to develop character in young people can lead to both improved wellbeing and higher levels of academic achievement.<sup>38</sup>

#### D.1.2.3.3 The case for character education

After a period in which it has been in retreat, policy-makers and practitioners have recently begun to look again at the role character education plays in schools. The causes of the increased interest in character education are numerous and include:

- Evidence of the impact of character education on academic attainment through the development of so-called ‘non-cognitive skills’, such as determination, patience and grit, based on research by Dr Angela Duckworth at the University of Pennsylvania.<sup>39,40</sup>
- Research reviewed in Paul Tough’s bestselling book *How Children Succeed* on the impact of character skills on future success and wellbeing,<sup>41</sup> and E.D. Hirsch’s review of the book in which he argues that both knowledge and character are essential to future wellbeing.<sup>42</sup>
- Evidence of the positive impact of character education on young people’s mental health and wellbeing as pre-cursors to learning.<sup>43,44</sup>
- Concern voiced by employer groups such as the CBI that schools are not equipping students with the ‘soft’ skills demanded by employers.<sup>45</sup>
- The rediscovery of classical ideals of education, particularly in England’s popular and successful independent schools, which continue to promote this kind of schooling. The Master of leading public school Wellington College, Dr Anthony Seldon, has put this view most forcefully.<sup>46</sup>
- More broadly, a belief that, in countries with increasingly diverse populations, instilling young people with pro-social attributes is essential for the maintenance of cohesive, trusting and functioning societies. This belief has been strengthened by analysis of the causes of the 2011 summer riots in England.<sup>47</sup>

#### D.1.2.3.4 Parental support for character education

Perhaps the most powerful driver of all is the strong preference of parents for an education that seeks to develop children’s character strengths as much as their intellectual abilities. A poll of parents for the Jubilee Centre by Populus outlined the popularity of this approach:

- 87% felt that schools should focus on character development and academic study;
- 84% felt that teachers should encourage good morals and values in students;
- 95% felt that it is possible to teach a child values and shape their character in a positive sense, through lessons and dedicated projects or exercises at school; and,
- 81% wanted schools to have a core statement of the values they instilled in their pupils.<sup>48</sup>

Crucially, this approach is popular with heads and teachers too. Russell Hobby, the leader of the main headteachers union in England, the NAHT, believes support is widespread:

“Teachers and heads overwhelmingly support teaching values as well. They know that it supports academic achievement and employability. Academic skills are vital but you also need the character to use your knowledge well. Resilience, curiosity, courtesy, initiative – they matter.”<sup>49</sup>

#### D.1.2.3.4 Delivering character development in schools

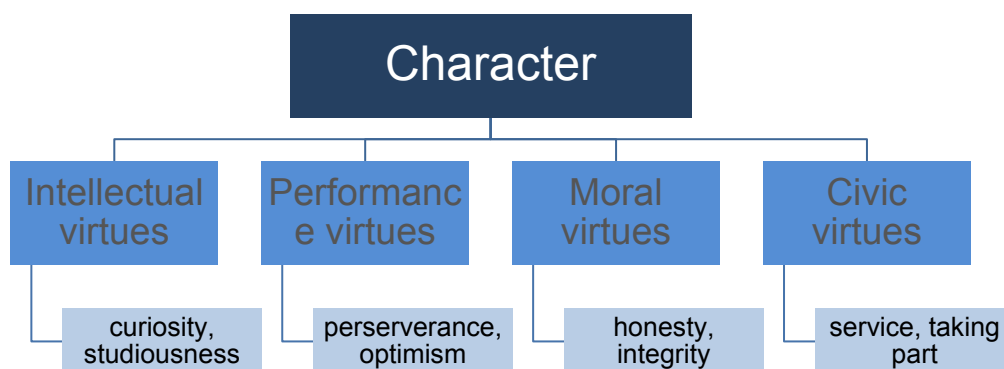
While explicit character education has become a feature of a growing number of US schools,<sup>50</sup> it has yet to have a significant impact on English state school classroom practice. As part of our research, the FEAT team sought out schools that were at the cutting edge of character education. We also worked closely with the Jubilee Centre for Character and Virtues, the UK’s foremost authority on character education. Our work led us to two conclusions.

First, that character is both *taught* and *caught*.

- *Taught* because pupils need to learn directly about character strengths and virtues, and to be given opportunities to practise them. This is best delivered through discrete, weekly timetabled lessons and service learning opportunities.
- *Caught* because pupils need to be exposed to the concepts and language of character throughout the entire school day. This is best delivered through the ethos of the school; by teachers acting as role models; and, by infusing academic study so that it continually emphasises character development.

Our second conclusion was that there are four dimensions to character: *intellectual*, *performance*, *moral* and *civic*. These are demonstrated in the diagram below. A complete character education seeks to develop pupils along all four dimensions.

Figure D: Dimensions of character



#### D.1.2.3.6 Curiosity – a foundational virtue in schools

An important goal of academic education is to create self-directed learners who are motivated to continue learning throughout their lives and who are able to mobilise their skills and knowledge to solve problems in the real world.<sup>51</sup> We refer to this as curiosity, and consider it to be a foundational virtue for schools. Confucius and Aristotle were early proponents of learning by doing; Socrates modelled how to learn through questioning, inquiry, and critical thinking. Once pupils have mastered basic skills and a degree of domain-specific knowledge, project-based learning opportunities can enhance intrinsic interest in their subjects and, over time, a greater ability to retain knowledge.<sup>52</sup> They do this by giving pupils opportunities to apply the skills and knowledge they have gained through the main curriculum to real world problems, thereby giving pupils increased control over their learning.<sup>53</sup>

We intend to provide half-termly learning projects for pupils at Floreat Brentford. Some of these projects will be focused on exploring and interacting with the outdoors, using curricula provided by the charity Adventure Learning Schools and Forest Schools.<sup>54,55</sup> Others will deliver community programmes that serve the needs of other people through service learning,<sup>56</sup> thereby also helping pupils to understand and practice our core virtue of serving others. Both of these activities can positively impact character development as well as academic ability.

### **D.1.3 CURRICULUM DELIVERY**

#### **D.1.3.1 Overview**

The curriculum will be organised in line with the *Virtue and Knowledge School Model* outlined above, which covers Reception to Year 6. In the Early Years we will ensure the goals of the Early Years Foundation Stage (EYFS) are achieved, and most are exceeded. In Key Stage 1 the curriculum will have a greater focus on learning and practising core skills and cultural knowledge. By Key Stage 2 we expect pupils to have mastered basic literacy and Maths skills and to have developed the vocabulary to access increasingly complex subject knowledge and problem solving. Core skills will still be practised and reinforced but increasingly through lessons where knowledge is the focus.

We will employ setting in literacy and Maths from Reception onwards, our teaching assistants (TAs) and supernumerary teachers enabling us to operate three learning groups per year group. Pupils will be able to move among different sets according to their progress. Classroom teachers, together with the SENCO and other SLT, will ensure that the curriculum and its delivery realises the potential of all children whatever additional needs they may have.

All pupils will participate in one adventure learning project and one service learning project per term, enabling them to develop their intellectual curiosity, connect with the outdoors, and fulfil the school's key virtue of serving other people. These projects will reflect both the core skills and cultural knowledge pupils are learning in subject lessons.

#### **D.1.3.2 Structure of the School Day and Week**

All pupils will attend the school from 8.30am Mondays to Friday. Having been greeted at the door with a handshake by their teacher, pupils will begin most days with a 20-minute tutorial session in their classrooms. As well as formalities such as the register, uniform and equipment checks, this teacher-led session will involve a reflection on the school's core virtues; a daily act of collective worship; a three-minute mindfulness session; and, a fast-paced Maths meeting that covers basic

number work, the calendar and the weather. Twice a week pupils will go straight into assembly after leaving their coats and bags in their classrooms.

Pupils in Reception and Key Stage 1 will finish school at 3.30pm. Children in Key Stage 2 will finish school an hour later at 4.30 on Tuesday, Wednesday and Thursday having completed an hour of Booster, Enrichment and Extension (BEE Time). Some BEE Time activities will be available on an optional basis for Reception and Key Stage 1 pupils, and if any pupil needs booster support then BEE time will be used to accommodate it. On Mondays and Fridays all pupils will finish at 3:30pm. As the school grows we will provide a breakfast club between 8 and 8:30 every day, as well as childcare, for which parents would pay, until 6pm every afternoon.

All children will attend two assemblies per week: one with their own and an adjacent year group, and one whole school assembly on a Friday. Friday assemblies will be coordinated by the Head of School / Headteacher but may be delivered by any staff member and will incorporate significant pupil involvement. Children will begin and end assembly with a song, and assemblies will always involve celebration and reflection of both academic and character development goals. This will contribute significantly to children's social, moral, spiritual and cultural development. The Headteacher may also invite external speakers to bring stories and experiences that facilitate the exploration of virtues and good character.

#### D.1.3.2.1 Timetable

Below are example timetables for EYFS / Key Stage 1 and Key Stage 2.

Figure E: Sample Timetable for EYFS and Key Stage 1

The timetable below gives an indication of the proposed timetable for EYFS and Key Stage 1.

	08:00 – 08:30	08:30 – 08:50	08:50 – 09:10	09:10 – 09:30	09:30 – 09:50	09:50 – 10:10	10:10 – 10:30	10:30 – 10:50	10:50 – 11:10	11:10 – 11:30	11:30 – 11:50	11:50 – 12:10	12:10 – 12:30	12:30 – 12:50	12:50 – 13:10	13:10 – 13:30	13:30 – 13:50	13:50 – 14:10	14:10 – 14:30	14:30 – 14:50	14:50 – 15:10	15:10 – 15:30	15:30 – 16:30	16:30 – 18:00
<b>Monday</b>	Optional Breakfast Club	Class Tutorial: Registration, Virtue reflection, Mindfulness & Maths Meeting	Literacy			Grammar & Spelling	Break	Maths			Religious & Values Education		Lunch Meal	Lunch Break	Science			Break	Sport / PE			Childcare	Childcare	
<b>Tuesday</b>			Literacy			Handwriting		Maths			English Stories & Literature				Geography				Music & Dance	Reflection Time	Voluntary BEE Time			
<b>Wednesday</b>		Joint Assembly for Reception & Year 1		Literacy				Handwriting	Maths		English Stories & Literature				History				Modern Foreign Language					
<b>Thursday</b>		Class Tutorial	Adventure Learning / Service Learning					Character Education		Art					Literacy				Maths					
<b>Friday</b>		Whole School Assembly		Literacy				Book time	Maths		English Stories & Literature				Sport / PE				Science		Reflection Time	Childcare		

Time spent per week	Subject or activity
5 hours	Literacy, i.e. phonics
1 hour and 20 minutes	English stories and literature
1 hour and 20 minutes	Grammar, spelling, handwriting and book time
5 hours	Maths
6 hours and 20 minutes	Cultural knowledge, including Science, History, Geography, Modern Foreign Language, Art and Music & Dance. NB During EYFS and Key Stage 1 there will be an increased emphasis on play, art, singing and child-centred learning within the cultural knowledge curriculum.
2 hours	Sport and PE
1 hour 20 minutes	Adventure and service learning
40 minutes	Character education (which covers the PSHE curriculum)
40 minutes	Religious & Values Education
2 hours and 20 minutes	Class tutorials and assemblies
40 minutes	Reflection time

Figure F: Sample Timetable for Key Stage 2

The timetable below gives an indication of the proposed timetable for Key Stage 2.

	08:00 – 08:30	08:30 – 08:50	08:50 – 09:10	09:10 – 09:30	09:30 – 09:50	09:50 – 10:10	10:10 – 10:30	10:30 – 10:50	10:50 – 11:10	11:10 – 11:30	11:30 – 11:50	11:50 – 12:10	12:10 – 12:30	12:30 – 12:50	12:50 – 13:10	13:10 – 13:30	13:30 – 13:50	13:50 – 14:10	14:10 – 14:30	14:30 – 14:50	14:50 – 15:10	15:10 – 15:30	15:30 – 16:30	16:30 – 18:00
<b>Monday</b>	Optional Breakfast Club	Class Tutorial	English				Break	Maths			Geography		Lunch Break	Lunch Meal	Art			Break	Science			Childcare	Childcare	
<b>Tuesday</b>		Joint Assembly for Year 4, 5 & 6		Maths				Character Education		English					Modern Foreign Language				Sport / PE			Adventure / Service Learning Extension		
<b>Wednesday</b>		Class Tutorial: Registration, Virtue reflection, Mindfulness & Maths Meeting	Adventure / Service Learning					Religious & Values Education		Science					English				Maths			Literacy / Numeracy Booster		
<b>Thursday</b>			Maths					English			History				Geography				Music and Dance			Sports & Clubs Enrichment		
<b>Friday</b>			Whole School Assembly		English			Science		Maths					History				Sport / PE			Childcare		

Time spent per week	Subject or activity
5 hours and 20 minutes	English
5 hours and 20 minutes	Maths
2 hours and 40 minutes	Science
1 hour and 40 minutes	Geography
1 hour and 40 minutes	History
1 hour	Art
1 hour	Music & Dance
1 hour	Modern Foreign Language
2 hours	Sport and PE
1 hour and 20 minutes	Adventure and service learning
40 minutes	Character education (which covers the PSHE curriculum)
40 minutes	Religious & Values Education
2 hours and 20 minutes	Class tutorials and assemblies
3 hours	BEE Time – spread across adventure and service learning extension, literacy and numeracy booster, and sports and clubs enrichment

As indicated above, the timetable is organised to ensure a broad and balanced curriculum. Mornings will generally be spent on core skills and afternoons on subject-based cultural knowledge lessons. This focus on literacy and Maths in the mornings will enable us to operate core skills groupings that transcend year groups and reflect working levels rather than simply age.

At least one day will not follow this formula. Once the school is larger and full-time specialist staff are available to teach lessons such as sport and music, we will need to make use of them throughout the day and not just in the afternoons. To that end, it is important that pupils become used to being flexible about the structure from their first year in the school.

Lunchtime provides an excellent opportunity to promote our virtues. Pupils will be required to eat a hot school lunch every day. We aim to have healthy school lunches cooked onsite, ideally from the first year of operation. During lunchtime all pupils will sit together at round tables with their peers, and staff will be on hand to help them develop key social and personal skills. Thanks will be given, led by one of the pupils, and pupils will serve one another at the table. School lunchtime will be an important opportunity to teach exemplary table manners and the importance of a healthy diet. Teachers will partake on a rota basis and the SLT will be expected to be present.

#### D.1.3.2.2 Class and group structures

At Floreat Brentford children will initially be grouped into mixed-ability year group classes of no more than 30 for all non-core subjects. However, they will undertake their core skills learning – that is, English and Maths – in smaller groups in order to ensure they receive the right support to help reach their potential. There will be regular six-weekly assessments of children’s core skills, and groupings will be altered on the basis of these. This will allow us to ensure all pupils are always progressing and will be particularly important when children come to the school with SEN, EAL or other needs, and for any pupils who join the school late.

In Reception each class will have one full-time teacher and one teaching assistant (TA). Ideally the TA will be a graduate who is on his or her first step of a career in teaching. From Year 1 onwards every year group will have the equivalent of three full-time teachers – two classroom teachers and one supernumerary teacher – along with 0.5 of a TA.

### **D.1.3.3 The School Year**

#### D.1.3.3.1 Teaching time

Floreat Brentford will operate a longer school day, running from 8:30 to 3:30 for EYFS and Key Stage 1 pupils and to 4:30 for Key Stage 2 pupils. Our school year is slightly shorter, with 180 school days instead of the normal 190. Despite this, our pupils will still have more contact hours with teachers than the average maintained primary schools, which provide 40 minutes less classroom time per day. Floreat Brentford’s Key Stage 2 pupils will get significantly more teaching time than the norm.

In addition to the 180 teaching days our staff will take part in 18 training days per year. More detail on how this time is allocated can be found in Section D.2. Term times will match those elsewhere in Hounslow, except that Floreat Brentford’s pupils will start a week later in September, and enjoy a two-week half term during Autumn term.

#### D.1.3.3.2 Events for pupils, parents and staff

As Alain de Botton highlighted in his recent book *Religion for Atheists*,<sup>57</sup> the secular community can benefit from some of the opportunities for reflection and focussing on values that religions can

offer. For example, in preparation for Eid or Yom Kippur, congregations are encouraged to seek forgiveness and atonement for past mistakes; during harvest, Christians remember to be grateful. So at Floreat Brentford we will use formal, annual events to reflect on the school's core virtues and celebrate positive behaviour and success. By performing at such events children will get the chance to gain confidence in public speaking and to showcase their strengths.

The school's annual calendar of events will be highlighted to parents before the start of each year and they will be encouraged to attend as many as possible. The logistics and contents of all such events will be the responsibility of the Headteacher working in consultation with FEAT colleagues. An example of how it might be structured is set out below:

- *June/July/September* – induction meetings for new pupils and their parents
- *August/September* – home visits for all new pupils
- *September* – first week orientation, during which routines and expectations are established and practised
- *October* – Eid, Yom Kippur and Diwali celebrations
- *November* – honesty ceremony, harvest festival
- *December* – nativity or other play for families
- *January* – service week
- *February* – visit to a religious or cultural centre
- *March* – celebrating perseverance
- *April* – Easter celebration
- *May* – curiosity week
- *June* – sports day
- *July* – Speech Day (includes new parents for following year) to which inspirational speakers will be invited

#### **D.1.3.4 Our Pedagogical Approach**

The ultimate aim of our school is to create independent learners with both a thirst for knowledge and a balanced set of character strengths and virtues. Achieving this goal means being prescriptive about the *what* of our curriculum, i.e. the content, and about our expectations of the skills, knowledge and virtue *outcomes* our pupils will achieve. However, we will be less prescriptive about *how* the curriculum is delivered and outcomes are achieved because the pedagogical approaches followed by teachers will vary according to the curriculum area. For example:

- *Structured literacy programmes*: In Reception and Key Stage 1 literacy is explicitly timetabled as phonics, grammar and spelling, book time and handwriting periods. Each of these will be supported by structured schemes of work. Phonics will be taught through the highly structured and teacher-led *Read, Write, Inc.* programme; reading schemes will be worked-through during story time and homework; and, handwriting, spelling and grammar activities will be pre-planned for delivery by teachers, with significant opportunities to practise until free handwriting is automatic for pupils. By Key Stage 2 teaching in English will be based increasingly on appropriate literature that engages pupils and provides content to build their vocabulary, knowledge and writing skills.
- *Maths Mastery*: This approach – for which teachers will be trained by experts during Floreat Teacher Preparation and Development (FTPD) – builds understanding through concrete, pictorial and then abstract maths. As a mastery approach it necessitates and provides resources for significant modelling and practice.
- The daily *Maths Meeting* is an example of how staff will be trained and expected continually to reinforce certain Maths topics in order to build pupils' recall of concepts from long-term



memory. Specialist Maths teachers in Year 5 onwards will help ease the transition from primary to secondary-style teaching.

- *Knowledge rich, pre-sequenced subject lessons:* Teachers will break down learning into simple, manageable and sequential steps that, through practice, will enable pupils to become increasingly knowledgeable. This approach also affords significant opportunities for success which foster early confidence, resilience and curiosity. In Reception, and in-line with the EYFS curriculum, subject-based lessons will incorporate more opportunities for child-led and play-based learning.
- *Building long-term memory:* FTPD will train our teachers in basic cognitive science – the limits of working memory and techniques to expand long term memory. For example, they will learn to teach with and feedback on worked examples, completion problems, sequenced process worksheets, stories, quizzes, songs and mnemonics. Similarly, since memory is the residue of thought, teachers will be encouraged to consider what exactly their pupils will *think* about during lessons as well as what they will *do*.
- *Adventure and service learning:* Timetabled periods will ensure pupils regularly step beyond the confines of the classroom to engage with the outdoors and the community. These more experiential activities provide a balance to the greater emphasis on direct instruction techniques described and, among other things, will provide opportunities for children to encounter challenge and even failure, both of which are necessary for character growth.
- *Character:* The explicit character curriculum will incorporate techniques such as Socratic dialogue, whereby the teacher provides a stimulus and allows pupils to raise their own questions, debate, empathy exercises, and philosophy for children.

## **D.1.4 CURRICULUM CONTENT**

### **D.1.4.1 Overview**

We recognise the primary importance of developing core skills during a child's first years at school, so all pupils at Floreat Brentford will attend daily literacy and Maths lessons and be given achievement targets in these areas. This dedicated instruction time will ensure that core skills are taught with rigour, and we will use the highly regarded *Read, Write, Inc.* and *Maths Mastery* programmes to deliver this curriculum.

In order to keep developing, further skills need to be based upon a deepening foundation of domain-specific knowledge.<sup>58</sup> Our cultural knowledge curriculum will equip pupils with an understanding of the essential facts about the world around them as well as a rich vocabulary to describe and evaluate them.

Adventure and service learning sessions will give pupils the opportunity to develop and test their curiosity by applying their skills and knowledge to longer, more open-ended tasks. These knowledge- and inquiry-based approaches are highly complementary and reinforcing, as has been demonstrated by the Expeditionary Learning approach in the US.<sup>59</sup>

Finally, through both timetabled and less formal means, we will explicitly develop the character virtues that will help our pupils to flourish in and beyond formal education.

As a minimum, our curriculum will deliver the expectations set out in the Statutory Regulations for the EYFS. When planning the curriculum for Year 1 upwards we will acknowledge the non-statutory new National Curriculum and expect to meet and exceed it in most areas.

All pupils will be given homework: 1 hour per week in Reception, 1.5 hours per week in Key Stage 1, and 2.5 hours per week in KS2, along with books for reading at home.

## **D.1.4.2 Core Skills**

### D.1.4.2.1 Literacy

#### *Reading*

We consider the teaching of systematic synthetic phonics to children from the very beginning of their educational experience to be essential if we want all children, including those with SEN and EAL, to learn to blend phonemes so that they can read, spell and write. Appropriate elements of the structured phonics programme *Read, Write, Inc.* will be implemented from Reception onwards.

Our teachers – with support from FEAT staff – will make phonics resources available on the school website for pupils to replay and practise at their own pace with their parents. Children will initially be taught the fundamental phonemes through instructional teaching in small groups. They will learn to use this knowledge to build their competence in reading and spelling key words, moving on to decoding unfamiliar words.

By teaching these fundamental skills from the very earliest stage our pupils will be able to read literature and study subjects from a younger age. From Reception onwards children will apply their developing knowledge and skills through reading a variety of books at appropriate levels. Children will have daily opportunities to practise reading through partner work and guided reading sessions.

At Key Stage 2 children will continue to be grouped by attainment for literacy. English lessons will be designed around the teaching of key literary texts from our cultural knowledge curriculum. Children will be able to read texts with increased accuracy and understanding, and will be introduced to a broad range of appropriate reference and narrative material that will promote their understanding, appreciation and enjoyment of literature.

#### *Speaking and listening*

We will teach all our pupils the importance of speaking Standard English as well as writing it. All our staff will be explicit about expectations of pupils using full sentences and appropriate pronunciation and vocabulary during school time. As a result, all pupils will be prepared for public speaking and feel confident about participating in diverse social settings.

Standard English will be modelled explicitly at all times by staff. In particular, teachers will read stories aloud to pupils to build their listening stamina from the earliest age through book time. Teachers will emphasise speaking and listening conventions and question pupils on their understanding of the meaning of new vocabulary. During Key Stage 2, book time will take place within English lessons and will include more guided and independent reading activities, as well as reflection through formal comprehension tasks.

Through FTPD, teachers will learn how to use debate as a mechanism for promoting understanding. For example, in the context of having read Roald Dahl's *Fantastic Mr Fox*, Year 4 pupils might debate whether the fact that Mr Fox steals food so that his children will not starve somehow makes it better or less wrong, or whether farmers who grow the food we need to live should be allowed to destroy wildlife and habitats in order to do so.

#### *Writing – including spelling, punctuation and grammar*

From the start, children will be taught to use their developing phonic knowledge to write and spell words phonetically. Children will be directly taught spelling and grammar through a dedicated lesson each week. Appropriate elements of the *Read, Write, Inc.* programme will be implemented from Reception onwards.

From Reception onwards children will be also be taught handwriting skills, with dedicated lessons twice a week. Pupils' pencil grip will be prioritised and initial mark-making will be supported by interactive handwriting repeater software; handwriting flipbook displays, updated every half term, will be used to highlight the importance of improving handwriting and to celebrate progress over time. Touch-typing will also be taught using web-based programs.

### *Drama*

Drama will be included within the literacy curriculum and used to help pupils explore the characters, moral dilemmas and values inherent within literature. Each year a Christmas production will be put on by the school with input from children in all year groups, who will have prepared and rehearsed during some literacy lessons in November and December.

### D.1.4.2.2 Maths

We believe every child has the potential to succeed in Maths and that confidence in problem solving, learned through Maths, is essential to sparking pupils' curiosity. Accordingly, and assuming the evidence currently being collected by the Education Endowment Foundation continues to be positive, we intend to implement ARK School's Primary *Maths Mastery* programme.

*Maths Mastery* brings together proven successful approaches to Maths education into a rigorous and systematic structure for the whole of primary school. The programme includes significant preparation for teachers and ongoing coaching and mentoring support. It also emphasises cumulative mastery of the essential knowledge and skills of Maths.

We believe *Maths Mastery* gives all children the best chances of becoming fluent and confident mathematicians, equipped with the problem solving skills and experience to flourish in the secondary Maths classroom. It achieves this by approaching all Maths concepts concretely before using pictures and finally abstractions; by providing integrated tried and tested problem solving resources; and, by ensuring all children have fully understood each step before moving on. As with literacy lessons, grouping in Maths will be according to on-going learning levels measured every six weeks. Therefore, in some cases pupils may be taught the Maths curriculum in a mixed-age class.

### *Maths specialist teachers*

By the time pupils reach Years 5 and 6 we expect a significant proportion of them will be working towards Level 5 or even 6. Depending on the skills and experience of our staff, we will seek to appoint a Maths specialist with secondary school experience to be one of our supernumerary teachers so that he or she can teach the most able mathematicians and accelerate their achievement.

### *Maths Meeting*

In addition to *Maths Mastery* lessons that cover basic skills and problem solving, children will begin each day with a Maths Meeting. This is a fast paced, highly-routinised session of basic Maths concepts. For example, in Reception pupils might cover the calendar date, identifying shapes, or counting backwards. As pupils move through the school Maths Meeting content will develop to include fast-paced questioning and recall of knowledge such as time tables, equivalent fractions, decimals and percentages, and square and cube numbers.

## *Times tables*

Our teachers will teach times tables using the *Harriet Ball* chants, by providing pupils with online resources that enable individual practice and tracking – both in school and at home, and by building a powerful element of competition into learning. For example, the website [www.ttrockstars.com](http://www.ttrockstars.com) will be employed to make tables learning fun and to encourage parents to support from home. We will also make clear our baseline expectations – in line with the new National Curriculum for Maths in Key Stages 1 and 2 – about which tables need to be learned by the end of each year, so that by the end of Year 4 all pupils are able to recall tables up to 12.

### **D.1.4.3 Cultural Knowledge**

The fundamental principles behind using a cultural knowledge curriculum are that knowledge builds on knowledge, that skills develop out of deep domain-specific knowledge, and that knowledge is the wellspring of creativity. Although educationalists have long expounded the benefits of transferable skills such as problem-solving and creative thinking, there is in fact very little evidence that it is possible to teach such skills in the abstract. Instead, there is a growing consensus within the field of cognitive science<sup>60</sup> about the importance of factual learning, and we believe that schools must give children sufficient background frameworks and knowledge to place new knowledge into context.

#### D.1.4.3.1 A knowledge-based curriculum

If content is never specified, then it is possible for important periods of history, great authors, whole continents and fundamental scientific facts to fall through the gaps. By specifying the content to be taught we will ensure that such valuable cultural knowledge is not overlooked. Without a sequence of knowledge to be taught across the school years teachers may not know what subjects pupils have or have not studied, so any content they teach runs the risk of being repetitive and boring for some pupils or confusingly advanced for others. With the cultural knowledge curriculum we propose to adopt teachers will be better able to rely on pupils knowing subject content from previous years.

Floreat Brentford's rich cultural knowledge timetable will allow us the time to build understanding in children so that they quickly come to see the beauty of knowledge, both for what it enables and the awe and wonder it inspires.

In the state sector, the knowledge-based approach to learning in primary school has been developed and applied most thoroughly by two organisations:

- The think tank Civitas, which runs the Core Knowledge UK programme and has implemented knowledge-based curricula in several primary schools (including Cuckoo Hall Academies Trust, one of our strategic advisers, and the West London Free School Primary); and,
- The Curriculum Centre (TCC), a part of the Future Academies network, which is using a *Knowledge Curriculum* at Pimlico Primary School.

As part of our project to develop the *Virtue and Knowledge School Model*, Floreat Education intends to work with both Civitas and The Curriculum Centre to develop our own cultural knowledge curriculum, in addition to employing our own staff for this purpose.

Floreat Brentford's timetable affords significant dedicated time for subject-based teaching in every year, enabling the development of deep, cross-curricular understanding. For example, after an early introduction to a timeline, the History curriculum will be ordered chronologically. At an appropriate time, the English curriculum might incorporate the study of *Oliver Twist* and facilitate a

nanced Socratic discussion about the morals of stealing during a period when homeless boys were not looked after by the state. Meanwhile, in Geography, the world map will be studied before pupils are asked to focus in on a project comparing urban habitats in Rio de Janeiro and London.

#### D.1.4.3.2 Subjects pupils will study

##### *Science*

Science will cover the three traditional subjects – Biology, Chemistry and Physics – as well as Computing Science. Pupils will be encouraged to practise the scientific method of empirically testing hypotheses, an essential part of developing critical thinking capabilities. Practical lessons will engage children in activities such as growing and dissecting plants, watching water move from a solid to a liquid and then gas form, and experiments with gravity. Locations such as Syon Park will be used to allow children to explore the natural world.

##### *History*

History helps children appreciate the legacy of knowledge and wisdom they are being introduced to in school, and to understand their role as a citizen. It is also vital in teaching children to articulate arguments and back up ideas with evidence. History will always be taught within the context of a timeline, displayed in all classrooms so that children quickly piece together and make links between periods, and taught in chronological order. History trips to places like Stonehenge, Apsley House and Hampton Court Palace will open children's eyes to the UK's rich past.

##### *Geography*

Learning Geography will help our pupils appreciate their surroundings and the variety of human and physical conditions found on earth. It will foster children's sense of wonder at and respect for the beauty of the world, and encourage them to develop an informed concern about their environment. ICT will be used to enhance geographical learning and children will be encouraged to pursue their geographical interests beyond the classroom, complemented by the adventure learning curriculum. We will include a field trip in each year in order to take children outside their usual environs as part of their studies. Key Stage 2 pupils will benefit from the Royal Geographical Society's *Rediscovering London's Geography* project currently being developed in London boroughs, including Hounslow, as part of the Mayor of London's Schools Excellence Fund.<sup>61</sup>

##### *Modern Foreign Languages*

We will teach a Modern Foreign Language (MFL) from Reception onwards, where lessons will initially focus on learning and understanding songs. It will initially be taught by a classroom teacher, and depending on the language skills of our staff we will bring in a specialist language teacher to support our MFL provision. We will do this through networks such as Le Club Francais or equivalents. Our choice of language will, within reason, depend on the skills of our teachers and demand within the local community.

##### *Religious and Values Education*

Religious education promotes pupils' understanding of our multi-faith society by enabling them to explore issues around faith. As a secular school, Floreat Brentford will promote understanding of diverse religions. All children will have a weekly Religious and Values Education lesson. Over the course of their time in school pupils will encounter representatives from some of the world's major religions. For example, we might invite the local Rabbi, Priest, Imam or Vicar to speak at an assembly, and pay visits to local places of worship. Through the study of holy literature, Religious Education lessons will also be a key opportunity to learn about and reinforce our core virtues.

## *Art*

Children should be introduced to a wide range of creative processes in order to build confidence, encourage their own creativity and develop their practical skills. Programmes of study will be designed to stimulate an appreciation of the meaning, significance and contribution of Art to our society. During Art classes, children will explore a broad range of practices including painting, drawing, sculpture, mixed media, and textiles. Pupils will learn and talk about great artists and their work so they understand the history of art. Where possible specialist teachers will be employed. There will be a communal gallery for the display of pupils' work.

## *Music*

Music and singing have an important part to play in the curriculum, not least because pupils can learn facts through songs. As well as timetabled weekly music and movement classes we intend to employ an experienced Music teacher for whole school singing sessions and to run Music enrichment clubs. We will invite pupils to perform musically at assemblies, and will organise celebrations and community concerts that use Music to teach children how to be confident performers. Every opportunity will be taken to encourage pupils to take up an instrument, in addition to a basic instrument that will be taught to all. Regular school trips to concerts and other musical performances outside the school will be organised, and we will invite local musicians to perform and teach at the school.

## *Sport and PE*

As well as their primary functions of exercising and encouraging children to consider their physical wellbeing, we believe outdoor activity and competitive sport provide important opportunities to teach and practise good character, be it through working as a team, persevering in the face of adversity, reflecting on success and failure, or winning and losing with grace. We will provide two hours a week of Sports and PE lessons; in addition, pupils will be able to access sporting opportunities during BEE Time and some externally-provided after school clubs.

We will employ specialist coaches and staff to provide a range of sports activities. We will utilise the full range of local amenities to provide opportunities for sport, such as taking children for football, cricket, tennis and hockey lessons in the nearby parks. We have held initial discussions with Brentford FC Community Sports Trust (BFCCST), one of the UK's largest community sports providers. BFCCST provide a range of services to local primary schools, including health education and coaching for a variety of different sports, and it is our intention to use the full range of their services. Depending on our own facilities we may also make use of community sports centres in Brentford and Isleworth. Learning to swim is an important skill, so we will liaise with Brentford Leisure Centre to organise lessons for pupils.

### **D.1.4.4 Character Education**

Developing pupils' character strengths and virtues is at the very heart of our ambitions for Floreat Brentford. Debate has raged about whether character is 'caught', i.e. picked up unconsciously from all aspects of school life, or 'taught', i.e. developed through explicit timetabled lessons within the school week. As with so many dichotomies in education the 'caught or taught' divide is a false one: the best schools do both.

#### D.1.4.5.1 Taught: character education lessons

All our pupils will have one timetabled character education lesson per week. With the support of our strategic advisers at Wellington College, who developed their unique *Wellbeing Curriculum*,

The Jubilee Centre, whose *Framework for Character Education in School* underpins our thinking, and our other partners, Floreat Education will develop a detailed and comprehensive character education curriculum for primary pupils. Incorporated within this will be the main areas of Personal, Social, Health and Citizenship Education (PSHCE).

The purpose of these lessons will be to teach children about character and the school's core virtues; to reflect on children's own character strengths; and, to encourage them to investigate ethical issues. It will also involve instructing them in some specific programmes – or adapted versions thereof – that will help them develop their character strengths and improve their wellbeing. These include:

- *Philosophy for Children*,<sup>62</sup> including the Socratic approach which involves the teacher sharing some content – literary, article, audio or video – with the whole class and then allowing children the opportunity to devise their own questions, which they then share, consider and use to frame a wider discussion. The aim is to get children to welcome the diversity of one another's initial views and to use those as the start of a process of questioning assumptions, developing opinions with reasoning, analysing concepts and applying good judgement to whatever question was selected. The intention is that by teaching knowledge and practising this process from the earliest age, a disposition towards deep and good thinking becomes naturalised. It also reinforces listening skills and provides an opportunity for developing good spoken English.
- *Mindset Works*,<sup>63</sup> based on the findings of decades of research by world-renowned Stanford University psychologist Professor Carol Dweck into achievement and success and the growth mindset.<sup>64</sup> In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talents instead of developing them. They also believe that talent alone creates success, thereby undermining the value of effort. By contrast, in a growth mindset people believe that their most basic abilities can be developed through dedication and hard work, and that brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. The growth mindset will be a central element within all teaching and learning practice at Floreat Brentford.
- *Penn Resiliency Programme*,<sup>65</sup> designed by the creator of the field of positive psychology, Professor Martin Seligman, and the University of Pennsylvania, to develop grit, determination and resilience in pupils. While the programme has been used in the UK, it is mainly directed at secondary school pupils. We will adapt its practices so that they are suitable for younger children.
- *Mindfulness in Schools*, which aims to encourage, support and research the teaching of secular mindfulness in schools and is launching its primary programme in 2014.<sup>66</sup>
- *Critical thinking skills*. While these cannot be divorced from underpinning knowledge, it is nevertheless possible to teach pupils specific strategies such as goal-setting and how to monitor and evaluate their own learning. Also known as meta-cognition or self-regulation strategies, these are highly effective in supporting the learning of core skills and knowledge.<sup>67</sup> According to the Education Endowment Foundation these can lead to pupils making 20 months of progress in a given year, compared to an average of 12 months for non-treatment classes.<sup>68</sup>

A further source for our character curriculum includes a methodology for developing effective character traits in the classroom, and that has been developed through the international Teach for All network.<sup>69</sup>

Termly school trips will always be planned so as to support and build on character study occurring in the classroom. For example, a trip to see a play of *Winnie the Pooh* will reinforce pupils' study

of the text during literacy lessons and investigation of the virtue of compassion during character lessons.

#### D.1.4.5.2 Caught – a culture of character development

As well as the weekly character education lesson, we recognise that the most powerful lever at our disposal for the teaching of good character will be our school culture. We want to teach pupils about the good, the true and the beautiful, and we realise the imperative to create an environment in which these are experienced first-hand on a daily basis by the whole community. Below are some of the means through which we will direct our school's culture to support the celebration and development of the virtues among the entire school community.

##### *Introductory character discussions with parents*

Character education at Floreat Brentford will begin with a structured discussion between class teacher and parents and carers during home visits. The teacher – who will have been trained appropriately – will facilitate a 20-30 minute conversation about the schools' core virtues. Parents will be asked to reflect on how these relate to their own values and those they see and wish to foster in their child. These open, early-stage conversations will introduce parents to our educational philosophy and approach. They will also provide a powerful opportunity for teachers, parents and carers to develop both a growth mindset and a mutual understanding about the purpose of school for their child, as well as insights about individual pupils.

##### *Core virtues and associated language*

The school's core virtues will be mentioned, written down and about, discussed, displayed and celebrated in some way every day. They will become common parlance across the school community; securing this will be a priority in the Executive Principal's and Head of School's job descriptions.

An important way of manifesting this in practice will be through virtue celebration. These will be daily but informal celebrations during class tutorials, governor and staff meetings, assemblies, lunchtimes and lessons, that highlight where and how a particular person has demonstrated a particular virtue. For example, a virtue celebration could entail a member of staff standing up at the end of a meeting or assembly "to thank the teacher Mrs C for showing the virtue of kindness this morning when she picked up a load of my photocopying so I could be at my door to greet my class on time", or a pupil raising his hand and asking "to celebrate Z for showing the virtue of curiosity when he asked the teacher a question about Maths that I also didn't understand". Virtue celebrations will be a consistent but subtle way to talk about the core virtues within the everyday rhythm of school life, and will be complemented by more formal recognition of exceptional behaviour. The opposite of virtue celebrations are virtue violations, which will be part of the system used for dealing with bad behaviour in the school.

##### *Role-modelling*

All the school and FEAT staff – teachers and otherwise – will be expected to role model the virtues and actions they expect to see in children. If a child is really struggling they will show perseverance and not give up on helping the child achieve the objective; if a child offers help to clear up, they will be enthusiastic in praising them for showing the value of service to the whole class. One of the prime responsibilities of all staff is to model good behaviour to pupils at the school, and we will discuss how well staff members have fulfilled this role in annual appraisals.



### *A house system that fosters inter-year relationships*

Floreat Brentford will have a house system from the very beginning. Houses will be named after significant moral exemplars with a connection to the community – for example, the artist J.M.W. Turner and the education reformer ██████████ both have strong connections to Brentford. All pupils will be a member of a mixed-age house and will have the opportunity to earn house points for excellence in relation to the core virtues of the school and for excellence in the academic curriculum. This system will enable pupils of different ages to work together to achieve a sense of family and belonging, and will be a way of celebrating and rewarding group success. Houses will also provide opportunities for pupils to take on leadership roles, such as becoming house captains, and will form the basis of school sports, fundraising, public speaking and debating competitions, and other whole-school activities.

### *Displays*

Aside from any favourable architectural and design features of the new school building, we will use the building and display areas to help reinforce the school's ethos. We will display our vision and virtues prominently throughout the school, along with inspirational mottos. We will use displays to promote the elements of education we value most highly: promoting reading by lining highly visible walls in the school with laden book shelves; promoting writing progression by displaying flip books of pupil handwriting over time; showing pupils' work that is based on rich knowledge, for example, a world map annotated with flags; or the final product of service learning projects that show how pupils have helped others in the community.

We will place a large monitor in the school's entrance so that recent success stories can be exhibited for pupils and parents to read. Other media to promote virtues include weekly newsletters, school reports, school bags, the website, planners, and folders. We will use every way possible to communicate our ethos and celebrate success.

### *Pupil voice and the School Council*

The school will have a listening and collaborative culture where the views of pupils are heard and acted upon. We want the pupils to develop as conscious and active citizens, determined to serve one another and feeling a sense of ownership of their school. One way we will promote this is by creating a School Council, which will meet half termly with a member of the SLT. This forum will be used to generate genuine feedback on areas such as curriculum development and delivery, bullying, school food, the school building, and links with the local community.

### *Building character throughout the school*

The school's culture of character will be reinforced across the entire day, for example by:

- Sports instruction that promotes healthy competition, teamwork and resilience;
- Classroom reflection time that improves learner independence;
- Behaviour conversations and role-plays that explicitly explore the virtues;
- Concentrated commitment tasks such as needlework or knitting classes during BEE Time that help build perseverance and pride;
- An annual calendar of events, celebrations and assemblies that builds reflection time into the school calendar;
- Texts studied during literacy and throughout the cultural knowledge curriculum, which will be chosen to reinforce virtues and discussions about character;
- The projects chosen as part of adventure and service learning; and,
- Using the Religious and Values Education curriculum to promote empathy, the study of values, and mutual understanding.

Caught character will also be encouraged through lesson feedback techniques explored in detail in the massive open online course entitled “Teaching Character and Creating Positive Classrooms”.<sup>70</sup>

#### **D.1.4.5 Curiosity**

Curiosity is Floreat Education’s core intellectual virtue because it is the key to encouraging a love of learning and open-mindedness in children. At Floreat Brentford we want to capture pupils’ innate curiosity, equip it with the core skills and cultural knowledge necessary to develop, and underpin it with the good character and judgement that will allow it to flourish.

In practical terms, pupils’ curiosity will be promoted throughout the life of the school – as one of the school’s core virtues, it will be formally recognised and rewarded – but we also want to give all pupils, from Reception onwards, timetabled opportunities to work on longer projects that will be more open-ended than other study.

#### C.1.4.5.1 Adventure learning

We will base our adventure learning projects on the programmes created by Adventure Learning Schools. Created by Professor David Hopkins, a former Chief Adviser on School Standards to the Secretary of State for Education, and based on the ideas of educational philosopher and practitioner Kurt Hahn, their approach provides a rich learning environment in which pupils not only meet and surpass high academic standards but get to experience character-building adventures. Learning occurs not just within classrooms but also in the external environment, both wilderness and urban, and is consistently infused by a spirit of adventure and inquiry.

Through adventure and inquiry pupils learn how to take initiative, to work with others to initiate and carry out co-operative tasks, and practice building hypotheses and theories and then use evidence to test them. As pupils master information and skills, the result of each learning experience is not only the content they learn but also the greater confidence they acquire to approach future challenges.<sup>71</sup>

#### *Outdoor learning*

We strongly believe that experience of the outdoors should play a central role in the development of pupils’ curiosity. In inner city areas it is too common for children to have little understanding about the wonders of the natural environment, yet even in dense urban neighbourhoods like Brentford there are a multitude of outdoor learning opportunities. In particular, Hounslow Heath Local Nature Reserve, the River Thames and nearby Kew Gardens offer exciting opportunities to explore the natural world. Wildlife walks will encourage pupils’ active participation, questioning and exploration. We have spoken to relevant organisations, which are in principle very positive about the potential to work with Floreat Brentford.

Depending on the design of the building, we want children in EYFS and Key Stage 1 to have direct access from their classroom to outdoor learning zones, which will be used under supervision throughout their daily timetable. Furthermore, adventurous and challenging outdoor learning environments will also be used throughout the curriculum for these age groups. Teaching staff will be encouraged to use the outdoors whenever appropriate to develop and enhance the curriculum for their pupils. Staff will be rigorously trained in safety procedures to minimise risks to children.

#### C.1.4.5.2 Service learning

The aim of service learning is to connect our knowledge-rich academic curriculum to the solution of real world problems in the service of other people. Service learning is an academically rigorous education experience in which pupils take part in organised service activities that meet needs identified by the wider community. Projects may involve:

- Ongoing volunteering, such as taking oral histories from older residents.
- Project design and implementation, such as a nutrition plan for the school.
- Awareness and advocacy, such as promoting a food bank programme.
- Community relationship building, such as getting two local schools together to work on travel to school plans.
- Community based research, such as taking river water samples for local agencies.
- Trips to volunteer, such as helping to create a community garden in a local town.

We will work with a range of local charities and stakeholders – such as Age Concern Brentford, Brentford Community Council, and the River and Canal Trust – to design suitable projects for our pupils.

Service is one of FEAT's core values, so this element of the curriculum is critical to developing a sense of compassion and social action among our children as well as accelerating their academic development. Service learning projects will occur every other half term and will include opportunities for pupils to reflect on the project in order to understand curriculum content better and to develop their character strengths.

Our strategic advisers Wellington College are pioneering service learning activities in their own schools,<sup>72</sup> and, as part of the support they provide FEAT, will give our team pro bono advice on developing projects that are relevant to our schools.

#### **D.1.4.6 Early Years Foundation Stage**

Good quality teaching and learning in a child's first year of school make the biggest and longest-lasting difference to primary education and can define a child's trajectory of progress in secondary school. While every school year is important in a child's school career, researchers from Durham University's Centre for Evaluation and Monitoring (CEM) reveal that the earlier years are the most crucial and that a modest boost in Reception is still detectable in the final year of primary school.<sup>73</sup> We aim to give every Reception pupil the best boost possible.

We anticipate Floreat Brentford being a popular local school with a small catchment area, but pupils are likely to arrive from a number of different nurseries, should they not have attended our own. This means they will have varying expectations about school and the basic features of a curriculum. For this reason, our approach to the Early Years is deliberately explicit in its purpose and structure. This will enable every child, whether they have attended a traditional nursery full-time or informal playgroup sessions part-time, to be 'school-ready', which will ensure the challenges of a rigorous curriculum can be met from Year 1 onwards.

There are a number of features and important policies that will distinguish a child's experience of Reception at Floreat Brentford. These include:

- Establishing a team of experienced Early Years staff that ensures the environment both inside and out of the classroom is planned and purposeful, and provides appropriate structured and semi-structured lessons.
- Prioritising pupils' development in speaking, listening and looking, which are prerequisites to reading, writing and critical thinking.

- Focusing on learning core subjects, literacy and Maths, in depth, which provides pupils with the skills necessary to access the broader curriculum. Two structured programmes – *Read, Write, Inc.* and *Maths Mastery* – have been carefully selected for their efficacy.
- Acknowledging that while literacy and Maths are our priorities, teachers can capitalise on pupils' early listening skills to deliver a curriculum that moves beyond the boundaries of these core subjects. We will resource the curriculum with both non-fiction and fictional literature.
- Sharing a common language around routines and expectations that will support building friendships with peers and the development of character.
- Delivering a narrative-based curriculum that anchors new concepts in memorable stories, which are easily recalled by pupils and can be used as a springboard to cover increasingly abstract content. Within this there will be a commitment to explicit vocabulary acquisition via all aspects of the curriculum and wider school life.
- Setting aspirational targets for pupils to cover a broad curriculum by ensuring that every pupil begins their school career in September. The school will work with parents and the local authority to achieve this.
- Sharing curriculum content with parents and carers, and supporting learning beyond the school gates with practicable homework and extra-curricular ideas for families.

The EYFS curriculum will deliver content that addresses the three prime areas and four specific areas of the statutory EYFS Framework. We will use these seven areas as the springboard to develop our early years curriculum, which will pay particular attention to subject knowledge and character through a predominantly narrative-based approach. The content of Floreat Brentford's curriculum will support all pupils to achieve beyond the goals set out in the Framework:

1. *Communication and language*
  - Listening and attention
  - Understanding
  - Speaking
2. *Physical development*
  - Moving and handling
  - Health and self-care
3. *Personal, social and emotional development*
  - Self-confidence and self-awareness
  - Managing feelings and behaviour
  - Making relationships
4. *Literacy*
  - Reading
  - Writing
5. *Mathematics*
  - Numbers
  - Shape, space and measures
6. *Understanding the world*
  - People and communities
  - The world
  - Technology
7. *Expressive arts and design*
  - Exploring and using media and materials
  - Being imaginative

### **D.1.5 QUALIFICATIONS**

All pupils in Reception will take a DfE-approved baseline assessment at the beginning of the year, and be assessed against the EYFS at the end of that year. Year 1 pupils will take the phonics screening check. Our children will all sit Key Stage 1 SATs at the end of Year 2, which will be administered internally. At the end of Year 6 all children will sit Key Stage 2 SATs.

### **D.1.6 ENRICHING THE CURRICULUM**

Dedicated Booster, Enrichment and Extension time (BEE Time) is the means through which we will provide a range of after-school activities. For pupils in Key Stage 2 this will take the form of a compulsory extra hour on three afternoons of the week, from 3:30 to 4:30. Pupils in Key Stage 1 and EYFS will be able to access some paid-for after-school clubs during BEE Time.

#### **D.1.6.1 Booster Time**

Academic success is central to our ambition for the school and we realise that some children will need more time and support to achieve this than others. We are profoundly optimistic about children's potential and will do everything we can to support them to succeed. As a result, any child that is slipping behind the progress we expect will attend compulsory booster during BEE Time. The inclusion of a pupil in this group will be determined by form teachers in consultation with the senior leadership team.

Pupils will be taught by one of their year group teachers (which includes the year group supernumerary) who may also call on specialist teacher support as appropriate. Alongside interventions during the school day this booster time provides the safety net that will enable all pupils to achieve at least Level 4 or higher by the end of their time at school, regardless of their starting point or circumstance.

#### **D.1.6.2 Extension Time**

We aim to deliver extension activities for all our pupils. Their purpose is not just to occupy the high-performers, but to encourage every pupil to reach limits they previously did not know they could achieve. As the leading psychologist Mihaly Csikszentmihalyi has shown, undertaking such activities leads to a state of flow, which has a very positive impact on mental wellbeing.<sup>74</sup> Extension time will primarily be used to provide further adventure and service learning opportunities to all pupils.

As the school grows, one teacher will be allocated responsibility for gifted and talented provision. In addition to monitoring provision in mainstream lessons, they will work with the Assistant Headteacher for Academics and form teachers to provide appropriate extension activities to take place during BEE Time. The goal here will be to provide stretching academic and quasi-academic activities for those pupils who would benefit from them most, and will include involvement in local chess clubs, spelling bees, and Maths or debate competitions.

#### **D.1.6.3 Enrichment Time**

During BEE Time, all Key Stage 2 pupils will take part in an hour a week of enrichment activities coordinated by the Assistant Headteacher for Character and run by class teachers, supernumeraries and specialist teachers. It is our expectation that the Assistant Headteacher for Character will also develop close relationships with community volunteers and work with them to offer a uniquely engaging menu of enrichment. Staff might, for example:

- Identify a yoga teacher who works at the nearby Brentford Leisure Centre to come and work with pupils;
- Invite professional teachers from the Hounslow Music Service to run a music club; or,
- Employ BFCCST to coach of a variety of different sports.

Since some enrichment activities might require more than an hour, the SLT will be encouraged to work with class teachers to flex the timetable to accommodate longer sessions.

All enrichment opportunities will be designed to support the school's overarching educational vision and build on the curriculum. We also intend to listen to our pupils, families and communities and take on board their views on how enrichment might be made more engaging, enjoyable and useful for pupils. For example, while there is some provision for Scouting and Girl Guiding in Hounslow, with the rapidly growing school age population there might be extra demand for these activities. We will consult with local parents about hosting Beaver, Cub and Brownie groups at the school.

## **D.1.7 MEETING ALL CHILDREN'S NEEDS**

### **D.1.7.1 Overview**

It is our firm belief that the *Virtue and Knowledge School Model* can help any child flourish. We take seriously our responsibility to enable all children, whatever their needs, to realise their full academic potential and to develop their key character strengths. Our academic and character aspirations are universal and all children will benefit from our educational philosophy.

Judging by both the demand we have gathered for the school and data about the local population, we expect the intake to be mixed with significant numbers of pupils in receipt of FSM and the Pupil Premium, and high numbers of children with EAL. We expect to have higher than average numbers of pupils with SEND. We expect to have average levels of children who are gifted and talented, who are entitled to be stretched and challenged as much as every child in the school. We also expect to have average numbers of Looked After children.

Overall responsibility for ensuring our provision meets the need of every child rests with the Head of School (and from the school's third year onwards the Headteacher). A member of the teaching staff will lead on each of the four key elements. All these staff will be appraised on the delivery of targets within their respective domain(s).

- Until a non-teaching SENCO who has QTS is appointed for the third year, the Head of School will be the SENCO, leading on SEND, Looked After children and EAL provision.
- The Head of School – later the Assistant head for Academics – will lead on ensuring there is no gap in performance between children in receipt of FSM and the Pupil Premium and those who are not.
- Another teacher will lead on ensuring gifted and talented children are challenged and stretched.

Pupils who fall behind or are designated as SEND will have an Individual Education Plan (IEP). Creating IEPs will be the responsibility of the school's SENCO and class teacher alongside input from the SLT and relevant professionals from the local authority and/or specialist intervention organisations. IEPs will identify core challenges and a series of appropriate interventions that have measurable outcomes. They will be reviewed every month by the class teacher and a senior leader to ensure the focus remains on implementing interventions that return pupils to, or keep pupils in, mainstream classrooms, which is our aspiration for the school.

### **D.1.7.2 Looked After Children**

The SENCO will be the designated co-ordinator for provision for any pupils who are Looked After. We appreciate that these children will have faced, and probably still face, very particular challenges in their lives outside school, that may render them vulnerable to educational underachievement. We are therefore committed to supporting these children, and their families, very particularly. The SENCO will manage this support, putting in place personalised interventions to meet any needs.

We will abide by all statutory requirements and guidance for monitoring and reporting on the academic progress of Looked After pupils; we are committed to contributing fully to multi-agency working processes which will support families in the round. In addition, our internal monitoring systems will track the progress and attainment of Looked After pupils as individuals and a cohort, and this information will form part of the Executive Principal's reporting to governors.

At all times, the school will ensure that it takes an inclusive approach to family involvement in school life, taking into account the fact that our pupils, especially those who are Looked After, will have a diverse range of understandings around what constitutes family. Our approaches to family engagement will recognise that for Looked After children other adults may fulfil the parental role, and we will welcome these adults into the school community.

### **D.1.7.3 Special Educational Needs & Disabilities**

The SENCO will be responsible for monitoring children with SEND and will decide, alongside the class teacher, if and when diagnostic tests are required. The SENCO will fully support and follow Hounslow's policy and procedures on SEND matters. In order to do so, the SENCO will:

- Support teachers in identifying and planning for children with specific needs, including through IEPs;
- Monitor progress across the school for children with special needs;
- Make arrangements for first language assessments where necessary;
- Train teachers in inclusive strategies;
- Monitor children who may be at risk;
- Co-ordinate specialist support services;
- Co-ordinate multi-disciplinary meetings;
- Deliver one-to-one and group intervention, using a range of tools and programmes to boost children's outcomes;
- Deliver INSET training on specific strategies and arrange benchmarking visits to other schools with high performing SEND provision;
- Line manage any learning support assistants employed to work with specific pupils;
- Meet regularly with parents and professionals; and
- Liaise with the Executive Team and board at FEAT, as well as specialist support among our partners and advisers.

Children with SEND will be identified early wherever possible and proactively supported. Baseline testing for all pupils on joining the school may generate results that cause the SENCO to assess particular pupils for SEND. Teachers will be able, at any time, to request that the SENCO assesses a particular pupil for SEND. Where a child is not making progress or attaining in line with our targets this may also trigger an assessment. Where a pupil's SEND is such that their needs cannot be met within the school's usual resources, the SENCO will initiate the process of requesting an Education, Care and Health Plan.

Specialist support for all pupils with SEND will be available within the school, from FEAT, and from specialists such as speech and language therapists and educational psychologists as required.

All staff members that come into contact with pupils with SEND will be kept aware of their needs and targets through regular updates in staff meetings and email information bulletins. Work and curriculum delivery for pupils with SEND will be carefully differentiated in line with guidance from their IEP.

#### **D.1.7.4 English as an Additional Language**

It is likely that pupils with EAL, or who live in homes where only limited English is spoken, will represent a large proportion of our pupil body. We expect most EAL pupils to thrive in our literacy rich environment and to attend all mainstream lessons. Guided by the SENCO who also oversees EAL coordination, all our teachers will become specialists in teaching pupils with EAL.

The SENCO will keep a record of key information about each child's language and development and share it with teachers. Where appropriate, the SENCO will introduce pupils to families with the same primary language and link them up to community support networks. Literacy interventions (described below) for EAL pupils in particular will be undertaken by a TA who has a Teaching English as a Foreign Language qualification.

#### **D.1.7.5 Literacy Intervention**

Reflecting the model used by Cuckoo Hall Academies Trust (CHAT), literacy progression will be assessed for all children every six weeks. Where problems are identified, *Read, Write, Inc.* trained TAs and the supernumerary teacher will work with small groups of pupils, or one on one, during targeted afternoon intervention sessions that use the programme's in-built intervention techniques to reinforce recent learning.

As the school grows we will employ a librarian / learning support assistant to manage further reading interventions. This librarian will run a programme such as *Accelerated Reader*: software that enables pupils to choose from a huge selection of the most popular fiction and non-fiction and to track their reading progression through the completion of online comprehension quizzes. This software also generates accurate reading ages which will further inform teachers about the progression of children identified for intervention. Beyond this we will invest in English Speaking Board lessons for pupils for whom we judge oral communication to be a challenge.

#### **D.1.7.6 Closing the Gap and the Pupil Premium**

We welcome the increasing emphasis placed by the DfE and Ofsted on the effectiveness of schools' strategy for spending their Pupil Premium funding. Ofsted's 2013 report on best practice in this area shows that the primary schools having the greatest impact on the achievement of their vulnerable pupils are those who use this funding in a targeted way to break down barriers to accessing the curriculum. By developing core skills, these schools are able not only to increase attainment and wellbeing by Key Stage 2, but also to prepare their pupils for the challenge of the transition to secondary school. Ofsted also identified that robust systems for tracking pupil progress and acting on signs of underachievement are key to closing attainment gaps, which may otherwise have increased by the time children finish primary school.<sup>75</sup>

We know that a significant proportion of the pupils at Floreat Brentford will attract the Pupil Premium because of economic deprivation; we are also aware that spending this additional funding effectively is crucial to its having a real impact on the lives of these children. The context



of this spending is vital: our educational philosophy, knowledge-rich curriculum, high expectations and focus on the development of character strengths in all our pupils will provide an environment in which all children can flourish, regardless of the challenges they may face outside school.

We will base our practice on programmes that have been found to be effective, as set out in the Education Endowment Foundation's *Pupil Premium Toolkit*.<sup>76</sup> Some of measures we are likely to put in place include:

- One-to-one support for disadvantaged pupils who are falling behind expectations.
- Funding targeted interventions within the classroom, including a homework club in which teaching staff will provide a supportive study environment for pupils who might not be able to access this support at home.
- Providing access to a qualified counsellor for those pupils who may be more vulnerable or who are experiencing a difficult time in their life. Enabling pupils to work with a counsellor to build their resilience and their ability to address these emotional concerns is not only good in itself, but also removes an important barrier to their learning.

These measures have been proven cost-effective and have had a significant impact on pupils' wellbeing, progress and attainment. Our goal is to eliminate any performance gaps between disadvantaged and other children. Our financial plans include a line for Pupil Premium related activities. It will be the Head of School/Headteacher's responsibility to ensure this funding is spent appropriately and reported transparently each year on our website.

#### **D.1.7.7 Gifted and Talented**

.Our approach to curriculum delivery will support all children to develop personal interests and talents, and children with particular gifts will be able to work alongside talented adults, such as poets, artists, photographers, writers, mathematicians.

Pupils presenting a consistently high ability in one or a number of curriculum areas will be provided with additional challenge within the normal routine of lesson planning and assessment. Furthermore, where appropriate, stretching interventions will be coordinated with local organisations, teachers that have a related specialism or through BEE Time. We will keep a gifted and talented register.

Baseline assessments for every child entering the school, alongside our regular six-weekly assessment cycle, will identify children who are particularly able in the core curriculum. Extension questions on knowledge quizzes, and teacher judgements in the arts, music and sport will help us identify pupils talented in a particular area.

We will endeavour to create links with other schools in the area and develop a range of activities that will stimulate and extend all more able learners. We will, for example, organise and run spelling competitions, Maths challenges, inter-school sporting events, whole-school concerts and performances, and debating competitions.

#### **D.1.8 TRANSITION**

Our approach to transition, both into and out of school, has two strands. The first involves removing as much anxiety as possible for pupils by helping familiarise them with Floreat Brentford before they join, and adopting the same approach to the local secondaries they expect to join. The second strand is to ensure parents are very closely involved in the process from the beginning, so that together we can guide their children through key transitions. Once appointed, managing pupil

transitions will be the responsibility of the Assistant Headteacher for Character; until this point the Head of School will lead this work.

### **D.1.8.1 Transition into Reception**

Transition into Reception at Floreat Brentford includes a comprehensive series of meetings and activities that enable pupils and parents to develop a familiarity with their new setting and its expectations of them, and teachers to get an early understand of the children and families with which they will work. By operating our own nursery we will be able to ease the transition for many children.

Having held open days during Autumn at which we make sure parents understand our vision, approach and expectations, we will next make contact with families once they have accepted their places with us and invite them to a series of three induction meetings in June, July and mid-September. Our website, prospectus and information sessions will make clear our expectations of pupils and their parents, from buying into our explicit character development approach, to understanding why we suggest parents attend as many events as possible, to completing at least 10 hours of voluntary activity per family per year wherever possible.

#### *Induction meeting 1: June*

- Childcare will be available, though parents will be encouraged to leave their children at home for this first meeting.
- Sharing the vision and being clear and up-front about our expectations. This will include discussion about the home-school agreement and home visits, attendance and behaviour at school of both children and parents, lunchtime expectations, uniform and lateness.
- Completing and reflecting on the Values in Action questionnaire.
- Giving parents an opportunity to hear from the teachers and to talk about their hopes for their children's futures.
- Q&A.

#### *Induction meeting 2: July*

- Parents will be encouraged to bring children, for whom we will provide childcare.
- Practical information will be provided about the school timetable, drop-off and collection routines, communicating with the school, late arrival routines and other procedural issues.
- Uniform ordering and chance to taste the school meals.
- Forms completion including photo consent and medical questionnaire.
- Invitation to join the PTA.
- Tour of the school or site.
- Children and parents will be brought back together after the information session to make a patchwork quilt to decorate the entrance hall, and a name badge for their peg in September.

#### *Induction meeting 3: September*

- Childcare will be available, though parents will be encouraged to leave their children at home for this meeting.
- School tour.
- Explanation of the role of the parent governors and process for election.
- Significant time for questions and answers.
- Explanation of how to use the reading log.
- Training in how to support phonics, Maths and character virtue development.
- Introduction to growth mindset.

We appreciate that a minority of parents may be hard to reach for a variety of reasons. Where we encounter difficulties engaging parents we will liaise and work with other local agencies, such as social services, to explore other routes for establishing contact. We will be unrelenting in our efforts to establish contact with these parents and support them to become part of school life.

The start of term for Reception pupils will be phased so that in the first week pupils will attend only in the mornings until Thursday. This will help teachers to settle every child into the school routine. We expect the first few weeks of term to be mostly about learning the structures, routines and high expectations of school life, making sure children feel safe and understood, and learning to eat and play together.

Once we know our pupil intake and whether and which nurseries they have attended we will gather information from nurseries about our cohort and arrange home visits. As part of this, meetings with key workers will be scheduled so that EYFS Profiles, progress, and concerns can be discussed.

The expectation will be set that, with the support of the receptionist to set up the meetings, teachers and SLT will visit all homes before the end of September. Some time has been allowed for this during the three weeks of FTPD, and the afternoons of the first 3 days of term. FTPD also includes time to prepare the structure and format of home visits so that they maximise learning about the new intake.

#### **D.1.8.2 Transition into Year 7**

The attainment dip experienced by pupils transitioning from primary to secondary schools is well documented, and the introduction of character development programmes in some notable no-excuses schools has been motivated by the drop-off in pupils' performance once they have left school. Accordingly we expect our approach to have positive implications for the success of our children beyond Year 6.

Floreat Brentford will work closely with local secondary schools to minimise the impact of transition on our pupils. Support to be put in place will include:

- Information sessions for Year 6 parents preparing to apply to secondary schools, and their children.
- Organising for local secondary school children to visit and work with our pupils.
- Organising opportunities to take Floreat Brentford pupils to local secondary schools to use facilities, hear from specialist teachers, and attend events in order to make transition less daunting for pupils.
- Arranging visits from secondary school teachers and leaders to Floreat Brentford to talk to Year 6 pupils and give a sense of the secondary school experience.
- Ensuring our staff – in particular the SENCO – implement robust processes for the transfer of information about pupils, including all information about additional educational needs.

#### **D.1.8.3 Transition at Other Times**

Some pupils may join the school at non-standard entry points, i.e. outside the Reception year. The same transition procedures will be followed for these pupils as for those who join the school in the Reception year. They will undergo baseline assessment to identify their current levels, and enable teachers to plan specific interventions as necessary to bring them into line with their peers already in school. Admin staff will be responsible for gathering relevant information from the child's previous education setting. Home visits will be carried out by SLT, and admin staff will ensure parents complete all paper work and are talked-through the induction slide packs that are also

online. New pupils will be allocated a buddy from their peer group, who will be asked to introduce them to their school and their class, overseen by the class teacher.

Where a pupil leaves the school at a non-standard point, Floreat Brentford will support this transition. All information held by the school regarding the child will be communicated in a timely manner to ensure that their education is not negatively affected by the transition.

## Section D.2 Measuring Pupil Performance and Preparing Teachers to Deliver Excellence

### D.2.1 WHOLE SCHOOL REVIEW

#### D.2.1.1 Whole School Review Cycle

Figure G shows the reporting calendar for pre-opening and the first year of operation. A similar format will be followed each year and dates for events such as the Year 1 Phonics test, and associated reporting, will be included in the calendars for these subsequent years. The third column indicates who will be responsible for doing and checking the various activities described

Figure G: Reporting calendar for 2015/16

Time of year	Reporting expectation	Who does this?	Who checks this?
January to July	Governors to be selected, DBS applications completed, governor profiles for website. Populate the drop-ins calendar for Autumn term.	Head of School	Chair of Governors
Early June	Visit nurseries and gather pupil info	SLT and admin	Head of School
July / August	Pre-opening Ofsted inspection	Head of School	Executive Principal & Chair of Governors
Early July	Governor training day	FEAT	LGB
Early July	First full but informal governing body meeting (to this point FEAT will have acted as the governing body) to introduce governing body to the staff, tour the school and discuss input prior to opening. Introduce all governors to Dropbox folder where meeting agendas, minutes and documents will be kept. Establishment of committees and selection of specialist governors.	Head of School and FEAT	LGB
31 <sup>st</sup> August	Submit all draft policies for review and sign off (reviewed annually) by FEAT.	Executive Principal	FEAT
31 <sup>st</sup> August	School development plan (SDP) written and agreed.	Head of School	Executive Principal, LGB, FEAT
31 <sup>st</sup> August	Completed single central register sent to FEAT.	Head of School	FEAT

Tues 22 <sup>nd</sup> September	PIPS and EYFS baseline data sent to FEAT.	Head of School	FEAT
Thurs 24 <sup>th</sup> September	Governing Body meeting to ratify admission policy; inform Council to consult on our admission on their website; confirm pupil numbers; discuss baselines and how we will address specific needs identified; plan marketing activity for next intake; and, allocate new-intake families between governors to call them for update. Marketing governor to provide feedback on website and marketing.	LGB	FEAT
Mon 28 <sup>th</sup> September	Headteacher performance management meeting.	FEAT, Chair of Governors	LGB
Fri 16 <sup>th</sup> October	Deadline for submission of single central register to the HR governor.	Head of School	HR Governor
Fri 23 <sup>rd</sup> October	Deadline for all performance management meetings and sign offs by Head of School. All staff to have had one formal observation by line manager.	Head of School	Executive Principal and HR Governor
Tues 17 <sup>th</sup> November	Deadline for submission of six-weekly data to FEAT.	Head of School	FEAT
Thurs 19 <sup>th</sup> November	Committee meetings. Standards and Performance to complete safeguarding audit (to include CEOP) as well as progress data. Finance and Resources committee to complete health and safety audit.	Committees	LGB
November	Elect parent governors.	Head of School	LGB
Thurs 10 <sup>th</sup> December	Governing Body meeting – including newly elected parent governors – to discuss reports from committees; sign-off all staff performance management documentation; populate the drop-ins calendar for Spring term.	LGB	FEAT
Tues 12 <sup>th</sup> January	Deadline for submission of six-weekly data to FEAT.	Head of School	FEAT
Thurs 14 <sup>th</sup> January	Committee meetings. Staffing levels to be agreed for next year and discussion of budget to be agreed in April Governing Body meeting.	Committees	LGB & FEAT
Fri 12 <sup>th</sup> February	Self-evaluation form (SEF) drafted for circulation to governors.	Head of School	Executive Principal
Tues 1 <sup>st</sup> March	Deadline for submission of six-weekly data to FEAT.	Head of School	FEAT
Thurs 3 <sup>rd</sup> March	Governing Body meeting to discuss; SEF; recruitment for next year; budget setting; Head of School to feedback to governors on their input; populate the	LGB	FEAT

	drop-ins calendar for Summer term.		
W/C 7 <sup>th</sup> March	All staff interim performance management meetings to be held.	FEAT & SLT	FEAT and LGB
W/C 11 <sup>th</sup> April	Distribution and collection of FEAT all-staff surveys, which include preferences for next year's timetable.	Head of School	FEAT
W/C 11 <sup>th</sup> April	Distribution and collection of parent and community surveys.	Head of School	FEAT
Tues 26 <sup>th</sup> April	Deadline for submission of six-weekly data to FEAT.	Head of School	FEAT
Thurs 28 <sup>th</sup> April	Governing Body meeting to discuss; pupil recruitment for next year; budget sign-off; pupil premium expenditure report; audit of GB skills and areas for growth.	LGB	FEAT
Tues 14 <sup>th</sup> June	Deadline for submission of six-weekly data to FEAT.	Head of School	FEAT
Thurs 16 <sup>th</sup> June	Back to back finance and education committee meetings. Budget and staffing levels to be finalised for next year.	Committees	LGB
Week of Mon 27 <sup>th</sup> June	End of year performance management meetings only for staff who are leaving (others will be signed off and set following receipt of the PIPs data in September).	FEAT for Head of School; Head of School for staff	LGB for Head of School & HR governor for staff
Tuesday 26 <sup>th</sup> July	Deadline for submission of six-weekly data to FEAT.	Head of School	FEAT

### **D.2.1.2 Whole school key performance indicators and targets**

The two tables below outline school-wide metrics we will use to monitor how well Floreat Brentford achieves its vision. With significant support from FEAT – in particular to streamline processes and avoid duplication of effort across our two schools – it will be the Head of School’s responsibility to ensure this data is gathered and circulated appropriately to FEAT and the governing body. This will form part of the Head of School’s performance management, which in time they will devolve to the Assistant Headteacher for Academics.

For some KPIs, targets have been set. For others data will simply be gathered to inform evaluation and planning. For example, if the number of virtue violations for repeated disruptions is high for two teachers, the governors would be in a position to ask school leaders what is being done to support those teachers with behaviour management.

Out of this document we will produce an application audit and full job descriptions for governors, leadership, teachers and support staff. This exercise will enable us to track and monitor whether we are delivering the vision we have described.

#### D.2.1.2.1 Our targets within context

According to the latest DfE Performance Tables there are 14 non-religious primary state schools in London that achieved 100% of their pupils gaining Level 4 or above in reading, writing and Maths in the 2013 Key Stage 2 SATs.<sup>77</sup> Of these 14:

- Haseltine Primary School has 57.4% of pupils eligible for FSM.
- Northwold Primary School has 76.1% of pupils with EAL.
- Midfield and Paxton Primary Schools both have 21.2% of their pupils with SEND with statements or on School Action Plus.
- Grinling Gibbons Primary School has 40.5% of pupils eligible for FLSM and 48.3% of pupils with EAL, yet still achieved 86% Level 5 and above in Key Stage 2 combined SATs.

The performance of these schools demonstrates that a diverse and challenging intake should be no barrier to achieving excellence. We aspire to join this elite group of schools.

The academic and other key performance indicators (KPIs) for our first cohort of pupils are listed below. Progress targets will be reviewed annually and will become more stretching over time.



*Figure H: Academic KPIs*

Measure	Method of Assessment	Target
% pupils expected and exceeding in EYFS profile at the end of Reception	EYFS profile	100% and 70%
Attainment of expected level in phonics test in Year 1	Externally validated phonics test	100%
% of pupil making at least one year's worth of progress in each year	PIPS online assessment	100%
% of pupils reaching Level 2 or higher at Key Stage 1 in Reading, Writing and Maths	Internally validated SATs	100%
50% of pupils reaching Level 3 or higher at Key Stage 1 in Reading, Writing and Maths	Internally validated SATs	50%
% of pupils achieving Level 4 or higher at Key Stage 2 in Reading, Writing and Maths	Externally validated SATs	100%
% of pupils achieving Level 5 or higher at Key Stage 2 in Reading, Writing and Maths	Externally validated SATs	50%
% of pupils reaching Level 6 or higher at Key Stage 2 in Reading, Writing and Maths	Externally validated SAT	15%
% pupils at or above age-related scores who have been with us for three or more years	PIPS online assessment	100%
% pupils Writing at the appropriate National Curriculum level (tracked back against a 4B+ in Year 6)	Internally moderated teacher assessment	100%
Attainment gap between FSM/Pupil Premium/EAL pupils and others at Level 4 at Key Stage 2 in Reading, Writing and Maths	Analysis of PIPs and national curriculum levels data	0%

*Figure I: Other KPIs*

Type of measure	Measure	Method of Assessment	Target
Bullying	No. of reported incidences of bullying, cyber bullying, racist/homophobic abuse, inappropriate sexual behaviour per class	Professional reporting through MIS	Zero
Behaviour	Ratio of virtue celebrations to virtue violations	Professional reporting through MIS	5:1
Attendance	% total pupil absence	Registers and professional reporting	4%
	% persistent absenteeism	Professional reporting	2.5%
Exclusions	No. of internal/temporary exclusions per year	Professional reporting	Zero
	No. of permanent exclusions per year	Professional reporting	Zero
	% Parents attending three or more events per year	Registers	100%

## **D.2.2 PUPIL ACHIEVEMENT**

### **D.2.2.1 Assessment**

#### D.2.2.1.1 Six-weekly core skills assessments

Mirroring practice at CHAT, our strategic adviser, six-weekly core skills assessment cycles will drive pupil attainment at Floreat Brentford, with results discussed at the following governing body meeting. The rich information that these teacher assessments provide – together other sources of assessment data – will enable class teachers, supernumeraries, the SLT and governors to monitor closely how pupils are progressing across all the core areas of the curriculum, and to respond quickly where slow progress or weaknesses are identified. This data will be available for all pupils, whatever their needs or starting points, creating a sophisticated picture of each pupil's

progress. We consider this assessment cycle to be an essential part of ensuring that every child at Floreat Brentford is benefitting from our curriculum.

In the Early Years and Key Stage 1 literacy will be assessed through the phonic sound assessments provided through the *Read, Write, Inc.* programme, supplemented by comprehension tests. For Key Stage 2 we anticipate drawing on tests used by CHAT. At the moment these are based on National Curriculum levels but by the time we have Key Stage 2 pupils we expect this to have evolved significantly. Maths will be assessed using *Maths Mastery* tests and other assessments established by Key Stage leaders. Internal moderation of these assessments will occur twice a year for each key stage with colleagues working across all FEAT schools.

#### D.2.2.1.2 Annual, standardised PIPS assessments

Summative assessments will be made at the start of every academic year using CEM's Performance Indicators in Primary Schools<sup>78</sup> (PIPS) programme. PIPS is used extensively in the independent sector and generates standardised scores for each age group that can be mapped to National Curriculum levels. Performance management reviews and objective setting will take place straight after PIPS data is generated. The new Reception baseline assessment, Year 1 phonics test, internal Key Stage 1 SATs in Year 2 and Key Stage 2 SATs in Year 6 will provide further monitoring and evidence to inform planning and performance management.

#### D.2.2.1.3 Assessing knowledge

Comprehension exercises and extended writing tasks are both opportunities to develop and assess knowledge acquisition. PIPS assessments also usefully measure vocabulary. In addition to these methods, cultural knowledge and vocabulary acquisition will be assessed through half-termly quizzes. The Core Knowledge Foundation in the US has a number of assessment tools for evaluating knowledge acquisition, such as the Core Knowledge Preschool Assessment Tool.<sup>79</sup> Drawing on these, and the work of Civitas, The Curriculum Centre and CHAT in this area, FEAT's Director of Curriculum will support key stage coordinators to develop appropriate quizzes that will provide useful feedback on cultural knowledge acquisition for our pupils, teachers, parents and leadership.

#### D.2.2.1.4 Assessing character

We will also assess character virtue development, a process to be managed in time by the Assistant Head for Character with support from FEAT. Although measuring character strength is imperfect, it is essential because it will help us build the language of virtue into the fabric of our school. The objective will not be for individuals to feel judged on their character strengths; rather it will be to make them more aware and thereby empowered to develop them.

We will measure character through proxies such as academic progress, house point accumulation by virtue commendations, actions such as community service, teacher assessment and report, and surveys and self-report such as the Values in Action questionnaire.<sup>80</sup>

### **D.2.2.2 Early Years Foundation Stage**

Pupils will join Floreat Brentford from a number of nursery settings and we expect learning experiences to vary between pupils. For this reason, and so that the school establishes a baseline from which to accurately measure progress, pupils will be required to participate in a series of on-entry assessments. These will include:

- A standardised PIPS baseline assessment that measures English and Maths ability and attitudes to learning. This on-entry assessment is the opener to a suite of PIPS assessments from the CEM, which are also delivered at the end of Reception and every subsequent year to give an accurate measure of progress.
- Teacher observations of fine motor skills (pencil control, scissors, sorting) and social skills, which include interaction with peers within semi-structured classroom activities and interaction with peers within non-structured environments (e.g. break time). Completed within the first couple of weeks, these assessments will form the basis of immediate lesson planning.
- An initial reading assessment will inform teachers of pupils' phonological awareness. Our reading programme, *Read, Write, Inc.*, requires all pupils to begin in the same mixed ability group, but once all sounds have been covered and distinctive pupil groups emerge, classes will be split to deliver stage-appropriate instruction. Short reading assessments will be taken every six weeks to measure progress and reorganise pupils accordingly.
- An initial number recognition assessment will be delivered to form a curriculum-led baseline and to inform interventions.

It will be the responsibility of the teacher to deliver or delegate the delivery of the assessment to a trained member of staff who is familiar to the pupils. Together, the assessments create a rich initial picture of pupils' abilities.

The DfE has made a commitment to withdraw the compulsory nature of the current EYFS profile from September 2016 onwards.<sup>81</sup> Floreat Brentford will produce statutory profiles for its first Reception cohort, but in subsequent years we expect to review the value of the profiles and adapt the end of year judgements we ask Reception teachers to make of pupils. In particular we want to reflect the fact that we will also teach literacy, Maths, discrete subjects and character in Reception, and will be using PIPS baseline tests both at the start and end of that year. We expect PIPS to be included on the DfE's list of baseline assessments that meet their criteria. If it is not, however, we will adopt an acceptable alternative. We expect to retain the 'emerging', 'expected' or 'exceeding' designation to indicate pupils' relationship to a specific goal at the end of Reception, but to add to and adapt these to better reflect our educational priorities, in particular around the acquisition of specific knowledge content and vocabulary.

Floreat Brentford will set aspirational targets for every pupil and, as a minimum, we expect all children who have been with us three or more years to be working at or above an age-appropriate target – determined by PIPS – for all areas of the curriculum. Pupils will be supported to exceed this minimum standard, including through the development of character strengths including perseverance and grit.

### **D.2.2.3 Monitoring Achievement**

FEAT's Director of Curriculum will establish the software and systems – including Target Tracker and SIMS – through which six-weekly assessment data is captured and analysed in the school. On a day-to-day basis the Assistant Headteacher for Academics (Head of School in first two years) will be responsible for making sure teaching staff meet all reporting deadlines. They will then use this data to review pupil groupings, making changes as appropriate, and directing TAs and supernumerary teachers to undertake interventions with targeted groups.

By employing PIPS, Floreat Brentford will generate robust standardised progress data from as early as July 2016, building on the Reception baseline test. We expect this to help us secure the early Ofsted success necessary to become an accredited teacher-training provider.

Teachers will be expected to assess progress on a daily basis to inform lesson planning.

Assessment for Learning techniques will be embedded through, for example:

- Planning lessons with a clear focus on what pupils will think about and practise, rather than what the teacher will teach;
- Organising supernumerary teachers and TAs to support with regular, comment-only marking; and,
- Providing pupils with time to reflect on feedback given and act on recommendations.

#### **D.2.2.4 Liaising with Parents to Support Learning**

Parents are the most important influence on their child's development, so it is essential that Floreat Brentford's parent body is supportive of our approach and feels equipped to role model the character virtues and promote our academic goals at home and elsewhere.

Our relationship with parents begins with induction, which is described above. Home visits will also take place before children start at the school. During the initial home visit, each set of parents will sign a home-school agreement with us. This will spell out our baseline expectations from pupils and parents, and similarly outline – by way of academic achievement and character development – what children and their families can expect from the school. This document will be displayed in the school entrance foyer. For example, the agreement will ask parents to agree to sustaining weekly communication through written comments both ways in the home book, as well as attending the induction meetings and other events. It will also outline our commitment to reporting to parents on their child's performance at twice-yearly parents' evenings, informing them whenever their child receives a detention, and making available a regular newsletter. During the first round of home visits we will begin the process of asking parents to work with teachers on the creation of a Parent Teacher Association. In late September each new family will receive a phone call from a school governor who will be able to answer any questions parents might have. This process will also provide useful insights for governors.

A texting service and regular newsletters will help us keep in contact with parents. Twice a year, in November and March, form teachers will hold 10 minute meetings with parents to discuss progress. In January pupils' exercise books will be sent home to parents with post-it-notes on which they are encouraged to leave their comments about the work. Full reports on all timetabled subjects, and the last round of assessment outcomes will be circulated in July. This report will also include reflections on virtue development, including information on attendance and behaviour, in the context of school-wide targets. At the end of the summer term parents will attend Speech Day, when pupils will present their own work to their parents and Virtue and Knowledge prizes are awarded.

These headline dates will be supplemented by numerous other occasions when parents will be invited into school, such as half-termly sharing assemblies, supporting-literacy nights, Easter bonnet parades and concerts. Adult ESOL, Maths and literacy lessons will also be run onsite with the support of a charity if there is demand from the community. Teachers will be available at least once a week in the playground for parents to talk to at the start or end of the school day.

Registers will be taken at all events and end of year reports will contain a page that reminds parents of their attendance that year. This data will demonstrate to parents how highly we value their contribution and help us have productive conversations with those who are harder to engage, not least if we can demonstrate a correlation between parental engagement and pupil within their

particular school or class. We will survey parents annually to ask about their understanding of the data provided, as well as to gauge their views of both the school and their children's progress.

Whether for reasons of language, work commitments, childcare or general reluctance, some parents may be difficult to reach. One of our KPIs is that 100% of families will attend at least three events per year. We expect to meet and exceed this target by holding significantly more than three events per year; communicating the assumption that parents will attend events; providing refreshments and childcare, buddies and translators where necessary; targeting reminder texts, phone calls and home visits on families that are hardest to reach; and, where necessary, engaging governors to support outreach.

## **D.2.3 QUALITY OF TEACHING**

### **D.2.3.1 Recruitment**

Floreat Brentford's recruitment process will be heavily informed by FEAT's core virtues, and we will expect candidates to demonstrate these during interview. All appointments will be made on the basis of a six-month probation period; decisions about whether to make positions permanent will be made by FEAT following recommendations from the Head of School/Headteacher.

All our teachers will either have qualified teacher status (QTS) before they join us or will be on a structured route to achieving QTS within a year of joining. By September 2018 we aim to develop an accredited route to QTS so we can train our own teachers. In the meantime we have arranged to join the School-Centred Initial Teacher Training (SCITT) run by Future Academies<sup>82</sup> because of its strength in preparing teachers to deliver a knowledge-based curriculum.

### **D.2.3.2 Floreat Teacher Preparation**

Following appointment for a new academic year, all new teaching staff – no matter their experience – will pass through a unique preparation programme before they start in September. Floreat Teacher Preparation (FTP) will arm teachers with the inspiration, targets, practice and knowledge they need to deliver our curriculum and create productive classroom cultures from day one. Our strategic advisers at the Jubilee Centre will support us in the delivery of FTP for Character and Virtues, University of Birmingham. The charities *How to Thrive* and *Future Leaders* will provide support on a consultancy basis.

The first teacher cohort will be recruited by April 2015 and their training will begin during the Easter break. The whole cohort will visit, for one week, a handful of highly effective schools in the US, focusing on both character virtue development and knowledge-based education. During this week participants will spend time observing classrooms and transitions, shadowing teachers, reflecting on their own virtues and knowledge, and sharing and brainstorming ideas for their new school.

Following the Easter residential, members of the cohort already in teaching will be visited by an FTP mentor, who will observe and introduce feedback based on Teach Like a Champion<sup>83</sup> (TLaC) techniques. This highly practical teaching manual, reinforced with hundreds of up to date video clips, will help all FEAT staff to give and receive specific, evidence-based feedback on how to make their classrooms more productive. An evening's seminar and staff cohort dinner during the Summer term will help cement relationships and encourage further reflection among participants.

Participants in FTP will then complete a final three weeks – 15 of their 18 INSET days – of preparation during late August and the first week of September, before starting school and being filmed teaching a lesson in their first two weeks. This three-week programme will include:

- Preparation for home visits, phone call protocols and difficult conversations, as well as choice, consequence and character-related behaviour conversations.
- Training in how to teach:
  - *Read, Write, Inc.* phonics and spellings programmes, and *Maths Mastery*;
  - Times tables using the *Harriet Ball* chants;
  - The knowledge-based curriculum;
  - The character syllabus; and,
  - Adventure and service learning.
- Whole-staff discussions and then practice of behavioral expectations, including stock-phrases.
- Training in online protection, health and safety, safer recruitment, safeguarding and first aid;
- Practice in TLaC techniques including strong voice, narration, 100%, check for understanding, and 'sweat the small stuff'.
- Time to plan and rehearse the first week of term meticulously, the aim of which is to allow pupils to learn and practise our expectations before instruction begins.
- Time to plan classroom, corridor, bathroom and other decoration.

Unless they are involved in training delivery, teachers who have been at the school for a year or more will be expected to attend only certain elements of the final two weeks of summer preparation. Teaching Assistants will also complete a week of FTP in August/September, and be expected to attend all development sessions during term time.

### **D.2.3.3 Floreat Teacher Development**

Beyond September, Floreat Teacher Development (FTD) sessions will take place on fortnightly Mondays from 3.30-5.30, and INSET days. The content of these 18 afternoon sessions per year and three remaining INSET days will be informed by findings from classroom visits and are likely to include the use of video resources and flip camera technology for observing one another's lessons and feeding back; TLaC-framed revision and further practice as required; group planning time; book scrutiny; six-weekly assessments moderation; opportunities to evaluate, discuss and iterate school-wide routines; and, chances for reflection on progress towards the vision.

As part of FTD all teachers will be expected to observe part of another lesson at least every other week. Time will be given over during the bi-weekly sessions to reflect on learning from these observations. By involving all staff in reciprocal, non-judgemental observations that are not linked to their annual appraisal, we expect to establish a culture of reflection, openness and continual improvement.

### **D.2.3.4 Monitoring Teaching Quality**

We welcome Ofsted's recent move away from summative assessments of lesson observations. We will know how effective Floreat Brentford' teachers are because their classrooms will be visited constantly, pupils workbooks will be scrutinised regularly during Monday training sessions, and progress data will be analysed every six weeks.

Teachers improve most quickly when they get specific, formative feedback. Following most classroom visits the SLT will be expected to email teachers very briefly with one thing to start, one thing to stop and another thing to continue doing. The most formative of these will be referred to as the 'chipmunk'. A chipmunk is one small thing a teacher can focus on specifically in their

classroom the next day, which the SLT member can come and check they have adopted, before moving onto a new chipmunk.

Where a classroom-based problem is identified and, despite intervention, persists for longer than 12 weeks, the class teacher will be supported by a formalised procedure that is managed by the Head of School and with advice from our HR consultants. If the teacher is to leave, the Head of School must reassure themselves over that period that the teacher has been given all necessary support to flourish. Although pupils are our immediate priority, a school that believes in growth mindset should not give up on a teacher without first giving them honest feedback and persevering in support of them.

Line managers will visit classrooms more formally on three occasions per year, and for performance management rather than developmental purposes will give an Ofsted grade to what they see. However, ultimately the characteristic we will look for from teachers is that they maintain our values – including honesty and perseverance in taking on feedback, and curiosity to improve – and generate progress between six-weekly assessment points rather than simply putting on a good lesson three times a year.

## D.2.4 BEHAVIOUR

Teachers and leaders have at their disposal all the levers necessary to create a productive and calm learning environment. During FTPD ways to achieve our high expectations will be practised, including setting expectations; scripting conversations; praising pupils' *characters* while criticising only their negative *behaviours*: and, having a strong voice. The Assistant Headteacher for Character (or the Head of School in year 1) will be responsible for upholding good behaviour across the school.

At Floreat Brentford we will 'sweat the small stuff': by picking pick up on the smallest misdemeanours we can ensure that bigger ones never arise, and we will aim for a 5:1 ratio of positive to negative comments. Virtue celebrations will reward really good behavior and virtue violations help pupils reflect on, understand and change negative behaviours.

Children have a strong sense of justice, so our training programme will give teachers time to practise engaging with this through the language of choice and consequences. In an environment in which misbehaviours are spoken about as offences against the whole class rather than an individual, pupils will learn to take ownership of their own positive school culture.

### D.2.4.1 Classroom Protocols

Figure J: Behaviour weather chart



Our virtues, together with age-appropriate descriptions, will be displayed in all classrooms, corridors and others rooms in the school. Most behaviour management in class will be through a weather chart like that pictured. All children start each day in the sun and can move right or left when good and bad incidents occur. Children will be awarded virtue celebrations if they go above and beyond the good standard of behaviour we expect: for example, if they remain on the sun all week. If a child reaches the storm cloud a virtue violation will be logged on SIMS.

If they go beyond the storm cloud in one lesson the child will be removed by an on-duty teacher so that the lesson can proceed and the behaviour be dealt with.

Expected behaviours include raising your hand and waiting if you want to speak; holding doors; greeting teachers at the gate in the morning with a handshake, eye contact and smile; greeting visitors to lessons the same way; clearing your own table at the end of a lesson; and, serving peers during lunch. We aim for a 5:1 ratio of virtue celebrations to virtue violations.

### **D.2.5 ATTENDANCE**

If children are not in school our culture and curriculum cannot influence them. Accordingly we have set ambitious targets for attendance that involve a significant reduction in total absence compared to national and local averages, which are 4.8% and 4.9% respectively.

We will target poor attendance and lateness in a structured way, as detailed in an attendance policy. The receptionist will support the Head of School to monitor attendance and collect data, and we will deploy Education Welfare Officers as needed.

During induction parents will be prepared for our strict attendance and punctuality procedures and it will be explained that authorised absence is still not advised. Our behaviour system will reward virtue celebrations to children with excellence attendance and punctuality each term. Specifically, there will be termly celebrations in assembly for 100% attenders with prizes awarded for the house with the highest attendance.



## Section D.3 Staffing Structure

### D.3.1 OVERVIEW

The staff at Floreat Brentford will grow incrementally as the school fills up over seven years. Pre-opening grants and diseconomy funding in the early years of the school's life will enable us to hire key staff ahead of opening, and to have a significant senior leadership presence in the first years after opening. Together with the FEAT team, this will enable us to embed the essential elements of our school model – the Virtue and Knowledge Curriculum, Floreat Teacher Preparation and Development, and Assessment for Flourishing – before the school opens, giving us the best possible change of create the culture of excellence to which we aspire.

*Figure K: Build up of staff*

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Pupils on roll [R – Yr6]	60	120	180	240	300	360	420
<b>LEADERSHIP</b>							
Executive Principal	0.33	0.33	0	0	0	0	0
Head of school / Headteacher	1	1	1	1	1	1	1
Assistant Headteacher	0	1	2	2	2	2	2
Business Manager	0.5	0.5	1	1	1	1	1
Non-teaching SENCO	0	0	0.5	1	1	1	1
<b>TEACHING STAFF</b>							
Classroom Teachers	2	4	6	8	10	12	14
Supernumerary Teachers	0	0	1	2	3	4.5	5.5
Teaching Assistants	2	2.5	3	3.5	4	5.5	6
Librarian / learning support	0	0	0	0	0	1	1
<b>SUPPORT STAFF</b>							
Caretaker	0.5	0.5	0.5	1	1	1	1
Cleaner	0.25	0.5	0.5	0.5	1	1	1
Lunchtime Supervisors	0.2	0.4	0.6	0.8	1	1.2	1.4
Receptionist	1	1	1	1	1	1	1
PA	0	0.33	0.66	1	1	1	1

Our first recruit will be the Executive Principal. This person will be Executive Principal across both the schools that Floreat intends to open in September 2015 – Floreat Brentford (subject to the success of this bid) and Floreat Wandsworth (which we were awarded in December 2013) – spending 0.33 of his or her time in each school, with the remaining time spent supporting FEAT with its overall educational and corporate development. We intend to hire the Executive Principal in the latter half of Summer Term 2014, and he or she will start with FEAT in January 2015. The Executive Principal will, together with the FEAT staff, spend two terms preparing for the opening of both schools. The Executive Principal will remain with the school for two years, until the end of academic year 2016/17.

Our next hire will be the Head of School for Floreat Brentford. This person will be recruited during Autumn 2014 and will start with FEAT in the Easter holidays of 2015. He or she will work with the

Executive Principal for two years, before becoming the substantive Headteacher in September 2017. This arrangement gives us the opportunity to recruit someone who has the qualities and potential that we are looking for but has perhaps only previously held deputy or assistant headteacher roles. He or she will be supported and mentored by the Executive Principal for two years before taking over control of the school. Not only do we believe this is the best leadership model for a growing school, especially one with a closely defined educational philosophy such as ours, but it is also a response to difficult labour market conditions that make the recruiting of experienced headteachers difficult.

For the first year of operation the Head of School will lead on both academic and character development matters, reporting to the Executive Principal. In early 2016 we will hire an Assistant Headteacher for Character to lead on all character development and pastoral matters, who will start with us formally in September 2016. During this time the Head of School will continue to lead on academic matters. In early 2017 we will recruit an Assistant Headteacher for Academics, who will take over responsibility for academic matters from September 2017.

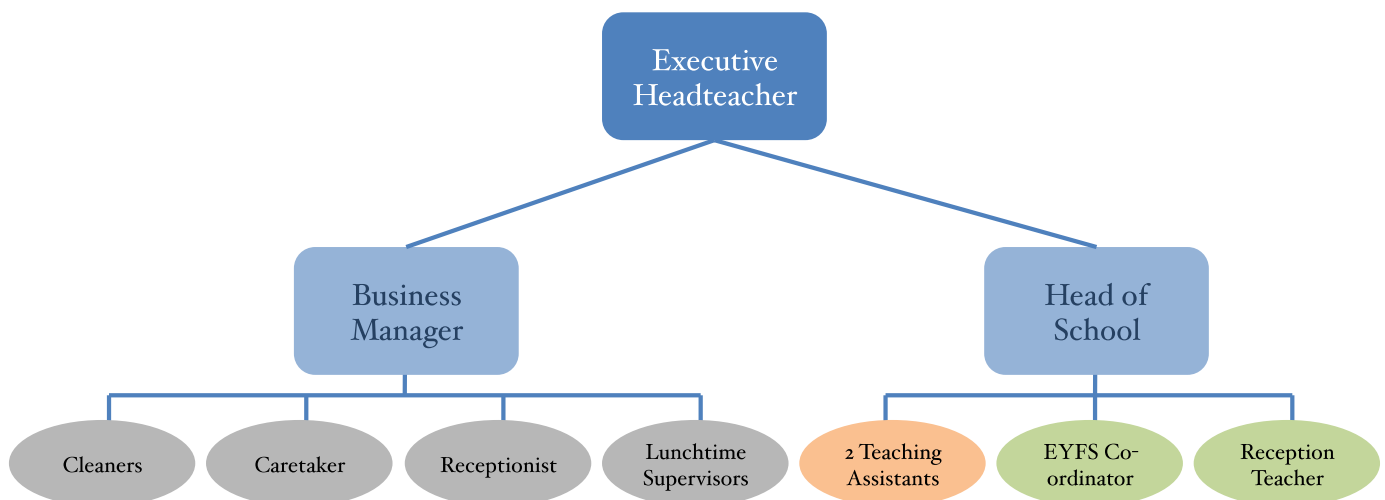
In Autumn 2014 we will hire a part-time Business Manager, who will join during the Easter holidays in 2015. Together with the Executive Principal, Head of School and FEAT staff, this team will be equipped to prepare for the school’s opening. In the first two years the Head of School will be the responsible SENCO until the recruitment of a dedicated member of staff in the third year. We are conscious of the need to remain flexible as to the timing of the recruitment of the SENCO as it will clearly be influenced by the level of SEND need among our first cohorts.

Our staffing model will mean that, in practice, from Year 1 upwards, each year group will have access to the equivalent of 3 FTE teachers together with 0.5 FTE of a Teaching Assistant. This will enable the use of smaller groupings in core subjects, increase the effective pupil-teacher ratio within the classroom, and provide our staff with significantly more than the minimum 10% Planning, Preparation and Assessment (PPA) time. We believe using more highly trained staff to provide additional support in the classroom in this way is essential for meeting our high expectations of pupil performance.

**D.3.2 STAFFING IN YEAR ONE**

The chart below outlines the staffing structure in academic year 2015/16, the first full year of operations.

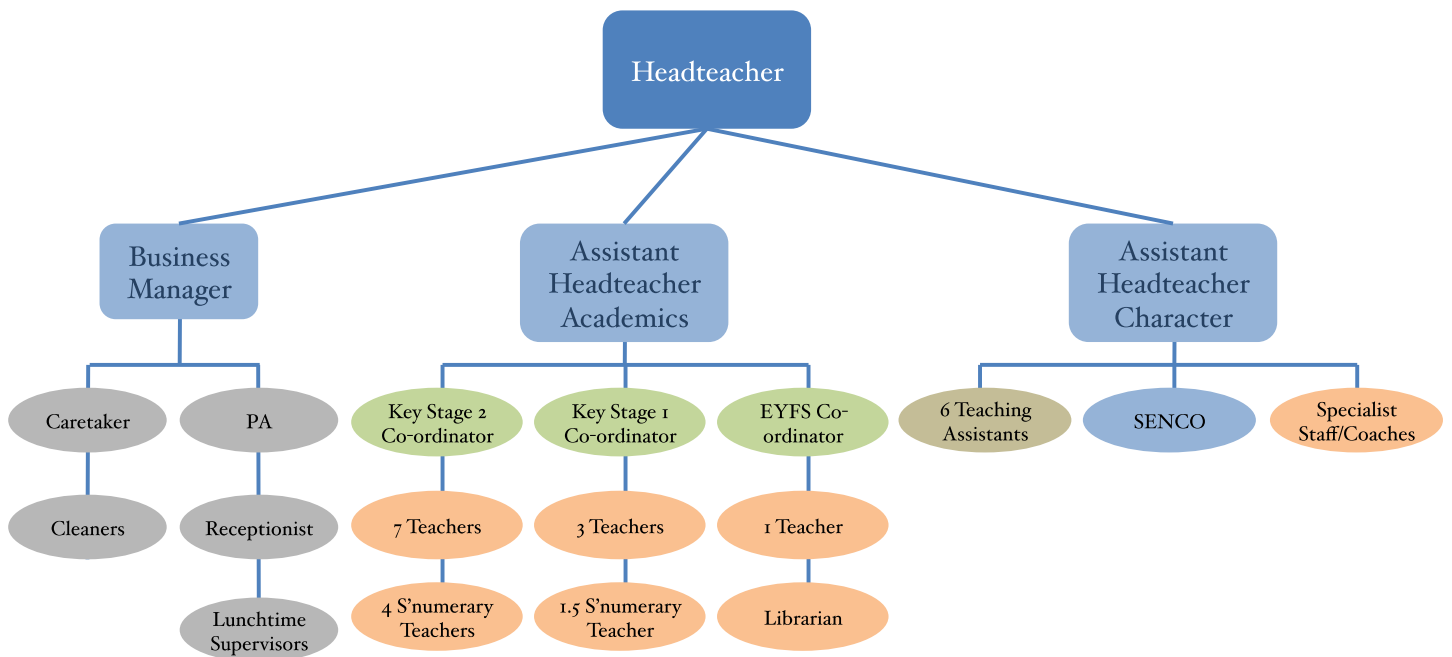
*Figure L: Staffing in 2015/16*



### D.3.3 STAFFING IN YEAR SEVEN AND BEYOND

The chart below outlines the staffing structure in academic year 2021/22 and thereafter.

Figure M: Staffing from 2021/22 onwards



### D.3.4 ROLES AND RESPONSIBILITIES

#### D.3.4.1 Members and Responsibilities of the SLT

##### D.3.4.1.1 Executive Principal (2015/16 to 2016/17)

The Executive Principal will assume responsibility for the overall leadership and management of the school in the first two years of operation. He or she will provide oversight and strategic direction for the school, with operational responsibilities relating to both academic and character development matters delegated initially to the Head of School and then Assistant Headteacher for Character. He or she will have no scheduled teaching commitment.

The Executive Principal will lead on performance management, standards, safeguarding, health and safety, parental engagement and financial management. He or she will also lead on the delivery of the FTPD programme, supported by FEAT's Head of Curriculum and Innovation, and on liaising with the Governing Body and FEAT Executive Team. He or she will report on a termly basis to the governing body and Trustees of FEAT. He or she will be performance managed by the Managing Director of FEAT.

##### D.3.4.1.2 Head of School (2015/16 to 2016/17)

The Head of School will take responsibility for all operational activities relating to academic and character development matters. For both years responsibilities on the academic side include literacy and Maths, the cultural knowledge curriculum, assessment, and monitoring. For the year 2015/16 only, responsibilities on the character development side include school culture, character curriculum, adventure and service learning, BEE Time, pastoral and pupil welfare, safeguarding, behaviour and discipline, parental and community liaison. The Head of School will also act as SENCO and will have up to a 25% teaching load.

#### D.3.4.1.3 Headteacher (2017/18 onwards)

From September 2017 Floreat Brentford will have a substantive Headteacher. He or she will take on the responsibilities of the Executive Principal while passing on the responsibilities he or she previously held as Head of School to the two Assistant Headteachers and the SENCO. The Headteacher will report regularly to the school's governing body and termly to FEAT Trustees, and be performance managed by the Managing Director and Director of Education of FEAT. He or she will have a 10% scheduled teaching commitment.

#### D.3.4.1.4 Assistant Headteacher for Character (2016/17 onwards)

The Assistant Headteacher for Character will take over operational responsibilities for all character development matters, including school culture, adventure and service learning, character curriculum and assessment, BEE Time, pastoral and pupil welfare, safeguarding, behaviour and discipline, parental and community engagement. From September 2017 onwards the Assistant Headteacher for Character will also be responsible for inclusion and ensuring the curriculum is accessible to all pupils whatever their needs, line-managing the SENCO. He or she will be responsible to the Headteacher for practice and performance in these areas, and will also have a reporting line into both the Head of Curriculum and the Director of Education at FEAT. He or she will be expected to attend the Standards and Performance Committee of the Governing Body. The Assistant Headteacher will have 75% scheduled teaching time in 2016/17, moving to 50% scheduled teaching time between 2017/18 and 2019/20, before moving to 25% teaching time from 2020/21 onwards.

#### D.3.4.1.5 Assistant Headteacher for Academics (2017/18 onwards)

The Assistant Headteacher for Academics will take over operational responsibilities for all academic matters, including timetabling, literacy and Maths, the cultural knowledge curriculum, assessment, reporting, data monitoring and performance management. He or she will be responsible to the Headteacher for practice and performance in these areas across the school and will also have a reporting line into both the Head of Curriculum and the Director of Education at FEAT. He or she will be expected to attend the Standards and Performance Committee of the Governing Body. The Assistant Headteacher for Academics will have 50% scheduled teaching time between 2017/18 and 2019/20, before moving to 25% teaching time from 2020/21 onwards.

#### D.3.4.1.6 Business Manager (2015/16 onwards)

The Business Manager will take responsibility for all financial and operational matters. This includes financial management, audit, and management of all commercial contracts including ICT, performance management of support staff, payroll, facilities management and all related areas. He or she will report directly to the Executive Principal and, from September 2017 onwards, the Headteacher. He or she will be expected to attend the Finance and Resources and Audit Committees of the Governing Body, and will have a direct reporting line to both the Head of Operations and the Finance Director at FEAT.

#### D.3.4.1.7 SENCO (2017/18 onwards)

The SENCO will take responsibility for all matters relating to children with SEND. This will involve overseeing the day-to-day operation of the school's special educational needs SEND policy and co-ordinating provision for children with SEND. He or she will liaise regularly with all teaching and support staff, including any learning support assistants the school has employed, to ensure the curriculum is meeting the needs of children with SEND. The SENCO will oversee the

records of all children with SEND and liaise with parents and all external agencies. He or she will arrange any screening, check-ups and health and other tests that children may require. He or she will provide regular training to ensure all staff are up to date with policy and regulations around SEND. In addition, the SENCO will lead on Looked After children and children with EAL.

### **D.3.4.2 Teaching Staff**

#### D.3.4.2.1 Class and supernumerary teachers

We will employ a single teacher for each class. Our two Assistant Headteachers will each have a 50% teaching load from 2017/18 to 2019/20, which amounts together to a 100% load in total. After that they will move to a 25% teaching load and we will employ a 0.5FTE supernumerary teacher from this point onwards to make up for their reduced teaching load. We will employ 5 further supernumerary teachers. Therefore we will have, in effect, 6 supernumerary teachers across Key Stages 1 and 2, as well as a classroom teacher for each form. This means that there will be three teachers per year group from Years 1 to 6. As the school grows we expect to employ some supernumeraries who are subject specialists, and on the basis of subject weaknesses identified in the existing staff body. Supernumerary teachers will primarily teach core skills lessons that make up just under 50% of the timetable; cover their two class teachers' PPA time and carry out targeted interventions in the afternoons; provide cover across the school; and, like all teaching staff, lead assemblies and supervise transitions and lunchtimes.

#### D.3.4.2.2 Co-ordinators

Across each Key Stage – EYFS, Key Stage 1 and Key Stage 2 – we will appoint one of the classroom teachers to co-ordinate teaching and learning. These Key Stage Co-ordinators will be responsible for quality assuring planning, marking and assessment within their phase. This includes the timetabling and deployment of supernumerary teachers. They will work with the SLT and the Director of Curriculum at FEAT to ensure resources are shared across the network and that planning and delivery are of an appropriately high standard. They will also work with the Assistant Headteacher for Academics to ensure that the supernumerary teachers in the team are deployed effectively.

#### D.3.4.2.3 Teaching assistants and volunteer mentors

In Reception there will be two Teaching Assistants (TAs), one in each class, whose role will be to support the classroom teacher in all teaching and learning matters, as well as to help manage behaviour. Alongside the Head of School/Headteacher they will also lead the classroom on occasions when the teacher is engaged in PPA. All TAs will be graduates, and our intention is to recruit TAs who wish to become teachers in the medium-term and who we can make the transition into teaching through our partnership with Future Training.

From Year 1 onwards we will use fewer TAs and more supernumerary teachers. Therefore 0.5 TAs will be allocated to each year group from Year 1 upwards, with a further TA added in 2020/21 to provide support wherever it is most needed. By the time the school is full in 2021/22 we will employ 6 TAs. TAs will take part in all aspects of school life, including accessing our comprehensive FTPD programme. We may employ further TAs or learning support assistants where a Statement of SEN, Education, Care and Health Plan or the SENCO identifies additional adult support as the most appropriate for a particular child.

#### D.3.4.2.4 Librarian / learning support

A librarian/learning support assistant from 2020/21 onwards will support all staff to develop children's reading. He or she will manage the school's book collection, co-ordinate reading interventions and keep abreast of software developments that support literacy. He or she will inform teachers about children's reading habits, manage reading volunteers, and work with families to ensure good reading habits at home.

#### D.3.4.2.5 Specialist staff and coaches

We will use an increasing amount of time from specialist staff and coaches as the school expands. This will enable us to meet specific curricular and extra-curricular requirements, for example specialist Art and Music teaching, or coaching for the variety of sports and clubs Floreat Brentford will provide throughout the school day and during BEE time.

## Section E Evidence of need – part 1

Figure N: Evidence of need

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	62	-	103	60	71	-	118
<b>Year 1</b>					60	62	-	103
<b>Totals</b>	60	62		103	120	133		111

## Section E: Evidence of need – part 2

### Section E.1 Demand for the school

#### E.1.1 POSTCODE ANALYSIS

Figure O uses the postcodes from our parent sign-ups to depict the geographical span of demand for Floreat Brentford. The majority of this is orientated in the centre of Brentford where three of the closest schools are already significantly oversubscribed (See E.1.5 – Figure R).

Figure O: Demand by postcode area



#### E.1.2 ENSURING PARENTS MAKE AN INFORMED DECISION

In the process of gathering demand for our school we have actively ensured that potential parents have been given information that outlines the characteristics of Floreat Brentford. We distributed the leaflet shown below in Figure P, which provides details to potential parents of the nature of our organisation, our vision for the new school, and some background information about Free Schools and the basic need in the area.



Figure P: Our main Brentford leaflet

**Floreat Education**

# A New Primary Free School for Brentford

**'Intelligence plus character: that is the true goal of education'**  
Dr Martin Luther King Jr

**About Floreat Education**  
Floreat Education is a not-for-profit organisation whose mission is to enable children to flourish by developing their character strengths and helping them achieve academically. Floreat Education is a Department for Education-approved academy sponsor.

Floreat's strategic advisers include the prestigious independent school Wellington College; the Cuckoo Hall Academies Trust in Enfield; and the Jubilee Centre for Character and Values at the University of Birmingham. Through our Trustees and executive team we have decades of experience in delivering high quality education.

**We are determined to create a truly outstanding school**

**What are Free Schools?**  
Free Schools are new state schools, funded by the government and inspected by Ofsted. They are open to everyone and welcome pupils of all abilities, faiths and backgrounds. Free Schools offer a broad and balanced curriculum, but they also have the freedom to do things differently to support pupils and their families. We welcome every local parent to apply to our school.

To learn more about Floreat Education, please visit our website: [www.floreat.org.uk/brentford](http://www.floreat.org.uk/brentford) or contact [info@floreat.org.uk](mailto:info@floreat.org.uk)

**Floreat Education**

**Floreat Education is aiming to set up a new school:**

- Offering places for 420 children aged 4 – 11 when full
- Opening in September 2015 for 60 Reception pupils
- Located in Brentford (covering TW7 and TW8)
- Open to all pupils

**Our vision for the Floreat Primary School in Brentford**  
We believe that every child should be given the chance to flourish and become a happy, successful young person.

In order to flourish, children need to develop a broad range of character strengths like curiosity, honesty, resilience and service to others.

When supported by an inspiring and rigorous curriculum, developing these character strengths also helps children achieve excellent academic outcomes.

Floreat will deliver an inspiring and rigorous 4Cs curriculum in the school, providing children with an outstanding education.

**Why is a new school needed in Brentford?**  
There is an urgent need for new school places across Hounslow. The borough has one of the fastest growing populations of primary age pupils in England.

According to the Greater London Authority the number of young children in the borough will keep rising until at least the end of the decade. These predictions don't include the effects of the many new local housing developments. With hundreds of new homes being built over the coming year, the need for a new school in the area is critical.

**We welcome every local parent to apply to our school**

**We need you!**  
Without community support we cannot open a school.

If you would like to send your child to our school, please contact us by email: [info@floreat.org.uk](mailto:info@floreat.org.uk)

Aside from this leaflet, we have successfully established an online presence through social media on Twitter, Facebook and Netmums, as well as advertising and marketing on well-used local websites BrentfordTW8 and Brentford Dock. Of the demand we gathered for both cohorts, 28% came through our website's sign up form.

### E.1.3 BASIC NEED

Data released by the DfE in December 2013 shows the urgent need for school places in the area.<sup>84</sup> The primary school age population in the London Borough of Hounslow will increase from 22,123 in 2012/13 to 28,666 in 2017/18 – an increase of 6,543 or 29.6% over the period, equivalent to 15 new two form entry primary schools. In Hounslow Borough Council's Brentford



school planning area the primary school age population is expected to rise from 2,210 to 3,282 over this period, an increase of 1,072 or 48.5%.

Hounslow Borough Council was allocated money in the Targeted Basic Need (TBN) programme and is proposing to create 1,586 new places at mainstream primary schools across the whole borough.<sup>85</sup> This expansion will not meet the basic need. Only one of the schools being proposed for expansion under the TBN programme is within a one-mile radius of our proposed Free School site. The shortfall could be as high as 4,000 places, and new provision will still be required.

According to Greater London Authority (GLA) demographic projections, the number of 5-9 year olds living in Brentford Ward is due to increase by 217, or over 50%, between 2013 and 2022, when our proposed Free School will be at full capacity. Over that same period the number of 10-14 year olds will also increase by 145. The primary school age population is due to keep on growing, with the number of 0-4 year olds expected to increase by 137 over the period.<sup>86</sup>

Our analysis of current local primary schools (Figure R) clearly reflects this growing demographic strain, with half the schools selected operating significantly over full capacity at as much as 46.2% oversubscribed, and others within 5% of meeting their official capacity constraints.

Although this urgent need for places has been recognised to an extent through Target Basic Need funding, it will not be sufficient to meet the basic needs of a growing community. The addition of a further 1,586 new mainstream primary places may still leave a shortfall of up to 4,000 places based on current projections.<sup>87</sup> These figures also exclude the significant population expansion that will come with several new housing developments in the Brentford area which will create further pressure on school places, increasing the need for a new school to be built that falls within the radius of these new developments.

The below letter from Hounslow Borough Council outlines the importance of creating new primary school places in Brentford, as well as evidencing Floreat's constructive attitude with both the council and other local stakeholders.

Figure Q: Supporting letter from Hounslow Borough Council



[Redacted]

**Children's and Adults' Services**  
Civic Centre, Lampton Road, Hounslow TW3 4DN

[Redacted]

Floreat Education

Your contact: [Redacted]

Direct Line: [Redacted]

E-Mail: [Redacted]

Date: 30 April 2014

Dear [Redacted]

**Floreat Education – Application to open a Free School in Hounslow**

Thank you for engaging in a productive dialogue with us, regarding your application to open a Free School in Hounslow. I understand that you will submit in the May 2014 application round.

It has been very useful to discuss your plans in our series of meetings since November 2013. This has given us the opportunity to share with you the data detailing demand for primary school places in the borough and in Brentford in particular, where the need is especially acute. We have also explored potential sites with you. It has been good to note your commitment to working collaboratively with local schools and the LA, and to serve students with SEN.

Local headteachers have appreciated your efforts to engage with them alongside your exercise to demonstrate demand for places.

We look forward to welcoming Floreat to meet with the Hounslow Academy and Free School Reference Group next term, which will provide a further and more formal opportunity to engage with stakeholders.

Yours sincerely,

[Redacted Signature]

[Redacted Name]  
London Borough of Hounslow

## E.1.4 LOCAL SCHOOLS

### E.1.4.1 – Demographics

Our analysis of local mainstream primary schools shows above average levels of ethnic diversity and deprivation in the current school age population. All the schools have a greater number of children with EAL than the national level of pupils, in some cases over three times as many. The majority of schools have above Hounslow and national average for pupils with FSM and Pupil Premium, indicating greater levels of deprivation.

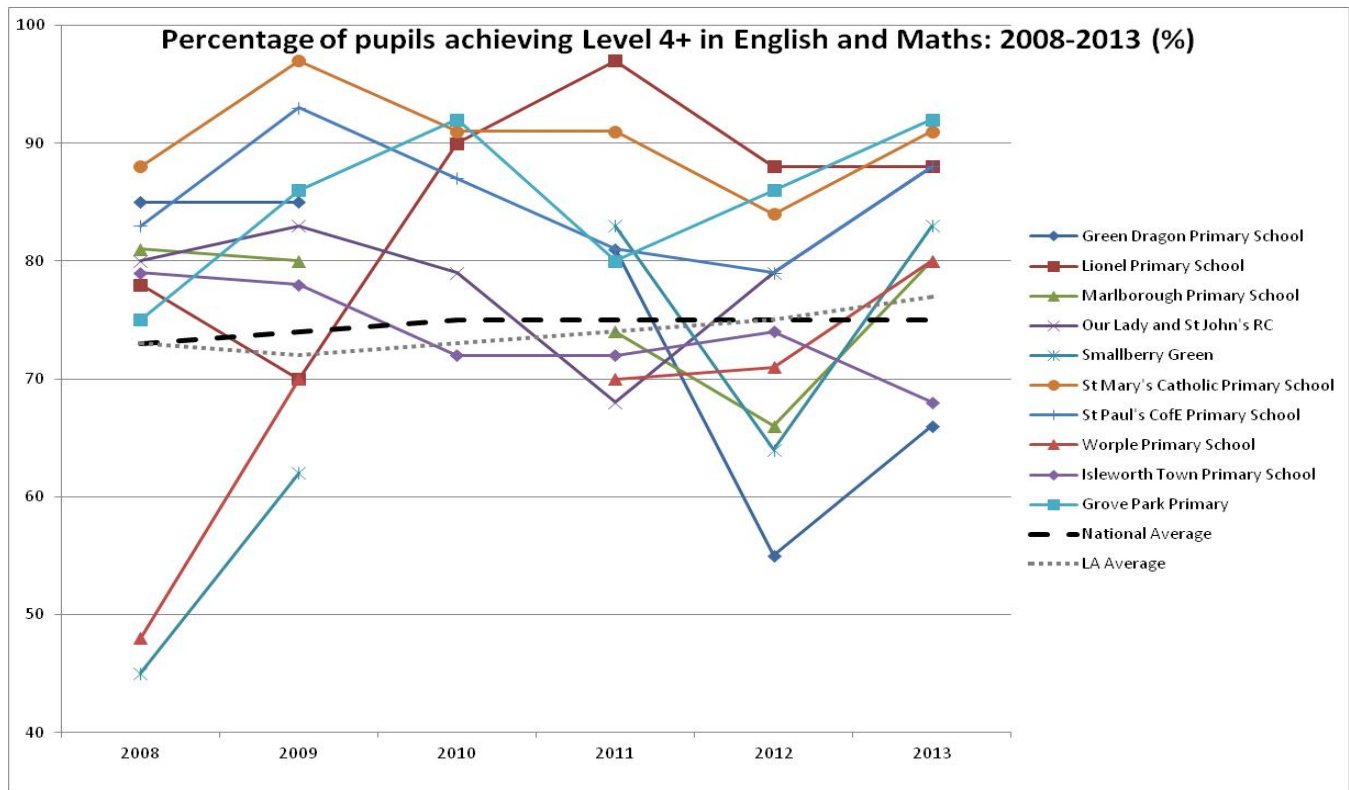
Figure R: Detailed analysis of ten most local schools

	School Name	Ward	Size	Capacity	School size vs. capacity (%)	FSM (%)	SEN/SA+ (%)	EAL (%)	Pupil Premium (%)	Ofsted	Date
1	Green Dragon	Brentford	524	420	124.8	36.6	8.6	55.3	51.9	3	03/10/2013
2	Isleworth Town	Isleworth	626	630	99.4	20.5	5.4	43.1	29.7	2	11/10/2012
3	Lionel	Brentford	399	420	95.0	27.4	14.0	41.4	38.3	2	19/10/2010
4	Marlborough	Syon	700	630	111.1	20.5	10.3	64.0	28.2	3	09/05/2013
5	Our Lady and St John's RC	Brentford	228	210	108.6	7.2	6.6	37.8	11.4	2	24/11/2009
6	The Smallberry Green	Syon	398	403	98.8	30.7	20.4	61.9	41.8	2	07/02/2013
7	St Mary's RC	Isleworth	307	210	146.2	2.5	3.9	26.2	6.4	2	24/04/2012
8	St Paul's CofE	Syon	264	210	125.7	20	7.6	32.9	30.4	2	02/10/2012
9	Grove Park	Chiswick Riverside	248	255	97.3	17.0	10.1	32.7	24.2	2	19/01/2009
10	Worple	Isleworth	229	230	99.6	24.7	17.5	42.5	49.0	3	06/03/2013
<i>Selection average<sup>1</sup></i>						22.2	10.2	47.2	32.4		
<i>Hounslow<sup>2,3</sup></i>						20.8	8.9	61	29.8		
<i>National<sup>2,3</sup></i>						19.2	7.7	18.1	27		

1 Weighted averages of ten primary mainstream schools within a 2 mile radius of Brentford.; 2 Department of Education: School Performance Tables 2013; 3 GLA London Borough Database 2014

## E1.4.2 – Local School Performance

Figure S: Key Stage 2 performance of the ten closest primary schools



Although the majority of local schools are now performing above the national and local authority average, Figure S shows that the performance of these schools has been inconsistent. Furthermore, a more granular examination indicates significant gaps in literacy in both attainment and progress between disadvantaged and other pupils. 2013 results highlighted a 10% to 20% gap in expected reading progress for several schools; the gap in attainment in spelling, grammar and punctuation was 20% in a third of schools selected, stretching to as much as a 46% in one of the schools.<sup>88</sup> There is clearly a need for schools that can deliver more consistent performance and ensure that Hounslow's large population of disadvantaged students are able to meet the progress and attainment of their peers.

This is further reflected in Ofsted's regional reporting, which shows that in Hounslow there is a significant gap in the quality of education in primary and secondary schools. Ofsted's annual regional report for London ranks the local authority as (joint) 91<sup>st</sup> in the country with only 76% of primary pupils attending good or outstanding schools, in comparison to the rank of (joint) 1<sup>st</sup> nationally for secondary pupils.<sup>89</sup> Our analysis reflects this gap in quality provision, with three of the four most recent inspections of local primary schools being downgraded to a Grade 3 'Requires Improvement' status. Two of these schools are also operating at over their stated capacity by 11.1% and 24.8%, indicating that the pressure to meet the basic need for places may be impacting the overall ability for schools to provide education that meets Ofsted's standards.

## Section E.2 Engaging with the community

### E.2.1 AREA OF FOCUS

After consulting with the Hounslow Local Authority we identified the local community as the region depicted in Figure T. This area is mainly centred in the Brentford ward, where the preferred site of our school is located, but also expands slightly towards South Ealing, Kew Bridge and Isleworth in line with the interest that we have received from parents in those areas.

Figure T: Area of focus for community engagement



### E.2.2 METHODS OF COMMUNITY ENGAGEMENT

We have been able to engage successfully with a cross section of the local community throughout the application process, and we will continue to do so after the application deadline. In doing so we have recruited four volunteers – local parents and residents who have helped us promote the school, engage other local parents, and organise community outreach events.

We have engaged with as many parents as possible in a wide-variety of settings, including those, such as the local children’s centre, which are predominantly accessed by lower-income families and those who require additional support. We are committed to ensuring that families from all backgrounds, including the hardest to reach, are aware of our proposed school and have the opportunity to support our application. Details of the information that we provided to potential parents can be found in Figure P.

Figure U: Stakeholder Engagement

Figure V: Resident Engagement

Stakeholder		Engagements	Details
Local Schools	Green Dragon Primary; St Paul’s; Ivybridge; Smallberry Green	3	Meetings and phone conversations with local heads
Local Politicians	Mary Macleod MP	4	Meetings and visits
Local Authority	Hounslow Borough Council	5	Meetings with various officers
Community Groups	Brentford FC Community Sports Trust; Brentford Community Council; local developers; Sky	7	Meetings and phone call

Activity	Location	Count of visits
Toddlers' Groups	ABC Group – Brentford Free Church	2
	Kids & Coffee – Equippers Church	3
	Little Angels – St Faith's Church	1
	Makers and Shakers – St Faith's Church	1
	Musical Madness – Snakes & Ladders	2
	Pandemonium – Waterman's Art Centre	6
	Puzzletime – Brentford Library	5
	Storytime – Osterley Library	1
	Tippitoes – St Faith's Church	1
	Toy Library – St Paul's Church	3
Nurseries	Teddies Nursery	5
	Brentford Children's Centre	5
	The Little School	2
Community Meetings	Community Drop-in – St Paul's Church	1
	Coffee Morning – Brentford Dock	1
Local events	Information stall – Brentford Market	1
	Information stall – Morrison's	1

Figure U depicts the key stakeholders in the local community and the actions that we have undertaken in order to engage with them throughout the project. Figure V outlines the extensive activities that we have undertaken to engage with parents and local residents on a frequent basis. Although we mainly orientated this engagement to parents with children of an eligible schooling age, we have also actively engaged other community members through events such as our market stall at the Brentford Market, and an information stall outside the area's main supermarket, Morrison's.

We initially found that parents who were considering our school lacked any general knowledge of what a Free School was, and wanted to know more about our organisation. In order to overcome this information barrier we produced a distribution flyer (See Figure P), which provided more details about our organisation, proposal and the Free School system, as well as increasing the visibility of our website and social media presence to help the community to interact with us and find out more about the project.

### E.2.3 COMMUNITY FEEDBACK

Across the community the feedback on our proposed school has been extremely positive, and has included some constructive suggestions which we have adapted and included in our proposal:

- *Location*: Initially we considered choosing a site in the Kew Bridge area as our preferred location for the school, but after several discussions with local parents we have chosen a more central Brentford location in order to better serve the interests of the local community.
- *Community Hub*: Residents felt that Brentford currently lacks a non-religious central community space that welcomes the whole community. In response to this we will make out Halls and other spaces available for use by the community outside of school hours in evenings and on the weekends.

## Section F Capacity and capability

### F.1(a) Pre-opening skills and experience

Figure W: Core applicant group

Name	Member of core applicant group	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]





## F.1(b) Skills gap in pre-opening

Figure X: Skills gap for project team

Skills/experience missing	How you plan to fill the gap
<p>The following applies to the project team, including proposed governors and members of the Trust. For our skills gap analysis for the local governing body, see section F.3(b).</p>	
ICT	<p>Whilst several members of our team are experienced in establishing new schools, and/or managing substantial contracts, we do not currently have a team member with specific experience in creating and managing ICT systems. We will recruit a professional or organisation to develop our ICT systems, overseen by the individuals who will manage the project of pre-opening (see above).</p>
Premises	<p>Again, the members of our team with significant experience of establishing new schools (see above) have experience of overseeing the purchase or lease and development of sites for new schools. We are therefore confident that we will be able to recruit a company to manage this process, with high quality oversight from our existing project team.</p>

## Section F.2 Governance

### F.2.1 GOVERNANCE STRUCTURE

#### F.2.1.1 Corporate Structure

The diagrams below outline the governance and operational structures of the organisations and people involved in delivering our plans. They show clear lines of sight for both governance and management responsibilities, from school level up through the executive team to the Board. “LGB” denotes the local governing body attached to the specific school.

*Figure Y: Governance structure*



*Figure Z: Operational structure*



### **F.2.1.1.2: Roles and responsibilities**

While Floreat Brentford will be part of a larger family of schools, it is important that it has its own identity and strong leadership. This begins at the level of the governing body, and we will recruit a high quality Local Governing Body (LGB) to guide the school. It will have a set of delegated powers, including most operational matters and oversight of the day-to-day performance of the school. Key strategic decisions, such as the appointment of senior leaders or the local delivery of the curriculum model, will be made in conjunction with the FEAT Executive Team.

Our scheme of delegation will distribute accountability between the LGB and FEAT, covering the main areas of the school's operation:

- Welfare and safeguarding
- Performance management
- Staffing and HR
- Curriculum
- Discipline and behaviour
- Admissions
- Financial
- Premises and insurance
- Health and safety

## **F.2.2 THE LOCAL GOVERNING BODY**

### **F.2.2.1: Membership of the Local Governing Body**

The LGB for Floreat Brentford will have 11 members. The Chair and majority of these governors (six in total) will be appointed by the FEAT board to ensure sufficient oversight and control of the strategic direction of the school from the sponsoring Trust. The remaining governors will include:

- Two elected parent governors
- One elected staff governor and the Executive Principal / Headteacher
- One local community governor

Standing items on all full LGB and education committee meeting agendas will be SEND, safeguarding, pupil progress (including of EAL, SEND, Looked After and FSM pupils), exclusions and write ups from school drop-ins – for which a template will be provided. Complaints and a health and safety update will also be reported at each full LGB meeting.

All governors will be given a responsibility for a particular area. These include early years, virtues, knowledge, marketing/communications, premises, inclusion, safeguarding and HR. Each will be appointed in the summer and undergo training as appropriate.

### **F.2.2.2: Skills and Experience**

The FEAT-selected membership of the governing body will include the [REDACTED], [REDACTED] who will act as [REDACTED], [REDACTED] and [REDACTED]. The other members of the board will be appointed to ensure that we have skills and experience in the following areas:

- Teaching
- Legal
- Accounting
- HR
- Buildings/planning
- Health and safety
- Children's services

The FEAT Board of Trustees will provide challenge and support across these areas to the LGB. The delegation of powers from the Board to the LGB will depend on the capacity of the governing body at any time; our expectation is that there will be less delegation of powers in the early years of the school's opening, with delegation to the LGB increasing as the school becomes more established.

### **F.2.2.3: Committees**

Committees at local level will reflect those at board level, with one taking responsibility for standards and performance, one for finance and resources, and one for audit. These committees will be overseen and supported by the corresponding board-level committees; again, we envisage this level of support being higher in the early years of the school's operation, with this requirement lessening as it becomes established. Clerking will be provided by the Business Manager.

## **F.2.3 ENSURING INDEPENDENT CHALLENGE**

### **F.2.3.1 Ensuring Independence**

We will ensure independent challenge at LGB by ensuring that it is filled with competent and knowledgeable individuals who understand the school and are able to hold its leaders to account. Straightforward but comprehensive performance data reports will be created by the school and FEAT and circulated to all governors ahead of LGB or committee meetings. The LGB will contain the [REDACTED] and two of [REDACTED], [REDACTED] and [REDACTED], but the other FEAT-appointed members will be independent of the trust. Finally, FEAT will scrutinise the school's performance on a termly basis, holding both the chair of governors and the Executive Principal to account.

### **F.2.3.2: CONFLICTS OF INTEREST**

#### **F.2.3.2.1: Managing Potential Conflicts of Interest**

We are committed to the principle of independent challenge, which can exist only where no involved individual has interests that might conflict with the best interests of the school. We will therefore ensure that we manage any potential conflicts through:

- *Recruitment*: wherever possible, we will recruit governors, Trustees and others who do not have any interests that might conflict with those of the school.
- *Declaration*: we will require all governors, Trustees and others to make a declaration of their interests that will be recorded by the appropriate Clerk and held in a register that can be accessed on request by any member of the school community. We define "interests" broadly to include, for example, personal, financial and professional interests, and will ensure that all interests are declared, including those that are not immediately relevant to the school.
- *Non-participation*: where the potential for a conflict of interest does arise, the peers of the individual involved, i.e. the other governors and Trustees must be satisfied that this has been appropriately mitigated before relevant proceedings continue. The actions to be taken will depend on the nature of the potential conflict, but might include:
  - The individual being excluded from the vote on a particular decision;
  - The individual being excluded from participating in a discussion on a particular issue; and,
  - The individual being required to physically leave the room during discussion of and/or voting on a particular issue.

Through these measures, we will ensure that Floreat Brentford is governed in line with best practice and the principles of transparency, fairness and the promotion of the best interests of the school and its pupils above all others.

#### **F.2.3.2.2: Current Potential for Conflicts of Interest**

There is no current potential for conflicts of interest for any proposed member of the LGB, board of Trustees, or sponsoring Trust.

## F.3(a) Proposed governors

Fig AA: Proposed governors

Name	Where live	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (per week)
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████

## F.3(b) Skills gap for governing body

Fig AB: Skills gap for governing body

Skills missing	How you plan to fill the gap
The following applies to the school's local governing body. For our skills gap analysis of our project team, including the Trust, see section F.1(b).	
School finance	Whilst ██████████ is able to provide strong financial oversight, we do not currently have a proposed governor with direct experience of school finances. We do, however, have members of the Trust who do have this experience and who will be able to support the governing body where necessary. We will also scrutinise our schools finances across the Trust to ensure that individual schools such as Floreat Brentford are achieving the best value for money.
Human resources	Again, HR experience is available at the level of the Trust, who will support the governing body in this area. Floreat Brentford will also purchase HR support (see section G below) through Trust-wide procurement, which will quality-assure the service.
Building/planning	This is currently a skills gap for the Trust as well as for the governing body. See section F.1(b) for information on how we intend to fill this gap.
Parent representation	Parent governors will be elected once the school is operating.
Staff representation	Staff governors will be elected once the school is operating.
Legal	We have significant legal expertise at Floreat Education and intend to recruit a further legal Trustee for FEAT. They will both support the governing body and provide scrutiny around all legal issues. The school will also purchase legal services through Trust-wide procurement processes (see section G), as with HR services, which will be quality assured by the Trust.
Teaching	██████████. We will supplement her expertise by ensuring that at least one

Skills missing	How you plan to fill the gap
	further governor has educational experience at a senior level and is therefore able to effectively performance manage the school's leadership team from an educational perspective. One of our staff representatives will be able to provide input specifically around teaching.
Health and Safety	We will ensure that one of our governors takes responsibility for this area, either by recruiting a new governor with specialist expertise (see below for our recruitment plans) or by providing specific training to a governor with a different specialism.

### F.3.1 GOVERNOR RECRUITMENT

As explained in section F.2, our governing body will consist of the Headteacher (ex-officio), two parent governors, one staff governor, one community governor and six governors appointed by the Trust. The parent governors and staff governors will be elected by their respective peer groups on an annual basis. Other governors will be recruited by the Trust with a focus on ensuring that the skills and areas of expertise identified in section F.2, and our skills gap analysis above, are covered within the local governing body.

Our initial governor recruitment will draw on those members of the local community who have worked to support our plans for the school during the pre-application phase. Where these community members have the skills and experience required for the governing body, we will aim to recruit them during the pre-opening phase. Other methods of recruitment, during this phase and once the school has opened, will include:

- Engaging with School Governor One Stop Shop,<sup>xc</sup> an organisation which matches potential governors with schools aiming to recruit them by area of expertise;
- Requesting that businesses with a strong local presence suggest any suitable individuals. One example is Sky, with whom we have already engaged around our demand-gathering process.
- Using the networks of existing governors and the Trust, bearing in mind the need to avoid any potential for conflicts of interest and retain a high level of independent challenge.
- Consulting with Hounslow Borough Council, with whom we have a good working relationship.

### F.3.2 GOVERNOR TRAINING

██████████ is an experienced ██████████ who will be able to provide strong leadership and high quality guidance to the rest of the governing body as it grows. He will ensure, alongside the Trust, that there is a rigorous induction process for new governors and a high quality programme of ongoing training to ensure that they remain effective in their roles as outlined in section F.2. We are currently in the process of researching the training programmes available for governors in order that the Trust can ensure that a robust programme is put in place during the first year of the school's operation and that, subsequently, we are able to make recommendations to the LGB about which training programme it continues to implement. In addition to a specific governor training programme, governors will be invited to participate in relevant elements of FTPD as appropriate to their existing expertise and identified development needs. All governors will be invited to the staff cohort dinner during the Summer term.

## Section F.4 Recruiting senior leaders

### F.4.1 A SUSTAINABLE SCHOOL LEADERSHIP MODEL

#### F.4.1.1 The Benefits of our Model

Floreat Brentford will be one of the first two Floreat schools to open in September 2015. This enables us to create a different model of leadership, one that will:

- Provide us with joined up executive leadership across both schools and FEAT, ensuring that the educational model we want to introduce – the *Virtue and Knowledge School Model* – is created with fidelity and consistency, with a clear link between the schools and the Trust. We are in the process of securing considerable funds to support the development of our curriculum and staff and this integrated leadership model is the most effective way of ensuring this investment contributes to excellence.
- Enable us to begin to ‘grow our own’ future leaders by appointing less experienced Heads of School who can develop under the leadership of the Executive Principal in the first two years, before taking over full responsibility for their schools as Headteachers in the third year. According to the 18<sup>th</sup> Annual Report on The state of the Labour Market for Senior Staff in Schools in England and Wales 2011/12 some 24% of primary school Head Teacher posts, compared to 15% of secondaries, were reported unfilled after an advertisement that year.

#### F.4.1.2 Attracting the Right People

One of the prime responsibilities of FEAT as the governing multi-Academy trust is to ensure our schools attract the highest calibre staff available. Accordingly, we began our search our school leaders informally when we undertook our research into outstanding primary schools and schools that explicitly teach character and knowledge. Through this process – whereby we have visited dozens of schools – we have built a strong network of likeminded people to whom we will send our advert and job packs.

Since December we have also been building the virtue and knowledge-related content on our website, attending and speaking at events at which likeminded people may be present, and gaining publicity for our distinct approach in the education, mainstream and social media. We plan for this to continue and accelerate in the months following submission of this application. For example:

- The think thank Policy Exchange is arranging a debate between [REDACTED] and [REDACTED], about whether schools should teach character education.
- [REDACTED] is aiming to arrange an interview with the Guardian and an article in the TES to publicise our search for an Executive Principal.
- [REDACTED], [REDACTED], will write an article about Floreat for the Teach First ambassador-net, of which she is a member.

We believe that by being clear about our approach in education’s battle of ideas we will position FEAT positively in the minds of people who are drawn to our aspirational vision for virtue and knowledge-based education for primary school children.

Floreat Brentford’s opening is set to coincide with the graduation of the first cohort of Primary Future Leaders. We are drawn to this organisation because like us it recruits on the basis of values. We have already had preliminary discussion with them about our positions and will welcome applicants from their network.



### F.4.1.3 Timeline

- Summer term 2014: Advertise and appoint Executive Principal
- Autumn term 2014: Advertise and appoint Floreat Brentford Head of School
- Spring term 2015: Executive Principal takes up post
- Summer term 2015: Head of School takes up post

This is our ideal timeline, allowing for the possibility that our appointees will likely be required to give a whole term's notice before leaving their school. It also leaves scope for re-advertisement if appropriate candidates are not forthcoming the first time we advertise.

### F.4.2 THE EXECUTIVE PRINCIPAL

*Salary:* up to [REDACTED] per annum + on costs, equivalent to L32 (Outer London)

*Reports to:* the Chairs of the Local Governing Bodies and FEAT Managing Director

#### F.4.2.1 Main Responsibilities

- Leadership of FEAT's first two schools including the appointment, line management, mentoring and development of Heads of School.
- Support the recruitment of the Head of School for both Floreat Brentford and Floreat Wandsworth, and for future FEAT schools.
- Strategic leadership of each school and oversight of financial management.
- Establishment of the key educational and operational policies, systems and practices for a group of new schools, and oversight of their adoption by staff within our schools such that FEAT's ambitious aims for culture, progress and attainment are realised.
- Implementation of the vision, ethos and strategy for FEAT schools, and contribution to the longer term development of our group of schools.
- Championing and supporting the development of the *Virtue and Knowledge School Model* across our schools.
- Leadership of effective external relationships, including with parents, teachers, the community, government and media.

#### F.4.2.2 Person Specification

##### *Virtues*

- Vision aligned with FEAT's high aspirations and explicit Virtue and Knowledge conception.
- Understanding of how to establish and instil consistently high standards of behaviour and a scholarly culture in a mixed urban primary school.
- Ability to lead, coach and motivate staff within a performance management framework.
- Motivation to support and input to the strategic vision and development of FEAT, including working with colleagues to develop effective training, assessment and curricula.
- Motivation to help FEAT Heads of School through day-to-day challenges while maintaining the underlying focus on developing their effective leadership.
- Genuine belief in the potential of every child to be knowledgeable and virtuous.
- Drive and resilience continually to evaluate, improve and learn rather than fall back on excuses.
- Capacity to mentor others in how to use data to identify weaknesses and inform improvement.
- Commitment to the safeguarding and welfare of all pupils.

##### *Qualifications and experience*

- Qualified to degree level or higher.
- Qualified to teach and work in the UK.

- Experience of successful Headship in a state or independent school with a strong ethos and excellent outcomes.
- FEAT is an equal opportunities employer – we encourage candidates from a range of backgrounds and experience to apply for this position.
- This post is subject to an enhanced Disclosure and Barring Service check.

### **F.4.3 THE HEAD OF SCHOOL**

*Salary:* Head of School [REDACTED] or L18 on the leadership scale plus an allowance of 5% of the FTE salary ([REDACTED] per year) in addition to the basic salary described above.

*Reports to:* the Executive Principal

#### **F.4.3.1 Main Responsibilities**

- Day to day leadership of Floreat Brentford including the appointment, motivation and development of staff, with a view to stepping up to full headship in September 2017.
- Implementation of FEAT's key operational and educational policies, systems and practices such that the Trust's ambitious aims for culture and attainment are realised.
- Support for the design and implementation of FEAT's Virtue and Knowledge Curriculum.
- Execution of effective external relationships and marketing including to parents, teachers and the community.
- Working with the Executive Principal to instil the culture of high expectations for behaviour and achievement of all pupils.
- Ensuring the health and welfare of pupils is given the highest priority, delivering outstanding safeguarding of all children, and working with all necessary agencies and organisations to ensure these aims.
- Maintaining strong working relationships with local and other FEAT schools, the community, local authority, agencies, and stakeholders including parents, FEAT and the LGB.
- Delegation of responsibilities across senior leaders and staff.
- Effective use of data to report outcomes and plan effective interventions.
- Communication with FEAT staff to secure robust and efficient operational systems for the school.
- With support from FEAT's operational function, oversight of the school's finance, facilities, catering, resources and administration.
- Collaborative working with others in the network to develop good practice.
- Support to shape or lead initiatives across the FEAT network.
- Undertake any other responsibilities as directed by the Executive Principal or Managing Director of FEAT or the Chair of the Governors.

#### **F.4.3.2 Person Specification**

*Virtues*

- Vision aligned with Floreat's high aspirations and explicit Virtue and Knowledge conception
- Understanding of how to establish and instil consistently high standards of behaviour and a scholarly culture in a mixed urban primary school.
- Ability to lead, coach and motivate staff within a performance management framework.
- Motivation to help staff through day-to-day challenges while maintaining an underlying focus on developing their capacity to deliver the Virtue and Knowledge curriculum
- Genuine belief in the potential of every child to be knowledgeable and virtuous.
- Appreciation of the benefits of using data to identify weaknesses and inform improvement.
- Drive and resilience to continually evaluate, improve and learn.
- Commitment to the safeguarding and welfare of all pupils.
- Takes personal responsibility for their own actions.

- Excellent organisational skills and ability to delegate.
- Ability to work collaboratively with partner stakeholders, agencies and peers within and beyond the Floreat network.

#### *Qualification and experience*

- Qualified to degree level or higher.
- Qualified to teach and work in the UK.
- Experience of successful leadership and management in a state or independent school.
- FEAT is an equal opportunities employer – we encourage candidates from a range of backgrounds and experience to apply for this position.
- This post is subject to an enhanced Disclosure and Barring Service check.

### **F.4.4 SELECTION PROCESS**

We have designed a bespoke process, described below, to enable us to select our school leaders. An amended version of this will also be used for all other teacher appointments. Significant parts will also be a feature of support staff selection processes. There will be always three stages to the process:

#### **F.4.4.1 Stage One – Online Application Form**

- A personal statement outlining why the person is applying to join a FEAT school.
- Education and work history.

If an application meets the required standard we will invite candidates to interview (bringing with them the necessary proofs of qualifications, DBS, and eligibility to work documents).

#### **F.4.4.2 Stage Two – Observation, Tests and Interviews**

- Observation – school leaders will be asked to lead an assembly and observe, evaluate and feedback on a lesson.
- Online cognitive and knowledge tests.
- Values in Action questionnaire (which is not used for selection purposes) followed by a short discussion about the outcomes during the values based interview – based on experience and advice from Future Leaders we are designing the FEAT equivalent of their competency-based selection process. This interview will include behavioural event questions which ask candidates to describe times when they experienced challenging behaviour by a pupil and an adult, and probes for the way they responded in the short and longer terms.
- Technical interview – this will focus on work history and technical questions about headship. Candidates will be invited to discuss play based and more directional approaches to Reception class teaching to explore their perspectives.
- Presentation – leadership candidates will be given 10 minutes to prepare and then asked to present on a topic for 3 to 4 minutes. Following feedback they will be asked to redo the presentation. Topics might include a presentation to new parents on induction evening, to potential trainee teachers, or in a staff meeting about lunchtime routines.
- Role-play – candidates will be asked to role play a difficult conversation with an actor playing the other party.

We will spread this process over a full day, and reserve the right not to call back candidates for the final afternoon sessions. We will be supported in the interview process by [REDACTED], [REDACTED] and [REDACTED].

#### **F.4.4.4 Stage 3 – Checks**

We will rigorously check references, qualifications and enhanced DBS records before issuing a final contract, which contains a six-month probation.

## Section G Budget planning and affordability

### Section G.1 Financial plans

#### G.1.1 OVERVIEW

The completed financial plan in the spreadsheet that accompanies this application demonstrates that Floreat Brentford is financially viable at 100% pupil recruitment, with an affordable staffing model and wider cost structure that allows us to deliver our vision and curriculum model. In Section G.3 we show that the school would also be financially viable at 70% of pupil capacity, and identify measures that would allow us to meet such a financial challenge while remaining able to deliver the educational model that we have developed.

In the financial plan, and in line with our projections for growth set out elsewhere in the application, we have projected that the school will open with 30 pupils in each of the two forms of entry (i.e. 60 pupils in school year 2015/16), with pupil numbers increasing incrementally by the same number for each new school year (that is, numbers on roll will increase to 120 in September 2016 and 180 in September 2017, and so on). The school reaches capacity of 420 pupils in 2021/22.

The financial plan has been developed to reflect the distinctive features of our school in terms of our curriculum model, the growth in pupil numbers described above and the growth in staffing set out in Section D. In keeping with the vision we have set out, our financial projections allow us to recruit, train and develop a group of high-quality teachers and support staff and thus deliver a curriculum that meets the needs of a diverse mixed-ability intake. Our salary levels reflect the pay ranges for teaching staff for Outer London in the 2013 School Teachers Pay and Conditions Document and, where appropriate, similar recently advertised roles.

Our strategy to meet the 70% challenge includes a differently phased and structured growth in staffing but remains in keeping with the delivery of the curriculum model, our high expectations for pupil achievement, and our focus on tackling attainment gaps.



## **Section G.2 Financial viability**



## **G.3 Financial resilience to reductions in income**





## **Section H: Premises**

See attached Excel spreadsheet.

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