

**JUBILEE PRIMARY SCHOOL  
MAIDSTONE**

# **Free Schools in 2014**

## **Application form**

**Mainstream and 16-19  
Free Schools**

## Application checklist

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

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Jubilee Resource Hub, 9 Ashford Road, Maidstone, Kent, ME14 5BJ
3.	Email address: [REDACTED]
4.	Telephone number: 01622 808873
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>
6.	If Yes, please provide more details:  [REDACTED] and [REDACTED] (marriage) [REDACTED] and [REDACTED] (related by marriage)
7.	How you would describe your group: <span style="float: right;"><input checked="" type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school  <input type="checkbox"/> Something else</span>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:
Details of company limited by guarantee	
13.	Company name: Jubilee Primary School

14.	Company address: 28 Harrow Way, Maidstone, Kent, ME14 5TU
15.	Company registration number and date when company was incorporated: 08221258 19/09/2012
16.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:
<p><b>Company members</b></p> <p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>	
18.	Please confirm the total number of company members: 4
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name: ██████████

**Company directors**

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████, Governor
	2. Name: ██████████, Governor
	3. Name: ██████████, Governor
	4. Name: ██████████, Governor
	5. Name: ██████████, Governor
	6. Name: ██████████, Governor
	7. Name: ██████████, Governor
	8. Name: ██████████, Governor
21.	Please provide the name of the proposed chair of the governing body, if known: Not known

**Related organisations**

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name: Jubilee Church;</li> <li>• their Companies House and/or Charity Commission number, if appropriate: Registered charity number 1096992; and</li> <li>• the role that it is envisaged they will play in relation to the Free School: The governance and management of Jubilee Primary School will be the sole responsibility of the Members and</li> </ul>	

	Directors of the Academy Trust. Jubilee Church will be able to assist with the contribution of volunteers and other resources.	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Jubilee Church is a protestant evangelical church, a member of the Evangelical Alliance. Church of the Nations is the umbrella organisation supporting nearly 2,000 Christian churches in 40 countries.</p>	
<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	N/A
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	N/A
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	N/A

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

X

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

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

**Signed:**

**Position: Member of company.**

**Print name:** ██████████

**Date: 3 January 2013**

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

## Section B: Outline of the school

1.	Proposed school name:	Jubilee Primary School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020-21
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	



10.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian
11.	If you have a preferred site, please give details, including the post code:	██████████ Maidstone ██████████ ME16 ██████████
12	Please tell us how you found this site:	Discovered by one of our Steering Group.
13	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	County & LEA: Kent County Council District: Maidstone Borough Council
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.	

## C EDUCATIONAL VISION

*C1 Rationale*

*C2 Vision and ethos*

*C3 Proposed outcomes*

### **Jubilee Primary School mission statement:**

#### ***Excellence in Education - Equipped for Life***

Our mission is to provide an outstanding learning environment that is safe, memorable and inspiring, in which each Jubilee Primary School pupil can make accelerated progress in their education. We aim to provide each child with a sense of purpose, to nurture and develop the necessary skills and strength of character required to flourish in life and build community.

We aim to be two-form entry primary school with a faith ethos, meeting the needs of the children living in Maidstone.

### **C1 Rationale**

#### **1. Pupil places**

There is a medium term need for additional primary school places forecast in the Maidstone urban area principally due to a future growth in new housing. According to Kent County Council<sup>1</sup> (KCC) there is sufficient pupil capacity within the borough to accommodate the existing population throughout the 2012-16 forecast period. The long-term population forecast is for this primary aged population to increase from 10,900 to 12,600.

The table below details the current and forecast Reception year intakes<sup>2</sup> for 24 local Maidstone infant and primary schools against the total of the schools' published admission numbers. The need for additional Reception year places from 2015 onwards is clear.

Total PAN	PLASC 2012	Forecast Reception year intakes				
		2013	2014	2015	2016	2017
1271	1237	1221	1239	<u>1304</u>	<u>1405</u>	<u>1346</u>

#### **Current and forecast Reception year intakes against total PAN**

The need for additional local primary school provision will be driven more by new housing demand. Maidstone Borough Council<sup>3</sup> continues to prepare its Local Development Plan framework with 10,080 new dwellings proposed over the plan period to 2026. Independently, KCC's own Integrated Infrastructure and Finance Model estimates a net additional demand of 950 primary aged pupils across the Borough from new housing and has forecast a need for one new two-form entry and one new one-form entry primary school in the town in the medium term to meet this forecast demand.

The Jubilee Primary School Steering Group is cooperating with KCC's Area Education Officer with a view to reducing a significant proportion of this forecast pupil demand by opening a two-form entry Free School.

<sup>1</sup> KCC (2012) *Commissioning Plan for Education Provision, Kent 2012-17*.

<sup>2</sup> KCC Edge pupil place forecast data 2012

<sup>3</sup> Maidstone Borough Council (2011) *Core Strategy 2011*.

## 2. Oversubscription vs. under subscription

Whilst there may be sufficient pupil places to meet total demand, the problem is that many of the surplus places occur in the less popular schools located in the more deprived areas of the town. Elsewhere, oversubscription is placing an increasing pressure on the popular schools and the parents of children from areas of higher deprivation. Parents have little choice but to settle for the more local, lower-performing schools. Conversely, oversubscription means there is an inability, by a significant proportion of parents, to secure primary school places of their preferred choice and who are therefore allocated places at other schools by the Local Education Authority – leaving them no alternative but to appeal.

A petition was presented to KCC in May 2012 which comprised 1,171 signatures. It sought an increase in the intake of Reception year children at three local schools in east Maidstone. The objective was to ensure that every local child was able to attend a local school. A total of 294 'first preference' applications were received for the September 2012 Reception year intake into the three schools: the Published Admission Numbers for the schools totalled 210. As a result twenty children in the area were not offered places at any of their parents' preferred schools. Instead they were offered places at alternative schools situated outside their local community, over the two mile walking limit on a route poorly served by buses.

School name	PAN	No of applications for Sep 2011	Degree of over-subscription	Recent Ofsted result
Maidstone, St John's CE Primary School	30	153	5.1	Good
Boughton Monchelsea Primary School	30	145	4.8	Good
Brunswick House Primary School	60	191	3.2	Good
Madginford Park Infant School	90	263	2.9	Outstanding
South Borough Primary School	30	86	2.9	Requires improvement
Loose Infant School	90	246	2.7	Good
Allington Primary School	60	155	2.6	Outstanding
St Michael's CE Infant School	40	102	2.6	Outstanding
East Borough Primary School	60	150	2.5	Satisfactory
Thurnham Church of England Infant School	90	212	2.4	Outstanding
Senacre Wood Primary School	30	69	2.3	Good
Molehill Copse Primary School	45	96	2.1	Satisfactory
Palace Wood Primary School	60	125	2.1	Satisfactory
St Francis' Catholic Primary School	49	90	1.8	Satisfactory
Sandling Primary School	60	109	1.8	Good
Madginford Park Junior School	90	153	1.7	Satisfactory
Oak Trees Community School	27	45	1.7	Satisfactory
Archbishop Courtenay CE Primary School	45	67	1.5	Satisfactory
Barming Primary School	60	88	1.5	Satisfactory
West Borough Primary School	60	86	1.4	Satisfactory
Greenfields Community Primary School	45	64	1.4	Requires improvement
Holy Family RC Primary School	30	41	1.4	Requires improvement
Roseacre Junior School	102	139	1.4	Good
Park Way Primary School	45	58	1.3	Satisfactory
St Paul's Infant School	90	105	1.2	Good
Loose Junior School	90	104	1.2	Good
Bell Wood Community Primary School	45	49	1.1	Inadequate
North Borough Junior School	75	67	0.9	Requires improvement
Maidstone, St Michael's CE Junior School	45	39	0.9	Satisfactory

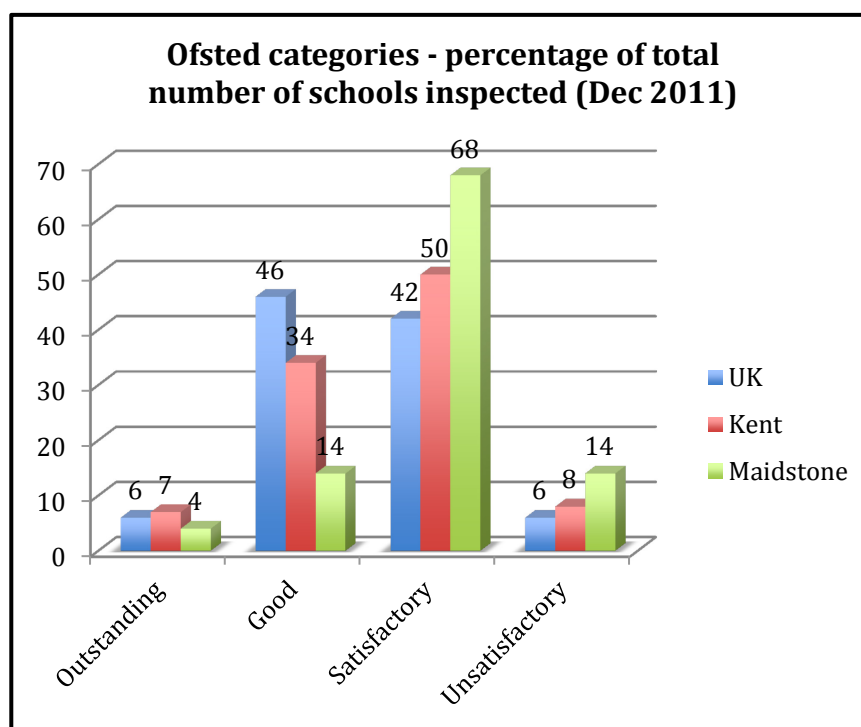
**Table of Reception year oversubscription against Ofsted results**

The proposed location of Jubilee Primary School is strategic in its close proximity to both over and under subscriptions. In the case of oversubscription, we will provide additional pupil places giving more choice for parents in securing an outstanding education for their children. A parent commented, '██████████'.<sup>4</sup> Concurrently our school will be able to offer an alternative choice for parents within close proximity to underperforming schools; the opportunity to send their children to an excellent school.

The table on the previous page seeks to demonstrate the link between the degree of oversubscription in the September 2011 Reception year intake in local Maidstone primary schools, and the schools' performance as assessed by Ofsted.

### 3. Attainment

There are also insufficient primary pupil places in Maidstone within schools rated by Ofsted as being 'good' or 'outstanding' (i.e. those considered by parents to be popular schools) to meet demand. Ofsted figures for primary schools in Maidstone as at December 2011 concluded that only 4% were outstanding, 14% were good but 82% were either satisfactory or unsatisfactory (see graph below)



This graph shows that only 18% of schools in Maidstone are either 'outstanding' or 'good'. We find this unacceptable and aim to provide another outstanding school in Maidstone.

Tiger School, the first primary Free School in Maidstone, opened for a similar reason. The academy trust behind it was managing a local secondary school and it recognised that literacy and numeracy standards in many of the primary schools feeding into its secondary school were poor. Efforts to work with those local primary schools to raise standards had failed.

### 4. Social Deprivation

<sup>4</sup> 08/11/12 – Kent Messenger newspaper article, available at: ██████████

The Borough is relatively prosperous with a considerable employment base and a lower than average unemployment rate compared to Kent and the South East. However the Borough also has a low wage economy that has led to out-commuting for higher paid work. The local housing market crosses adjacent district boundaries and is influenced by its proximity to London, resulting in relatively high local house prices. The annual need for affordable housing<sup>5</sup> is double the annual number of all new dwellings to be built during the Local Development Framework period. There are parts of the borough that are in need of economic regeneration - mainly in central Maidstone but with pockets of deprivation also in some of the suburban areas. According to the Sustainable Community Strategy for Maidstone Borough 2009-20, there is a link between poverty and educational attainment. 11% of the Maidstone population lives within areas which fall into the most disadvantaged 20% in the country, across a broad range of issues, as identified by the government's Index of Multiple Deprivation. While education in schools is generally improving, a number of schools have experienced much poorer results as evidence by their Key Stage 2 (KS2) performance (see table below). There is a strong suggestion that this is connected to child poverty.

The product of our current primary school education system is resulting in a teenage population who are under-achieving; this is evidenced by higher levels of teenage pregnancy, lower levels of skills/qualifications and higher levels of crime and child poverty. Maidstone has experienced an increasing number of young people entering the criminal justice system and is now in the bottom quartile in Kent for this indicator<sup>6</sup>. We expect our pupils to leave Jubilee Primary School significantly better prepared to face the social challenges of adolescence and adulthood.

## 5. Educational disadvantage

Ofsted acknowledges that pupils known to be eligible for free school meals (FSM) perform markedly less well than their peers and increasingly so as they move through their schooling. In 2010 13% of nursery and primary school pupils in Kent receive free school meals – above the national average<sup>7</sup>. For those primary schools in Maidstone classed by Ofsted as being 'unsatisfactory', the percentage of pupils receiving free school meals ranges from 21 – 38%. Accordingly, the percentage of pupils receiving free school meals (FSM) in schools classed as 'outstanding' ranges from 0 – 11%. The percentage of primary schools in Maidstone with more than 21% of their pupil rolls receiving free school meals is 14% (one in every seven), i.e. this is the quantum of schools displaying factors of educational disadvantage. The percentage of pupils who receive FSM in five schools situated close to our school's preferred location in south Maidstone range from 20 – 41%<sup>8</sup>.

Maidstone tends to perform well compared to national, regional and county averages in most indicators from health to employment. However, there are areas in Maidstone that are experiencing deprivation highlighted by the education results. When it comes to education attainment, deprivation has caused Maidstone to fall below both County and national standards for Ofsted (see table over) despite its outward appearance of prosperity.

Jubilee Primary School aims to help address the problem of educational disadvantage that exists in pockets across Maidstone. This will be achieved through outstanding

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<sup>5</sup> Maidstone Strategic Housing Market Assessment, March 2010

<sup>6</sup> The Sustainable Community Strategy for Maidstone Borough 2009-2020

<sup>7</sup> Cambridge Institute of Technology 2010

<sup>8</sup> Education for Skills in your area, DfE, online.

teaching and learning with a robust tracking system.<sup>9</sup> This tracking then informs targeted interventions for children needing personalised and tailored support to help make accelerated progress.

	Level 4+ in English & Maths	Making expected progress in English (2011)	Making expected progress in Maths (2011)
Kent County	72%	79%	79%
England Average	74%	83%	82%
Maidstone - sample of 4	55%	44 - 93%	56 - 93%

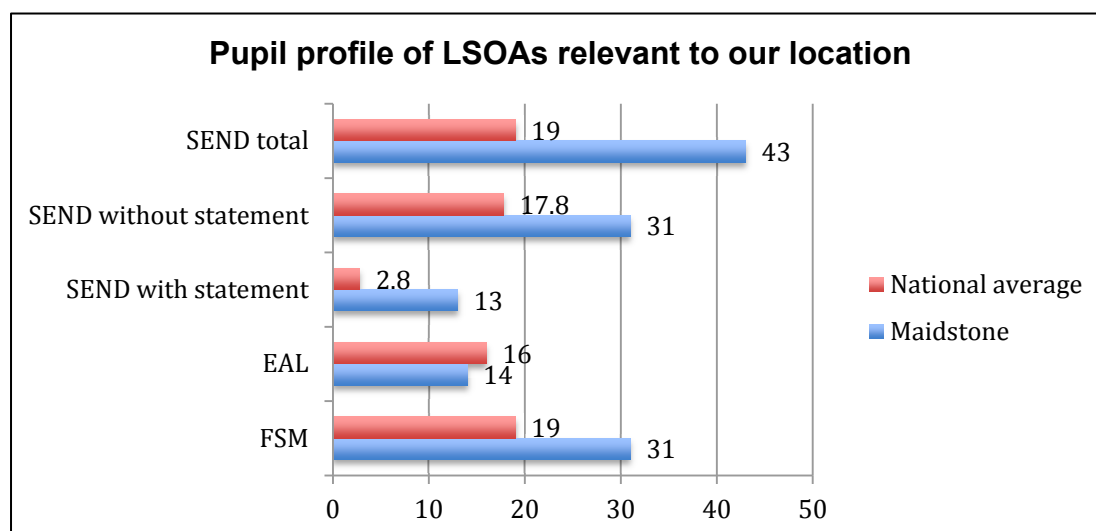
#### Key Stage 2 Performance Results 2011 – Kent and England

### 6. Pupil profile

Examination of pupil data from a sample of four schools in our preferred location has demonstrated what our pupil profile is likely to be. Particular characteristics are shown in the graph below.<sup>10</sup>

The graph above clearly shows that our biggest areas of concern are the percentage of children eligible for FSM and those with SEND.

We believe that our curriculum and early interventions will support those with FSM and support them in making outstanding progress.



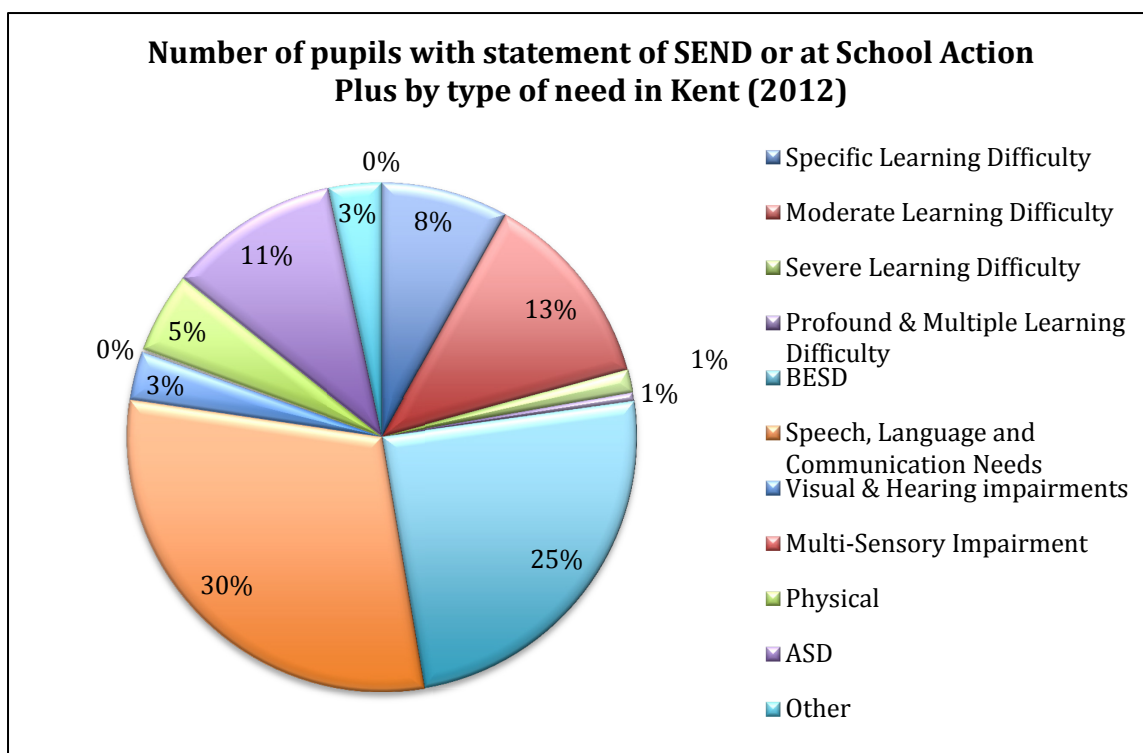
Our SEND demographic comprises the sub-categories shown over. As displayed in the graph, we anticipate our pupil profile to include a significant number of children with Behaviour, Emotional and Social Difficulties and Speech (BESD) and Language and communication needs. Both of these are reflected in our curriculum and discussed later in D1.

### 7. Why a Christian faith ethos?

The leadership of Jubilee Church had the vision for the opening of a new primary school for Maidstone. They wanted to see the provision of a healthy, well-run primary school that would strengthen and serve the community.

<sup>9</sup> 'School Pupil Tracker' online tracking system

<sup>10</sup> DfE June (2011) SEN in England, Statistical First Release.



The motivation to do good, bring positive change, facilitate learning, and leave a legacy for the next generation in the form of well-educated, well-balanced and well-equipped individuals full of purpose and skilled for life, is a natural outworking of the Christian message. A fundamental focus of the Christian faith is family, and it is with a strong school family ethos that we will impact, nurture and strengthen the families linked with our school, irrespective of how many parents/carers are present within the children's homes. In Maidstone, at present, there are no primary schools with a faith ethos.

Historically, schools with a religious designation have required church attendance as a prerequisite for admission; this will not be the case at Jubilee Primary School. By adopting a faith ethos we can include children and families of all faiths and none whilst upholding Christian principles of integrity, honesty, compassion, respect, service and forgiveness; thereby benefitting the wider community.

Our RE curriculum will follow the Kent Syllabus as adopted by all state-funded primary schools. Our faith ethos drives a passion to develop strength of character in all our children as well as offering them an excellent education, supporting them to lay hold of it and enabling them to become well-rounded individuals with a sense of purpose; marked by their involvement in the community.

## C2 Vision and ethos

### (a) Vision

#### “Excellence in Education, Equipped for Life”

Through an exciting and dynamic education, Jubilee Primary School will:

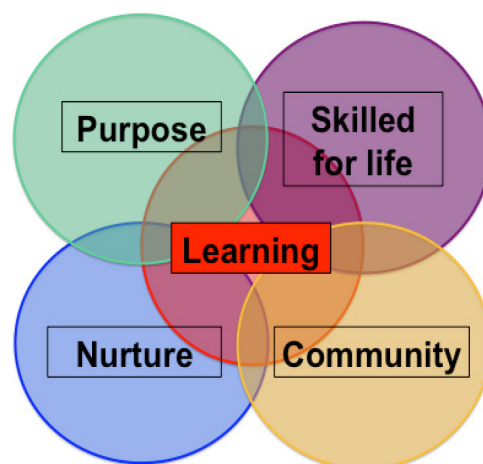
- Stimulate a child's naturally inquisitive mind, instilling a life-long love for **learning**. We will provide a safe environment in which individuality is value, diversity is celebrated and a strong sense of self-worth imparted.

- Develop a strong sense of **purpose** and where pupils are skilled for life. We will foster early character development, enabling children to identify, explore and realise their potential; thereby empowering them to take ownership of their learning and behaviour.
- Create positive **memories**. We will promote physical, social, emotional, intellectual, cultural and spiritual well-being through inspiring a love for the arts and sport. We will provide access to explore and learn in a classroom without walls.
- Be energised by a team of enthusiastic, dedicated and empathetic staff, with a passion for teaching. They will provide a dynamic classroom environment in which knowledge will be pursued and **learning** will be fun.
- Develop strong **community** links that engage children in local decision-making, help develop entrepreneurial skills and inspire children to make a difference, particularly through the performing arts and sport. We are committed to seeing children developing as future leaders and citizens, thereby positively impacting their communities.
- **Nurture** each child. Staff and parents/carers will collaborate; working towards a common goal to see every child excel and make progress. A strong family ethos will be central in providing an environment in which trusting relationships are cultivated.

Our Vision is split into four core aspects - underpinned by our faith ethos and with our Mission Statement at the heart. We believe that with these four interrelated sections we can improve outcomes for the children living in Maidstone.

### **Vision Statement 1: Learning**

We aim for all children to love learning and scaffold intrinsic motivation. Children will have a clear understanding of their current ability, their targets and how to achieve them. As stated in our rationale, only 18% of Primary Schools in Maidstone have achieved a Good or Outstanding by Ofsted. With learning and therefore progress at our core – we believe we can provide an outstanding education for children in Maidstone.



### **How will we do this?**

- **Targeted, daily interventions:** Our Higher Level Teaching Assistants (HLTA) will take small groups and individual children for additional literacy and numeracy throughout the school day. This will be for children who are underperforming, those exceeding expectations and needing additional challenge or for children who are not making expected progress. Our aim in this is to accelerate learning (D5.4). Finding a job in a world where communication and social communication skills, as well as academic achievement can be a challenge for someone without these attainments. Because of this, any intervention which helps children develop their communication skills is likely to increase social inclusion<sup>11</sup>.
- **Specialist teaching:** Teachers will develop their own specialist area by teaching a specific subject in the afternoons to many year groups. This will not only

<sup>11</sup> Cross, M (2007) *Language and social exclusion*. I CAN.



provide expert subject knowledge but most importantly, teachers who are passionate and enthusiastic about the subject they teach (D2.1).

- **Specific feedback:** Feedback is crucial for children to make outstanding progress. At the end of every term children will reflect on their learning and set targets for the next term with their class teacher through pupil consultations. Praise partners will be used to encourage one another and to speak positively about themselves as learners. Children in years 4, 5 and 6 will consolidate past learning by teaching others. At the end of units of work in different curriculum areas, groups of children will teach an aspect of that unit to another group, class or even adapting it for a different year group (D2.6).
- **Literacy focus:** Due to poor literacy levels and low communication skills in Maidstone, reading will be of paramount importance and will be embedded throughout the school day (D2.5).
- **Use of woodlands:** With access to Rutland Woods we envisage children being able to use the environment for environmental studies and many other cross-curricular activities. "Meaningful memories can be jointly constructed in this place and give children opportunities and the motivation to learn how to adequately communicate a sense of place and action" (D2.6)<sup>12</sup>.

### ***Vision Statement 2: Nurture***

We anticipate high levels of children with BESD in our school (25% as stated in our Rationale). To support all our pupils but particularly those with BESD, nurture and pastoral care will be central to Jubilee Primary School. Without this, children would not be ready to learn and progress would remain low.

#### **How will we do this?**

- **Nurture groups** for children with BESD and their friends (D4.3).
- **Friendship clubs** at lunch time for children to develop cooperation and build friendships (D7.5).
- **Staffing:** Class teacher and TA will keep their class group for more than one year to forge strong relationships amongst the parent-teacher-child triangle. It also means that all teachers know their pupils in depth and can set high expectations that are achievable (D2.1).
- **Friendship bus stop** on the playground for children who have no one to play with (D7.5).
- **Buddy system** with an older and younger child (D7.5).
- **Teacher training** on the development of emotional intelligence and supporting children with BESD (D4.3).
- **SULP programme** (D7.5).

### ***Vision Statement 3: Purpose***

Children can struggle to engage in learning unless they understand the relevance of the activity. Understanding the purpose of the learning increases its value thus giving them the motivation to learn. It is concerning that only 55% of children in Kent are currently finishing KS2 with a Level 4+. Moreover, we believe by helping children to see that they themselves have purpose and potential as a person, will help them to heighten aspirations and pursue learning for themselves, scaffolding an intrinsic motivation to learn. This also stems from our belief that God has given everyone gifts, talents and abilities; we celebrate and reflect this in the content and arrangement of our curriculum.

<sup>12</sup> Owens. P (2004) *Voices from an inner city school: a snapshot study of young children's learning in outdoor contexts*. London.

It is also one of the reasons we focus on the arts and sport so that pupils have as much opportunity to excel in non-academic as well as academic pursuits.

We aim to make learning memorable. When an experience is linked to an emotive response it is much easier to remember, therefore children will retain learning for longer and find it easier to make links with past and future learning. In addition, art and music are also important for children to acquire knowledge of their cultural heritage and there is substantial evidence to show that they benefit individuals, their communities and the nation as a whole by improving pupil engagement, cognitive development and achievement (DfE, 2011)<sup>13</sup>.

### How will we do this?

- **Enrichment:** With 1.3 million people expected in employment by 2013, the creative sector has enormous growth potential. The digital and creative industries are an export strength for the UK, providing the third largest export sector – just behind advanced engineering, and financial and professional services. There is, however a skills shortage in the digital and creative industries which hinders growth<sup>14</sup>. With this in mind, every week children will choose an extracurricular activity to learn about in more depth and to develop an understanding of their own skills and talents. Areas may include photography, choreography, handball and website design (D2.6).
- **Productions:** Every year each year group will put together a production incorporating various disciplines of the arts. This will provide a chance for children to apply skills, make links between past areas of learning making it a memorable occasion. There will also be an annual Arts Festival to link all the skills together and give purpose and a point of focus to the learning (D2.5).
- **Sport:** The participation of young people in structured arts activities could increase their cognitive abilities. In a study, the participation of underachieving young people in extra-curricular learning activities linked to sport could increase their numeracy skills, on average, by 29% above that of non-participants<sup>15</sup>. At Jubilee Primary School every child will have the opportunity to participate in intra-school sports activities with additional opportunities for inter-school events. We will also offer a wider range of sports activities available to all genders including swimming. Alongside this there will be a reward scheme for those attending clubs to support this development (D2.7).
- **Outdoor experiences:** Children will have frequent access to green spaces, for example in Rutland Woods and our playing fields. Our faith ethos leads us to impart a sense of awe and wonder for our environment and train children to be responsible stewards of our world. (D2.5).
- **Local Business input:** We have relationship with some local businesses that will support entrepreneurial programmes for KS2. One of the Members of Jubilee Primary School is the [REDACTED]. He is committed to building these opportunities for pupils to engage with real life communities (D2.5).
- **Apprenticeships** during Enrichment time: One pupil in each workshop will be trained in how to deliver aspects of a session to equip them in leadership skills and build self-esteem (D2.6).

<sup>13</sup> Department for Education (2011) *The Framework for the National Curriculum. A report by the Expert Panel for the National Curriculum review.*

<sup>14</sup> Nathan. S (2011) *Skills for the creative industries, investing in the talents of our people.*

<sup>15</sup> CASE (2010) *Understanding the drivers, impact and value of engagement in culture and sport.* London: Institute of Education

- **'Teachback'** programme in which children in upper KS2 will teach an aspect of the unit they have been studying to another group, class or even year group to consolidate their understanding (D2.6).
- An innovative **ICT curriculum** that is current and anticipates the future needs of the next generation (D2.5).

#### ***Vision Statement 4: Community***

We anticipate between 20-41% of children eligible for FSM. We want to empower children from low-income homes to see that they can also contribute to the communities they belong to. We aim to display the interdependency of communities and the benefits of being an active citizen. In their time at Jubilee Primary School we will facilitate children making a contribution at school community level and also at local, national and international community level.

The more engaged parents and families are in the education of their children, the more likely their children are to succeed in the education system.

#### **How will we do this?**

- **Family learning opportunities:** We will offer parent workshops based on demand. These will include everyday issues such as helping with homework, cooking, developing skills in numeracy, literacy and ICT and managing finances. Our aim is to raise the skills of our parents and incorporate parents into the school community thus impacting the wider community (D2.7).
- **Local charity:** We aim to support a local charity such as 'Demelza Hospice Care for Children' to develop empathy and compassion. Our faith ethos causes us to feel strongly about serving the community and encouraging children to think beyond themselves (D1.2)
- **Hire out our facilities** to local organisations and clubs to create more ownership by the community (D4.8).
- **Links to the voluntary sector:** Our children and parents will have the opportunity to take part in an annual, locally run fashion show, which attracts over 600 guests every year, working with the Creative Arts Academy in Maidstone (D2.5).
- **Closer school community** where pupils are organised into a house structure (D7.5).

#### ***Vision Statement 5: Skilled for Life***

Literacy, numeracy and communication skills are the foundations for being skilled for life. These foundations must be set in order for each child to develop as mature and responsible citizens who are able to maintain healthy relationships. Being skilled for life involves having the tools and transferable skills to be an independent learner, capable of lifelong learning. We aim to facilitate character development and children who are critical thinkers.

#### **How are we going to do this?**

- Invest in a systematic and dynamic whole school approach to **high quality literacy** teaching called 'Read, Write, Inc' (D2.5).
- A robust learning system following '**Maths Makes Sense**' (D2.5).
- **Inquiry based learning** approach to develop children as critical thinkers (D1.2).
- Additional support for **literacy** in terms of curriculum and staffing, especially for children with poor Speech, Language and Communication needs (D4.2).
- An annual **Leadership Training School (LTS)** for Year 6 pupils (D2.6).

- A painted woodlands mural based on 'habits of mind' –where animals are used to display 12 specific **character traits** so that children become familiar with them and learn to develop them in their own lives (D7.5).
- **Self-reflective evaluation** against the key character traits after the annual arts production (D2).

### (b) Ethos

Our Christian faith ethos will be a continuous thread throughout our school. A strong family ethos will be central in providing an environment in which trusting and pastoral relationships are cultivated. *“Our nature is to nurture.”*

This will be evidenced in:

**Respect:** Pupils will have good manners. For example to stand when a visitor or teacher enters the room and will be expected to hold open a door for others.

**Integrity:** Our Governing body will model an outstanding work ethic, leading our staff by example. They will be open and visible in their behaviour, punctuality and responses to various situations. This provides trust and security for all members of Jubilee Primary School.

**Compassion:** Teachers will model compassion to pupils and one another. Pupils will show compassion towards each other and younger children, being quick to help and empathetic towards others.

**Honesty:** Pupils will be encouraged to tell the truth through our behaviour system thus recognising its importance.

**Service:** Pupils will take part in charity fundraising. The school will run parental workshops for parents. We also have relationship with Maidstone community charities such as Restoring Hands. Children will have opportunities to work with them in reaching out to the community, for example packing food parcels for local disadvantaged families.

**Forgiveness:** Pupils will be taught the importance of forgiveness and that forgiveness is a lifestyle; vital for the building of trusting relationships and community. (D7.1 and D7.5)

## C3 Aspirations and Outcomes

### Learning

#### **Outcome 1, Pupil Attainment:**

85% of children will achieve a level 2+ in combined literacy and numeracy by the end of KS1.

89% of children will achieve a level 4+ in combined literacy and numeracy by the end of KS2.

We anticipate between 20-41% of FSM. It is widely accepted that the link between disadvantage and achievement is cumulative: when poorer children enter primary school they tend to fall behind<sup>16</sup>. Consequently, the chances of breaking cycles of poverty and deprivation are considerably reduced as children get older<sup>17</sup>. Therefore building firm foundations in our early years and promoting the holistic development of

<sup>16</sup> Feinstein, L (2004) *Mobility in Pupils' Cognitive Attainment during School Life*.

<sup>17</sup> DfE (2004) *Delivering skills for Life: The national strategy for improving adult literacy and numeracy skills*.

every individual will support children in making outstanding progress. These percentages are realistic yet aspirational based on the local schools' levels as shown in C.1.

### **Key Targets**

- All children receiving additional interventions to make progress in line with their targets. For example all children will achieve at least age appropriate levels (Level 4) by the end of KS2.
- At least 60% good and 40% outstanding lessons as judged by Ofsted.

### **Nurture**

#### ***Outcome 2***

All children to feel safe, secure and valued.

#### **Key Targets:**

- Reduce incidents on bullying year on year.
- Annual staff training on anti-bullying strategies.
- Stringent safeguarding policy, reviewed annually.

### **Purpose**

#### ***Outcome 3, Attendance***

At least 97% whole school attendance.

#### **Key Targets:**

- All pupils to have the opportunity to experience the outside classroom once a term.
- Every pupil to engage with and participate in one enriched activity every week. For example studying photography during enrichment time every Friday.
- To equip 14 apprentices every term (at full capacity).

### **Community**

#### ***Outcome 4, Parental Involvement***

To be an oversubscribed school

#### **Key Targets**

- Every family to have attended at least one family learning workshop and a community event run by the school during their time at Jubilee Primary School.
- From reception to Year 6, 40% to have engaged in a local community club for example 'Pebbles' run by Maidstone United Football Club (D5).
- To raise £200 (from the first year) for a local charity and to surpass that amount year on year.

### **Skilled for life**

#### ***Outcome 5, Character Development***

To have a growing awareness and application of our 12 core character traits (see D7.5).

#### **Key Targets:**

- Know and understand the 12 traits.
- Demonstrate the 12 traits within the annual arts production and throughout a school year.

How these will be measured, assessed and monitored is unpacked further in D5.

## D1 CURRICULUM RATIONALE

Jubilee Primary School views education as a comprehensive and holistic experience, practically equipping children on how to interact with their local and global community and generating a love for learning that will last for life. We have a passion for '**Excellence in Education**', inspiring and empowering children to achieve excellence in their behaviour as well as learning.

We plan to base our curriculum on the National Curriculum, underpinned by our distinctive rationale and ethos. This will stimulate each child's naturally inquisitive mind and build on their past experiences and interests. Our teachers will be passionate about teaching whilst embodying a sense of family, thus creating a nurturing and safe environment to support learning and personal development.

Our main goal is that every child will leave our school being '**Equipped for life**' with the development of strong character and the necessary skills to flourish in the key aspects of their development: physically, emotionally, socially, intellectually, economically and spiritually.

*D1.1 Proposed numbers*

*D1.2 Curriculum principles – the six Ps*

*D1.3 Transitions*

*D1.4 Qualifications*

*D1.5 Other outcomes*

### D1.1 Proposed numbers

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
<b>Total</b>	<b>60</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>

### D1.2 Curriculum principles – The six 'P's

#### Our pupil profile

As shown in our rationale, our pupil profile could consist of up to 41% of children qualifying for FSM. This is due to many large council estates in Maidstone close to where we think the school will be. Therefore we anticipate baseline assessments will be lower than the national average, hence the need for a high emphasis on literacy. In order to accelerate learning, in Key Stage 1 (KS1) there will be 12% more time dedicated to literacy teaching than to numeracy teaching and 11% more time to literacy teaching than numeracy in Key Stage 2 (KS2).

We also foresee as many as 24.5% of pupils having behavioural, emotional and social difficulties (BESD) and up to 30% having speech, language and communication difficulties (SLCD).

Below are the six **Key Principles** that underline our curriculum. How they overlap and interrelate is shown in the graph inserted after the last principle.

## 1. Personalisation and choice

Through individual and small group literacy and mathematics interventions we aim to create a more personalised curriculum that supports pupil progress through responding to individual needs. This type of tuition is proven to raise attainment since it is more targeted to the exact needs of the individual rather than work simply being more broadly differentiated within a class of 30. In St Michael's Primary School in Maidstone these interventions have been part of their combined English and Mathematics strategy and have seen a rise from Level 4+ at 55% at the end of KS2 in 2010, up to 89% in 2012. We will be implementing the 'Read, Write, Inc' (RWI) programme of phonics, decodable texts and genre studies across our whole school. This programme is explained more fully in D2.5. In mathematics we plan to use the 'Maths Makes Sense' programme. D2.5 With the use of HLTA's responsible for intervention teaching, and using the above programmes, we foresee accelerated progress in KS1 as well as KS2.

Class teachers and TAs will keep their class for a minimum of two years. This will help forge strong relationships between teachers, children and their parents and provide continuity for children with BESD to help them feel safe and secure. Consequently, the teachers' understanding of each child's individual needs will be greatly enhanced. Teachers will then be able to adapt the curriculum to meet those needs and interests and give more specific feedback. The Sutton Report (2012) highlighted specific feedback as the most effective way of raising attainment and our approach facilitates this.

Our weekly, compulsory enrichment time will allow children to choose what they will learn; for example, media, dance, handball or photography. This is discussed more fully in D2.6. This will support a love for learning and increase opportunities for children to identify and explore their potential. As a result of pupils being stimulated and wanting to be there, attendance will be high and children will not want to miss out!

Arts participation has been shown to raise the attainment of younger learners and to help in re-engaging older learners in their education (Sutton Report). Sports and Arts participation are also shown to raise positive individual outcomes that lead to social outcomes and improved transferable and mathematics skills (Case, 2010).

By extending choice through our enrichment time, children are given ownership of their own learning and will be expected to reflect on what they enjoy and want to pursue thereby adding to purposeful learning and creating memories.

## 2. Pace and challenge

Ensuring that children move at an appropriate pace, and are adequately challenged is important to their educational development. Children must be allowed to work at their own pace, but as soon as they are ready to they should move on to the next stage. RWI allows for this progression; as a particular phonetic code is grasped, the pupil moves onto the next level. Assessment for Learning (AfL) and consistency are crucial to achieving appropriate pace and challenge because they ensure that teaching can be more accurately targeted to the needs of the group. Increasing a child's access to learning by targeting teaching more specifically towards their individual needs helps to motivate pupils increasing participation and attainment.

Using formative assessment through frequent pre-assessments and mini plenaries allows children to feel a sense of achievement regularly adding to their enjoyment of school. If children enjoy school then they will want to be there thus increasing attendance<sup>18</sup>.

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<sup>18</sup> RSM McClure Watters (2012) *Research into improving attendance in schools serving deprived areas*. DfE.

It is expected that a significant number of our pupils may have BESD. A flexible approach with chunked activities will help to maintain their concentration thus increasing achievement as seen in Regis Manor Primary School. Since a new approach has been adopted to the structure of mathematics lessons they have seen the children's engagement and therefore attainment increase. For example by using fun mental maths warm up sessions, pupils are kept fully engaged (D2.5).

### **3. Partnering with communities**

We recognise that when parents have a sense of attachment to their child's school then that child tends to be more successful (AED, 2010). We will give parents/carers many opportunities to be involved with our school, enabling them to improve their own skills. This in turn will raise outcomes for their children's learning (Goodall & Vorhaus, 2011). We want parents to assist with pupils reading during class reading sessions, as well as supporting class trips. We aim to have parent workshops to encourage full involvement in the life of the school (D2.7).

Our desire is for children to become responsible citizens in their community through service; a willingness to serve others for no personal gain. Children will plan and fundraise for a local and national charity, such as Demelza Hospice. We will encourage pupils to become stewards of their environment through modelling sustainable habits and giving them ownership through a 'Green Team'. This can be a door to changing a whole family's habits. The children's involvement in their community and community projects will help them to see the value of having high literacy and mathematics skills and the importance of character in interacting effectively with their community. For example through the use of ICT and an outside agency such as Wonderful Creative Agency, Year 6 pupils will be assisted to design, brand, market and sell their own products for our school summer fayre.

Another way of impacting the community and bringing families together is through providing access to our facilities. We will provide access for outside agencies to hire our facilities including our ICT suite, hall space and woodlands for family days and camping. Greater involvement in school life helps to improve parents' engagement with the school's purpose and this helps to increase attainment as parents recognise the importance of their children attending school.

We believe that an international perspective is equally important for our pupils to provide a broad perspective to life and an opportunity to think outside of the local context<sup>19</sup>. We will be developing strong links with international schools in many countries including Spain, with Spanish being our chosen curriculum language. We also have the links to offer teacher exchanges to share expertise. Using relevant technology pupils will be encouraged to communicate through webcam and email with pupils in other countries.

### **4. Purpose: relevance and application**

People remember only 50% of what they see and hear, 80% of what they experience personally but 95% of what they teach (William Glasser). Children will be given termly opportunities to teach what they have learnt to others. This approach prompts children to revisit learning and paraphrase it in their own words so that they can explain it and teach it to someone else. This process enhances retention of learning and supports progress.

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<sup>19</sup> Holden & Hicks (2007) *Making global connections*.



For example during mathematics, pupils in upper KS2 will take part in 'Teachback' at the end of each unit of work. They will plan and teach a short 10 minute mathematics game to another group, class or year group to teach them an aspect they have been taught (D2.5).

The Primary Review (Shuayb & O'Donnell) states that a curriculum should provide challenging learning activities that are relevant to students' experiences. Our curriculum will also provide opportunities for children to apply their learning to new contexts to consolidate and extend their skills whilst also giving them real life application. Children will practise discrete skills in an interdisciplinary way, contextualising and testing learning. This gives the learning a purpose, makes it meaningful and relevant to their lives, both present and future. These opportunities are highly motivating and help generate a love for learning. Within our creative curriculum delivery will be organised through themes rather than discrete subjects such as 'India'. This thematic approach focuses on inter-disciplinary links and enables pupils to explore themes from a variety of perspectives, drawing on skills, knowledge and understanding from a range of subjects (D2.5).

Team work in these activities assists the development of emotional and social skills. Personal and emotional management, communication, cooperation and relationship building are essential life skills and are core to character development.

### **5. Progressive pathways.**

*"The greatest measurable gain in learning is dependent upon specific teacher feedback to the learner on how to improve."* (Sutton Report). Children need to know at what levels they are working, where they are heading and how to get there. They need to be given specific, accurate and clear guidance in their progression. We aim to do this through termly pupil consultations for teacher and pupil to reflect on progress in literacy and mathematics. As partners they will come up with targets and specifically plan how the child will achieve these.

It is important that there are effective and appropriate arrangements for the transfer of pupils from primary to secondary schools as a means of ensuring curriculum continuity and progression in pupils' education<sup>20</sup>. We are determined to strengthen the link between primary and secondary schools in order to develop continuity and ease transitions. We aim to do this through partnering with our local secondary schools to find common goals we can meet together. We will ensure that Year 6 will engage with the transition programmes of each new school so that children become familiar with the routines and are excited and confident about starting.

An important part of creating progressive pathways is having good teaching that *"includes high levels of expertise and subject knowledge<sup>21</sup>"*. As teachers will teach their specialist areas in the afternoon's lessons they will have a greater understanding of the progression. This will also allow greater differentiation to support the low ability pupils and stretch the more able. Since teachers will be teaching their own specialists subjects they will also be more passionate. For example in music, a pupil who is taught to play a musical instrument by an enthusiastic, passionate teacher will be more inclined to continue the learning process on into secondary school.

### **6. Praise**

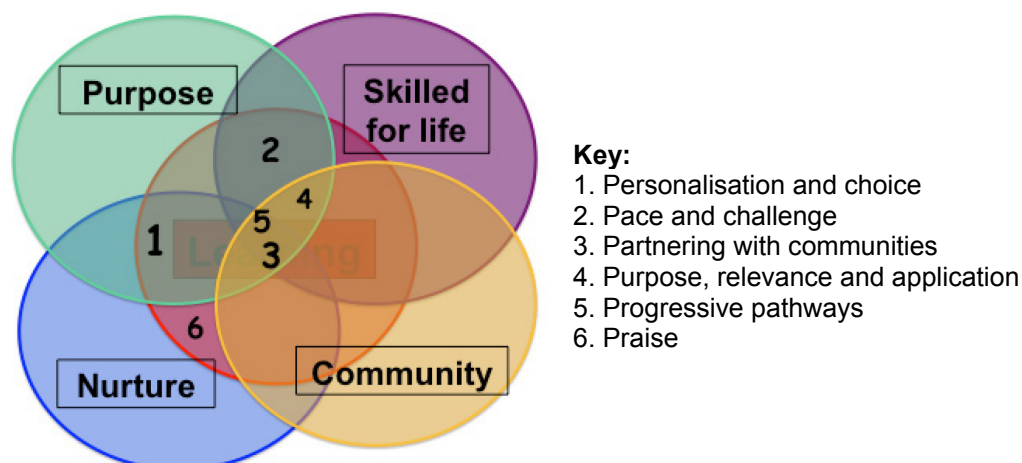
Confidence and self-belief are key if children are to become high achievers. A bad mental attitude is one of the biggest barriers to learning. Having a core atmosphere of

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<sup>20</sup> Powell et al (2006) *Transition from Primary to Secondary School*. Nfer.

<sup>21</sup> Ofsted (2012) *School inspection handbook*.

praise and speaking positively about themselves and others will help to combat this. Pupils will be encouraged to celebrate achievement in all areas of the curriculum.



### Review and Monitoring

The Senior Leadership Team will review our curriculum annually although the curriculum principles will remain the same. Teaching staff will be consulted to ensure content remains relevant and matches the needs of all children of the incoming cohort. The carefully planned and frequently reviewed curriculum will provide the foundation for teachers to work from, thus giving them the platform from which to inspire, motivate and empower their pupils.

### D1.3 Transitions

Class teachers and TAs (where possible) will keep their class group from Reception to Year 1, then Year 2 to Year 3 and finally for Years 4, 5 and 6. This will be essential in helping pupils transfer from the EYFS to the National Curriculum. It will also support children moving from KS1 to KS2.

Years 1 and 3 will have a transition week at the end of the academic year as they go into Years 2 and 4. During this time teachers will form relationships with their children and pre-assess their needs. This enables the curriculum to be tailored for the next academic year, meeting needs more accurately.

During this week parents/carers across the whole school will be invited to an information afternoon where a complete overview of the year will be shared including: the curriculum, reading, phonics, homework, spellings, topics for the year, sport and school visits. This ensures that they are well informed about expectations and can ask any questions.

It is a high priority for the whole school to be on the same site to ensure clear flow of communication and sharing of information and expertise amongst the staff. For our pupils we feel there need to be the following transition strategies:

#### Reception to Year 1

We recognise that tuition in speech and language are high priorities for the children in developing their literacy skills. Therefore in Term 1 of Year 1 pupils will have 30 minutes a day of child initiated time.

#### Year 2 to Year 3

Pupils will remain with their class teacher and TA so the transition should be very stable and easy for all involved. However, to signify the change in expectation from KS1 to KS2, Year 6 pupils will also be asked to produce guide books containing tips to on becoming a KS2 pupil. These will be produced during their last term at the school to

give to current Year 2 pupils. This process will also help year 6 pupils to look beyond themselves and develop empathy with those younger than themselves.

### **Year 5**

At the beginning of the summer term, Parents/Carers of pupils in Year 5 will be invited to an information evening. This will consist of a comprehensive briefing session about the application process, Kent Test and assessment, appeals process and preparing them for the secondary school culture.

### **Year 6 to Year 7**

Throughout their time at Jubilee Primary School, pupils will receive input from the teaching staff and pupils of local secondary schools so there will already be some familiar aspects as they enter into their new schools. Staff will also build relationships with the team from local secondary schools and meet with a transition representative to ensure up to date, accurate information is passed on with an opportunity to ask questions.

Year 7 pupils from the main secondary school that we feed into will be invited to join in one of our enrichment sessions for an early induction with our Year 6 pupils. The beginning of these friendships will make the ensuing transition events less threatening. Also we will open an invitation for students in their first year of leaving Jubilee Primary School to join one of our enrichment sessions during the year to follow up on how they are doing and feed this back to their new teaching staff.

Following this, pupils will make a passport for their transition to Year 7 comprising maps of the school, teaching staff names, timetable for activities, facts about school routines and expectations.

### **D1.4 Qualifications**

Years 2 and 6 will be required to take part in Statutory Assessment Tests (SATs) administered in line with national guidance, taking place in May. Teachers may choose to use optional SAT materials during assessment weeks throughout the year in other year groups.

Year 1 will take part in the Year 1 phonics screening check to assess their decoding and blending abilities in reading.

In KS2, we will also be offering one music scholarship per year group, for children that show potential but might not be able to afford private tuition. This will be funded by Jubilee Church. This is part of gifted and talented provision, celebrating talent and hard work and ensuring high aspirations for all.

All children will learn Spanish formally in KS2. This will help generate a love for languages and build transferable language learning skills.

### **D1.5 Other Outcomes**

#### **Spiritual and Moral**

Pupils will learn how to reason from the bigger picture, developing a growing awareness of how their choices affect others. They will also have a clear moral code for their behaviour (D5).

#### **Social and Emotional**

We aim for children to develop a strong sense of self worth and many team and leadership opportunities (D5).

## D2 CURRICULUM AND ORGANISATION OF LEARNING

*D2.1 Organisation of children*

*D2.2 Early Years timetable and curriculum*

*D2.3 Curriculum model*

*D2.4 KS1 and KS2 timetable*

*D2.5 KS1 and KS2 curriculum*

*D2.6 Enrichment*

*D2.7 Extra-curricular activities*

*D2.8 School calendar*

### D2.1 Organisation of children

#### Annually

Children will be grouped in classes based on age, except during enrichment time, which will be reliant on choice. They will remain in these classes for their full time at Jubilee Primary School unless there are severe friendship problems that cannot be resolved and children need to be moved to the partner class.

Children will remain with their class teacher for a minimum of two years, following this structure:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Class Teacher 1	✓	✓					
Class Teacher 2			✓	✓			
Class Teacher 3					✓	✓	✓

#### Weekly

In KS1 children will be with their class teacher all day except during literacy, due to the 'Read, Write, Inc' streaming. This helps to provide continuity for the younger children.

In KS2, children will be with their class teacher all morning, except during literacy, for the reasons outlined above. However, in the afternoon pupils will remain in their classroom and be met by a class teacher with a specialist area to take their session. For example, a Class 3A teacher whose specialism is science may follow this timetable:

	13:20-15:00		15:00-15:15 with class 3A
Monday	Science Year 3A		Home
Tuesday	Science Year 3B		Home
Wednesday	Science Year 4A		Home
Thursday	Science Year 4B		Home
Friday	PSHE 3A	Enrichment (Mixed)	Home

This will not begin to take effect until our fifth year of start-up when there are enough teachers in KS2 to begin specialising for teaching.

Enrichment time will be taught from Years 1-6 in mixed age groups. Children will be taught by a range of teachers depending on their interests.

### D2.2 Early Years Timetable and curriculum content

Good beginnings never end...

Reception year	8:35	8:50	9:10	10:00	10:30	10:50	11:50	12:00	13:00	13:45	14:45-15:10
Monday	R E G I S T R A T I O N	Assembly	TD Maths	CI	S n a c k & B r e a k	RWI	Library	L U N C H	CI	Under- standing the world	Story/ Home
Tuesday		KS1 assembly (Music)	TD Maths	CI		RWI	Spanish		CI	PE	Story/ Home
Wednesday		Year group assembly	TD Maths	CI		RWI	Circle time		CI	The Arts	Story/ Home
Thursday		Dance Write	TD Maths	CI		RWI	Spanish		CI	PE	Story/ Home
Friday		Assembly	TD Maths	CI		RWI	Dance Write		CI	PSHE/ RE	Story/ Home

TD = Teacher Directed

RWI = Read, Write, Inc.

CI = Child Initiated

Our Early Years programme will follow the Revised EYFS Curriculum (2012) and support our six key principles.

### 1. Personalisation and choice

All children will have the opportunity to plan the different areas of their environment, including the role-play, according to the interests of the class. Teachers will plan themes and resource the environment according to the needs, interests and abilities of their class.

During Child Initiated (CI) play children will have the opportunity to plan their own learning, taking into consideration what they are going to do, how they will do it, what resources they may need, who they will do it with and whether they will need any help. Time will then be provided for them to carry out their plans with teachers supporting their learning through playing alongside and questioning. Children will be given opportunities to reflect on their learning at the end of the session, when they are able to explain to the rest of the class what they did, how they did it, what worked well, whether they would do anything differently and how they might continue with this in the next session.

### 2. Pace and challenge

Literacy (RWI): Children in Foundation Stage will also follow the Read, Write, Inc programme which involves streaming across year groups according to reading ability.

Literacy and mathematics teacher initiated and directed activities: Each session will begin with a whole class input on a set learning objective. Children will be grouped according to the next steps that they need to achieve; these are flexible and will be changed termly and possibly weekly, depending on the children's progress. Follow up activities will be planned to support, develop and extend them in these areas. Some children will be supported within these groups by the teacher or teaching assistant (TA), whilst other children will be set independent tasks. Over the week each child will have the opportunity to work with an adult.

Children across Reception will have access to an additional higher level teaching assistant (HLTA) as an intervention to support those children who are below or exceeding age-appropriate levels or not making sufficient progress.

Each child will have a key adult to build a close relationship with and will be well monitored in their progress and development. The key adult is also an important point of contact for the parents/carers.

### **3. Partnering with communities**

Parents will see their children into the classroom each day to provide regular communication, essential for understanding how each child operates and at which level they are working, and how to support them further. Teachers will arrange for visitors where appropriate, for both children and adults. For example, the school nurse may visit to talk about washing their hands and then do a workshop for parents/carers on how to support their child if they are bedwetting. Teachers will also celebrate each child's learning journey through 'My unique story', compiled three times a year and shared alongside the parent-teacher meetings instead of an interim report (as used for the rest of the school).

### **4. Purpose: relevance and application**

The curriculum which is taught discreetly is applied practically whenever appropriate. For example, children learning about grouping in mathematics may then be asked to sort items; in a week when children are being taught how to retell a story, their CI time will include dressing-up clothes, puppets, masks, story sacks, and small world toys to play with. These all create rich experiences to build mental models in a child's mind to help them organise their thought processes.

CI time will give children a choice of how they spend their time with the option of choosing an activity linked to the literacy and mathematics focus. For example, they can link an experience to what they are learning, thereby contextualising it by:

- Creating spaces planned, set up and maintained by children and adults jointly to give them a sense of ownership and responsibility and chances to develop stewardship skills.
- Introducing physical environments that teach them how to manage risk and safety.
- Using active learning through outside spaces, including the woodlands, and a range of first hand experiences.
- Giving opportunities for inquiry based learning through play and asking questions.
- Learning through play and exploration.
- Developing structured routines.

As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more structured activities led to prepare children for more formal teaching in Year 1.

### **5. Progressive pathways**

Assessment for learning is verbal in the Early Years. Success criteria will be explained and demonstrated to the children – not written. They will be shared at the beginning and end of every lesson so that children are clear what they need to do and how they can do this. Understanding will constantly be checked by asking children to explain to someone else what they need to do. Children will also be encouraged to self-reflect on their own progress using thumbs up, middle or down and saying a sentence to justify their choice. Teachers and TAs will build CI as mentioned above but also encourage children to choose different activities that help challenge them and aid progression in their learning. It is vital that children are immersed in an environment rich with second layer vocabulary. Teachers will consistently model high quality language interactions and use 'is it just?' to up-level children's sentences. For example, when a child says, "I had a good lunch", the teacher will ask, "Was it just good?" and the child is encouraged to say, "No, it was delicious!" or something similar.

## 6. Praise

Right from the beginning of their schooling children will be taught how to praise others with encouraging words. Children will use teach-point-praise in their RWI programme and they will also be encouraged to use this technique in many lessons. This will encourage pupils to teach their partner by pointing, modelling and praising at the end of each task. They will also be encouraged to speak positively about themselves by repeating phrases such as 'I am a fabulous reader' as a class. Efforts will be celebrated through a 'star of the day' system and their good work shared with the Principal. Children will also have opportunities to buddy with older pupils during play time which will help to reinforce the importance of praise through seeing it modelled by others.

## Assessment, tracking and reporting

### Nurseries

Assessment, tracking and reporting are an integral part of the learning and development processes. They begin by working closely with nurseries to ensure that we are well informed about every child's development and progress e.g. by using transition grids. Throughout the year observations, photos and work samples will form an ongoing record of progress. These will be shared and discussed with parents/carers on a regular basis.

### Home visits

Teachers will arrange home visits prior to children starting in Reception to get to know the child and their family and to inform planning for the start of the school year. Parents will also have the opportunity to meet with the teacher in the first few weeks of school if they have any further concerns or questions in addition to the Parent Teacher consultation.

### Assessment and tracking

Assessment will be ongoing through long observations, teacher-directed activities and interactions with the children. Time will be built into the day for teachers and teaching assistants to reflect on their observations in order to inform future planning and learning. This evidence will be recorded on a tablet computer to make evidence collection quick and efficient. Tablet computers will all remain in the school and safeguarding procedures will be put in place to ensure the handling of this sensitive data is stringent.

At the end of each term (six times a year) children will be assessed against evidence and teacher knowledge, using Development Matters. This will highlight progress and next steps for each child whilst also tracking vulnerable groups to ensure good progress.

Profiles will be used as a form of summative assessment at the end of the academic year to set targets and inform parents/carers of achievement and progress.

## D2.3 Curriculum model – *Every Lesson Counts*

Breakdown of the specific time allocation for each subject:

Subject	Percentage allocation KS1	Weekly teaching hours KS1	Percentage allocation KS2	Weekly teaching hours KS2
Literacy	32%	07:35	31%	07:40
Mathematics	20%	04:45	20%	05:00
Science	6%	01:30	7%	01:40
PE	8%	01:55	7%	01:40
ICT (discrete)	4%	00:50	0%	00:00

Subject	Percentage allocation KS1	Weekly teaching hours KS1	Percentage allocation KS2	Weekly teaching hours KS2
Arts	4%	00:50	7%	01:40
Humanities	4%	00:55	3%	00:50
RE	3%	00:45	3%	00:50
PSHE	2%	00:30	3%	00:50
Assembly	4%	01:00	4%	01:00
Music	4%	00.50	3%	00:50
Enrichment	5%	01:15	5%	01:15
Spanish	1%	00.15	4%	01:00
<b>Total</b>		<b>22:55</b>		<b>24:15</b>

## D2.4 KS1 and KS2 timetables

KS1 will be taught all day by their class teacher apart from in Read, Write, Inc (D2.23).

KS1	8:35	8:50	9:10	10:10	10:30	10:45	11:45	12:00	13:15	14:05	15:00-15:10	
Mon	REGISTRATION	Assembly	RWI	BREAK	STORY TIME	Maths	PSHE	LUNCH	PE until 14:15		RE	Home
Tues		KS1 Assembly (Music)	RWI			Maths	Handwriting		ICT	PE	Home	
Wed		Year group assembly	RWI			Maths	PSHE		15 min Spanish	Science	Home	
Thurs		Handwriting	RWI			Maths	Handwriting		The Arts	Humanities	Home	
Fri		Assembly	RWI (ICT)			Maths 'til 11:30	Music		Show & tell	13:45 Enrichment	Home	
Total: 4hr 35min teaching time daily - 22hr 55min teaching time weekly												

KS2	8:35	8:50	9:10	10:10	10:30	10:45	11:45	12:15	13:15	14:05	15:00-15:15
Mon	REGISTRATION	Assembly	RWI (ICT)	STORY TIME	BREAK	Maths	Spanish	LUNCH	PE	RE	Home
Tues		Year group assembly	RWI			Maths	Handwriting/ Spanish		The Arts	PE	Home
Wed		KS2 Assembly (Music)	RWI			Maths	Handwriting/ Spanish		Science		Home
Thurs		Handwriting	RWI			Maths	Music		Humanities (ICT)	The Arts (ICT)	Home
Fri		Assembly	RWI			Maths	10 minute teach/show & tell		PSHE	13:45 Enrichment	Home
Total: 4hr 50min teaching time daily - 24hr 15min teaching time weekly (5min extra on Friday)											

## Assemblies

Monday and Friday will be whole school assemblies. Monday assemblies will have a character focus from our woodlands mural (D7.5). The character trait will be explained and creatively demonstrated, and this will then be followed up in the year group assembly where children can apply it to their week. Visitors will also be invited to take Monday assemblies, such as a local Police Officer or dentist.

Friday will be a celebration assembly. Certificates will be awarded, birthdays celebrated and feedback from fixtures and inter-school events will be shared.

The Year Group assembly will be taken by the Performing Arts teacher and be focused on singing practise.



## **D2.5 KS1 & KS2 Curriculum**

### **(a) Literacy - teach children to read and keep them reading!**

We will be implementing the Read, Write, Inc programme of phonics, decodable texts and genre studies across our whole school. In order to target teaching at specific levels and phases, children will be streamed according to reading ability. They will be taught in smaller groups as TAs will also have their own groups who they plan and prepare for (it is up to teachers to ensure they get at least 30 minutes per week to do this). This approach means that we get the very most out of every Literacy hour – without the need for discrete guided reading sessions, as reading is embedded.

Story time is very important as children that are read to regularly have a reading age of up to 6-12 months higher than those who do not<sup>22</sup>. Therefore story time will be timetabled across the whole school. This will also help generate a love for learning. Picture, chapter and e-books will be shared in these times and linked to questioning, talk partners and drama activities.

### **KS1**

In KS1 most children will follow the Read, Write, Inc phonics programme with the aim of completing it as soon they are able. They finish the programme when they are assessed as 2a fluent readers. Literacy lessons will focus around a weekly decodable text with a balance of reading and writing activities building up to an independent write on a Friday.

In KS1 we also have one extra HLTA for each year group to support interventions for those children who are significantly below or exceeding age appropriate levels to support them in making accelerated progress. Vulnerable children will be identified by the class teacher immediately and read with 1-1 for 10 minutes daily.

Targets will be shared verbally with children and reiterated before they do their independent work.

Marking will highlight good areas in green and areas for improvement in pink related to the specific learning objective and success criteria as identified to the child. The teacher will also write a short task to extend the child's piece of writing. Children will then be given enough time to provide a quality response to this marking.

### **KS2**

To ensure continuity and clear progressive pathways children who have completed the Read, Write, Inc programme will move onto the KS2 programme with a shift from phonics, decoding and blending skills to comprehension and spelling.

For those children in upper KS2 who still need phonics input a programme called 'Fresh Start', also provided by Read, Write, Inc will be taught by intervention HLTAs using more age appropriate texts. They will also be available to stretch the more able.

Targets will be displayed on the front of every child's book as a reminder for their independent work. Children can then tick and date these when they think they have completed them. Teachers and pupils will then discuss these during the termly consultations.

Regular 'marking for improvement' will take place to highlight when a child has done something well and also to scaffold how to improve. Marking will again highlight good areas in green and areas for improvement in pink. Pupils will be given reflective time at

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<sup>22</sup> Ruth Miskin (2012) *Read, Write, Inc training*.

the beginning of each lesson to respond to comments in their book.

### **Home reading**

Each child will have the opportunity to take home three books every week. A traffic light system will be implemented to support parents/carers in how to support their child in their reading.

- One red book: This book is too hard for the child and needs to be read to them. This highlights the importance of listening to and enjoying a story with an adult.
- One yellow book: This book is just above the child's level and they will need help from an adult to read and understand all the words.
- One green book: This book is just below the child's level. They will be able to read it fluently which will help build their confidence and enjoyment of reading.

When parents/carers first join the school this traffic light system will be explained during their meeting with the class teacher.

Children will be given a box of books to choose from, thus giving them ownership over the kinds of books they would like to read. Children may also choose the same book more than once to both increase their fluency and demonstrate that it is good to have favourite books that you revisit because you discover new things each time. Pupils will be encouraged to read to an adult at least four times a week; this will be recorded in a communication book.

Every year we plan to have a 'Book Week' to generate enthusiasm for reading and raise its profile in the school. This will consist of linking up with the local library and inviting authors to do workshops, sponsored reads amongst the children and staff and many other cross curricular activities related to a book, author or theme.

### **(b) Mathematics**

Our intention is to equip children to think like mathematicians so that they have a bank of transferable skills and can apply them to a range of situations and problems. We will follow the 'Maths Makes Sense' programme. This makes maths concrete and fully understandable by making consistent use of tangible objects, combined with exaggerated physical actions and a special vocabulary.

All teachers will plan a weekly outcome but only plan in detail the first day. This will encourage teachers to plan from day to day ensuring that there is adequate challenge, reactive to every day's outcome.

#### **KS1**

Every Mathematics lesson will begin with a 20 minute mental/oral starter encompassing multiplication and division tasks, number games, pre-assessments and revisiting previous work. This means that children are far more likely to remember what they have been taught as they are constantly consolidating past learning and applying it to new contexts. Pre-assessments are vital before planning the next unit of work. It also allows time for short visualisation and memory games, which are essential skills for maths. Pupils will use a lot of tangible objects to make abstract concepts easier to understand.

#### **KS2**

Children will begin written multiplication and division challenges once a week as we recognise it is a core skill that takes constant repetition to commit to memory. They will need to complete a table in under 3 minutes to achieve that level and be rewarded with a certificate and Jubilee money (Reward System is discussed in D7.13). When ready,

children will follow the whole school's written methods policy and begin to internalise concrete objects used previously. Pupils in upper KS2 will also take part in 'Teachback' at the end of each unit. They will plan and teach a short 10 minute game to another group, class or year group to pass on something that they themselves have learned.

### **(c) Information and Communication Technology (ICT)**

Jubilee Primary School is committed to preparing children to engage with a technology-reliant world, and with this in mind we welcome the scrapping of the old ICT programmes of study since they were being rapidly superseded by technological change and the increasing familiarity of children with new forms of ICT. Instead we embrace the teaching of computer science in which pupils learn how to be effective *authors* of computational tools, as opposed to just being *users* of them. Pupils will play an active role in the digital world that surrounds them, rather than being passive consumers of an opaque and mysterious technology.

At Jubilee Primary School, we also recognise that ICT is a multi-purpose digital tool that can be used to enrich the possibilities for teaching and learning. Interactive whiteboards will be installed in every classroom to make learning more visually stimulating, interactive and memorable.

We will have a stationary ICT suite as well as portable laptop computers. The suite will allow whole classes to have a discrete skills lesson and a cross-curricular lesson, weekly, with the possibility for every child to work independently at their own computer. This will develop their knowledge of computer science whilst also embedding ICT into their cross-curricular topics. Portable laptops will promote the use of ICT as a research tool and provide flexibility for teachers to have small groups working together in the classroom.

We will have an out-sourced ICT Manager to support both the general maintenance of the IT equipment and the teaching staff in remaining up-to-date with the latest software.

Children and teachers will learn how to access their work, and present and communicate their ideas, via the use of a Virtual Learning Environment (VLE) such as 'Education City'. All children will be taught to use a wide range of software that allows them to access and continue their learning outside of school. This powerful learning tool will also assist with lesson delivery as it has the potential for highly personalised teaching and the ability to monitor class progression. Through games, specific learning objectives are targeted and the system stores data on every child that uses it. Analysing this data saves valuable time and provides a real insight into how to best support every child.

In addition, [REDACTED], a [REDACTED], will support Year 6 pupils to design, brand, market and sell their own products at the summer fair. We envisage this link to Wonderful enabling pupils to acquire a working knowledge of the role of design technology in contemporary society and also to raise their own aspirations, self-esteem and confidence for what they can achieve through perseverance.

### **(d) Science**

Children have a natural curiosity about the world around them. Our aim is to foster their growth by providing an environment and curriculum that promotes investigation, exploration and questioning. We will teach children to predict, record, draw conclusions and test new concepts – always providing opportunities for them to practically demonstrate what they have learnt in real-life scenarios and to be reflective.

The whole school will participate in a 'Science Week' to take part in unusual experiments that build awe and wonder and generate questions that children are eager to follow up. Access to our woodlands will enhance the science curriculum through activities such as habitat studies and pond dipping.

### **KS1 and KS2**

Children in KS1 will receive their Science input from their class teacher in their class groups. However, in KS2 pupils will stay in their class groupings but be taught by another class teacher who will have a science specialism. This teacher will use the 'Advisory Service for Kent' (ASK) schemes of work as a basis for his/her Science lessons. These lessons will be differentiated and personalised for each class ensuring that they are tailored accurately for the age and ability of pupils.

### **Evolution**

At Jubilee Primary School we oppose the teaching of creationism as scientific theory. Creationism is a belief system and as such it should only be taught in RE. We shall adhere to the Science National Curriculum as set out by the Government. Specifically, we will teach all aspects of the new Draft Science Curriculum including those involving evolution. For example, from Years 4-6 children will study 'evolution and inheritance' including looking at fossils as evidence of evolution and discussing the works of Charles Darwin.

### **(e) Specialist subjects**

#### **The creative and performing Arts**

Our Creative Curriculum delivery will be organised through themes rather than discrete subjects such as 'India' as referred to elsewhere. This thematic approach focuses on inter-disciplinary links and enables pupils to explore themes from a variety of perspectives, drawing on skills, knowledge and understanding from a range of subjects. We see art and music as being about the creative process rather than the end product, and about expressing one's own ideas rather than recreating those of others. During their Arts time children will study art in the context of the topic or theme being studied.

Each year group will also write, plan and design a production to show to the whole school, parents/carers and the local community. Working with some of our link organisations, such as the Creative Arts Academy in Maidstone, children will also take part in an annual fashion show. They will help to design backdrops, and learn how to organise public events. Children will develop the ability to think in terms of the 'bigger picture' by practically demonstrating the interrelated links between the separate aspects of the Arts and how they complement one another. They will also have to adapt their performance for the context of a wider-scale production and for the audience.

We will have a whole school Arts Festival once a year. Local artists, performers and students from other schools/colleges will be invited to come in and take workshops with the children. We have links with the Creative Arts Academy in Maidstone who have committed to bringing their expertise to that week. Having input from experts challenges the children, helps them to explore their individual skills and talents and helps to model the necessary steps to improve their own performance. Having an Arts Festival will create an atmosphere of excitement in the school and help to make the activity more memorable therefore facilitating learning.

### **Art**

Our art curriculum will be imaginative and adventurous, consisting of a wide range of

activities, structured for learners to develop subject skills, knowledge and understanding with unpredictable outcomes for discovery and challenge. Since it is topic-based there will be explicit links made with other subject areas and themes but with artwork evidenced in sketchbooks.

To inspire, excite and give children access to experts, we believe that it is vital to have direct input from artists and to visit art galleries. To support this there will be a sustained partnership with a local artist, [REDACTED], who heads up [REDACTED]. He will visit for one day every month to work with class teachers in modelling high quality skills.

Teachers will also be reflective practitioners who will partake in all activities with the children, modelling how to react positively when the expected outcome is not achieved (Ofsted 2009). A negative attitude is a barrier to learning; therefore developing perseverance is a key part of the development of their character as a life-long learner.

Because some children find it difficult to communicate verbally, art provides an alternative form of communication that enables them to express themselves, which can be deeply therapeutic.

### **Music**

Maidstone is the home of whole class instrument tuition. In 1880, All Saints Church began with violin tuition, entitled 'The Maidstone System'. The objective was to develop a "*love for orchestral playing among pupils*"<sup>23</sup>.

We will implement this whole class instrumental tuition, with singing at the centre in every class. A professionally trained musician will be employed to work in partnership with the class teacher ensuring excellent standards and providing exposure to music of high skill. Parents/carers will be invited to these sessions to know how to support their children at home and increase motivation and therefore participation and attainment.

Children will be taught using instruments that are conducive to progress such as recorders and ukuleles. There is currently an 87% drop in continuation with learning to play instruments following transition to secondary school<sup>24</sup>. Therefore, teaching children to play these instruments creates clearer progressive pathways that lead to higher rates of continuation and result in more accomplished musicians with a deeper understanding of musical elements.

Aside from these discrete sessions, music will also be integrated into the daily life of the school through assemblies, listening to music whilst doing artwork and through cross curricular links in dance, languages, science and using music software to compose and perform. In all cases a wide range of genres and cultures will be represented to expose children to the vast range of music and instruments that are available.

In KS1 children will focus mainly on rhythm and pitch and learn through recorders. In KS2 children will begin to play in ensembles and learn through playing ukuleles.

### **Physical Education (PE)**

We believe that physical education (PE) must take into account all aspects of a child's physical health and well-being. Children need to understand the link between physical performance and how we look after our bodies. Cross-curricular links between science and PE, such as nutrition and hygiene, will facilitate practical opportunities for children

<sup>23</sup> Birge, E (online) *History of Public School Music*. Available at: [http://www.archive.org/stream/historyofpublics030134mbp/historyofpublics030134mbp\\_djvu.txt](http://www.archive.org/stream/historyofpublics030134mbp/historyofpublics030134mbp_djvu.txt)

<sup>24</sup> Boulton, Peter of Kent Music School (21<sup>st</sup> June 2012) *Soundhub conference*.

to explore these links. Staff will model how to develop and maintain healthy habits in their own lifestyle and attitude.

KS1: PE will centre on the development of gross motor skills with a skills base. The focus will be on maximum participation and generating a love for sport through fun skill-based games. They will study gymnastics, games (inside and out), dance and swimming (for one term every year).

KS2: In KS2 children will begin to think more tactically and apply their skills into team games. They will follow the National Curriculum plus swimming (for one term every year).

Swimming will be provided at a local swimming pool at a subsidised rate. We believe that swimming is an essential life skill, but recognise that many parents in our anticipated locality will not be able to afford this privately.

We will promote independence and self-reliance but also teamwork and co-dependence. Using the opportunities afforded by school competitions, we aim to develop a healthy sense competition between pupils. Children will have opportunities for character development by displaying good sportsmanship in both winning and losing.

Our teachers will work with a [REDACTED] who is committed to supporting us in developing an innovative PE curriculum. He is the club's [REDACTED] and [REDACTED] and would be willing to send some of his 16-18 year old BTEC Level 3 students to achieve their coaching badges. This will help to develop the skills of our own teaching staff and increase the enjoyment for our pupils. Our contact has also offered free tours around the Maidstone United stadium free of charge and can provide us with signed merchandise for our rewards store or to auction to raise money for the school.

## **(f) Foundation subjects**

### **Humanities**

History gives rise to mystery and discovery, where pupils are 'detectives'. They discover how to question and inquire about the past, learning not just about it – but from it! The past 'comes alive' enhancing their enjoyment of it rather than them being passive observers of it. Through learning history children have an opportunity to study the past and the lessons that it carries for us today. This will help them to understand cause and effect, highlighting the fact that certain past choices resulted in particular outcomes that still affect us now (D1.5). Children will research historical characters and expand their research skills – equipping them as independent inquirers.

We want children to grasp how people lived in the past and compare this to how we live today, thereby developing critical thought. This will be facilitated through the use of drama techniques, visits to places of historical interest, specialist workshops and handling real artefacts.

### **Geography**

Pupils will study local areas and current issues to build knowledge and develop skills in new, relevant and challenging ways. Our outside classroom in Rutland Woods will be used whenever possible to create positive memories. This provides an opportunity for children to develop skills of stewardship, which can be applied locally, nationally and globally. This approach is a non-threatening way of generating thoughts and solutions to the challenges the world presents. Pupils will also recognise our interdependence

with other people in our own and wider world by studying and experiencing initiatives such as Fairtrade.

In KS1 there will be a focus on inquiry based learning where pupils are encouraged to ask their own questions and begin to be equipped in skills to enable them to find out their own answers. For example, how to use non-fiction books and use webquests to search the internet. Pupils will also visit the woodlands to support the Geography National Curriculum through practical experience and application.

In KS2 inquiry based learning will be built upon as children develop their independence further. ICT will play a key role in developing children's skills as critical thinkers or sources of evidence and the validity of websites and artefacts. It will also be an essential research tool for finding out facts and figures. Pupils will also use ICT to present their findings through using tools such as PowerPoint, slow motion film or video. In KS2 pupils will use the woodland area for aspects such as designing outdoor ecological shelters and forestry.

### **Spanish**

KS1: Children will be taught Spanish for 15 minutes a day as an introduction to Spanish in the form of games and this will then be reinforced informally throughout the school day. For example, this may include answering the register in Spanish or singing Spanish songs on their way to lunch.

KS2: Children will now be taught Spanish for one hour a week in the form of one 30 minute and two 15 minute sessions or as two 30 minute sessions. This will help to create bursts of exciting language teaching, helping to generate a love for languages.

Spanish will be taught by class teachers so it can be embedded in daily routines thus reinforcing and aiding retention. However, to ensure high standards of subject knowledge, all teaching staff will receive training and access to the Spanish section of an online programme such as 'Education City' to assist with interactive games, pronunciation and videos. Spanish will be taught predominantly through drama, songs and games to make learning fun and memorable.

It is vitally important that pupils generate a love for languages in their primary years as poor experiences can severely hinder their chance of doing well at secondary level and thereafter. Annually we will have a Cultural Week which will consist of a range of different activities centred around many countries and languages but reflective of the community we serve.

### **Personal, Social, Health Education (PSHE)**

PSHE will be taught by class teachers as it is imperative that they reflect the current issues in their class to be effective in supporting a change in learning behaviour. Children will cover themes set out in the SEAL plans by DfE. However, these are flexible and teachers will be free to tailor their sessions to reflect the needs of the class. For example, if anger has been an issue then they may choose to plan a scheme of work around the area of anger management and emotions.

### **Sex and Relationships Education (SRE)**

We have based our SRE curriculum on the DCSF guidance document "Sex and Relationship Guidance" (reference DCSF 0116/2000). In this document the subject is defined as, 'learning about physical, moral and emotional development'. It is about understanding the importance of stable and loving relationships, respect, love, care and marriage for family life. In line with our Christian faith ethos, we will promote the values of:

- respect for self and others.
- relationships built on mutual respect, love and care.
- sense of self-worth and identity.
- confidence to say “no”.
- understanding the biological changes that occur as we grow.

SRE is firmly rooted in our school’s PSHE framework. In this way we ensure continuity and progression in a safe and supportive learning environment. The content of SRE should, as far as possible, match the age and maturity of the pupils involved.

We are aware that the primary role in children’s sex education lies with parents/carers. We wish to build a positive and supportive relationship with them through mutual understanding, trust and co-operation. In promoting this objective we will inform parents of our policy, answering any questions that arise and taking seriously any issues raised. Parents have the right to withdraw their child from all or part of SRE. If a parent wishes to do this then they will discuss it with the Principal.

SRE will be conducted in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or is likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Child Protection. In these circumstances the teacher will record exactly what the child has disclosed on a referral form and give it straight to the Child Protection Officer.

### **Religious Education (RE)**

Our school will make use of the Kent Agreed Syllabus to guide and enhance our RE curriculum. RE will be a compulsory subject in all Key Stages.

Our school is committed to nurturing, encouraging and challenging those of all faiths and none. We recognise and respect that each child will come from and live in a multi-cultural society in which many different views are evident. Respect for and sensitivity towards those with different views will be encouraged.

If parents are considering withdrawing their children from our RE lessons we will invite them to discuss their concerns and to join an RE lesson in order to better inform their choice. We believe it is essential for all children to learn tolerance regarding people of faith and those of no faith.

### **Collective Worship**

We expect everyone to take an active part in assemblies. In line with our ethos, our collective acts of worship shall be Christian in nature but conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school. Assembly materials are chosen to reflect the cultural and ethnic diversity of our society – no group of pupils will be disadvantaged.

While the acts of worship in our school are Christian, we will also hold assemblies that reflect other religious traditions that are represented in our school and the wider community. We expect all children to attend assembly, however, any parent can request permission for their child to be excused from attending religious worship and we will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this.

## **D2.6 Enrichment Activities**



Every term children from Years 1-6 will have the opportunity to sign up to an enrichment activity that they will attend every Friday. These sessions will include a wide range of curriculum subjects. Children will be given a list of options and will have to choose their preferred subject for a term. Choices will be changed each term. Hub leaders will then arrange the pupils in their activities for the following term and ask teachers to sign up to the classes they would like to plan and run.

For example in 2018/19:

	Year 1A teacher	Year 1B teacher	Year 2A teacher	Year 2B teacher	Year 3A teacher	Year 3B teacher
Cookery	✓					
Photography		✓				
Sculpture			✓			
Woodlands				✓		
Film making					✓	
Handball						✓

When running at full capacity enrichment activities will be differentiated for KS1 and KS2 to provide more age-appropriate activities.

Children will also be given the opportunity to be selected as the 'apprentice' for that term by the teacher. This child will be an assistant to the teacher/group leading the activity and will be taught how to plan, prepare and teach the session. This apprenticeship will be progressive ending with the children leading the last activity of the term. Children will be awarded with a special certificate and Jubilee money as payment for their teaching (see D7). The purpose of this leadership role is to equip children in how to lead groups and to shadow a teacher with this in mind. It also provides them with immediate feedback from the professional leading the group and a regular time to implement the improvements.

All members of staff will be involved in the running of enrichment activities, in conjunction with planned outside agencies. Hub leaders will be in charge of planning and organising activities under their subject umbrella to ensure a good range. Staff will then sign up to the subjects they want to teach based on their own passions and expertise to ensure the most enthusiastic, skilled person teaches that subject.

A weekly 'ten minute teach' will consist of a child preparing and delivering a short interactive lesson to their class, or example about a particular hobby or holiday feedback. The outcome of this will be to challenge the child to communicate and articulate clearly to a specific audience whilst overcoming fears.

'Links' and 'Teachback' will take place to join different age groups. During 'Links' different year groups will merge to read or play together, this will be encouraged once a term for an hour and will be arranged by class teachers. 'Teachback' will also take place once a term and require each child to work with others in their class to teach something that they have learnt to another group or year group. Children will be given the week to prepare by going over past notes and planning clear ways of teaching the skill to another (possibly younger) group of pupils. All children who participate will receive a certificate and the group that presents the best, using the 12 character traits (D7.5) as success criteria, will win £10 Jubilee money.

In Year 6 pupils will receive an intensive week of leadership training in our Leadership Training School (LTS). We believe this leadership training will be offering pupils life skills, preparing them for secondary school. This will be arranged for the week before

their residential trip to allow them opportunities to practically apply what they have learnt. The week will be off the curriculum timetable and consist of members from the local community taking seminars with the children centred around the 12 character traits and applying them to work and life situations. For example, a local retail manager may come in and teach the children about working as a team and leading a team. Children will all receive a certificate at a graduation meal on the last day.

## **D2.7 Extra-Curricular Activities**

### **Breakfast Club**

There will be an optional breakfast club every morning from 7.35-8.35am. Since our nature is to nurture we believe that it is vital for children to have a good start to the day. Children need to feel safe and valued, have an opportunity to chat with other children or adults, and eat a well-balanced meal to give them energy for the day ahead. The breakfast club will be staffed by kitchen and support staff.

### **After school clubs**

From 3.15-4:15pm every weekday there will be optional after-school clubs run by teaching staff, outside agencies and volunteers. Some of these will be linked to the compulsory enrichment activities so that children can choose to further develop their skills in a particular area. Pupils will be grouped in Key Stages to ensure that they are age appropriate.

There will be a reward scheme for our after-school clubs. When a child attends they will receive a sticker on their reward chart. If they attend consistently (at least 80% for that term) then they will receive a reward in Jubilee money to spend in the school reward shop. This will encourage participation and regular attendance.

### **Sport Clubs**

One of Jubilee Primary School's directors has a strong working relationship with some local sports clubs such as the Mote Rugby Club and 'Pebbles' Maidstone United Football Club, which we would like to feed into. We will promote local clubs at Jubilee Primary School and work towards providing free scholarships for gifted and talented children.

### **Parent Workshops**

Alongside extra-curricular activities for children, we will also run 'family learning opportunities'. At the beginning of every academic year parents/carers will receive a questionnaire. On that questionnaire will be a space for them to say which workshops they would attend and anything that they would like to see offered. This may include for example, assistance with debt, learning ICT skills, parenting skills, assistance with homework or help on packing a healthy lunchbox. The questionnaires will then be analysed and discussed amongst the Senior Leadership Team. They will put together a plan of action for the next academic year detailing short and long term programmes, appointing lead teachers to organise them, arrange timings and room bookings, secure funding and the help of outside agencies. When these have been discussed, parents/carers will receive an overview of the year and given the opportunity to sign up to them on a first come, first served basis. The Deputy Principal will be in charge of overseeing the day-to-day running of these sessions.

## **D2.8 School calendar**

For the academic year 2014/15 the school term and holiday dates are as follows:

Term	Start	Finish	Holiday	Inset days	No. of school days
1	Mon 1 Sep 2014	Fri 24 Oct 2014	Mon 27 Oct - Fri 7 Nov 2014	1&2 Sep	40
2	Mon 10 Nov 2014	Fri 19 Dec 2014	Mon 22 Dec – Fri 2 Jan 2014		30
3	Mon 5 Jan 2015	Fri 13 Feb 2015	Mon 16 Feb – Fri 20 Feb 2015	5 Jan	30
4	Mon 23 Feb 2015	Fri 27 Mar 2015	Mon 30 Mar – Fri 10 Apr 2015		25
5	Mon 13 Apr 2015	Fri 29 May 2015	Mon 1 Jun – Fri 5 Jun 2015	13 Apr	35
6	Mon 8 Jun 2015	Fri 24 July 2015	Return 31 Aug 2015	1 Jun	35
<b>Total</b>					<b>195</b>

\*All schools will be closed on Monday 4 May and Monday 25 May 2015 for statutory holidays.

We have used the projected term dates for all UK Primary schools with a few exceptions.

- October break has been extended to two weeks as the first half term of a new academic year is always very busy and allows pupils and teachers a longer break. To make up for this extra week the school year finishes a week later.
- The break between terms 5 and 6 has been moved a week later. This allows for two seven week terms rather than one six week and one eight week.
- In our first year of opening we will also require all teaching staff and TAs to attend a week of initial training before the school year begins. This will not be paid as staff will then take the staff development days for the year as days in lieu.

## D3 STAFFING STRUCTURE

*D3.1 Phased build-up of staff*

*D3.2 Senior Leadership Team*

*D3.3 Accountability and organisation*

### D3.1 Phased build-up of staff

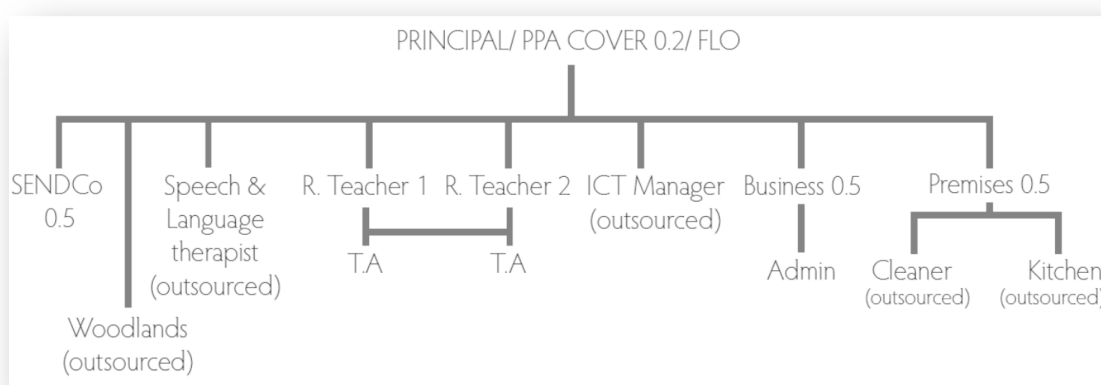
Our school will always approach employment and recruitment with our vision and ethos in mind to ensure we attract the best candidates to support those aims. This will form the core of our recruitment process.

The Governing Body and Principal will have responsibility for selecting and appointing all teaching and support staff. The Principal and one governor will also have had Safer Recruitment Training. We encourage newly qualified teachers to apply for positions, as we believe this encourages staff to invest in and develop within our school.

By choosing teachers with specialism in our chosen enrichment curriculum we believe our staff will be good value for money since we will not have to employ outside agencies to deliver these subjects. Another cost effective initiative will be the use of Higher Level Teaching Assistants (HLTAs), under the supervision of the class teacher, to take intervention groups. In our first year the Principal will cover planning, preparation and assessment (PPA) duties, followed by the Deputy Principal in the second year. The principal will also carry out Family Liaison Officer (FLO) responsibilities due to our anticipated intake of pupils with behavioural, emotional and social difficulties (BESD).

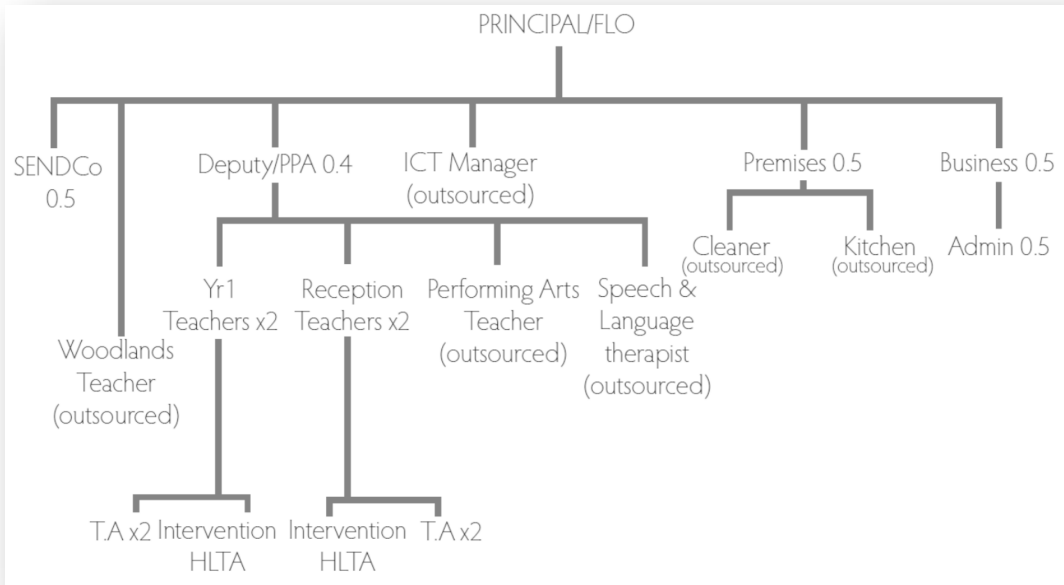
### 2014-15

In our first year, due to the expected number of children needing speech and language intervention, a specialist therapist will be contracted in. This therapist will be accountable to the SENDCO. In addition, our woodlands teacher and ICT Manager will also be contracted in. The woodlands teacher will be responsible for activities when groups visit the woodlands. He will liaise with the class teacher responsible for the visiting class/classes. The kitchen and cleaning staff will be outsourced. As outlined in section G, this will be more cost effective in the start-up period.



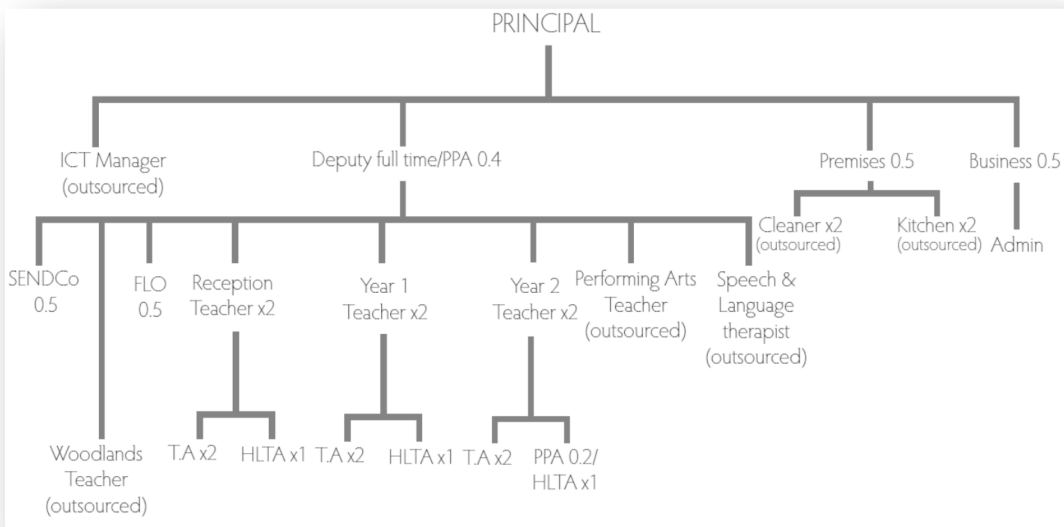
**2015-16**

The Principal will no longer need to cover PPA time as the Deputy Principal will be able to take on this role. There is also now a Performing Arts teacher (outsourced).



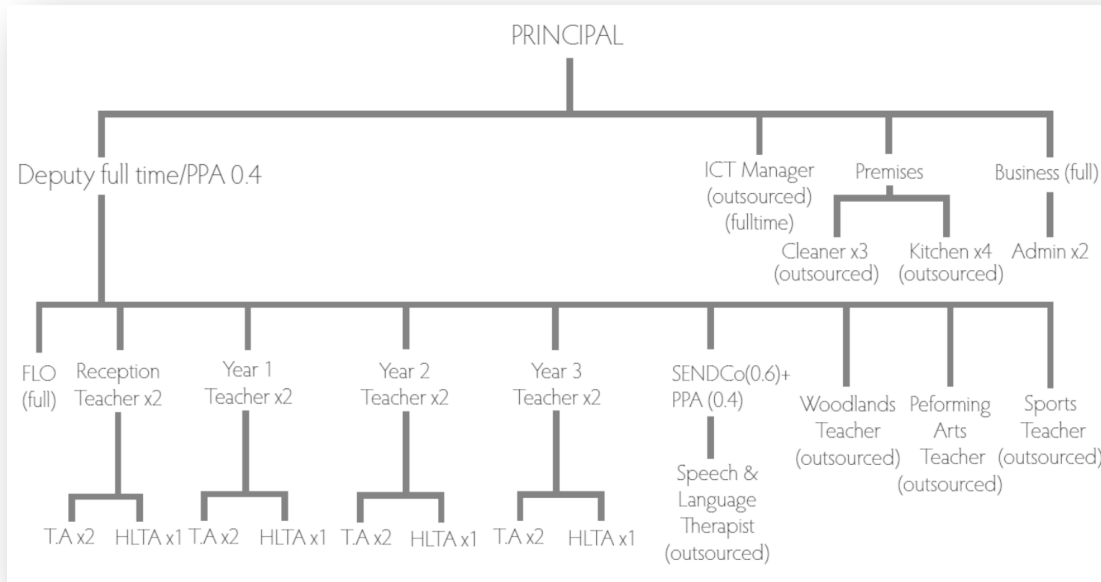
**2016-17**

The Principal is no longer carrying out FLO duties as we will employ someone for this role. The FLO will fulfil an essential role since our ethos is to nurture and our expected pupil profile indicates an increased number of pupils with BESD. The FLO will be accountable to the Deputy Principal.



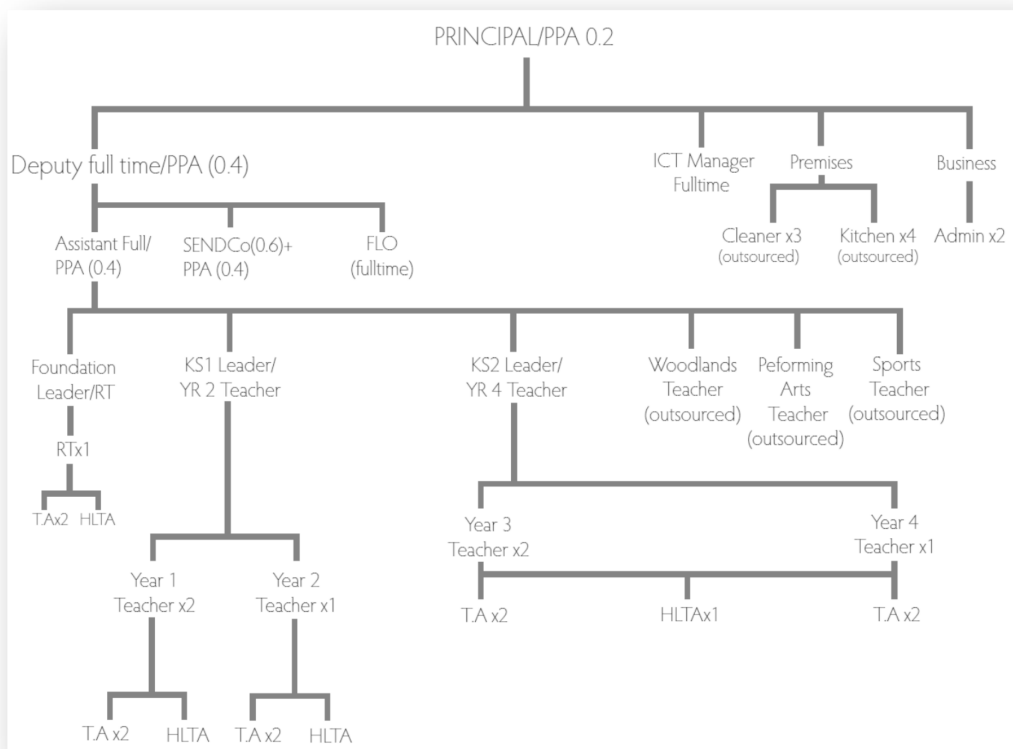
**2017-18**

To maintain the distinctive in sport, a sports teacher will be outsourced. The sport teacher will be solely responsible for teaching sport skills, liaising with class teachers as well as outside sporting agencies. They will also be responsible for inter school fixtures.



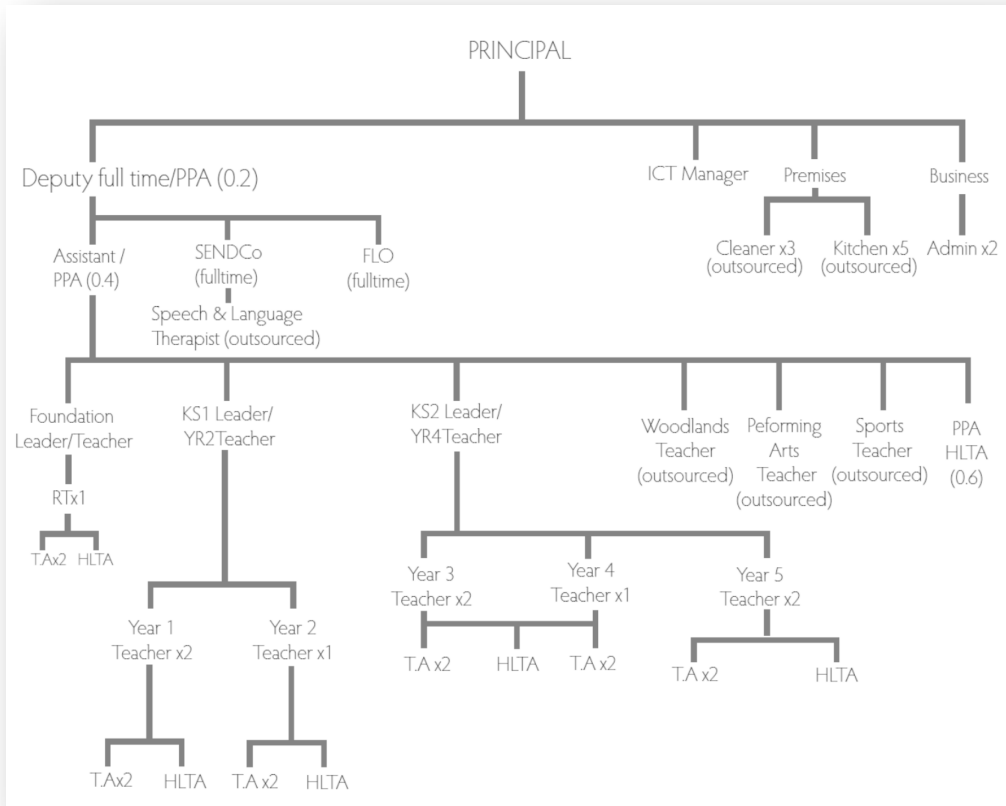
**2018-19**

We will now have an Assistant Principal who is accountable to the Deputy Principal. This means that all the teaching staff are accountable to the Assistant Principal and not the Deputy Principal. We will also appoint Key Stage leaders at the beginning of this year.

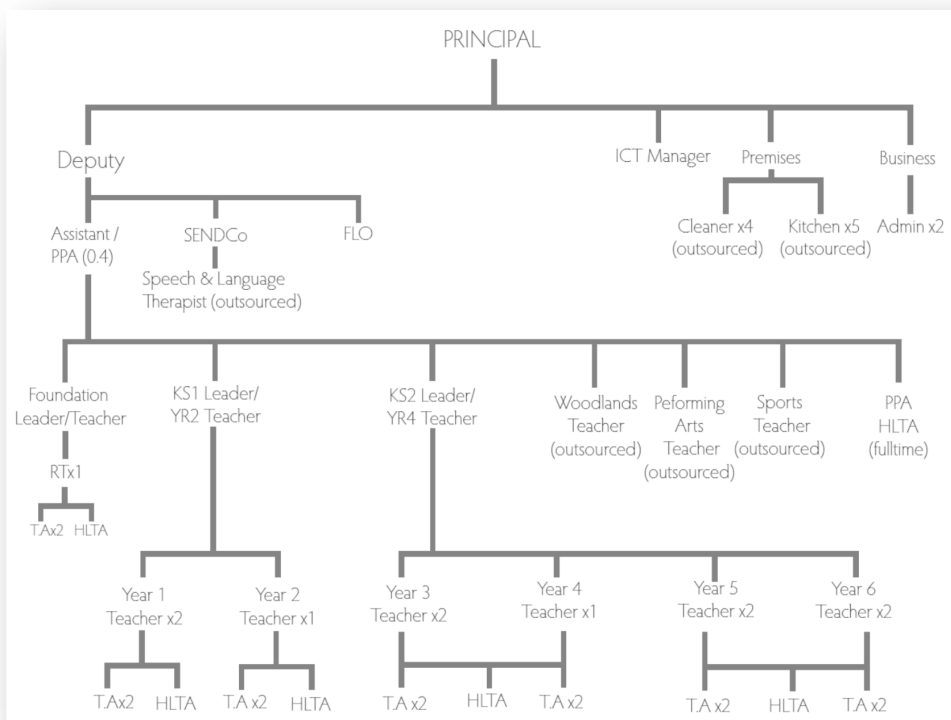


**2019-20**

Due to the number of teaching staff we will employ an additional HLTA to cover the additional PPA time. At this stage the Performing Arts teacher may be employed on payroll, assuming we have a full quota of pupils.



**2020-21**



**2020-21 contd**

The HLTA will now be full time. PPA cover is based on each teacher being given 10% PPA time every week, however adjustments will need to be made if we hire any newly qualified teachers (NQTs). NQTs will be entitled to 10% PPA plus 10% non-contact time.

Intervention teachers will use the last 30 minutes of every day as their PPA time in order to reflect on the day and plan sessions for the next.

**D3.2 Senior Leadership Team**

The Senior Leadership Team (SLT) will consist of the Principal, Deputy Principal and Assistant Principal.

The Principal will be the guardian of the vision and ethos established by the Governing Body and accountable to them. The Principal will be a visionary leader with a heart for the community and sympathetic to the Christian faith. He/she will be directly involved in the day-to-day activities of the school, being available for pupils, teachers and parents. He/she will be positive, enthusiastic and encouraging.

Main responsibilities:

- Managing budgets.
- Formulating School Development Plan: setting objectives, targets and performance indicators.
- Internal organisation.
- Implementation of the strategic framework from the Governing Body.
- Formulation of policies for the school to achieve those aims.
- Keeping staff morale high.
- Quality assurance (QA) of teaching and learning
- Premises and Kitchen
- Complaints and incidents
- Annual reports
- PTA Liaison
- New Staff induction
- Safeguarding Governor

The Deputy Principal will be sympathetic to the vision and ethos of the school and supportive of the Principal as well as being able to envision the staff. He/she will also have excellent teaching skills and deliver lessons of an outstanding standard.

Main responsibilities:

- Supporting QA system
- Data tracking and analysis – pupil progress
- Inclusion – vulnerable groups
- Attendance monitoring
- Designated Child Protection Coordination
- Day to day organisation – calendar, diary, rooming, assemblies, cover (planned and unplanned), consultation evenings, rotas, etc
- Staff updates e.g. weekly staffroom board details
- Assessment schedules and reports organisation
- ICT e-safety and website
- Transition procedures: including Kent Test and CATs



The Assistant Principal will also be sympathetic to the vision and ethos of the school and supportive of the Principal and Deputy. He/she will also have excellent teaching skills.

Main responsibilities:

- Curriculum developments – to include lead on Read Write Inc
- Supporting QA system
- Assessment for Learning (AfL) / Assessing Pupil Progress (APP)
- Assessment organisation
- Healthy schools status
- Pastoral support staff / pupil well-being / pupil voice / school council / anti-bullying / prefects & head girl & boy

### **D3.3 Accountability and organisation**

#### **Key Stage leaders**

From 2018-19 we will have three Key Stage leaders: Foundation, KS1 and KS2. They will be supportive of our vision and ethos.

Main Responsibilities:

- Co-ordinate and evaluate teaching and learning within the Key Stage and to liaise with other members of the leadership team where necessary, to ensure continuity and progression throughout the curriculum.
- Take a leading role in specific project(s) to be decided with the Principal.
- Lead by example as a teacher and manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- Be responsible to the Principal for coordinating the work of the Key Stage, supporting and advising where appropriate.
- Ensure continuity and progression throughout the curriculum.
- Take overall responsibility for the pastoral care of pupils in their Key Stage.
- Oversee the organisation of educational visits.

#### **Leading of Subject Areas**

The leading of subject areas will be organised into 3 Hubs:

1. Languages Hub: Literacy, Spanish
2. Numbers Hub: Numeracy, science, design technology
3. Performing and Creative Arts/Sports Hub: art, music, dance, drama, PE, values (RE & PSHE),

Under each hub there will be a leader and teachers responsible for the separate subject disciplines. Where there are NQTs, they will be placed where they think their strengths are in order to shadow and observe the teachers and support them where they feel this is appropriate – under guidance. The leader of each group will be an experienced teacher who has proven their ability to lead and has shown specific expertise and passion for that field. They will be responsible for monitoring and evaluating their subject disciplines across the school through observations and book scrutiny. They will arrange regular meetings with their Hub members, planning for integration with the community and arranging for local businesses, schools etc. to come into the school for enrichment, recording the activities on the school website.

The reason for creating these 'Hubs' is to provide opportunities for collaboration and team work amongst staff, frequent opportunities to bounce ideas off one another and support each other in the activities they want to pursue. It helps to build links between subjects and provides opportunities for teachers to plan specific subject weeks

together, like the 'Arts week' for example. This should help to ensure the highest levels of teaching and learning across the school because we are drawing from a much richer source of expertise than can be achieved from one teacher leading a subject alone.

In the build-up stages subject areas will be divided amongst teaching staff dependent on expertise. Therefore, initially some teachers will manage more than one subject area and then pass it on as more teachers are employed.

### **Lead teachers**

Across each year group the most experienced teacher will be the 'lead' teacher. They will monitor planning and assessment across the year group and hold ultimate responsibility for these. This is to encourage year group partners to work closely together to provide continuity in the provision offered to both classes and to draw on the experience of all members of staff. It also supports the up-skilling of all teachers. Lead teachers will be accountable to their Key Stage coordinators.

### **Classroom teachers**

Class teachers will need to be sympathetic to our faith ethos, maintain the core values of the school both inside and outside the classroom.

Main responsibilities:

- Ensure planning, preparation, recording, assessment and reporting meet the varying learning and social needs of their class.
- Knowledge and understanding of the administration and preparation of statutory national curriculum tests.
- Committed to professional development and able to set targets for this.
- Contribute to constructive team building with teaching and non-teaching staff, parents/carers and Governors.
- Dedicated to building relationships with pupils built on mutual trust and respect.
- Supportive of Principal and SLT.
- Set clear targets based on prior attainment for learning.
- Provide a stimulating classroom environment.
- Communicate effectively both orally and in writing.
- Committed to develop positive learning behaviour strategies.
- Fulfil the statutory requirements of legislation concerning equal opportunities, health and safety, SEND and child protection.

### **HLTA Intervention teachers**

- Collaborate with class teachers for devising an individualised programme of support/intervention to meet the needs of a child.
- Uphold whole school behaviour expectations.
- Trained to support children with SEND.
- Identifying suitable resources to assist learning, including ICT.
- Monitor the progress of a child and make adjustments where necessary.
- Committed to professional development.

### **TAs**

- Assist in the educational and social development of pupils under the direction and guidance of the Principal, SENDCO and class teacher.
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Support behaviour management by helping to prevent and manage incipient behaviour problems.

- Assist class teachers with maintaining student records.
- Liaise with parents/carers and teachers.
- Support small groups in the classroom, especially Literacy and Mathematics.
- Prepare and modify learning materials.
- Prepare and present displays of students' work.
- Promote the self-esteem of learners and contribute to a positive classroom environment.
- Act as a good role model.
- Be proactive in matters relating to health and safety.
- Observing the progress of individuals, picking up emergent issues and comparing notes with and giving feedback to the class teacher.

### **Performing Arts Teacher**

The Performing Arts teacher will be outsourced since their services will only be necessary for a few hours a week which may change termly. This makes it more cost effective.

#### **Main Responsibilities:**

- Plan, prepare and deliver whole class instrumental sessions across a range of ages.
- Inspire and motivate their students.
- Highly accomplished musician on a range of instruments including voice.
- Support and collaborate with class teachers in planning and delivering year group productions.
- Committed to developing music across the school.
- Committed to improving their own musical knowledge and skills.
- Coordinating partnerships with other schools and organisations.
- Up-to-date working knowledge of musical technology.

### **SENDCO**

The SENDCO will be familiar with the school ethos and vision, enabling them to carry out the SEND policy throughout the school in line with the vision.

- Oversee the day to day operation of the school's SEND policy, ensuring that it complies with the Special Educational Needs Code of Practice 2001 and acknowledges the eventual outcomes of the government's March 2011 green paper
- Coordinate provision for individual children with SEND
- Liaise with staff parents/carers and outside agencies
- Offer professional guidance to colleagues, securing high quality teaching for children with SEND
- Analyse and assess children's needs
- Monitor data and help to set targets for individual children.

### **Speech and Language therapist**

- Undertake assessments of pupils.
- Give advice and support to pupils, families and teachers.
- Maintain records and case notes on individual pupils with CLAN.
- Liaise with doctors, physiotherapists, teachers and family members/carers.
- Plan, prepare and develop Speech and Language therapy sessions with individual, groups and/or families.

**Family Liaison Officer**

- Empower parents/carers to take an active role in their child's social, emotional and educational development.
- Offer a swift and easy referral route for parents via the school.
- Support parents/carers regarding a range of issues that could impact on their ability to parent effectively.
- Provide a range of activities for parents/carers that encourage them to be safe and healthy, to enjoy and achieve in their own lives, make a positive contribution to the wider community, and achieve economic well-being.
- Encourage good relations and effective dialogue between parents/carers and teachers about a child's progress.

**Business Manager**

The Business Manager will assist the Principal with all personnel and recruitment issues. They will also be responsible for the attendance records, sick leave management and all line management structures.

**Administrators**

- Accountable to the Principal to support as a Personal Assistant.
- Arrange meetings and keep track of such for the Principal.
- Skilled in public relations.
- Highly efficient and organised.
- Know and understand the school day and meetings that have been arranged.
- Good ICT skills.
- Oversee the correct administration of medications.
- Know emergency procedures.
- Keep track of records of both pupils and staff.

**ICT Manager**

- Works with ICT coordinator to spend the ICT budget.
- Conduct regular inspections to identify if computer programs and systems have been misused.
- Oversees e-safety with regards to downloading, blocking of inappropriate websites etc.
- Monitors the correct storage of all data including photos and videos.
- Maintains computers.
- Orders stock including hardware for Interactive Whiteboards.
- Available to fix technical problems.
- Updates software.
- Available to demonstrate to staff how to use software.

**Premises Manager**

- Procure and specify repairs and minor improvements.
- Plan maintenance and repair schedules.
- In charge of site security.
- Undertake building condition surveys.
- Grounds maintenance.
- Supervise kitchen and cleaning staff
- Overall responsibility for health and safety.
- Waste disposal.
- Ordering and maintenance of general cleaning and maintenance stock.

**Cleaning staff (when not outsourced)**

Cleaning the school premises and maintaining a safe and healthy environment. They must comply with health and safety policies and procedures.

**Kitchen staff (when not outsourced)**

- Plan, order, prepare and cook healthy, balanced meals.
- Develop termly menus to inform parents/carers about meal plans.
- Tailor menu for specific dietary requirements.
- Display pupil allergies and intolerances in the kitchen and clearly know their needs.
- Strictly follow health and safety procedures.

**External agencies (social workers, educational psychologists, etc)**

In the first year any involvement from external agencies will report to the Principal until the Deputy Principal has been employed. Then the Deputy Principal will take over this reporting responsibility. In Year 4, when the SENDCO is part time, they will eventually take over supervision of external agencies.

## **D4 MEETING THE NEEDS OF ALL PUPILS**

- D4.1 Special educational needs and disabilities (SEND)*
- D4.2 Speech, language and communication difficulties (SLCD)*
- D4.3 Behavioural, emotional and social difficulties (BESD)*
- D4.4 Additional educational needs (AEN)*
- D4.5 Social, emotional and pastoral needs*
- D4.6 Use of ICT*
- D4.7 Other agencies*
- D4.8 Differentiation*
- D4.9 The school environment*
- D4.10 Example of a SENDCO provision map*

### **D4.1 Special educational needs and disabilities (SEND)**

#### **Definition**

The Education Act 1996 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools. The legal definition of disability is not the same as the definition of special educational needs. The Disability Discrimination Act 1995 defines disability as 'a physical or mental impairment which has a substantial long-term adverse effect on [a person's] ability to carry out normal day-to-day activities.'

The pupils attending Jubilee Primary School will be likely to have the following needs in particular, as set out in C1.6.

- SLCD (30%)
- BESD (25%)

#### **Social and emotional**

In order to help meet the needs of children with BESD we plan to appoint a Family Liaison Officer (FLO). The role of the FLO will be to liaise between parents and the school and to be a point of contact and support for parents and children if they have any issues they wish to raise. The FLO will be in contact with parents concerning unexplained absences and infrequent attendance issues as well as liaising with outside agencies such as the school nurse, speech and language therapist and the school bereavement contact. The FLO will develop links with specialist organisations and support services. All enquiries will be dealt with in strict confidence.

The FLO will work with parents in a variety of ways including coffee mornings, parent support groups, and newsletters and by being on hand at the school gate. Their role will be to:

- Empower parents to take an active role in their child's social, emotional and educational development.
- Support parents regarding a range of issues that are impacting on their ability to parent effectively.
- Provide a range of activities for parents that encourage them to be safe, healthy, enjoy life, and achieve economic wellbeing.

#### **SENDCO**

In the first few years the SENDCO will be employed on a part time basis. Thereafter the designated teacher responsible for SENDCO duties will adhere to the Special Educational Needs Code of Practice 2001. SENDCO duties are fully described in section D3.

The classroom teacher, supported by the SENDCO, will identify at the earliest opportunity all children who need special consideration. This will ensure that these children are given appropriate support to allow every child full access to balanced and relevant education. These children will be fully included in all activities of the school in order to promote high levels of achievement. This will also help to involve parents, carers and others in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

### **Identification**

Students with difficulties in one or more of the following areas will be identified as SEND:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social; or
- Sensory and/or physical.

A Record of Concern will be filled out for any child who is identified as struggling in one or more of these areas. The teacher will then, together with the parents and SENDCO, discuss any action to be taken. The class teacher may offer interventions, or if additional support is needed the SENDCO will lead further assessment.

### **Provision**

All School Action Plus and children with a Statement of Special Educational Needs are entitled to additional provision under the SEND Code of Practice. It is the class teachers' responsibility to see that all School Action, School Action Plus and children with a Statement of Special Educational Needs have appropriate interventions. This could be through differentiation, focus group work with a teaching assistant (TA) or class teacher or one on one support. All children will be monitored through a provision map (see D4.10) which will be updated at the beginning and end of each term and will show the extra provision provided across the year. Drop-ins for parents and carers will also be delivered to check on children's progress.

Children who are designated as School Action Plus or have a Statement of Special Educational Needs will have an Individual Education Plan (IEP) to produce short term targets and teaching strategies. IEPs must be reviewed and updated with the SENDCO and child's parents every term. If an IEP identifies that support is needed from outside services, we will consult with parents/carers prior to the introduction of any support. Children may then be given additional or different strategies to those being used in school. A new IEP may then be drawn up and implemented within the child's normal classroom setting. If a child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority.

All school facilities will be accessible for people with physical disabilities and specialist equipment provided where necessary.

### **Monitoring**

The governing body will appoint a named governor who takes particular interest in SEND to work with the Principal to establish the appropriate staff and funding arrangements and maintain a monitoring oversight of the school's work. They will then report back to the full Governing Body and will be responsible for reviewing SEND policy and reporting to parents annually. The Principal has strategic responsibility for overseeing the provision for children with SEND and keeping the Governing Body fully informed. In conjunction with the leadership team the Principal will be responsible for

monitoring and evaluating the success of the policy and ensuring that necessary revisions are undertaken.

The SENDCO is responsible for:

- Daily implementation of the school SEND Policy.
- Monitoring and evaluating that the needs of all children on the SEND register are being met.
- Liaising with and advising staff on SEND matters.
- Overseeing the records of all children with SEND.
- Co-ordinating the provision for children with SEND particularly through Early Years Action, Early years Action Plus, School Action and School Action Plus.
- Working closely with the Head Teacher, Leadership team and teachers to determine the strategic development of the SEND policy and provision.
- Liaising with parents/carers and external agencies.

Jubilee Primary School caters for the full ability range and the presence or absence of a Special Educational Need or Disability is not a factor in the selection of pupils for admissions.

The success of the school's SEND policy is evaluated through:

- Monitoring of teaching and learning.
- Analysis of pupil tracking data for
  - Individuals in reading, writing and numeracy
  - Cohorts, ie looked after children, gender, ethnic minorities, children with traveller status, EAL, ASD, behavioural issues, children supported by Social Services, children with PSPs, groups run by outside agencies.
- Value added data for pupils with SEND
- Monitoring by the SEND Governor
- School Based Reviews
- Provision Mapping – Evaluation of provision and of groups of children
- The School Development Plan

### **Complaints**

Any complaints regarding the SEND Policy or special needs provision will be addressed in the first instance to the class teacher. If parents/carers need further advice they will make an appointment to see the SENDCO. If the complaint is not resolved an appointment will be made to see the Principal. In cases where parents are still concerned they may contact the Governor responsible for SEND and/or the Partnership with Parents Service who may allocate an individual parent/carer supporter or refer to the mediation service. The school will attempt to resolve any problems as quickly as possible and will keep parents informed about the process.

### **Partnership with parents/carers**

We recognise that parents/carers hold key information and have a crucial role to play in their child's education. We will promote a culture of co-operation with parents through:

- Involving parents/carers as soon as a concern has been raised.
- Providing parents/carers with information on the school's SEND procedures.
- Providing access to the SENDCO.
- Supporting parents/carers understanding of external agency advice and support.
- The Annual Review for children with Statements of SEND



- The school will have an open door policy for parents and they are welcome to come into school to discuss their children at any mutually convenient time.

Working with parents, carers and families is an important part of the way in which we will run the school. We recognise that engaging parents in school activities and in their children's learning will encourage children to continue their learning whilst at home.

Graham Allen's report *Early Intervention: The Next Steps* demonstrates the importance of services working well enough and early enough to make a difference in the lives of children and their families which impacts on generational cycles of neglect and poor parenting.

*"We can help our children by building better attunement and developing their empathy; by showing interest in them and using rich and positive language; by supporting maternal mental health; and by discouraging substance misuse. To take just one example, it is possible to engage vulnerable parents in order to improve the home learning environment which should not be seen as the responsibility of the mother alone. Children whose fathers are involved in their learning do better at school and have better mental health, even after other factors such as fathers' socioeconomic status and education have been taken out of the equation".*

(Graham Allen: *Early Intervention: The Next Steps*, page 24)

Engaging parents through offering support via parenting programmes will bolster behaviour strategies used within the school and it will offer tangible strategies that parents can put in to practice at home. It is a parental responsibility to make sure their children attend school regularly. If any difficulties with this are encountered they should work with the school and the educational welfare service to resolve issues. Parents can be supportive by ensuring they do not request time off during term time. If a pupil cannot attend school for any reason (usually because they are ill) the parent is responsible for telling school – usually on the first day of absence. Similarly, parents will ensure that their child arrives at school on time, dressed appropriately, completes homework and follows the school's disciplinary policy.

The vision of Jubilee Primary School is that the community (of which the school is seen as an important part) collaborates and contributes towards the education and well-being of each child.

We will aim to provide:

- Breakfast and after school clubs.
- Parenting support and family learning opportunities
- A varied menu of activities e.g. sport, homework club, music
- Swift and easy referral to a wide range of specialist services which are community based.

In particular Jubilee Primary School aims to:

- Motivate and promote engagement with learning
- Support parents and carers by involving them in their children's learning
- Promote life-long learning
- Improve outcomes for children and families through more efficient access to support agencies
- Promoting community safety
- Supporting healthy living
- Develop flexible use of resources within a community

## **D4.2 Speech, language and communication difficulties (SLCD)**

### **Definition**

At age 7.0+ years a child should be able to think in more abstract and symbolic ways, using more complex language. Vocabulary moves from concrete to abstract, e.g. the acquisition of time and emotion concepts and vocabulary; understanding and using irregular verbs tenses (“ought, would, could, might”). Children should also be able to understand embedded clauses, e.g. “my friend who sits next to me in class came to my party” and also understand harder word order e.g. “the ball in the box is red” (order of mention different to order of action)

The development of conversational skills, e.g. maintaining topic, interrupting, requesting clarification, should also be evidenced at this age. Children should be able to take another’s perspective and understand implied meaning leading them to hypothesise, predict, and use humour, sarcasm and metaphors.

### **Provision**

Speech and Language (SAL) services are important at as early a stage as possible. Where children transferring into our school have ongoing SAL from either a pre-school or children’s centre we will strongly support and implement guidance already in place. Where children enter the school with no support plan in place we will implement a Common Assessment Framework (CAF) process in order to engage with SAL. Concerns would include such behaviours as expressive language disorder, receptive language disorder, incoherent speech, stammering or selective mutism. We will use speech and language enrichment groups if there are enough children present with SAL needs. All teachers, teaching assistants and pastoral staff will be aware of our SAL principles:

- Helping pupils to enjoy what they are doing
- Repetition is encouraged for key words and phrases as this helps memory.
- Use the same words in different activities.
- Take time and get them to reflect on what they’ve learned
- Link new information to what child already knows
- Use descriptive praise, “good listening”, “good talking”. This connects to our parenting programme Triple P therefore helping establish principles to our parents to use at home.
- We will create a communication friendly environment by eliminating distractions, using visual support, using a child’s’ name before giving instructions.

### **Monitoring**

SAL support can be monitored through the Team Around the Child meetings (TAC). These meetings are connected to the CAF form and outcomes are monitored at every meeting. We call it ‘distance travelled’ which means we look at how far the outcomes have been achieved which are set at the initial TAC and in partnership with parents. The SAL therapist would be an integral part of the TAC meeting if they are engaged as part of the CAF process. If the SAL difficulty was severe then NHS guidelines would ensure that the SAL therapist was also monitoring outcomes.

Children and parents are encouraged to work closely with us and share their views at all times. Our complaints procedure will help facilitate a person’s wishes.

### **Partnerships with parents/carers**

We will initiate a CAF process with parents where external agencies are to be involved. This gives the clearest process for monitoring ‘distance travelled’ in referrals and outcomes for children. Parents have to take on an active role within the CAF process as

information is derived from them regarding home issues and support. Parents are required to give permission for each referral which takes place via the CAF process.

### **D4.3 Behavioural, emotional and social difficulties (BESD)**

#### **Definition**

Behavioural, emotional and social difficulties (BESD) is an umbrella term to describe a range of complex and chronic difficulties experienced by many children and young people. Also known as SEBD or EBD, recent English government figures suggest that around 150,000 children in mainstream and special schools suffer from BESD.

#### **Characteristics of BESD**

The SEND Code of Practice describes BESD as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulty such as:

- Being withdrawn or isolated
- Being disruptive and disturbing
- Being hyperactive and lacking concentration
- Having immature social skills
- Presenting challenging behaviours arising from other complex special needs

The term behavioural, emotional and social difficulties covers a wide range of special educational needs. It includes children and young people with emotional disorders, conduct disorders, hyperkinetic disorders (including attention deficit disorder or attention deficit hyperactivity disorder [ADD/ADHD]).

There are many factors that may underpin a pupil's display of difficult behaviour. These (often overlapping) causes may include social and family difficulties, physical illness, learning difficulties, exceptional abilities, mental health problems, physical, sexual or emotional abuse. The relationship between BESD and educational attainment is complex. Young people of all ages who encounter adverse experiences out of school can experience learning difficulties. Some young people experience school as a succession of failures which can lead them to exhibit challenging behaviour. Ensuring an appropriate and flexible curriculum is fundamental to the foundation of any behaviour support plan.

#### **Inclusive Practice**

We understand that exclusion from school can cause a raft of problems for children including truancy and low educational attainment. A system of managed transfers will be used as appropriate before a pupil reaches the point of permanent exclusion. In this way an alternative 'fresh start' place within a mainstream school will be found for the pupil. Since the young person is likely to remain vulnerable and at risk of exclusion, their transfer will be supported and facilitated by the Principal.

#### **Provision**

Provision is vital for pupils experiencing barriers to learning caused by BESD. It is the school which has the main responsibility for managing pupil behaviour on a day to day basis. School staff will often be the first to notice issues with behaviour and will begin to take steps to address these. We will:

- Provide a differentiated curriculum that is able to meet the needs of all pupils within the school responding to pupils diverse learning needs.
- Have a clear, accessible and well-publicised behaviour policy, which staff follow consistently. This should promote good behaviour and detail actions to be taken

should pupils behave inappropriately. The policy will set out clearly the support and the interventions that the school will put in place to enable pupils to learn appropriate behaviour. It will take account of the individual circumstances of the pupil to ensure any sanctions applied are done so fairly.

- Have friendship/nurture groups during a lunch break where pupils who struggle with forming and maintaining friendships may participate in activities in a safe and nurturing environment.
- Ensure that staff have the necessary training and professional development opportunities to give them the knowledge, skills and confidence to manage pupil's behaviour effectively. This may involve inset from external providers, work shadowing and/or sharing good practice. One of the Governors of Jubilee Primary School is a qualified emotional intelligence coach. She is committed to providing training annually to our staff. Training will be based on teaching the language of emotions, self-regulation and conflict and behaviour management.
- Work closely with parents and external agencies to identify causes of difficult behaviour and to work to overcome these.
- Work within the guidance of the Special Educational Needs Code of Practice for pupils with behaviour difficulties.

Monitoring of the Jubilee Primary School Behaviour Policy will be the responsibility of the SENDCO and in the first instance, the Principal.

Complaints will be handled by the SENDCO and use external agencies as mediators and conciliators where appropriate and if required. We will work hard as a school to use preventative measures so parents can be part of the decision making process.

### **Partnerships with parents/carers**

Parenting programs enhance parent-child bonding, reduce parental mental health problems and lessen the chances of children growing up with behavioural problems or worse. Behaviour problems in young children can be associated with a range of problems later in life. Group-based parenting programmes can reduce the impact of emotional and behavioural difficulties amongst children and reduce the chances of later difficulties.

Group-based parenting programmes have been shown to reduce behaviour problems in children aged 3-12 years. There is also evidence which suggests that children with improved behaviour achieve more in school which impacts their future. Likewise, children who present with difficult behaviour are more likely to become excluded from school and this can impact negatively on adolescent and adult life choices.

The programme that we have chosen for our school is Triple P ('Positive Parenting Programme') which has one of the strongest evidence bases for improving child behaviour and strengthened parent-child relationships. In addition:

- Parents learn how they are unintentionally reinforcing unwanted child behaviours and emotions.
- Parents learn new skills that encourage positive child behaviour and discourage unwanted child behaviour.
- Children learn how to regulate their own behaviour and emotions
- Children have better relationships with family and friends, do better at school and are at reduced risk of antisocial behaviour.

Parents have a key role to play, in partnership with the school, to ensure that their children develop more appropriate behaviour and to find alternatives to exclusion. On occasion, the parental and school points of view become polarised with the pupil left in a situation of being able to 'play one off against the other' – just as children may do with any other set of concerned adults. It is inevitable that parents will feel 'judged' or 'blamed' when their children's actions are apparently being criticised. A common defensive response from parents may be to then blame the school which makes it difficult for any collaborative work to continue. For a successful resolution it is therefore essential (as far as is possible) to avoid such situations arising. Preventative strategies for this include:

- Alerting parents early to any apparent difficulties
- Regular parental contact over the positives as well as the difficulties
- Generally involving parents in a support role in school activities (D4.1)
- Ensuring parents are part of the consultation process in respect of the behaviour policy
- Being sensitive to issues of equal opportunities and diversity.
- Ensuring that all plans and provisions are truly a collaborative, solution-orientated process

#### **D4.4 Additional educational needs**

##### **Children with English as an additional language (EAL)**

We define children with EAL as, "pupils for whom English is not a first language." We value the contribution children make by bringing their culture and language to enrich the school environment.

Pupils will be identified by the class teacher in partnership with the SENDCO and parents. Extra provision will be delivered by the class teacher and teaching assistant with expert support from the SENDCO. We will include 1-1 support on occasions when specific difficulties and misconceptions arise and individual support is required either before or during the main lesson. We will support pupils through resources provision and development as well as the monitoring of their progress.

Provision will include:

- A welcoming school environment celebrating cultural diversity.
- Assessment for EAL children for cognitive level, education background and linguistic repertoire.
- Communication links with home through the FLO to identify religious and cultural background.
- Provision of appropriate support inside and outside the classroom through a buddy system.
- Classrooms that reflect the culture of all the children. Every child's culture and language will be valued.
- Teachers will make use of dual language boards and books.
- Extra English will be offered during literacy hour with TA or designated staff
- Make assessments and monitor progress using Kent Steps for Assessment of English as an Additional Language.
- Where there is demand, parent workshops will be provided to offer additional support with language to address issues such as homework, newsletters and parents evenings.
- Where necessary, the services of an interpreter will be employed to aid communication between school, parents and children.

**Children in care/children from deprived backgrounds**

The term 'looked after children and young people', as defined by the NSPCC, is "those looked after by the state", according to relevant national legislation which differs between England, Northern Ireland, Scotland and Wales. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. The term is also used to describe 'accommodated' children and young people who are looked after on a voluntary basis at the request of, or by agreement with, their parents. We refer to these children as 'children in care'".

**Partnership with parents/carers of looked after children**

- Induction for the child and their carer, using a personal education plan to plan for that transition in consultation with the child's social worker
- Ensure that each looked after child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes.
- Track academic progress and target support appropriately
- Co-ordinate any support for the looked after children that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage looked after children to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of looked after children.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Help raise self-esteem and the sense of nurture for all children.

Providing a stable and safe environment for looked after children will promote our strong family ethos, in which trusting relationships flourish. Each child will be valued, and equipped for transition to secondary school and beyond. Through monitoring and tracking we will ensure every looked after child makes good progress throughout the curriculum.

**Gifted and Talented (G&T)**

We define 'Gifted and Talented' as having one or more abilities developed to a level significantly ahead of their year group. The term 'gifted' is used in the context of pupils capable of excelling academically in subjects such as English, maths or technology. 'Talented' refers to those pupils who may excel in practical skills such as sport, leadership or performance.

It will be the responsibility of the SLT to monitor the provision for G&T pupils and to support teachers in finding creative ways of providing additional challenge. Parents will be notified if their child has been identified as gifted or talented. They will be kept up to

date with what the school are providing in addition to normal expectations through parent teacher consultations.

Assessment levels will indicate children who are gifted but to assist in identifying talented children there are some typical qualities that teachers will look out for. In comparison to their peers, when engaged in their area of interest, gifted and talented children tend to be:

- Passionate and seek to pursue their subject.
- Master the rules easily and transfer their insights to new problems.
- Analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation).
- Make connections between past and present learning.
- Work at a level beyond that expected for their years.
- Actively and enthusiastically engage in debate and discussion on a particular subject.
- Produce original and creative responses to common problems.

Class teachers will plan the curriculum to provide additional challenge to stretch these individuals. They may choose to increase the depth of the lesson by providing an extension that prompts the child to delve deeper and think intellectually. They may also arrange for experts to come into the classroom that are of interest to the whole class, whilst targeting the most able children, developing high level skills to exploring more advanced concepts. Teachers will also access higher levels within the National Curriculum to enable acceleration. In addition to this, enrichment activities such as after school clubs and educational visits will provide opportunities for all children, and in particular gifted and talented children, to experience learning in a wider context.

The curriculum will cater for all abilities fulfilling our vision to instil a love for learning, promoting physical, social, emotional, intellectual, cultural and spiritual well-being. Children will be supported to achieve excellent progress in a safe environment.

#### **D4.5 Social, emotional and pastoral needs**

A major driver behind our vision is to improve outcomes for vulnerable groups of pupils. The school will have students whose behaviour is a challenge. This may be due to child factors such as autism or ADHD, but it may also be due to environmental issues such as attachment (particularly relevant for looked after children) or the impact of poverty and deprivation. When drawing up the action plans which show how our extended service is being developed, the planning will need to show how young people with disabilities and other barriers to social inclusion (such as SEND) are to be targeted and supported.

At Jubilee Primary School our nature is to nurture. Nurture is vitally important for all children, particularly those that are looked after. Looked after children are statistically known to achieve less than their non-looked after peers. Our ambition is to narrow the attainment gap between children in care and all children. We will narrow the attainment gap between low income and disadvantaged children and their peers by personalising the learning of all children. We will provide additional resources to support the learning and development of children in care at risk of falling behind their peers in their education.

We will identify a teacher to fulfil the role as Designated Teacher for looked after children. A Designated Teacher is someone with sufficient authority to take responsibility and advocate for looked after children, assessing services, supporting

carers, and ensuring that the school has high expectations for them. All schools are required to have a designated teacher for LAC. This person should be a member of the Senior Leadership Team.

#### **D4.6 Use of ICT in enhancing the teaching and learning of children with SEND**

For pupils with physical and sensory disabilities, ICT can be used to:

- provide switch access to classroom activities such as matching, sorting and word processing e.g. through Clicker.
- translate text into speech and speech into text.
- prepare work which is specially adapted with large fonts, symbols and particular colours.

The aim is to use ICT to enable children to have some level of independence in activities and to encourage the ability to work in an environment that encourages play and investigation.

For pupils with learning difficulties, using ICT can:

- provide pupils with a clutter-free working environment where features of programs are linked to pupils' ability.
- enhance the development of activities which are clear, focused and attractive to pupils.
- enable pupils to practice skills in a different context, allowing numerous repetitions in order to aid learning.
- support language development activities and offer multi-sensory ways of learning.
- offer a medium for differentiated activities.

For pupils with emotional and behavioural difficulties, using ICT can:

- Offer pupils a non-threatening or non-judgemental situation.
- Allow pupils to be motivated and offer opportunities for success.
- Give pupils the opportunity to be responsible for their own learning.
- Allow pupils to work on tasks that are more manageable and achievable.

There is great potential for using ICT to promote inclusion and for supporting personalised learning. Different learning styles can be addressed by using a range of media such as sound, pictures, text and film that can be manipulated by pupils using an interactive whiteboard to reinforce learning<sup>25</sup>.

#### **D4.7 Other Agencies**

##### **Supporting parents/carers in understanding external agency advice and support - Common Assessment Framework (CAF)**

The CAF is designed to support parents and children by replacing multiple agency assessments with one single assessment. This is arranged by a 'Lead Professional' in partnership with parents and carers.

- The CAF process can help identify, at the earliest opportunity, if a child or young person needs some extra help.

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<sup>25</sup> Becta ICT Research (2005) *Good use of ICT to support Inclusion helps everyone.*



- A CAF form is a simple, standardised assessment form which is used widely through local authority agencies and schools.
- A CAF can be undertaken by anyone who works with the child or young person.
- It can only be completed if a child, young person and/or their parents/carers gives consent.
- A CAF form is filled in after a discussion with the child or young person and their parents or carers as appropriate and identifies their strengths and needs.
- A completed form can be used to share information with other people who might be able to offer some help (but only if consent is given).

If external agency support is required then everyone who might be able to help can be invited to a CAF “Team Around the Child” meeting – the Lead Professional will co-ordinate the actions that are agreed at the meeting and to directly support parents and carers. Part of the role of our school SENDCO will be to act as the Lead Professional through the CAF process of each child as necessary. There may be concerns about their health, welfare, behaviour, progress in learning or any other aspect of their well-being. This includes situations where a parent has raised a concern or the needs are unclear, or broader than you or your agency can address and a common assessment would help to identify the needs and/or get other services to help them. The CAF process and Team Around the Child meeting will support parents and children through facilitating multi-agency external support. This will ensure that the support is targeted and appropriate for each child.

The SENDCO/Lead Professional will engage with agencies as appropriate to the needs to each child and family, strongly supported by the Family Liaison Officer. Some engagement will be at the request of the parent and some at that of the school. We recognise that engaging with agencies can be a daunting task for many parents. The role of the Lead Professional means that we as Jubilee Primary School will facilitate this task. We will use external agencies to meet the different needs of children and for children with SEND we will work closely with services such as Speech and Language for children presenting with this difficulty.

This is how we will approach this element of the CAF:

- **Universal services** – we will engage GPs, Community Paediatrician Service (CPS) and the School Nurse service where there are general concerns by either our school or by the parent regarding the health of a child. This is also relevant where there are concerns of BESD. Adult education for parents requiring support with their children’s learning/homework will be asked to engage in the CAF process at a parent’s request. We recognise that some parents may need support in managing BESD within the home. Specialist ADHD nurses will also be engaged if necessary to bring in support for parents in managing conduct disorders and/or BESD within the home and school. Offering evidence based parenting programmes within the school will support this element of SEN support for our pupils. The Educational Psychology Service (EPS) in Kent will be a key service
- **Targeted services** – we will engage Speech and Language services, tier 2 counselling and therapy services and commissioning of council run Behaviour Support Service. Targeted services are more likely to be involved where diagnoses have already been made by either the CPS or EPS. Targeted services offer a specific and not general service.
- **Specialist services** – we will engage with social services, youth offending/prevention services at any point during the CAF process if we have concern for the safety of a child. This decision will be transparent for parents so

they are aware of a referral such as this being made. We will also engage with our local CAMHS for children with emotional well-being needs. Specialist services are more likely to be involved where families are in crisis or known as 'troubled families'.

We recognise the changing face of schools and that it is imperative that we are partnering with local agencies if we are to offer a full education to children.

#### **D4.8 Differentiation**

Individuals learn best in certain settings or environments and through different means and approaches. To be able to provide adequately for diversity takes thoughtful and continuing intervention in learning based on a positive view of what the range of learners in the classroom can achieve. The most effective differentiation takes place in the process of planning and organising activities and approaches rather than 'doing things' in the classroom (Arthur et al, p361). The best differentiation is also reactive and comes after thorough pre-assessments to inform planning.

Differentiation will take place through:

- **Presentation:** We plan to use a variety of types of media to present ideas. ICT will be particularly useful.
- **Content:** We will select appropriate content that is relevant and meaningful that builds on previous learning and has an aspect of challenge.
- **Resources:** We will choose resources that support and scaffold learning, increasing independence.
- **Grouping:** We will use targeted support and consolidate existing skills, peer tutoring and Focus Groups
- **Tasks:** We will match tasks to pupils' abilities.
- **Support:** We will implement a targeted support programme for 30 minutes a day for children identified through assessment as Gifted and Talented or in need of extra support.
- **Time:** We will give more or less time to complete a task.

The purpose of differentiation is to equip children to realise their potential within an environment where individuality is valued and diversity is celebrated. This will lead to a strong sense of self-worth, empowering children to take ownership of their learning and behaviour. Having a variety of interventions for differentiating the curriculum will enable all children to achieve. It will increase opportunities for children to make good progress throughout the curriculum.

#### **D4.9 The School Environment**

- Our school environment will inspire learners through inspirational quotes being displayed on the walls that link to our woodland creatures.
- We aim to make good use of our site, enhancing the school's presence in the community by sharing facilities and maximizing the amount of land available for outdoor use.
- Our buildings and grounds will be welcoming, safe and secure, and invite the community in whilst being protective of the children. For example, ample, comfortable seating and multi-media displays in the entrance hall.
- Spaces and classrooms will be well organised and planned so that they are fully accessible with maximum light and fully labelled to promote independent learners.
- There will be good environmental conditions throughout, right temperature, well

ventilated and illuminated with good acoustics (if possible).

- Outside spaces will be well-designed to offer a variety of different settings for leisure, learning and sport. External spaces will be important not just for sports but also environmental studies, play, socialising and growing food.
- If funding allows, we would love an all-weather sports pitch, a sheltered play area for Foundation children and well equipped play areas and gardens with raised planting beds for each class.

**D4.10 Provision map example - Year 1 Term 1 2015-16**

Surname	Forename	SEND	SEND status	Literacy		Numeracy		Speech & Language	Reading	Nurture group	SPARKS
				Ratio	Frequency	Ratio	Frequency				
Child	A	BESD	SA*		Daily 30mins				1-1 weekly		
Child	B	SLCN	SA	1:2	Daily 30mins			2 x 15mins weekly	1-1 weekly		
Child	C	SLCN	SA	1:2	Daily 30mins			2 x 15mins weekly	1-1 weekly		
Child	D	BESD	SA+**	1:1	Daily 30mins	1:2	Daily 30mins			1:5 20mins weekly	
Child	E	BESD	SA+	1:2	Daily 30mins	1:2	Daily 30mins			1:5 20mins weekly	
Child	F	EAL	SA	1:4	Daily 30mins			2 x 15mins weekly	1-1 weekly		

\*SA: School Action

\*\*SA+: School Action Plus

**Review date:** End of Term 1

## D5 PUPIL ACHIEVEMENT

*D5.1 Aspirations and Outcomes*

*D5.2 Types of assessment*

*D5.3 Monitoring and reporting systems*

*D5.4 Interventions*

*D5.5 Accountability and performance management*

*D5.6 Engaging parents/carers*

At Jubilee Primary School success is defined and measured against our vision statement and ethos: **Excellence in Education, Equipped for life**. Although we will measure success, especially during the first few years of the school, we don't expect to measure it in all defined levels until 2020-21.

### D5.1 Aspirations and Outcomes

#### Learning

##### **Outcome 1 - pupil attainment**

85% of children will achieve a level 2+ in combined Literacy and Numeracy by the end of KS1.

89% of children will achieve a level 4+ in combined Literacy and Numeracy by the end of KS2.

As shown in the table in C1 the percentages of schools in Maidstone average at 55%. We have compared ourselves to an Outstanding Primary School with a similar demographic who have achieved 89% at the end of KS2 this year in their level 4+ combined which is the highest they have ever achieved. Therefore we know that with outstanding teaching and learning we too can achieve similar levels.

#### Key Targets:

- All children receiving additional interventions to make progress in line with their targets. For example all children will achieve at least age appropriate levels (Level 4) by the end of KS2. Measured through tracking.
- At least 60% good and 40% outstanding lessons as judged by Ofsted measured through observation feedbacks from the SLT and Ofsted visits.

#### If we meet these targets:

- If we meet these percentages then we will raise the percentage, maintaining standards whilst continually looking at further improvement.
- Raise the level of outstanding teaching.
- Share the results with parents/carers, the media and the local community.

#### Interventions:

- Initially Key Stage leaders would work with Class Teachers to monitor the interventions that are in place to support learners. They will observe teaching to ensure they are meeting the needs of the pupils and work with the SENDCo and parents/carers to check that there are no barriers to learning.
- Put in place clear performance management targets so all staff are aware of the expectations. Provide training and sharing of expertise to fill gaps.

#### Nurture

##### **Outcome 2 – security and well-being**

All children to feel safe, secure and valued.

All children as a pre-requisite to learning need to achieve this outcome. Especially since our demographic has a high percentage (25%) of BESD we feel it is vital to get this right.

### **Key Targets:**

- Reduce incidents of bullying year on year.
- Staff training on anti-bullying strategies annually.
- Stringent safeguarding policy, reviewed annually.

### **If we meet these targets:**

- Maintain ethos and strategies in place, keep fresh by incorporating new ideas.

### **Interventions**

- Assemblies and follow up assemblies with stories and role play on bullying.
- The teacher with responsibility for monitoring bullying will ensure that reporting is strategic and well communicated to parents/carers.
- Target individuals, who are persistent in bullying, to attend friendship or nurture groups.
- Review sanctions and rewards concerning bullying.

### **Purpose**

#### ***Outcome 3 - attendance***

At least 97% whole school attendance.

### **Key Targets:**

- All pupils to have the opportunity to experience the outside classroom once a term.
- Every pupil to engage with and participate in one enrichment activity every week. For example, studying Photography during enrichment time every Friday.
- To equip 14 apprentices every term (when at full capacity).

### **If we meet these targets:**

- We would raise the target to 96% for the following year.
- Maintain rewards for attendance.

### **Interventions:**

- Attendance manager to review monitoring of attendance and reporting to parents/carers with SLT.
- FLO close contact with parents/carers and consistent follow ups to elicit why children are not attending school and to see how we can support them in attending.
- Review reward systems.
- Inform parents/carers on how important their attendance is through newsletters and parent mail.

### **Community**

#### ***Outcome 4 - parental involvement***

To be an oversubscribed school.

### **Key Targets**

- Every family to have attended at least one family learning workshop and a community event run by the school during their time at Jubilee Primary School.
- From reception to Year 6, 40% to have engaged in a local community club for example, 'Pebbles' run by Maidstone United (D5).
- To raise £200 (from the first year) for a local charity (Demelza) every year and to surpass that amount year on year.

**If we meet these targets:**

- Raise percentage of attendance in parent workshops.
- Raise percentage of attendance in community clubs to 50%.
- Raise £400 in the next year for a charity.

**Interventions**

- Send out a questionnaire to all parents/carers to canvas opinion on the most useful workshops and learning opportunities.
- Continue to offer parent workshops based on demand from the questionnaires.
- FLO to organise outreach coffee mornings to help build relationships and break down barriers.
- SLT to review community activities and advertising.

**Skilled for life*****Outcome 5 - character development***

To have a growing awareness and application of our 12 core character traits (D7).

**Key Targets:**

- Each child to know and understand the 12 traits.
- Demonstrate the 12 traits within the annual Arts production.

**If we meet these targets:**

- SLT to develop the woodlands mural to incorporate more character traits.
- This will support our Christian ethos being successful in the school and encourage us to maintain it.

**Interventions**

- SLT to review woodland animals and possibly simplify to less animals.
- Use the school council to find out exactly what the children do and don't understand. Also to find out what ideas they may have about improving it.

Through our website, banners, newsletters and headed note paper we will demonstrate our school's successes to other interested parties.

**Spiritual and Moral**

Pupils have the capacity to develop their own set of values, principles and beliefs which form their outlook on life and inform patterns of behaviour. We understand that young children are in the process of recognising their spiritual awareness. We will empower children by helping them to begin to develop inquiry and reasoning skills to make their own choices and to acknowledge and assess consequences in the context of their own home and cultural background. This will be a central thread of our behaviour management (see D7 & D8).

Children will develop the ability to think in terms of the 'whole' by learning about interdependency among communities. One example of this will be our school council and Green Team putting together an action plan about sustainable living and looking after the environment.

Children will develop a respect for others' needs, interests, race, religion and feelings as well as their own. Assemblies will have a moral and spiritual focus for instance, anti-bullying and treating others how we would want to be treated

Pupils will have a clear moral code as a basis for their behaviour that is promoted and modelled consistently through all aspects of the school. Children will be rewarded for moral insight and good behaviour (ref D7).

We support development of a strong sense of self-worth with 100% of children having access to opportunities that help develop their self-esteem and confidence. Children are considered active citizens and will learn to care about their community by supporting local charities.

There will be daily opportunities for all children to work successfully as members of a group or team. They will be taught to listen to others, respectfully articulating their response.

Pupils will be able to lead others by imparting what they have learnt. For instance, being invited to become an apprentice during enrichment time or leading a game of rounders. Management of self and leadership of others will frame every class and extra-curricular activity and every social interaction. Management of self and development of Emotional Intelligence skills will be used in the classroom, not exclusively in managing conflict. The management of one's own emotions and the ability to read, understand and empathise with the emotions of others will underpin the language of the classroom and our entire behaviour strategy. It is this that will develop and maintain strong relationships, providing the secure basis for learning, participation and achievement across the school.

## **D5.2 Assessment and tracking**

We will use a combination of formal and informal methods to regularly gather information. This information will then be used to inform lesson planning, schemes of work, interventions and target setting with individuals, groups and cohorts.

### **Assessment for Learning (AfL)**

Formative assessment will be used to provide effective oral and written feedback to children, so that they understand what they have achieved and their next steps for improvement.

Assessment activities will differ in accordance with the content and style of each lesson and the age and ability of pupils.

#### **1. Self- assessment**

Children may assess informally through discussion or signalling to the teacher e.g. 'thumbs up', traffic light highlighting the learning objective. Formal assessment will include pupils marking their work in accordance with the success criteria, identifying examples and commenting on what they would improve next time, e.g. three stars and a wish. Teachers will ensure that adequate time is given to children to respond to marking. As children progress through the school they will also be given opportunities to discuss and write the success criteria as a class.

#### **2. Peer assessment**

Children will learn how to share their work and discuss their opinions and ideas as critical friends. These skills will be carefully nurtured and modelled by the teacher so that children learn how to give sensitive and constructive feedback.

#### **3. Target setting**

Pupils will be given individual targets for literacy and numeracy. These targets will be shared with parents/carers who will be encouraged to help their children work towards these at home. Additionally, targets will be displayed in the classroom. Pupils will be supported by teachers to work towards these targets and record their success when they achieve them.



#### **4. Formative assessment**

Teachers and teaching assistants will regularly evaluate pupils' understanding of new learning through mini plenaries and chunking of lessons. Recording of assessments in Literacy and Numeracy will happen on a daily basis through the annotation of weekly plans and recording of progress. It will be completed through observations, discussions with children, questioning, focus group teaching, lesson evaluations, marking of work and children's responses to marking (developmental marking/steps to success). This assessment will inform and adapt planning for future lessons and strengths and weaknesses to be addressed or extended.

We believe that ongoing and informed teacher assessments are the most accurate and informative method of identifying pupils' levels of ability and future targets. Therefore in KS1 and KS2 evidence from pupil's work will be recorded using grids (such as APP).

#### **Summative assessment**

At the end of Year 2 National Curriculum Key Stage 1 tasks and tests will be administered to eligible children. Key Stage 2 pupils will be required to take part in Statutory Assessment Tests (SATs) administered in line with National guidance. Year 3, 4 and 5 pupils will complete optional SAT materials during assessment weeks throughout the year. These will then be marked and data shared with the Senior Leadership Team at pupil progress meetings every term.

Year 1 will also take part in the Phonics Screening Test every June along with any children in older years who have not passed it previously. The lead Year 1 teacher will be in charge of administering and monitoring the test.

### **D5.3 Monitoring and reporting systems**

#### **Moderation**

Moderation will ensure a consistent approach in assessment and progression throughout the school. It will be carried out through:

- Termly moderation meetings across the whole school, Key Stage and year groups.
- Work moderation through observations, discussions with children, planning and book scrutiny by the Senior Leadership Team, Literacy and Numeracy Leaders.
- Sharing with staff the findings from moderation and using this to inform assessment practice.
- Collating evidence to back up teacher assessments: big books, pitch and expectations, exemplifications.
- Moderating work with local schools annually with a specific subject focus.

Findings will then be fed back to the teaching staff and strategies put into place to improve.

#### **Reporting**

Regular reports will be given to parents/carers to share progress, celebrate achievements and inform of targets so that teachers, parents and children can work in partnership to set learning goals and raise standards. Interim reports will be sent prior to parent teacher consultations twice a year, sharing pupils' progress, attitudes and attainment. A more comprehensive report will be shared with parents at the end of each year, detailing pupil progress in specific learning areas.

#### **Monitoring of children's progress**

The gathering and sharing of assessment and other data is imperative to checking individual, class, year group and school progress, to ensure children are 'on track' to

reach their targets. The SLT will ensure that class tracking data, including that which relates to vulnerable children, is printed termly and discussed during the pupil progress meetings. The class teacher and members of the SLT will then discuss the provision currently in place and how this can be maintained or improved.

Teachers will level pupils in reading, writing, numeracy, ICT and science termly. This data will then be uploaded onto an independent, online tracking system such as 'Classroom Monitor' for analysis of individuals, groups and cohorts. The requirements of this tracking system will include the ability to:

- Compare pupil and cohort progress.
- Identify intervention groups and struggling individuals.
- Compare and analyse intervention groups, including FSM, SEND, ethnicity and gender.
- Set suitable targets for pupils.
- Have key metrics at teacher's fingertips for quick reporting.
- Generate a level to give consistency across the school.

This system will inform target setting and planning of pupil interventions whilst also driving school improvement. It will also enable teachers to review past data at the start of the academic year to set challenging targets. Data will be made available to Secondary schools as pupils reach the end of KS2.

All staff will be trained in the use of the online monitoring system. The Deputy Principal will take ultimate responsibility for the administration of the system and its appropriate storage. In addition, the Deputy will coordinate the interpretation of this data and the whole school response to it. They will then arrange pupil progress meetings with year groups, to discuss a targeted strategy for individual pupils, termly. Alongside this, the SLT with the SENDCO, will analyse whole school data to determine its impact on the School Development Plan (SDP).

Whole school targets will be set annually by SLT and Governors and recorded in an SDP. They will be reviewed termly.

#### **D5.4 Intervention programmes**

Once information has been collected on vulnerable children and those that need additional provision, class teachers, under the guidance of their Key Stage leaders, will plan how best to use the higher level teaching assistants (HLTAs) employed to deliver interventions.

In KS1 there will be one additional HLTA per year group to provide early interventions. This will consist of around eleven 25 minute sessions throughout the school day. They will be this length to provide enough depth whilst also maintaining pace and concentration. Some interventions may be shorted depending on the individual need.

In KS2, there will be approximately ten, 30 minute sessions – as older children's concentration can generally be maintained for slightly longer.

The class teacher will also work with the HLTA and their Key Stage leader to decide on adult to child ratios for these specific children that will better support them. For example, a child with EAL may do better in a pairing where they can communicate with another child as well as an adult in a more relaxed atmosphere. A child with ADHD, however, may need 1:1 attention so as not to get distracted. The HLTA will be responsible for planning sessions but the class teacher will provide the medium term plan and set targets for the child. They will then work in partnership to review progress

weekly and make adaptations if necessary. The success of the intervention will be reviewed during the termly pupil progress meetings to consider whether to continue with them or not.

Children's time slots will be changed weekly for their intervention times so that they are not missing the same lesson in class for the whole term. Here is an example of an intervention HLTA's timetable:

### Year 1

Time	Intervention
08:50-09:15	Phonics, low ability (LA) group – 1:4
09:15-09:40	Phonics, G&T group - 1:3
09:40-10:05	Phonics, EAL – 1:2
10:05-10:30	Phonics, children with severe language and communication difficulties – 1:3
	<i>Break</i>
10:45-11:10	Numeracy, G&T – 1:2
11:10-11:35	Numeracy, LA – 1:1
11:35-12:00	Numeracy, shown no progress for last 2 terms – 1:2
	<i>15 min PPA</i>
	<i>Lunch</i>
13:20-13:30	Reading, children not making progress – 1:1
13:30-13:40	Reading, children not making progress – 1:1
13:45-14:10	CLAN games – 1:5
14:10-14:35	Literacy task children showing little progress – 1:2
14:35-15:00	Literacy task high ability (HA) group – 1:5
	<i>15 min PPA</i>

This gives us the potential of up to 51% of children in each year group in KS1 receiving targeted daily support.

Within the classroom, teachers will work with specific groups of children to support those that need additional challenge or support using wave 1 and 2 differentiation.

### D5.5 Appraisal and quality assurance (QA)

Each member of staff will be accountable to their line manager. The line manager will monitor his/her progress through a 30 minute observation followed by an appraisal meeting, once a year. During this meeting the line manager will give specific and detailed feedback on the lesson observation and discuss outcomes. Next, they will reflect on the past year's targets and the staff member will be expected to provide evidence of how they have successfully met them. Annual pay increases will be dependent on evidence of meeting targets set. The staff member will have an opportunity to record successes from the previous year and discuss things they are proud of. Finally, they will come up with three targets for the next year one of which will be related to teaching standards.

### Professional development

Teachers will also have many opportunities to observe other teachers in order to generate discussions about teaching and share expertise. During the first two years, we also plan to attract volunteers from the local community and the parent body to assist with specialist subjects in order to establish a greater community involvement and sense of investment in their children. Staff professional development is covered in more detail in Section F5.

### Learning walks

Learning walks are designed to show a snapshot of what's going on across the whole school. They will be carried out by the SLT once every two weeks with a specific focus

– made clear to staff beforehand. Every member of staff will then receive written feedback with key successes and suggestions to improve. This will help to provide every member of staff with evidence for their professional development folders and support their appraisal meetings. More importantly it provides regular feedback for teachers to respond to in their teaching daily, thus improving progress.

Every member of staff will have an experienced staff member as their ‘appraisal mentor’. This person will be their first point of call should an issue arise or an opportunity for professional development be identified. The mentor will be a supportive role and a more experienced professional whom teacher may observe in order to gain teaching ideas and find ways to improve their practice.

All staff will have clear job descriptions outlining what they are responsible for. In addition there will be an annual School Development Plan (SDP) to action specific staff to school goals. Staff can then be held accountable to the meeting of these targets over the school year through staff meetings, performance management and pupil progress conferences.

Our appraisal system will be supportive and helpful, yet rigorous, as it will be linked directly to pay progression. Standards of teaching will be monitored and evidence used to deal with capability issues and to determine pay progression, including pay threshold decisions. Appraisal will utilise QA and monitoring systems and enhance the validity of QA and monitoring, thereby creating a direct link between the two.

Where performance is not satisfactory, a clearly defined, well-communicated process of escalation will be in place to support the staff member to improve. Our line management system should work alongside this to help flag up issues as soon as they arise so that early intervention is possible. If teachers are not meeting the new Teaching Standards then targets and review dates will be set with support programmes put in place. However if the teacher continues to not show any development then we will implement the processes outlined in the ‘Teacher appraisal and capability’ document (DfE, 2012).

The ‘window’ for appraisal (and pay progression decisions) will run until the 31<sup>st</sup> October every year. It will lead to raising standards of individual teachers, areas of the curriculum and whole school improvement. Appraisal will reflect the new standards, which must also be evidenced.

It will be the responsibility of the teacher to collect evidence to support their appraisal. This will be collated in a portfolio and could include:

- observation records,
- QA monitoring (planning, marking, homework, book scrutiny),
- evidence of pupil progress through assessments,
- additional evidence (notes of appreciation, evidence from learning walks),
- CPD received,
- support undertaken.

Each teacher will have a minimum of three formal 20-25 minute observations each year, including one by the Appraiser, one from QA and one by external review. In addition, there will be other formal lesson observations, learning walks and drop-ins which may provide additional evidence relating to the quality of teacher’s performance. Observations for Appraisal will directly relate to the new teaching standards; the other observations will use the Ofsted framework as reference. Objectives will include three SMART objectives:

- One relating to standard 2 (Progress)
- One relating to other teaching standards
- One relating to an area from School Improvement Plan.

### Quality Assurance Structure

The purpose of QA is to equip staff to become better teachers. The following structure will be in place:

Learning walks	Every week all teachers will be observed using the Learning Walks pro forma. Each week will have a different focus which will be identified via a timetable. It is important to note that commentary on these sheets is merely on the observed focus and is not an assessment of the whole lesson. At the end of each week, the outcomes will be monitored and evaluated into a mini report distributed to all staff. Teachers will also receive individual feedback.
Formal observations	Once a term all teachers will be formally observed by a senior member of staff. Should a lesson be graded Inadequate, a second observation will be set up; if satisfactory, a second observation may be set up in consultation with the member of staff. To up-skill staff lesson observation skills a second observation will be set up for all staff at an agreed time with the observed teacher.
Book scrutiny	At the end of a formal lesson observation, two of the top, middle and lower ability books will be checked. Alongside this, every term there will be checks on books in accordance with a published timetable. Evaluations will be reported on, and staff informed of outcomes.
Subject leaders	Subject leaders will carry out lesson observations in line with the 3 year monitoring cycle.

### D5.6 Engaging parents/carers

Parents/carers will receive formal feedback on their child's progress, achievements and other aspects such as behaviour and effort in the format of two interim reports prior to parent-teacher meetings and an annual school report. There will be three parent-teacher meetings throughout the year, where parents/carers can see their child's class teacher for 10 minutes to discuss their child's progress and set specific targets.

At the end of every academic year, parents/carers will be invited to meet their child's new class teacher for a discussion about expectations for the following year and provide a chance for them to ask questions or pass on information about their child.

The Principal will also invite all parents/carers to an envisioning evening once a year to discuss the plans for the following year and provide opportunities for them to give feedback towards this. This will be supported by a parent/teacher questionnaire sent out prior to the meeting.

At the beginning of every term each class teacher will send home an overview of the term detailing curriculum coverage and how parents/carers can best support their child at home, for example through website links.

We value the opportunities to work together in order that every child does the best they can at school and beyond.

We will use three main levels of engagement with parents:

1. Home/school partnership: providing parents with opportunities to contribute to the life of the school. This might include helping in the classroom, school trips and events. Regular parental contact will take place through newsletters, phone calls, plans and informal and formal meetings.

2. Learning at home: providing parents with information on what their child is learning at school and how this can best be supported by them at home. We will also ensure that good homework tasks are set.
3. Parental representation: helping parents to decide what kind of parent groups and representation the school will have. These could include things like class representatives and parents associations that help with fundraising.

In addition to this, we feel strongly that when parents have a sense of attachment to their child's school, then their child will be more successful. Therefore we will also focus on these areas:

- Inviting mothers/carers for coffee mornings, run by the FLO.
- Inviting fathers/carers to come and spend time with their children during sport/art activities.
- Inviting grandparents for a morning tea and to watch a small play performed by the children.

## D6 ADMISSIONS

*D6.1 Admission arrangements*

*D6.2 Oversubscription criteria*

*D6.3 Admissions process*

*D6.4 Timeline*

*D6.5 In-year admissions*

*D6.6 Admissions process without the LEA*

Jubilee Primary School will be a school for the whole community, which will provide a greater choice for parents in the area. We will be a school with a Christian ethos but will not require church membership as an admission requirement. We believe this will encourage people of all faiths, or none, to consider our school as their first choice for their children's education. We will provide a safe environment in which individuality is valued, diversity is celebrated and a strong sense of self-worth imparted. Staff and parents/carers will collaborate, working towards the common goal, of every child excelling and making progress. A strong family ethos will be central in providing an environment in which trusting relationships are cultivated.

Jubilee Primary School will act in accordance with all relevant provisions of the statutory codes of practice<sup>26</sup> as they apply at any given time to maintained schools and with the law on admissions as it applies to maintained schools. Reference in the codes to an Admission Authority shall be deemed to be references to the governing body of Jubilee Primary School. The school will participate in admission arrangements operated by the Local Education Authority (LEA), Kent County Council (KCC).

### D6.1 Admission arrangements

The admission arrangements for Jubilee Primary School for the academic year 2014-15 (subject to any changes approved by the Secretary of State for subsequent years) will be as follows:

- The school will have an agreed admission number (Published Admissions Number or PAN) of 60 pupils, to be admitted into Reception each year if sufficient applications are received;
- The Academy Trust/Board of Governors may set a higher admission number as its Published Admission Number for any specific year. Before setting an admission number higher than its agreed admission number they will conduct a consultation.

### D6.2 Oversubscription criteria

In line with legislation, children with a statement of Special Educational Need which names Jubilee Primary School will be allocated places before remaining places are offered in rank order. Where the school is oversubscribed, priority for places will be ranked according to the following criteria:

**1. Children in Local Authority Care** – a child for whom the local authority provides accommodation by agreement with their parents/carers or who is the subject of a care order under Part IV of the Children Act 1989.

**2. Current family association** - a brother or sister in the same school at the time of entry and the family continue to live in the same house as when the sibling was admitted or, if they have moved, live within two miles of the school or moved to a new property that is nearer to the school than the previous property as defined by the

<sup>26</sup> School Admissions Code, 1 February 2012; The School Admission Appeals Code, 1 February 2012

nearness criterion (below). In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.

**3. Health and special access reasons** - children whose mental or physical impairment means they must attend this particular school. Such claims must be supported with evidence in writing by a suitably qualified medical or other practitioner. The evidence must demonstrate a special connection between the child's needs and this school. Children with statemented SEND will be admitted even if it takes the school above its PAN.

**4. Nearness of children's homes to school** - The distance is measured between the property where the child resides (that is, the front door of the home at which the child sleeps for the majority of weekdays) and the main entrance of the school measured in a straight line. Distances are measured from a central point within the child's home to a similarly defined point within the school. In the unlikely event that two (or more) applications come from families living exactly the same distance from the school then the place will be offered according to shortest walking distance.

### **Appeals**

In accordance with the School Standards and Framework Act 1998, parents or guardians will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision. Details of the appeal procedure are included in the Kent Admission to Primary School Booklet.

Parents or guardians will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision. The Appeal Panel will be independent of Jubilee Primary School. The arrangements for appeals will be in line with the School Admissions Appeals Code, 1 February 2012. The determination of the Appeal Panel will be made in accordance with the same School Admissions Appeals Code. The Academy Trust will prepare guidance for parents or guardians about how the appeals process will work and provide a named contact who will be able to answer any enquiries about the process.

### **D6.3 Admissions process**

Detailed information and guidance will be published in the KCC booklet "Primary determined admissions scheme 2014". Parents will need to complete a Reception Common Application Form (RCAF) which will be available from the school or online at [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola). All applications must be made by the KCC closing date of 15 January 2014. The form should be completed and returned to the school by no later than 15 January 2014.

The children due to be admitted during academic year 2014/15 will be those born between 1 September 2009 and 31 August 2010. However, children reach compulsory school age at the start of the term following their fifth birthday.

The level of ability of a child or any special needs that he or she may have will play no part in the admissions policy of this school where the school is properly equipped to deal with the needs of the child.



**D6.4 Timeline**

Application closing date for RCAFs	Wednesday 15 January 2014
Application/preference forms analysed	February – April 2014
School place offer day	Wednesday 16 April 2014
Closing date for appeals	Friday 16 May 2014
Independent Appeals Panel meets	June & July 2014
Children start school	September 2014

**D6.5 In-year admissions**

Requests for admission to Reception made after the normal round of admissions (after 31 August 2014) and requests for places in other year groups should be made direct to KCC. All In-Year admissions to the school will be made in line with KCC's Determined Co-ordinated Scheme for Primary Admissions, Academic Year 2014-15. Parents can complete an In-Year Casual Admission Form (IYCAF).

**D6.6 Admissions process without the LEA**

The principal differences in our admissions process, should the LEA be excluded for whatever reason, would be that:

- The school would have to prepare and publish its own admissions guidelines;
- The timeline would remain exactly the same;
- The school would process all of the applications received;
- The offers of places will be transmitted to the LEA in time for the school place offer day; and
- Appeals will be dealt with by an independent appeals panel convened by the school

All In-Year admissions to the school would be conducted by the school.

## D7 PUPIL BEHAVIOUR, ATTENDANCE AND WELL-BEING

*D7.1 Behaviour*

*D7.2 Equal Opportunities*

*D7.3 Attendance*

*D7.4 Safeguarding*

*D7.5 Pastoral Care*

### D7.1 Behaviour

We have five key aims that make up the foundation of our behaviour policy. These link closely with our faith ethos as discussed in section C. Attributes such as respect, integrity, compassion, honesty, service and forgiveness will promote a positive school culture in which children's behaviour can flourish in order to remove barriers to and accelerate learning. In line with our vision and ethos, the school will promote strong links between pupils, parents, staff and the community which will strengthen positive relationships and good communication. This will enable a consistent approach to behaviour.

- **To promote positive relationships** within the school through clear and effective communication, good role models and providing a trusting and caring environment. This will fulfil our community and nurturing ethos as discussed in section C.
- **To develop a strong sense of value and self-worth** by valuing children as individuals, involving them in decision making processes and giving them responsibility within the school, thus ensuring a sense of purpose.
- **To develop a sense of belonging and community** by promoting mutual respect and working alongside parents/carers. Children will come to a good understanding of their school community and how it links with the wider community.
- **To have high expectations of behaviour** by positively reinforcing good behaviour, dealing with unacceptable behaviour fairly and consistently and establishing clear routines and procedures. Pupils will develop character and become skilled for life, becoming mature and responsible citizens who are able to maintain healthy relationships.
- **To create and maintain a well ordered environment** through well managed and cared for classrooms and grounds and through clear routines and procedures.

### The role of staff

- Maintain the behaviour policy and uphold the school ethos through all aspects of school life. Staff will receive support to do this (via senior staff and dedicated CPD) to ensure that the standards and practices of behaviour management remain consistent throughout the school.
- Endeavour to develop an understanding of each pupil's behaviour through access to important information about each pupil (AEN register etc.) to inform staff of any barriers to learning and make appropriate provision for them.
- Show respect to pupils through giving reasons for rules, positive instructions and requests and using appropriate body language and tone in all interactions with pupils.
- Give children support in handling positions of responsibility to help them develop as an individual and a leader.
- To be a good role model by showing respect and kindness and through hard work.

- To set high standards within what is developmentally reasonable for our pupils.
- To apply rules firmly, fairly and consistently.
- When dealing with problems, to listen, establish the facts, judge only when certain, use punishment sparingly (usually removal of privileges), carry out threats so as to ensure consistency, encourage peer negotiation, use cool-off time, to tactically ignore, to punish behaviour – not the person, never to degrade or humiliate, and to teach and model forgiveness.
- To organise a well ordered, accessible and attractive environment both inside and outside the classroom.
- To encourage independence through the organisation of classrooms.
- To recognise and reward academic and non-academic achievement.
- To recognise the importance of personal and social education as a means of promoting the values of mutual respect, self-discipline and social skills.
- To recognise the links between the content and methods of delivery of the school curriculum and the motivation and behaviour of pupils. It is vitally important that the curriculum we offer is stimulating, challenging and suitably differentiated and that the assessment system is supportive and not threatening. It is important to achieve the best possible match between the needs and interests of individual pupils and the curriculum.
- To value the contribution made by lunchtime staff and ensure that they are provided with appropriate training that will enhance the school's values, beliefs and code of conduct.
- To develop good relationships with parents by keeping them well informed and by providing a welcoming atmosphere, which encourages parental involvement.

#### **The role of parents/carers**

- To ensure that children attend school in good health, punctually and regularly (this involves taking holidays only out of term time, as per the attendance strategy).
- To provide prompt notes to explain all absences.
- To provide support for discipline within the school and the teacher's role in this.
- To be realistic about their children's abilities and offer encouragement and praise.
- To participate in discussions concerning their children's progress and attainments.
- To ensure early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- To take an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, listening to reading, and assisting in learning of tables and spellings.

#### **The role of governors**

- To monitor, review and evaluate the success of the policy and ensure that necessary revisions are undertaken.
- To monitor the working of the school.
- To play a part in the appointment of staff to the school.
- To uphold and maintain the ethos of the school.

#### **D7.2 Code of Conduct & Golden Rules**

- Honest: tell the truth; ask before borrowing property, never gossip.
- Hardworking: be 'on task' in learning time, try their best and learn from the mistakes they make.

- Co-operative: Listen to instructions and act promptly with a positive attitude.
- Orderly: Walk – don't run, talk – don't shout.
- Polite: Say please and thank you; use gentle words and hands.
- Considerate: Offering help, always looking for opportunities to serve other adults and children.
- Careful: Respect theirs and other people's property and the surrounding environment.
- Friendly: Greet others and make every effort to get to know and include them.

We have three Golden rules that underpin and reflect our expectations, whilst building upon the responsibility of pupils. Although there are three, they cover most areas of life and behaviour and make it easier for the children to remember and therefore follow.

1. Co-operate and respond to instructions.
2. Join in.
3. Look after other people and their property.

During assemblies and circle time the rules will be discussed, role-played and illustrated using woodland animal characters depicting desirable character traits. This will encourage children to take ownership over them. In addition to this, they will be displayed in large format in every classroom, so that all children are reminded of them daily. Sanctions for a breach of the Golden Rules may include:

- Losing break or part of lunch time.
- Time out of the classroom for cooling-off/reflection in a partner class.
- Community service around the school.
- Writing a letter of apology.
- Discussion or note in contact book to parents.

### **Routines and Codes**

Planned transitions help to minimise and prevent accidents and bad behaviour. Therefore we will have the following procedures in place:

**End of playtime:** A bell will separate playtime from work time. On the first bell children stand still, then on the second they line up and walk into the school accompanied by their teacher. Staff will supervise morning break. Lunchtime Supervisors are to report any major/re-occurring incidents to the Class Teacher and/or Principal.

There will also be a playground code displayed in a bright, colourful and attractive way, stating:

- The playground is a safe place for everybody.
- We always stay in the playground during playtime.
- We choose to play games that include others and do not hurt or upset them.
- We help to keep the playground tidy.
- We stop playing when the bell rings.

**Assembly:** Children will enter and exit assembly in a quiet manner following teachers' instructions to show respect to the teacher or visiting guests. One adult from each year group will stay for the duration of assembly to ensure that behaviour standards remain high throughout.

**End of lessons:** Children should stand behind their chairs and leave in an orderly and quiet manner.

**End of the day:** Children will leave the building in an orderly line whilst being escorted out by the class teacher with children being handed directly into the care of a permitted adult.

**Uniform:** Children will be expected to wear the school uniform with black shoes and no jewellery other than a watch and one pair of studs. Once a week the Head Teacher will randomly select a child from each year group, if this child is found to be in correct uniform their photograph will appear in our Jubilee Primary School newsletter or receive another suitable reward, to celebrate their success. If a child persistently flouts the rules, a phone call will be made to their parents/carers to discuss and plan a strategy to resolve the matter.

Use of a uniform helps teach children self-discipline in preparing themselves for the day as they will have to do for future jobs. We have also seen how a 'casual uniform' can produce a 'casual attitude' - a uniform helps signify the change between work time and home time.

#### - **Rewarding helpful learning behaviour**

The ethos of our school is grounded in the quality of relationships at all levels. Such relationships are characterised by mutual respect, by the valuing of pupils, by a willingness to listen and understand, and by a positive view of teachers as professionals and pupils as learners. Through good models of adult behaviour, there is constant encouragement to develop self-esteem, self-discipline and autonomous adherence to high standards.

An essential part of our ethos is to build up and sustain good behaviour patterns through recognising, practising and highlighting positive behaviour. We believe that praise and positive encouragement are the most effective, motivational tools for developing good learning behaviours. Praising the first child to act on a teacher's direction, rather than only disciplining the last reinforces positive expectations and helps to establish a supportive atmosphere conducive to learning. In order to be effective it must be descriptive, given individually and appropriately to the child concerned.

One of our key aims is to help children develop holistically including finances and entrepreneurial skills. Part of this is a whole school approach with Jubilee Primary School currency. Pupils will be rewarded with Jubilee Primary School money, which can be stored in a class bank; pupils can then visit the store each week where they can spend their money on small items or choose to save them up for a larger purchase. The store will contain items ranging from art supplies to toys, games and sport items. The store will also have a treat section containing cereal bars, fruit snacks and smoothies. This approach equips children in saving up for items to pay for them rather than buying them on credit, it also helps to develop patience through not being able to have what they want immediately. This is an important foundation for learning how to budget and handle finances.

One way of children being rewarded with our currency is being given a raffle ticket during the school day for good behaviour, manners or effort – then on a Friday morning one name will be chosen from each class to receive a fixed quantity of Jubilee money to spend in the school shop. Therefore the more good behaviour or work the children do, the greater the chance they have of being chosen. Children will also be rewarded with Jubilee money for:

- Completing their homework.
- Getting 100% spellings right for 3 weeks in a row.
- Reading at least 4 times a week at home.

- Achieving the next times-table or division challenge.
- Being trustworthy in positions of responsibility (earning a wage).

'Catch me' cards may also be used to promote a positive change in behaviour, usually linked to a Pastoral Support Programme target. If a child regularly exhibits poor behaviour they can be given a 'catch me' card when they demonstrate correct behaviour. A reward system may then be linked to the number of cards a child collects as appropriate.

Parents are invited to celebrate their children's success through teacher's comments in Contact Books and postcards home to notify parents of a child's improved behaviour or effort. However teachers will also be encouraged to verbally share a child's successes with their parents often so that parents don't come to expect only negative communication at the end of the day.

#### - **Consequences of unhelpful learning behaviour**

For non-compliance there is a discipline hierarchy, each of which is more restrictive than the previous. These will be administered if the pupil continues to misbehave. Preferable to implementing negative consequences is talking with pupils to defuse the situation and working together to come up with appropriate consequences for both good and unhelpful behaviours.

The five negative consequences are:

1. Verbal warning.
2. Classroom isolation.
3. Exit class to another classroom.
4. Consultation with a member of the SLT.
5. Contact with parent.

We will encourage pupils to make personal choices and to be responsible for their behaviour by understanding the consequences of poor behaviour. We therefore ensure that at all stages through our hierarchy of sanctions, pupils are aware of the outcome of their actions.

Where appropriate, pupils will reflect on their behaviour by completing a Behaviour Record following an incident, with the help of a member of staff. This will be used as an opportunity to develop emotional management and social skills. Children will always be encouraged to tell the truth by realising that there will be a more severe punishment if they have lied. Consequences will be consistently applied and fair, but not rigid or unbending.

We have also devised a Misbehaviour and Sanctions Hierarchy which is a procedural system of managing misbehaviour that operates alongside our rewards system. Undesirable and unacceptable behaviour has been divided into levels 1-5 (see over).

Pupils who persistently display poor behaviour must have this recorded on a Daily Behaviour Record. This is important as some records of misbehaviour assist in seeking the involvement of outside agencies to support our attempts to modify poor behaviour. As pupils move through the levels children will receive increasing numbers of lost play and lunchtime detentions.

It is emphasised that repeated misbehaviour within any level would be treated as significantly more serious than one-off instances. This procedural approach ensures that the pupil is not brought to the attention of the Principal too quickly, providing an opportunity for minor sanctions to modify poor behaviour.

**Behaviour****LEVEL 1 low level**

Low level disruption  
Calling out, fidgeting, fiddling

**Possible strategies**

Ignore, seek good behaviour to praise.  
Praise pupils nearby or pupil for right choice. Class reward points.  
Give clear instruction.  
Reward small steps  
Remember minimum 3 to 1 praise! Give positive attention

**Possible sanctions**

Verbal warning.  
Golden Time withdrawal.  
Informal chat with CT during play.

**LEVEL 2 minor**

Does not stay in seat  
Attention seeking  
Not working  
Shouting out  
Annoying peers, disturbing table  
Defiant

As level 1  
'What are you doing?  
What should you be doing?'  
Negotiated rewards

Verbal warning.  
Time out table in class (10 mins)  
Class teacher to arrange to talk to parents/carers.  
Possible lunchtime detention for persistent misbehaviour

**LEVEL 3 moderate**

Repeated level 1 or 2 behaviour.  
More than 2 class time-outs in 1 lesson.  
Refuses to go to time out table.

Give choices –“Do x or go to partner class. It’s your choice.”  
Daily sticker charts  
Refer to FLO – social skills group

Exit A – to partner class.  
If Exit A is frequent phone/chat to parent, log in Contact Book to identify concerns.  
Parents asked to attend consultation to discuss behaviour.  
Lunchtime detention given.

**LEVEL 4 very serious**

Refuses to follow instructions given by an adult working in the school  
Refuses to go to partner class  
Swearing at teacher/adult  
Leaves class – not in partner class  
Does not stay in school  
Physical aggression  
Fighting/Bullying  
Racism  
Inappropriate sexual behaviour linked to maturity

Set up behaviour plan with SENDCO who will identify when a Pastoral Support Plan is required.

Report charts with negotiated reward.

Principal’s Daily Behaviour Report Card

Possible involvement of outside agencies.

Exit B – to Deputy or Assistant Principal.

Parents / carers informed of incidents and given regular feedback about their child’s behaviour.

Lunchtime Detention.

Possible Fixed Term Exclusion at the Principal’s or the Deputy’s discretion.

**LEVEL 5 extremely serious**

Repeated level 4 behaviour  
Serious physical assault.  
Sexual assault/Drugs in school.  
Carrying a dangerous weapon

Fixed Term Exclusion

Possible permanent exclusion

In the case of recurring problems parents/carers will be invited to meet with the class teacher and/or Principal to put together a behaviour chart to suit the child. Staff will work with parents to help diagnose the cause and a means of managing repeated negative behaviour. If necessary outside agencies will be consulted to ensure adequate support is given as soon as possible for more complex issues. There may be a short-term exclusion with a reintegration meeting prior to return. If the behaviour persists and there is no improvement despite the school having exhausted every other avenue,

Governors may make an executive decision that a permanent exclusion is the only way to safeguard the safety and ethos of the school.

We will know if our behaviour strategy is successful if:

- our children feel empowered to take ownership of their own learning and behaviour, thus feeling better equipped to live life skilfully;
- our supportive family ethos helps to develop children who are confident, positive, polite and caring towards adults and their peers;
- our children have a strong sense of self worth, respect for others and understand their role within the community;
- our children make excellent progress because they feel safe and valued and are able to concentrate on the task without distractions.

#### - **Links with Special Needs**

The behaviour of some children may cause enough concern to have them registered on the SEND register. The criteria for judging entry onto and moving pupils through stages 1-3 include the nature, severity, frequency, duration and generality of behaviour. Children may be given an Individual Behaviour Programme if they are on the SEND register. It is recognised that some children with a high level of emotional and behavioural disturbance will not respond to the normal course of action and will act unacceptably whatever the context. In these cases the pupils' own circumstances will be taken into account. However, it must be stressed that these circumstances are reasons and not excuses.

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#### - **Equal Opportunities**

Our school will ensure that equal opportunities are available for everyone, regardless of gender, race, faith, age, disability or socio-economic status. Children with disabilities must be able to take a full and active part in every lesson and every measure will be taken to ensure this. Necessary modifications will be made to the physical buildings.

Teachers and all other staff are aware of the need for equal opportunities for all pupils. Special consideration with regard to sanctions will be given to children who have diagnosed medical conditions such as ASD, Asperger's Syndrome, or ADHD, and are on the SEND register for behavioural concerns as they may exhibit extreme behaviour patterns.

It is our school's policy not to exclude either boys or girls from any activity on the grounds of gender. Teachers will encourage the involvement of all children in all activities in the class and the school.

Donations will be encouraged but not obligatory for school trips. No one will be excluded from a trip because they cannot pay for it. We will be prepared to undertake any payment for any trip offered to pupils.

### **D7.3 Attendance**

A child's attendance at school is vital if they are to benefit from the learning, stimulating and fulfilling environment found at school. Pupils' regular and uninterrupted attendance at school plus parents/carers who fully endorse the school's Attendance Policy have a positive impact on each individual child and the whole school. Without the opportunity to receive good teaching, every day, from the start of their school career, the most deprived pupils are unlikely to narrow the gap with their peers. There are strong and proven links between pupil attendance and educational achievement.



Attendance of less than 95% (i.e. absences of 9.5 days or more out of the 190 pupil days in the school year) has been shown to lower pupil attainment.

We will promote a whole-school approach to attendance, supported by analysis of collected data to inform targeted interventions, with links to attainment and clear steps identified early to respond to the needs of vulnerable groups and those at risk of exclusion.

Jubilee Primary School aims to get better than 97% attendance each year. A child who takes two weeks (10 days) holiday in term time will have less than this percentage, before taking into account any further days lost due to illness. Therefore holidays shall not be authorised.

### **Attendance register**

The recording of pupils' attendance is essential not just because the data collected can be analysed but, more importantly, so that patterns of absence by certain children can be identified early. Such children may quickly begin to lose the benefits of learning, of participating in a fun and stimulating environment and be tempted towards less productive or distracting pastimes. By law, schools are required to record in the attendance register - once at the beginning of the morning session and once in the afternoon - whether the pupil is present, absent, engaged in an approved, supervised educational activity off-site, or unable to attend due to exceptional circumstances as defined in the Regulations<sup>27</sup>. If a compulsory school-age pupil is absent, the register must show whether the absence is authorised or unauthorised. It must also record the nature of any approved, supervised educational activities.

### **The role of staff**

The class teacher will be responsible for taking the register at the start of both morning and afternoon sessions. Teachers will then be quickly alerted to any unauthorised absence and, with the welfare of the child at heart, inform the school's Attendance Administrator so that the absence can be investigated. One member of school staff will be appointed as the Attendance Lead to ensure that the procedures contained within the school's attendance policy are disseminated amongst staff and will also be responsible for receiving the analysis of attendance data for monitoring purposes and identifying and pupil absence patterns which may require response by intervention. The Attendance Lead will have oversight of attendance matters across the school and will report to the Principal and Board of Governors. They will work with the Principal to agree relevant internal attendance targets; monitor attendance weekly and evaluate progress towards the targets. They will identify pupils who are likely to jeopardise the school's performance and plan early intervention to avoid bad habits being established.

Each staff member will be responsible for safeguarding their pupils' welfare. Pupils can be absent for a variety of reasons which are personal to them and give no cause for concern. Some pupils' absence, whether single days, part of a pattern or persistent, may be an indicator of wider needs which must be addressed as part of the work to secure good attendance. It is vital that all staff are alert to this possibility and try to identify and address the underlying causes of pupils absence. Where appropriate, the school will refer pupils to other agencies and work with those agencies. A senior manager will take on the role of Attendance Lead.

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<sup>27</sup> The Education (Pupil Registration) (England) Regulations 2006

The school will raise the profile of attendance with parents, carers and the wider community through the use of home-school agreements, parents' evenings, school newsletters, or other communications. We will send out letters automatically to parents/carers if attendance falls below 90%. We will write every half term to every parent whose child's attendance is below 95% outlining the impact this is having on their achievement. We will write again to acknowledge improvement whenever this has been achieved.

### **The role of parents/carers**

Parents/carers will be enlisted to partner the school in helping to achieve its attendance targets and to instil good behaviour patterns in their children towards attending school, benefiting from the learning environment and, as a result, fully realising their potential. Parents/carers will be made aware of, and be given access to, the school's attendance policy and be acquainted with the rules and application process for seeking authorised leave. They must understand their own legal responsibility for ensuring that their children attend school.

### **The role of the Governors**

Governors will promote the importance and value of good attendance to pupils and their parents. They will review the attendance and behaviour policy which will be consulted on and disseminated widely. There will also be a clear policy on absence. Clear systems put in place to report, record and monitor the attendance of all pupils. Attendance issues will be reported on termly to the governing body and data will be collected and analysed to identify causes and patterns of absence. The governors will devise solutions to these and evaluate the effectiveness of interventions.

### **Interventions**

The Attendance Lead will be responsible for the monitoring of attendance data and the operation of referral procedures so that pupils whose absence is cause for concern are identified early and the appropriate response given. Support will be given through the school's own pastoral systems and will include appropriate liaison with parents/carers to help improve the situation.

Where there is an emerging pattern to a pupil's absence over a three to four week period (or sooner if staff are particularly concerned), with or without explanation, the Attendance Lead will invite parents/carers to a meeting to discuss the reasons for the absence. Plans will be put in place with the parents and pupil to resolve any difficulties and improve the attendance within a specified time limit – usually no more than six weeks. It will be explained to parents that any future absences will be unauthorised unless there is clear evidence of a good reason for them.

The taking of an unauthorised holiday in term time may result in the issuing of a Penalty Notice by the Local Authority. Section 23 of the Anti-Social Behaviour Act 2003 empowers designated officers of the Local Authority to issue Penalty Notices in cases of unauthorised absence from school. This section allows the parent to pay a penalty fine of £50 per parent per child if paid within 28 days or £100 per parent per child if paid between 28 and 42 days instead of being prosecuted in the Magistrates Court. Non-payment of a Penalty Notice may result in a fast track prosecution under Section 444(1) of the 1996 Education Act. Any parent who is not happy with the Principal's decision has the right of appeal to the Chair of Governors. The decision of the Chair of Governors is final.

Absences will be authorised for sickness, unavoidable medical/dental appointments (whenever possible to be made outside of school hours), days of religious observance and exceptional family circumstances.

Following an absence the class teacher will do their best to provide catch-up opportunities so that pupils do not fall behind. Where appropriate, parents will be asked to play a part in reinforcing missed learning.

### **Incentives**

To encourage the improvement of attendance we shall put the following in place:

- In the weekly celebration assembly an 'Attendance Ted' bear will be awarded to the class with the best attendance in both KS1 and KS2. The classes will also receive a certificate, 10 minutes extra play on that day and their achievement displayed in the school hall.
- Children with 97% attendance or more will be awarded a certificate at the end of every term.
- Children with 100% attendance for the whole academic year will receive a treat such as a trip to Pizza Hut for lunch with the Principal in the last week of school.
- An exciting curriculum so that children actively want to attend school.
- Interim reports will contain an attendance section with the child's percentage and whether this is satisfactory or unsatisfactory. Parents can then discuss this with their child's class teacher at the Parent-Teacher meeting.

The Deputy Principal will be responsible for the implementation of these strategies and evaluating their effectiveness. In addition to this they will:

- Ensure that parents are aware of the importance of regular attendance and understand their role and responsibilities in supporting school attendance.
- Report statistics to the Attendance Governor as part of the termly report. Show comparative figures, not isolated statistics. Compare each half-term's figures with those for the previous year at the same time.
- Write to the parents of children with under 90% attendance to outline the impact it has on their achievement and follow this up to acknowledge improvement when it has occurred.
- Information about the importance of school attendance given out regularly in newsletters to parents and attendance policy easily accessible on the website.

### **Outcomes**

Our pupils will believe that their school is educating them in ways that are of real benefit to them. They will feel that they belong in the school and that the school wants them and values them. Their behaviour will reflect their belief in school as a positive influence in their lives.

In turn, the school will achieve an overall increased level of pupil engagement with education. As a result, pupil attainment will improve, thereby leading to improvements in school performance. There will be an increase in pupil attendance and a reduction in the frequency and severity of incidents of challenging behaviour in school. There will be an associated improvement in pupil and staff wellbeing.

### **D7.4 Safeguarding**

Priority will be given to developing relationships with external agencies - as illustrated by the allocation of resources, such as special educational needs co-ordinator time, family support workers or learning mentors. Systems for passing on concerns about risk will therefore be robust.

All concerns will be recorded and a consistent system used: for example concern logs or 'niggle notes'. This will enable an overall picture of each case to be assembled.

There will be a clear understanding by **all** staff of the systems in place and how and where to record concerns. This will be achieved through regular training which will be consistent and reinforce the systems in place but also respond to identified concerns from staff. Some examples of systems are: a concerns log (either a book or file held in the office); inclusions file held in the classrooms; a confidential box for posting 'internal concerns forms'; individual books; and class books.

There will be regular updates, for example about confidentiality, changes to legislation and child protection guidance. This will be achieved through small meetings, whole staff meetings, Inset days or written documents. In some cases it will be a combination of these approaches.

Resources will be available which remind staff of what to do when they have a concern. These could be reminder cards, summary sections included in the staff handbook and notices in the staffroom.

The health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that it is a safe and secure environment in which children can flourish. We will ensure that this expectation becomes reality. In order to achieve this, a wide range of measures will be in place, including a single central record of recruitment and vetting checks covering all adults who have regular contact with children. Governors will review and monitor policies that protect children.

### **1. Health and Safety**

Routines related to health and safety will be carried out systematically and thoroughly in Jubilee Primary School. For example, premises and grounds will be kept free of hazards. Equipment will be maintained to a high standard so that it does not pose a risk to anyone using it. Our school will conduct an annual Fire Risk Assessment and each term there will be fire drills that will practise effective evacuation from the building. There will also be a critical incident plan that details what staff and parents will do in the case of emergencies.

In addition, appropriate checks will be made of fire-fighting equipment. Other safety checks, such as testing of electrical equipment, will be routinely carried out by external contractors. High standards in hygiene and cleanliness will be evident in classrooms, corridors, dining areas and generally around the school, reflecting the schools' desire to create a welcoming and safe environment for pupils to learn. Particular attention will be given to higher risk areas such as, sports areas and technology rooms. Pupils will be taught how they should behave in these areas and how to handle equipment safely. Internet safety will be given high priority, with appropriate safeguards placed on computer systems to prevent access to unsuitable sites.

The school will make sure all areas and facilities in the school are accessible according to the Disability Discrimination Act, for example through the installation of accessible showers and toilets to support and protect pupils with physical disabilities.

Concerns from members of staff will be reported to the Principal who will carry out an initial examination and assess what action needs to be taken. The policy will be reviewed regularly by the Principal with the relevant member of the Governors.

Risk Assessments will be completed by the lead member of staff for any off-site visits and be signed off by the Principal along with a thorough checklist.

## **2. First Aid**

Jubilee Primary School will insist on at least one adult in every classroom holding a First Aid certificate to encourage a quick response time to any accident or emergency. There will also be first aid kits located in specific places around the school.

When a child is unwell, or has suffered an accident in school or on the playground, staff will follow the protocol set out below:

- A trained first aider will be consulted.
- The incident will be logged in the Accident Book.
- For head injuries a Head Note will be issued and parents will be contacted.
- If there is any doubt at all a parent will be consulted.
- For emergencies, an ambulance will be called.

The school policy will state that all medicines will be stored in a locked cabinet in the school office. The administration of medicines will be at the discretion of the Principal. There will be Care Plans for children with specific, ongoing medical needs, detailing the medical problem and procedure to follow.

Photos of children with allergies and tolerances will be displayed in key places e.g. staff room so that all staff are aware. Asthma pumps will be kept in a locked cupboard in the child's classrooms, EpiPens will be stored under lock and key in the Principal's office.

For matters of an intimate nature, staff will deal with a child with utmost sensitivity and parents will be contacted immediately to be part of the decision making.

## **3. Site security.**

The school site will be kept secure throughout the day through the following procedures:

- There will be secure entry to specific areas (locking doors) and CCTV cameras around the school.
- Visitors will only enter through the main entrance and after signing in at the office. They will be given a visitor badge on entry.
- Children will be only allowed home with adults with parental responsibility or confirmed permission.
- Children will never be allowed to leave school alone during school hours, and if collected by an adult, they will be signed out.
- If a child leaves the school premises without permission, staff will be informed not to chase after a child, but rather to report it immediately to the office. Parents and Police will then be contacted.

## **4. Appointments of staff and work placements and the induction of volunteers.**

A comprehensive induction process will be in place for all new staff and volunteers to ensure that new members of staff are trained and informed about the policies and procedures of our school. Anyone who comes into contact with children will have, as a minimum, a List 99 check - but preferably a full Criminal Records Bureau (CRB) check carried out.

## **5. Child protection**

A senior staff member will act as the Designate Child Protection Coordinator (DCPC) in the school. It will be the Governing Body's duty to ensure the Child Protection policy is reviewed annually and any deficiencies are addressed immediately. Certain governors

and all staff will have appropriate child protection training, which will be updated every year.

The school will follow the DfE guidelines 10/98 which assert that physical restraint may be used if there is the possibility that child may be about to cause harm to him/herself or to another. It also asserts that on no occasion will such physical contact be used as a punishment. All allegations of abuse by or complaints of a teacher will be dealt with by following the local Safeguarding Board procedures. For any complaints about the Principal, the Chair of Governors will be contacted directly.

There will be high-quality leadership and management that make safeguarding a priority across all aspects of the school's work, implementing:

- stringent vetting procedures in place for staff and other adults
- rigorous safeguarding policies and procedures in place, written in plain English, compliant with statutory requirements and updated regularly; in particular, clear and coherent child protection policies
- child protection arrangements that are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried
- excellent communication systems with up-to-date information that can be accessed and shared by those who need it
- a high priority given to training in safeguarding, generally going beyond basic requirements, extending expertise widely and building internal capacity
- robust arrangements for site security, understood and applied by staff and pupils
- a curriculum that is flexible, relevant and engages pupils' interest; that is used to promote safeguarding, not least through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety
- courteous and responsible behaviour by the pupils, enabling everyone to feel secure and well-protected
- well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety
- rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly
- risk assessment taken seriously and used to good effect in promoting safety.

Senior managers will ensure that policies and practices are current, in line with statutory requirements and national guidance, often exceeding minimum requirements. They will trust their staff to carry out their duties with diligence and to contribute effectively to the whole-school improvement of safeguarding. Training in safeguarding will be given a high priority. Senior management will ensure that staff regularly undertake a comprehensive range of training to promote safe practice in classrooms, around the school and off site.

## **6. The Design of the curriculum**

(a) Safeguarding will be taught through PSHE lessons including themes such as drugs, sex and relationships and Stranger Danger.

(b) The curriculum is designed so that safety issues within the subject are discussed and safe practices taught and modelled, such as using equipment properly in PE, Design & Technology and science.

At all times appropriate staffing levels (and, when the curriculum is taken out of school, appropriate and agreed child/adult ratios) will be maintained. The lead teacher will also

visit the proposed venue prior to the class trip and complete a risk assessment. All trips will finally be authorised by the Principal.

### **7. ICT safety – the Internet, photography and video**

All computers will be installed with a network security policy to ensure that children will not be able to access restricted or unauthorised sites. If teachers know of misuse the issue will be reported to the Principal without delay. The Child Protection Officer will have overall responsibility for internet safety.

As part of our policy, photographs/videos will only be taken using school equipment and stored on the school network. Parents' permission will also be sought at the start of their child's schooling for photographs to be taken of their child and published on the school website. Teachers' external storage drives will be encrypted.

Our Social Networking Policy will detail the procedures and rules with regards to social networking sites and cyber bullying. If a child is a victim of bullying they will be encouraged to attend friendship clubs so they can make new friends and not become isolated. This will also help to improve their confidence levels and equip them to react positively to difficult situations. Children who are proven to be bullying others will be required to attend 'friendship workshops' during their lunch break once a week for a term to be equipped in how to control aggression and improve feelings of self-worth, helping to prevent them from displaying bullying and aggressive behaviour.

### **8. Bullying**

Jubilee Primary School defines bullying as, "behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally."

We will take a whole school approach to the prevention of bullying. By working towards Healthy School status we will aim to consider bullying as one of the four elements:

- PSHE
- Healthy eating
- Emotional health and well-being (including bullying)
- Physical activity

The whole school community will understand what bullying is and that it is not acceptable. We will create a culture and systems that enable children to report bullying. Children will be taken seriously and bullying incidents will be investigated and acted upon.

The Principal will be ultimately responsible for setting the ethos of anti-bullying in the school and for ensuring that staff training is undertaken and kept up to date. A designated member of staff will be responsible for recording all incidents and for following them up. All staff will contribute to creating a culture in school where bullying is not tolerated. They will also be responsible for reporting incidents.

Jubilee Primary School will take a curricular approach to preventing and dealing with bullying. This will include:

- Anti-bullying week to promote positive friendships.
- Circle time and assemblies that teach children about bullying and what to do if you or someone you know is being bullied. This teaching will also include practical opportunities to be a good friend.
- Valuing difference through cultural weeks.
- Promoting empathy.

- Taking the time to listen to children and get to know them well so we know when something is wrong.
- Training for all staff to identify bullying and how to follow school policy and procedures on bullying, including recording incidents.
- Peer support: Year 6's trained as play leaders, peer mentoring scheme – children play with others in their 'house'.
- Actively create safe spaces for vulnerable children.
- Involve students and the school council in anti-bullying campaigns.
- Ensuring that all parents/carers know who to contact if they are worried about bullying.
- The use of interventions such as Sulp to support children in communicating to help prevent the bad behaviour which can lead to bullying.

We will also make use of reactive strategies including:

- Restorative approaches
- Direct sanctions
- Support groups
- School tribunals
- Circle time
- Education of bystanders

When a child is found to be bullying another they will also be sanctioned through the ladder detailed above in 'Behaviour', entering at the level that best fits the severity and persistence of their bullying behaviours.

### **D7.5 Pastoral care**

Our pastoral care system will be founded on knowing each individual pupil well and taking appropriate action to protect and enhance their well-being. It is the responsibility of the class teacher to ensure that each child's physical, social, intellectual, emotional, cultural and spiritual needs are being met and that every child knows who they can talk to if they are unhappy. Class teachers are supported by the Family Liaison Officer (FLO) in making referrals to external services for further support or training, e.g. bereavement care.

Our Enrichment time also provides additional care for the children by forming relationships with pupils of a different age. This will help with friendships on the playground and children having more friends whom they can play with. A 'friendship bus stop' will be provided on the playground where pupils who don't have anyone to play with can sit and another child will be sent across to include the lonely child in their activities. Enrichment time will also play a huge role in developing each child's self-esteem as they will learn new things and potentially overcome obstacles such as singing in front of others.

Pastoral support programmes will be put in place for those children who show rapidly deteriorating behaviour to elicit the cause and put a plan together so all adults who work with the child can provide a consistent approach. These will be planned and run by the FLO.

We aim to work towards Healthy School status since this ties in with our ethos and vision for children at Jubilee Primary School to be equipped for life in all areas, not just academically. This will be achieved by working closely with Kitchen Staff to ensure balanced fresh meals are produced. We will also have a break time tuck shop where children can buy fruit or vegetables at a low cost (approx 30p). Parents will be informed



that crisps and chocolate are not allowed during morning playtimes to help encourage them to make use of the tuck shop or provide their own healthy snacks for their children.

### **Buddy scheme**

The Buddy scheme will promote a caring ethos between pupils. Each Reception pupil will be allocated a “buddy” from Year 6 who will support them in settling into school life. They will become a point of contact for the Reception pupil and a “listening ear” in the early stages of integration into the school routine.

### **House structure**

Our school will be divided into four Houses. These will be represented by colours and inspirational characters from history/sport. Two pupils (a boy and a girl) from Year 6 will be chosen as House Leaders. The Houses will work collaboratively in supporting charities as well as competing against one another in intra-school sports and community events.

### **Friendship/nurture clubs**

Where children find social interaction a challenge, they will be encouraged to join a friendship club during lunchtime where they can develop their ability to interact with other children and to enjoy activities in a safe environment, supervised by a member of the teaching staff or an HLTA.

### **Character development, the *Woodland Habits of Mind***

Based on Habits of Mind<sup>28</sup> we will have a woodlands mural complete with many animals representing a specific character trait that we want to teach and instil in each child over their course of time in our school. These traits will be covered during whole school assembly time and reinforced and applied during the school week in their class groupings. Teachers will refer to specific animals when developing that character trait during their lesson to help children understand what kinds of actions and attitudes link to that quality. These traits also encompass the six key features of our *Christian ethos*.

We envisage the 12 character traits being:

1. Perseverance – hedgehog.
2. Listening to others with understanding and empathy (compassion & forgiveness & honesty) – badger.
3. Responding with awe and wonderment (respect for each other and our environment) – dormouse.
4. Managing impulsivity (integrity) – deer.
5. Thinking flexibly – great crested newt.
6. Thinking about our thinking: managing thought life – buzzard.
7. Striving for accuracy and precision (honesty) – spider.
8. Questioning and posing problems – squirrel.
9. Using wisdom (applying past knowledge to new situations) – owl.
10. Finding humour: “a cheerful heart is good medicine, but a crushed spirit dries up the bones.” Proverbs 17:22 – otter.
11. Thinking interdependently (service in our school and the community) – ant.
12. Creating, imagining and innovating – kingfisher.

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<sup>28</sup> <http://www.habitsofmind.co.uk/the-habits.html>

## **D8 MEETING THE NEEDS OF CHILDREN OF ALL FAITHS AND NONE**

Jubilee Primary School will be a Free School with a faith ethos. Our faith ethos will be drawn from our mainstream Christian beliefs and can be summed up by this phrase, also known as 'the Golden Rule', "Love your neighbour as yourself." *Luke 10:27b, Common English Bible.*

*D8.1 Welcoming of pupils of all faiths and none*

*D8.2 Faith ethos reflected in the curriculum*

*D8.3 Meeting the needs of pupils of varying faith and none*

*D8.4 Pastoral Care*

### **D8.1 Welcoming pupils of all faiths and none**

We strongly hold and teach the value that every person is valuable and has worth, a value that will ensure each pupil will feel accepted and welcome, irrespective of belief and background. This value will also promote understanding and respect between pupils. We will nurture self-esteem and self-confidence in all pupils, and promote understanding and appreciation for the heritage and beliefs of others. Pupils will be reminded daily of this core value which will be posted on the walls of the classrooms through our woodland animals, thus keeping our values visible.

We celebrate diversity in the culture, beliefs, gifts and contributions of each pupil and see them as an asset to the life of our school. We will provide opportunities for children to learn about different beliefs and how to develop acceptance and respect for others. Diversity and examples of differing worldviews will be used to practically equip children how to interact with and positively contribute to their local and global community. Our Religious Education (RE) reflects this. We will also do this by having cultural weeks where we learn about a particular world view/culture. We can draw upon the different nations represented in Jubilee Church and upon other links that we have with different cultures in the Maidstone area.

All the major world religions and non-faith groups alike understand the principle of mutual respect between individuals derived from 'the Golden Rule', promoting inclusion of pupils from all backgrounds. We will not carry out Christian rituals or sacraments that may exclude pupils of varying faiths and none, e.g. communion, preaching, baptism, evangelism or proselytising. Prayers will be said where appropriate, i.e. as part of collective acts of worship, in a way that is sensitive to the beliefs and backgrounds of the pupils.

In our marketing activities we have had stands and engaged with people passing by from every aspect of Maidstone's community. We had stands in the main shopping areas, a local Summer Fayre and the Maidstone Mela (a multi-cultural celebration of food and culture in Mote Park). We have spoken to people in numerous nurseries and toddler groups, which have represented a large cross section of families. We have also spoken to many in the Gurkha community.

### **D8.2 Our faith ethos reflected in the curriculum**

In KS1 children will receive 45 minutes of RE teaching every week, which is 3% of the timetable. In KS2 children will receive 50 minutes of RE teaching every week, which is also 3% of the timetable.

To meet the needs of all children we will adhere to the Non-Statutory national framework covering 50% Christianity and 50% other major world religions. This national

framework holds us accountable for the rights of all pupils. This framework allows for the teaching of the principle religion of the UK, whilst also taking into account the faiths of our local community (see table).

Religion	Kent	Maidstone	England
Christian	62.4%	62.9%	59.3%
Buddhist	0.5%	0.6%	0.5%
Hindu	0.7%	1.0%	1.5%
Jewish	0.1%	0.1%	0.5%
Muslim	1.0 %	1.1%	5.0%
Sikh	0.7%	0.1%	0.8%
Other	0.4%	0.4%	0.4%
No religion	26.8%	26.7%	24.7%
Religion not stated	7.3%	7.1%	7.2%

#### **Religion, 2011 Census - Office for National Statistics**

The Christian beliefs underpinning Jubilee Primary School produce principles that will be applied in all parts of the curriculum: development of a passion for life and learning; taking ownership of their learning and behaviour; taking responsibility for their actions; working respectfully alongside pupils with differing beliefs and backgrounds; developing a strong sense of purpose; understanding citizenship and taking responsibility for their local and global communities; involvement of parents/carers in the education process; equipping in skills with which pupils can live their lives. All of these principles are inclusive and appropriate to pupils of varying beliefs and none.

The Christian distinctives and beliefs of the life, death and resurrection of Jesus Christ will be confined to appropriate parts of the school day and curriculum, i.e. RE lessons when exploring Christianity, and collective acts of worship.

The vision of Jubilee Primary is to instil a lifelong love for learning. To achieve this, we will promote a whole school climate where children will feel welcome and safe to share their views and be challenged by others, learning together that some questions are neither right nor wrong. RE helps foster pupils' awareness and understanding of a range of beliefs and practices within the community and the wider world. By exploring the issues common amongst faiths, children will develop their understanding of the cultural context in which they all live.

In 1993, Lord Dearing produced his final report into The National Curriculum and its Assessment (1993) making some recommendations which assume appropriate time allowances for RE, for practical purposes these are widely recognised as 'markers'. For Key Stage 1, 36 hours per year is the proposed 'marker' equating to approximately one hour per week. Jubilee Primary School will adhere to these guidelines.

#### **D8.3 Meeting the needs of pupils of various faiths and none**

With all this in mind, we feel it is vital that all children attend RE lessons to be informed and develop tolerance for the views of others, whether they have a faith or not. We will be an inclusive school and will include all pupils in all aspects of religious learning. However if parents are concerned and wish to withdraw their child we will invite them to discuss their concerns and to join one of our lessons to help placate them. Parents will have the choice for their child to opt out of religious visits and collective worship, during which time the pupils will read stories with a positive moral message. This will take

place in a separate area under supervision.

For those with special dietary requirements due to their faith, alternative provision will be made in line with their needs. Uniform and the wearing of religious symbols will be at the discretion of the Head Teacher, guided by issues of practicality, likelihood to cause offence, and requirements of a particular religion. Overall our faith ethos will only impact our curriculum in terms of delivery. Key Christian values such as respect, integrity, compassion, honesty, service, forgiveness, manners, putting others first, giving your best and perseverance will be of high priority; teachers will not only encourage these values but model them – acknowledging that children are more likely to reflect the behaviour they see being modelled.

#### **D8.4 Pastoral Care**

Our Governors and Management team will have Every Child Matters as a baseline standard. They will constantly assess the efficacy of our policies ensuring that every child, regardless of their faith or none, has the right to learn and succeed. Working in line with the National Framework our Management team will also maintain quality assurance throughout.

The care and well-being of our pupils will be the most important aspect of our school. Children will have the right to express their views and beliefs in their own way without the fear of being judged. Staff will endeavour to build good relationships with their pupils and look to nurture the children on an individual basis (see D7 behaviour management).

As discussed in Section D2, at Jubilee Primary School we oppose the teaching of creationism as scientific theory. Creationism is part of a belief system and as such should only be taught in RE when studying the different cultural accounts of how the world came into being.

The sensitive subject of sex education will be resolved by providing the parent/carer with detailed information about what will be covered as part of the lesson. The parent/carer will have to return a signed form giving agreement for their child to attend the lesson. Those who opt out of the lesson will spend time in the library.

## **E EVIDENCE OF DEMAND AND MARKETING**

### **E1 Evidence of Demand**

*E1.1 Engaging with the community and with parents*

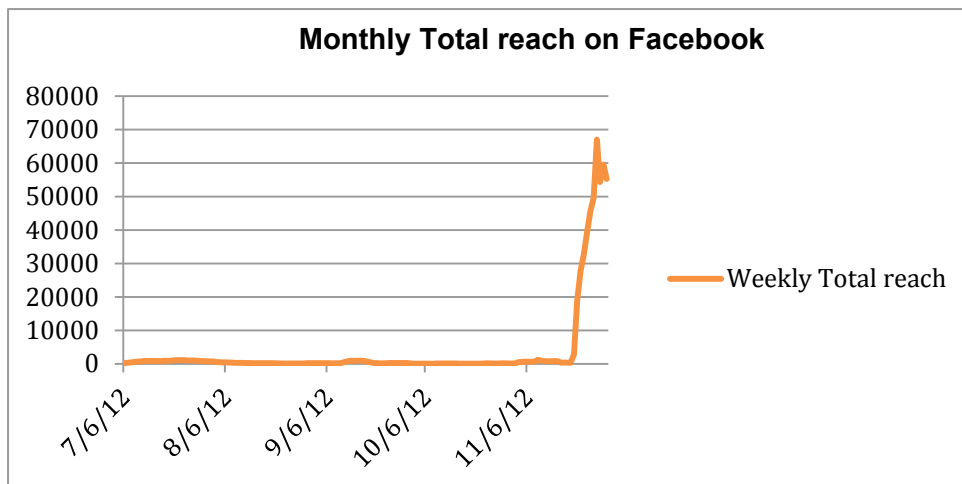
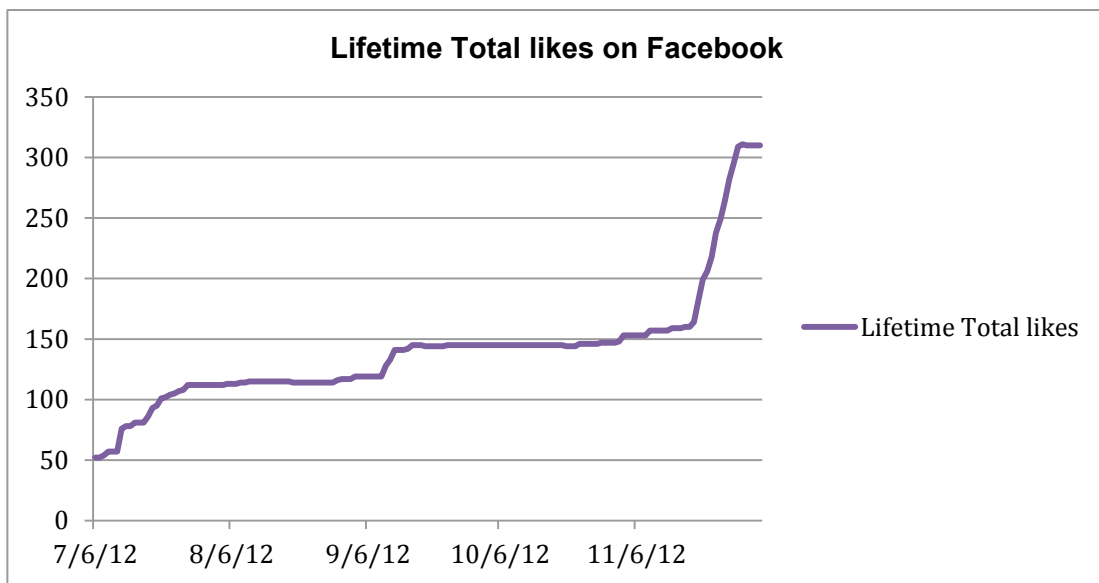
*E1.2 Demand from parents*

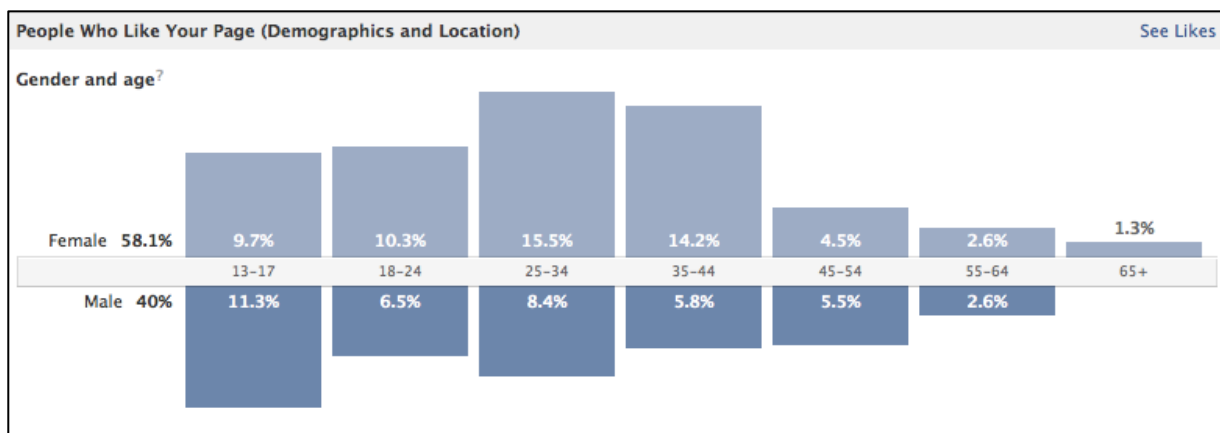
#### **E1.1 Engaging with the Community and parents**

We engaged with our local community and parents through the following ways:

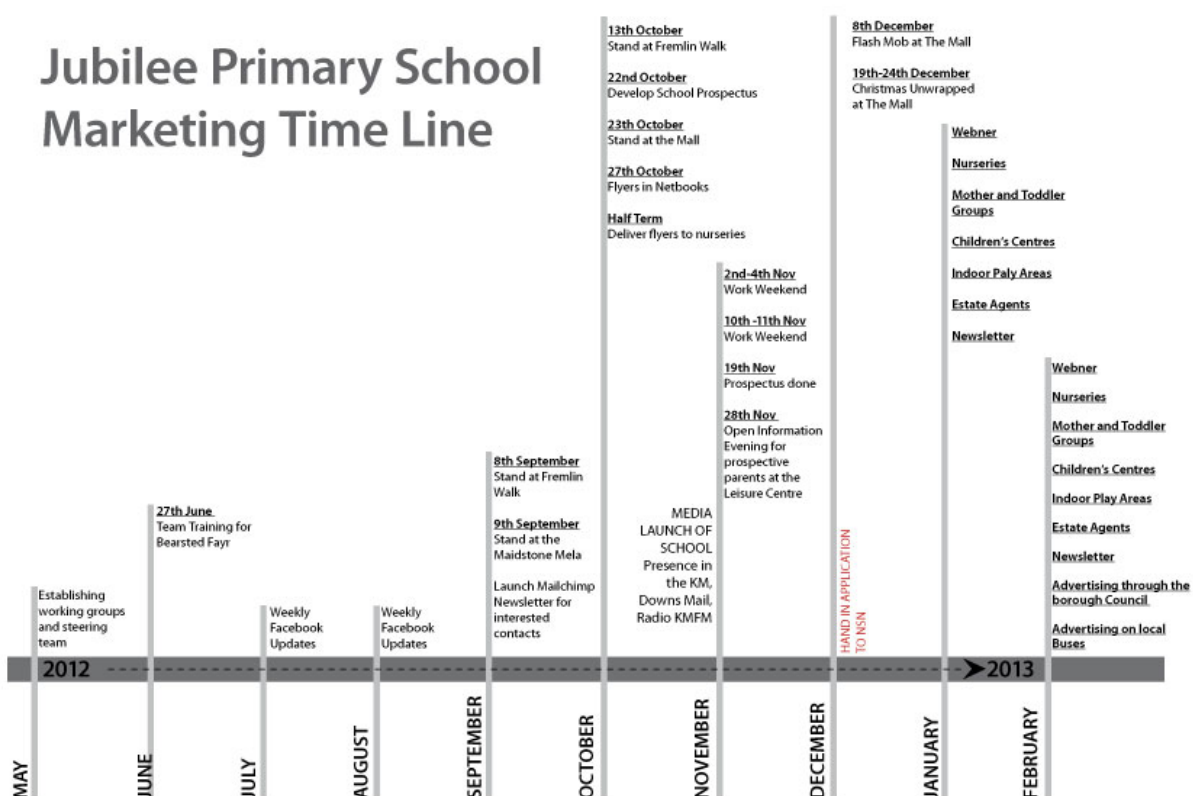
- Handing out information leaflets in our local town centre, nurseries, libraries, shops, supermarkets and placing these leaflets into 7,000 'NET' books (a local supplement magazine) that were distributed in key areas in the South of Maidstone.
- A marketing stand at our shopping mall that has a weekly footfall of 221,000.
- Leafleted and had a promotional stand in one of the prominent shopping areas called Fremlin Walk. We were met with a lot of enthusiasm from the parents and Fremlin Walk's management. The feedback from the management was that our promotional stand created a positive atmosphere for the shoppers. We interacted with a number of parents from various social backgrounds. We offered face painting, branded balloons, games and prizes for the children visiting our stand. We had a series of conversations with parents to support completing our surveys. Most parents were keen to sign up to our monthly newsletter, receiving updates about our school's progress. We also took leaflets to a number of shops where our targeted family demographic visit, for example in Mother Care and the Early Learning Centre, as well as taking leaflets to our local Estate Agents.
- Interacted with families at the Bearsted and Thurnham Fayre, one of the annual local community fayres. The fayre attracts a large number of families from across Maidstone and the neighbouring villages. Our stall attracted families with young children by offering interactive games and face painting. We handed out branded balloons with our website and logo to further advertise our school beyond the Fayre. The balloons also served as a reminder to the parents about our school to encourage them to visit our website. We offered balancing and musical challenges to families which provided a pre-taster of some of our distinctive features, such as the performing arts and sport. We had very positive feedback from parents with older and younger children.
- Engaging with parents and people of various cultural and faith backgrounds at an annual event called The Maidstone Mela.
- Hosted an information evening aimed at potential parents at the Maidstone Leisure Centre on Thursday 29 November 2012. Parents received our first prospectus to take home that featured key details about our school. Members of our team presented our vision and ethos including a day in the life of a Jubilee Primary School pupil. Parents also received a branded water bottle and pen, clearly marked with our website address. During the evening a local children's dance group, 'Pulse Dance', performed wearing branded T-shirts showing what the PE kit might look like once the school is in operation. During the break parents were able to enjoy refreshments whilst students from a local Creative Arts Academy played live music in the background. The Creative Arts Academy also helped with the sound and lighting for the evening. We strategically approached the dance group and the Creative Arts Academy students to demonstrate our Creative and Performing Arts distinctive.

- Visited local mother and toddler groups and 20 nurseries in Maidstone.
- Sent out a monthly newsletter to 144 contacts acquired from our marketing activities.
- Newspaper articles in the Kent Messenger reaching 10,367 readers, KM Extra reaching 16,136 readers, KM Online reaching unique monthly browsers of about 451,185 and Downswood Mail reaching 32,500 readers.
- Radio ad on KMFM reaching 159,000 listeners.
- Interacting with our local community through social media receiving 318 likes on Facebook (see visuals of the Facebook statistics).





Shown below is our marketing timeline outlining the various activities we conducted.



### Surveys Conducted

A variety of different surveys were conducted by the marketing team as a means to gather useful information from current and prospective parents within our local area. The questions asked enabled us to gain a better understanding of what current and prospective parents look for in an excellent primary school. These questions enabled us to shape our marketing campaigns and focus on our target audience.

### Survey questions

- Which primary school do you envisage your children attending in 2014/2015?
- Why will you choose/ have you chosen this school?
- What attributes or services of a school would make you reconsider your choice?
- Would you use these additional services if they were provided by a local primary school?
  - Cooking skills
  - ICT skills
  - Behaviour management / parenting workshops or drop-ins
  - Skills training on how to help your child with homework
  - Parent community groups
  - Money management
  - Are there any others that you would use?
- (If applicable) What does your child enjoy most about school?
- What does your child enjoy least about school?
- What after school/lunchtime clubs does your child attend?
- Perhaps based on your own positive and negative experiences – what do *you* consider makes a good primary school?
- If you have any other comments or thoughts on your expectations of an *excellent* primary school, please continue overleaf.

Below is a summary of responses we received from parents as to the type of school they would be looking for:

- A school of excellent values and a safe, fun environment for my children.
- Smaller classes and excellent teaching.
- Outdoor space, creative arts curriculum, sport, and music options. Family ethos with open and collaborative communication with parents.
- A caring primary education.
- A good school with less mainstream results focus and where learning is fun. Gentle discipline.
- Small class sizes, varied programme of sports, music and traditional study- the three 'R's.
- A well-rounded education with a Christian ethos with parental input.
- Good communication and partnership between parents and teachers who know and love the children, strong emphasis on nurture.
- Caring nurturing environment, out of school hours provision.

### Evidence of demand questions

- Do you support the setting up of Jubilee Primary School?
- Would you select Jubilee Primary School as you first choice when applying for a place for your child/(ren)?
- What year group is/are your child/(ren) in?
- What age is/are your child/(ren)?
- What is your postcode?
- What would you be looking for, when looking for a school for your child/(ren)?

During our marketing campaign we gathered positive feedback from the general public and parents. This was accomplished through a comment blog for Kent online, in response to the online article about Jubilee Primary School. Below are some quotes from a variety of supporters:





**E1.2 Demand from parents**

We asked parents whether they would choose our new school as their first choice for their child(ren) if the school opened. Our printed Evidence of Demand form included the following details:

*“Jubilee Primary School’s vision is to foster a love for learning, equip children to live life skillfully and create positive memories. Our passion is to impact children’s lives by building strong foundations for life-long learning. We will adopt the National Curriculum as a springboard for an exciting and dynamic education, tailored to meet the needs of the individual and providing a small class experience with an emphasis on nurturing. Jubilee Primary School is being established by a core team from Jubilee Church in Maidstone. It will be a Free School set up under government legislation. The school will be mainstream with a faith ethos and open to children of all backgrounds regardless of faith.”*

See an example of our evidence of demand form over the page.

The number of parents/carers who expressed a preference for their child to attend our school is appended at the end of this section. The outcome is summarised below:

	2014			2015		
	Number required	Number of preferences	Percentage	Number required	Number of preferences	Percentage
Reception year	60	50	83%	60	54	90%

## EXPRESS YOUR INTEREST

Thank you for taking the time to complete the form below. Your feedback is important to us in showing evidence of demand for Jubilee Primary School. Our school is a proposed Free School in the south of Maidstone.

Jubilee Primary School’s vision is to foster a love for learning, equip children to live life skillfully and create positive memories. Our passion is to impact children’s lives by building strong foundations for life-long learning.

We will adopt the National Curriculum as a springboard for an exciting and dynamic education, tailored to meet the needs of the individual and providing a small class experience with an emphasis on nurturing.

Jubilee Primary School is being established by a core team from Jubilee Church in Maidstone. It will be a Free School set up under government legislation.

**Jubilee**  
PRIMARY SCHOOL  
Excellence in Education • Equipped for Life

The school will be mainstream with a faith ethos and open to children of all backgrounds regardless of faith.

We plan to open in September 2014 with two Reception classes and the possibility of Year 1.

The data you provide will be compiled anonymously and for the sole purpose of demonstrating evidence of demand for Jubilee Primary School. This is a requirement for our application process with the Department of Education. If the application is accepted the DfE may request from us proof that the data submitted was obtained from actual members of the community, in which case they might want to see the full forms as they were submitted to us. You have not entered into any obligations and we will not contact you unless you have authorised us to do so. Thank you for your support.

Name	Child’s date of birth	Postcode	I would select Jubilee Primary School as 1st choice for my children	I am interested to receive more information	Email Address

## E2 Marketing

### *E2.1 Marketing our school*

### *E2.2 Working with the community*

#### **E2.1 Marketing our school**

Our key marketing strap line that stems from our vision is 'Excellence in Education, Equipped for Life'. We want parents from all social and faith backgrounds to know that our school aims to provide outstanding teaching for each individual child and for each child to learn the necessary life and character skills to flourish. This is regardless of the child's social or religious background.

Section C outlines some of the challenges that our local community faces in relation to Pupil Places, Oversubscription versus Under-subscription, Attainment, Social Deprivation and Educational Disadvantage. This section also mentions how our school will address these challenges. For example, with regards to the problem of educational disadvantage that exists in pockets across Maidstone, outstanding teaching and learning with a robust tracking system will be applied. Through surveys we conducted and conversations with parents, we were able to deduce that systems like the one mentioned above would be suitable for our pupil target audience.

Through the following marketing events, we were able to intermingle with a mixture of parents from deprived and non-deprived areas in our locality:

- Placing a radio advert that promotes our school with our local radio station which has a weekly reach of about 159,000 listeners.
- Choosing strategic locations that promoted awareness about our school, ethos and vision, for example:
  - Hosting an information evening open to parents from the general public - held at the Maidstone Leisure Centre. The leisure centre is located on the border of the Shepway housing estate, one of the more deprived areas in Maidstone. The strategy behind this was to make Jubilee Primary School accessible to all families regardless of their background. During the evening there was an open forum for parents to ask questions about our school.
    - On the night a mixed audience comprising families from privileged and less privileged areas attended with some from the Shepway area.
  - Positioning our promotional stand in a shopping mall frequented by families that would fit into our target audience. This proved to be an interesting exercise as we had some revealing conversations with parents of children who fell into the category of FSM. The feedback ranged from great interest in the vision behind Jubilee Primary school to relative indifference.
  - Strategically delivering flyers to specific areas within our locality that would contain deprived families.
  - Delivering flyers to nurseries in our local areas.
  - Sharing our vision and ethos at our local parent and toddler groups as well as handing out flyers.

- In addition to the aforementioned marketing events, a meeting was held with the other free school recently set up in our locality. The management team of this particular school is supportive of us starting another free school in a relatively deprived area. They feel that there is a definite need for a school like ours in Maidstone, the reason being there are no other free schools with a faith ethos in our town.

One of the questions we posed to parents was, 'What are you looking for in a primary school?' Some of the feedback we received was related to character training, which fits in well with our vision.

There are five aspects to our vision that we communicated when promoting our school.

Instilling a life-long love for **learning** through an exciting and dynamic education that will stimulate a child's naturally inquisitive mind. In addition, our school will provide a safe environment where individuality is valued, diversity is celebrated and a strong sense of self-worth imparted. This is particularly relevant for children in deprived areas.

Children skilled for life with a strong sense of **purpose**, where early character development is fostered, enabling the children to identify, explore and realise their potential as well as take ownership of their learning and behaviour.

Promoting physical, social, emotional, intellectual, cultural and spiritual well-being through inspiring a love for the Arts and sport, thus creating positive **memories**. Most parents agreed that participation in the creative and performing arts does a lot to create enjoyment of school, thus improving attendance. A teacher from a school with a high contingent of deprived children remarked the following: *'Since the performing arts have been introduced into our school, I have been delighted to see how much the pupils have enjoyed these sessions. The creative and performing arts have a positive effect on our children's well-being.'*

Providing a dynamic classroom environment, in which knowledge will be pursued and **learning** will be fun. This is being achieved by enthusiastic, dedicated and empathetic staff, with a passion for teaching.

Having a commitment to seeing children develop as future leaders and citizens, thereby positively impacting their communities. Through developing strong **community** links that engage children in local decision-making, help develop entrepreneurial skills and inspire children to make a difference, particularly through the Performing Arts and Sport.

**Our Nature is to Nurture:** providing an environment in which trusting relationships are cultivated and a strong family ethos is central.

At our information evening parents were asked what aspects of Jubilee Primary School appealed to them. Below is a list of their positive points:

- Community aspect
- Making memories
- Parental involvement
- Specialist teaching
- Jubilee Primary School's "*Nature is to nurture*" ethos

Our Christian faith ethos will be a central thread throughout the school. A strong family ethos will be key in providing an environment in which trusting and pastoral

relationships are cultivated. There are five components that our Christian faith ethos will demonstrate within the school:

- **Respect:** Pupils will have good manners, for example: standing when a visitor or teacher enters the room or holding doors open for others.
- **Integrity:** Our Governing body will model an outstanding work ethic, leading our staff by example. They will be open and visible in their behaviour, punctuality and responses to various situations. This will provide trust and security for all the members of Jubilee Primary School.
- **Compassion:** Teachers will model compassion to pupils and with one another. Pupils will show compassion towards each other and towards younger children and be quick to help and empathetic towards others.
- **Honesty:** Pupils will be encouraged to tell the truth through our behaviour system, recognising its importance.
- **Service:** Pupils will take part in charity fundraising. The school will run parental workshops for parents. We also have relationship with Maidstone community charities such as Restoring Hands. Children will have opportunities to work alongside the charities reaching out to the community, for example packing food parcels for local disadvantaged families.
- **Forgiveness:** Pupils will be taught the vital principle of forgiveness, that forgiveness is a lifestyle and its importance for the building of trusting relationships and community.

At the information evening parents from different faith backgrounds were present and heard how our Christian faith ethos would be a central thread throughout our school. In addition, all our Evidence of Demand forms clearly explained our Christian faith ethos, making parents registering their interest fully aware of this aspect. We conducted surveys and engaged in various positive conversations with parents from different cultural and faith backgrounds. This took place at the Maidstone Mela – a cultural event that celebrates the rich diverse vibrancy of our town. The event this year saw over 10,000 people attend. Visitors to this community event included people from the Muslim, Hindu and Gurkha communities within our town. They were particularly interested and enthusiastic about our strong family ethos in addition to the principles listed above. Our school will be inclusive and welcoming of all faiths and the Maidstone Mela was a good opportunity for us to interact with families of various faith backgrounds.

## **E2.2 Working with the community**

Jubilee Primary School has already established close links within our local community. Pupils at our school will have the opportunity to gain work experience with and receive mentoring from a local Marketing Agency. The agency will provide training for the pupils helping them gain entrepreneurial skills in business, development in the Media Arts and Public Relations. In the realm of sport, our pupils will engage in joint sporting events with other schools in our locality, where healthy competition will be promoted. We are in the process of building links with a local football club.

## **Links with the Creative Arts Academy**

One of our distinctives includes particular emphasis on the Creative Arts, which includes music. We will have an outside specialist teacher, who will focus on instrumentation and musical progression. We have established good ongoing

relationships with a Creative Arts Academy in our town. The Academy will provide input from a performing arts context, including aspects such as dance and drama. This is a link that we will continue to develop. The pupils at Jubilee Primary School will plan and host an annual Arts Festival. This will be a community project where our pupils will put to use many of the skills they have learnt.

### **Links with our local community**

We have established links with 'Restoring Hands', one of the local charities in our town. The charity provides a number of services to support disadvantaged families in Maidstone. Pupils at Jubilee Primary School will support this charity assembling food hampers. Once the school is in operation we will also aim to support 'Demelza Hospice', another local charity providing support to families that look after terminally ill children. Involvement in these charities will develop empathy and compassion within the children. This outward looking view also relates to our faith ethos, where we feel it is important to serve the community and encourage our pupils to think beyond themselves. As a result, the children develop a love for their wider community. We have further links with a number of organisations in Maidstone such as: Maidstone Police Force, Computers 4 Africa and Maidstone Area Arts Partnership. These links will enable us to offer a diverse enrichment programme to our school community.

Contacts that have committed to supporting Jubilee Primary School voluntarily:

- Maidstone United Football Club – [REDACTED] ([REDACTED])
- [REDACTED] – [REDACTED]
- Wonderful Creative Agency – [REDACTED] ([REDACTED])
- Mote Rugby and Cricket Club – [REDACTED] ([REDACTED])
- Creative Arts Academy (CAA) – [REDACTED] and [REDACTED] ([REDACTED])
- Young Entrepreneurs Business School (YEBS) – [REDACTED] and [REDACTED] ([REDACTED])
- [REDACTED] – [REDACTED]
- Canterbury Christ Church – [REDACTED] ([REDACTED])
- [REDACTED] – [REDACTED] for the past two years at Gravesham tennis club. Next year working towards the LTA coaching awards.
- [REDACTED] – Award winning designer

### **Links internationally**

As a school we will be develop international links, which will enable the pupils to gain awareness of other cultures and communities in different nations. These international links will include countries like Spain and various African nations. Via access to ICT the pupils will have the ability to communicate with other pupils abroad. This will offer our pupils a broad perspective to life and an opportunity to think outside of their local context. We feel that this is important and will enhance the children's life experience. We also aim to offer and exchange programme for teachers.

### **Access to woodlands**

As a school we have access to local woodlands for outdoor exploration, team building skills and problem solving exercises. Use of the woodlands would also develop specific character traits such as perseverance and safety awareness. We plan to produce a woodlands mural based on the animals found in the woodlands. We feel that it is important to train the children to be responsible stewards of our world, connecting with our faith ethos where a sense of awe and wonder for our environment is taught. Pupils will also be encouraged to take ownership of their environment through being a part of a 'Green Team'. In addition, the woodland facilities will be available to families for days

out and camping, bringing together families and demonstrating our ethos of seeing families in our community thrive.

### **Links with adult skill development programmes**

We are developing links with a local organisation that offers adult skills. This is a key aspect for us as we will run workshops for parents which aim to create family learning opportunities. The workshops will be based on demand, covering aspects such as numeracy and literacy skills, homework, finance, ICT and cooking. Working in conjunction with the adult skill development programme will result in the skills of our parents being raised.

### **Working with other educational establishments**

Discussions have been held with a local secondary school into which pupils from Jubilee Primary School could feed. We see this as a vital link for our future Year 6 pupils having ease of transition into secondary school.

Our desire is that all children at Jubilee Primary School will become confident, responsible citizens, who make a difference, particularly through the Performing Arts and Sport. We are dedicated to seeing the children develop as future leaders who care for their community and the environment, resulting in their communities being positively affected. In addition, our school will promote democratic British values through class discussions where various issues will be debated and ideas put to a classroom vote. Through such exercises the children will be taught the importance of voting when they are adults. This will further their understanding of what it means to be a good citizen.

Date of birth	Joining school in 2014	Joining school in 2015	Postcode
	✓		ME15
		✓	ME15
	✓		ME15
	✓		ME15
		✓	ME15
	✓		ME15
		✓	ME16
	✓		ME16
	✓		ME15
		✓	ME15
		✓	ME15
	✓		ME10
	✓		ME15
	✓		ME15
		✓	GN9
		✓	ME16
		✓	ME16
	✓		ME14
	✓		ME15
	✓		ME15
		✓	ME15
	✓		ME17
	✓		ME15
		✓	ME15
	✓		ME15
		✓	ME25
		✓	ME17
	✓		ME15
	✓		ME15
		✓	ME14
		✓	ME14
	✓		ME14
	✓		ME14

Date of birth	Joining school in 2014	Joining school in 2015	Postcode
		✓	ME15
		✓	ME15
	✓		ME14
		✓	ME16
	✓		ME14
		✓	ME14
		✓	ME14
		✓	ME17
	✓		ME16
	✓		ME18
	✓		ME15
		✓	ME15
		✓	ME16
		✓	ME14
	✓		ME14
	✓		ME14
	✓		ME15
		✓	ME14
	✓		ME19
		✓	ME19
		✓	ME20
	✓		ME14
	✓		ME14
	✓		ME15
	✓	✓	ME15
	✓		TB27
		✓	ME14
		✓	ME14
		✓	ME15
	✓		ME16
	✓		ME20
	✓		ME15
		✓	ME14
		✓	ME15
	✓		ME15

Date of birth	Joining school in 2014	Joining school in 2015	Postcode
		✓	ME15
		✓	ME15
	✓		ME20
	✓		ME15
		✓	ME15
		✓	ME14
		✓	ME15
		✓	ME16
	✓		ME14
	✓		ME17
		✓	ME15
	✓		ME17
	✓		ME19
		✓	ME15
	✓		ME16
		✓	ME15
		✓	ME15
		✓	ME14
		✓	ME16
		✓	ME5
		✓	ME16
		✓	ME16
		✓	ME15
			ME15
	✓		ME15
		✓	TN27
	✓		ME15
		✓	ME14
		✓	ME14
		✓	ME15
	✓		ME15
	✓		ME15
	✓		BR1
	✓		ME17
		✓	ME14
		✓	ME17

## **F: CAPACITY AND CAPABILITY**

### **F1 Governance**

- (a) The Jubilee Primary School Academy Trust*
- (b) Rationale*
- (c) Members of the Academy Trust*
- (d) Governing Body*
- (e) Roles and responsibilities – Members of the Academy Trust*
- (f) Roles and responsibilities – Governing Body*
- (g) Committees*
- (h) Standing orders of the Committees*
- (i) Terms of reference of the Committees*
- (j) The Principal*
- (k) Conflicts of interest*
- (l) External scrutiny*

#### **(a) The Jubilee Primary School Academy Trust**

The Jubilee Primary School Academy Trust will be a charitable company limited by guarantee which will be responsible for the running of the school and it will have control over the land, buildings and other assets. The Trust will have a strategic role in the running of the academy, but it will delegate management of the school and government funding to the Governing Body.

#### **(b) Rationale**

The rationale of the governance structure to be adopted for the Academy Trust is to fulfil the requirements of the:

- Academies Act 2010
- Articles of Association
- Academies Financial Handbook

#### **(c) Members of the Academy Trust**

The Members of the Academy Trust have been drawn from the leadership team of Jubilee Church who had the original vision to open a new primary school with a faith ethos purely for the benefit of the community in Maidstone and to provide children with a thorough, exciting, productive and fulfilling education. The Members will guard and protect the vision and ethos of the school and strategically monitor the school's progress to ensure not only that the ethos remains present but that it is also not watered down.

The Members of the Academy Trust will comprise:

- The signatories to the Memorandum (three)
- One member appointed under Article 16
- One person appointed by the Secretary of State (optional)
- Chair of the Governing Body

#### **(d) Governing Body**

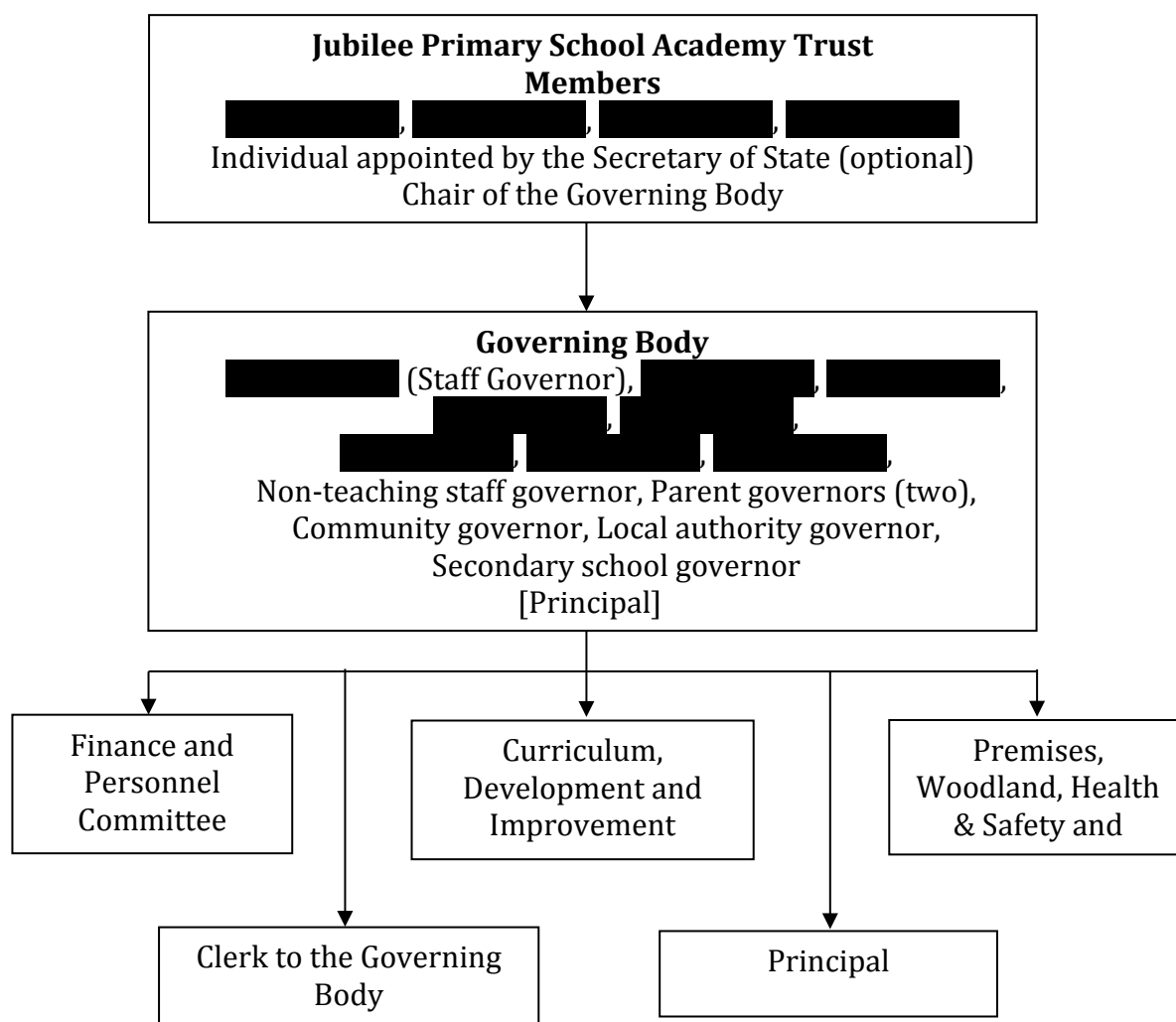
The Governing Body will comprise:

- Eight governors appointed under Article 50
- Staff governor
- Non-teaching staff governor
- Parent governors (two) - elected



- Community governor (co-opted)
- Local authority governor – appointed by the LA to assist, inter alia, with training and improvement (offering and receiving) federated across several schools
- Secondary school governor (co-opted)
- The Principal

Clerk to the Governing Body



**Organogram of the Jubilee Primary School Academy Trust**

### **(e) Roles and responsibilities – Members of the Academy Trust**

The function of the Members will be to:

- Oversee the achievement of the objectives of the company
- Take part in annual and extraordinary general meetings
- Appoint some of the Governors
- Sign off the company's financial accounts and annual report

Overall, the Members will have much more limited involvement in the management of the company than the Governors.

It will be compulsory for the Members to meet on an annual basis and record the minutes of the meeting. The agenda of this meeting will include the approval of the annual accounts, approval of any Governor appointments or re-appointments and reviewing the overall operation of the school.

**(f) Roles and responsibilities – Governing Body**

The Governing Body will manage the school on behalf of the Members of the Academy Trust. The key function of the Governing Body will be to be strategic and to involve the scrutiny of the Principal and school Leadership Team, raising school improvement and financial management.

The key responsibilities are to:

- set the ethos and faith ethos of the school;
- ensure the quality of educational provision
- manage the Academy Trust's finances and property
- employ staff
- challenge and hold the Principal to account
- challenge and monitor the performance of the school
- maintain staff discipline and disciplinary and grievance procedures
- monitor the implementation of the policies developed in consultation with the School Leadership Team.

There will be responsibilities for the Governors that will go beyond statutory duties:

- monitoring the school's progress against the school development plan
- be actively involved in self-evaluation of the Governing Body
- represent the views of the local community
- be aware of the views of the parents and pupils
- be actively involved in supporting the school Leadership Team
- provide strategic direction alongside the school Leadership Team
- take into account national education policies when providing strategic direction
- ensure the school helps to support all children and young people in the local community
- challenge and support the school so that weaknesses are tackled decisively and statutory responsibilities met (Ofsted, 2011).

The roles and responsibilities of the Governing Body are statutory and, among other duties, Governors are responsible for training, recruitment, salary setting, performance review and dismissal of ineffective Principals and school Leadership staff.

The key to effective governance is perceived to be Governors having a clear understanding of their role (and its limits) and an understanding of the strategic responsibilities of governing bodies. Critical to achieving strategic focus is the quality of the relationships between the Principal, the Chair of Governors and the Clerk. Governors cite size of the Governing Body as the least relevant element of an effective Governing Body.

The Academy Trust is a company registered at Companies House. This means that Governors are also directors of a company and that directors' duties under company law also govern any decisions that you make as a Governor.

The seven general duties are:

1. To act within our powers as a director;
2. To promote the success of the company;
3. To exercise independent judgment;
4. To exercise reasonable care, skill and diligence;
5. To avoid conflicts of interest;
6. Not to accept benefits from third parties; and
7. To declare any interested in proposed transactions or arrangements.

Good governance has at its heart the same things – improving the outcomes for young people and holding the school to account.

### **(g) Committees**

The Governing Body will establish Committees made up of Governors but not necessarily limited to Governors: other persons who are not Governors may be included. Each Committee would be chaired by a Governor with a link member of the Senior Leadership Team (SLT) working with them on the agenda and the school focus. Each Committee chair, with their link SLT, will have a menu of topics and strategies, set and agreed by both individuals but the Governor will take a lead on this.

The Committees will be responsible, inter alia, for the following aspects:

- Finance and Personnel
- Curriculum, Development and Improvement
- Premises, Woodland, Health & Safety and Security

### **(h) Standing Orders of the Committees**

The Governors' meetings will follow the Standing Orders thus:

The Governing Body will hold six full Governing Body meetings per year, and three Committee meetings per Committee per year. Each Committee will meet prior to the full Governing Body meeting each term on a date that will enable minutes to be shared as part of the agenda for the full Governing Body meeting.

The Governing Body will set the dates for its meetings (including those for the Committees) for the forthcoming academic year, at the final meeting of the school year. Meetings will be limited to two hours duration.

Where the business has not been completed within the agreed time, those Governors present may resolve to (1) continue the meeting for an agreed extension of time or (2) arrange for the item to be moved to the agenda for the next meeting.

The clerking arrangements for each meeting are agreed as follows:

- The Clerk will clerk the full Governing Body meetings and each Committee meeting.
- The Clerk will produce a draft agenda three weeks in advance of a full Governing Body meeting for discussion with the Chair of the Governing Body and the Principal. Any Governor may place an item on the agenda by writing to the Clerk giving at least two weeks' notice and provide a paper to support Governor discussion of that item as appropriate. The agenda and papers will be posted/emailed to all Governors at least seven days in advance of each meeting.

Any Governor wishing to raise an item of urgent business at the meeting must do so under Any Other Business. The Chair will determine if this item is to be included in the business of the meeting or delegated to a Committee, individual or next full meeting agenda.

In the absence of the Principal, the Deputy Principal may attend in his/her place but will not be entitled to a vote. In addition, all members of the school Leadership Team will be invited to attend full Governing Body meetings as observers or contributors.

These Standing Orders will be agreed to by the Governing Body and revised annually.

**(i) Terms of reference of the Committees****Curriculum and Development Committee**

- To consider all matters relating to the school curriculum, other than its day to day organisation and delivery.
- To monitor provision and pupil performance data for all children including special needs and gifted and able children.
- To keep under consideration the curriculum statements and policies, including religious worship, sex education and foreign languages, for adoption by the Governing Body.
- To consider school evaluation procedures relating to the curriculum in order to monitor and evaluate their effectiveness
- To report on its activities to the next meeting of the Governing Body.
- To consider items referred from other committees.
- To make decisions on referrals to other committees.

**Finance and Personnel Committee**

- To deal with all appointments of teaching and support staff (with the exception of the Principal).
- To keep under review performance management arrangements for all staff, together with changes of responsibility and their effect on all aspects of salaries.
- To monitor actual spending against budget:
 

Autumn term	figures to 30 September
Spring term	figures to 31 December
Summer term	figures for full year
- To approve the annual budget for submission to the full Governing Body.
- To review the Pay Policy every year.
- To review and determine every year the pay and incentive allowances of all staff, including the Principal and Vice Principal.
- To consider any other matters concerned with staffing that the Principal wishes to bring to the committee.
- To consider items referred from other committees.
- To make decisions on referrals to other committees.

**Premises, Woodlands, Health & Safety and Security Committee**

- To inspect the premises, the grounds of the school and the woodlands three times a year to alert the Members of the Academy Trust to any faults requiring rectification.
- To consider prices for any necessary work.
- To use and manage the premises maintenance budget each year.
- To consider items on the briefing notes delegated from the Governing Body.
- To make a report, including any recommendations, to the next meeting of the Governing Body.
- To consider items referred from other committees.
- To make decisions on referrals to other committees.
- To be able to co-opt additional members from time to time.
- To monitor the safeguarding of the children and the security of the school.

**(j) The Principal**

From section D3 it can be seen that the Principal will be accountable to the Academy Trust and guardian of the vision and ethos established by the Governing Body. The Principal will be a visionary leader with a heart for the community and sympathetic to

the Christian faith. They will be directly involved in the day to day activities of the school, being available for pupils, teachers and parents. They will be positive, enthusiastic and encouraging. Their main responsibilities will be:

- Managing budgets.
- Formulating School Development Plan: setting objectives, targets and performance indicators.
- Internal organisation.
- Implementation of the strategic framework from the Governing Body.
- Formulate policies for the school for achieving those aims.
- Keep staff morale high.
- Quality assurance: teaching and learning
- Premises and kitchen
- Complaints and incidents
- Annual reports
- PTA liaison
- New staff induction
- As a Member of the Academy Trust
- On the Governing Body
- As the Safeguarding Governor

The Principal may encounter issues for which they require direction, are unable to resolve or for which they may not have been delegated responsibility. The Principal will refer these matters upwards to the Governing Body via the Chair. Upon consideration, the Chair of the Governing Body can then decide whether to refer it upwards to the Academy Trust Members, to the Governing Body itself or to the relevant Governing Committee. This process will need to acknowledge the frequency, or otherwise, of formal meetings and the Chair of the Governing Body will have to decide whether to call an extraordinary meeting of, say, the Members or of the Governors depending on the nature and expediency of the matter. A close working relationship between the Principal and the Chair of the Governing Body will be encouraged.

Matters discussed in Committee can be decided on by that Committee and also referred to the Governing Body for reference. The Chair of the Governing Body can then decide if there is a need to refer the matter to the Members – either informally or at the next Members meeting. Communication between the different governance levels is key and the role of the Chair of Governors is central to achieving effective communication. Decisions or direction can then be channelled through the Chair of the Governing Body to the Principal outside of formal meetings of the Governing Body.

#### **(k) Conflicts of interest**

A key aspect of minimising the effects of conflicts of interest is to be open and transparent about such situations when they arise. It will be the duty of all Members/Governors to advise the Academy Trust/Governing Body of any actual or potential conflicts of interest of which they are aware, as soon as they arise.

The Academy Trust is to have a policy on how it will deal with any conflicts which arise as a result of its transactions. The policy will include guidance on the procedures to follow when a Member/Governor is subject to a conflict of interest, such as:

- the removal of the Member/Governor concerned from the decision making process

- managing the conflict of interest once a decision has been made
- recording details of the discussions and decisions made

Members/Governors will be asked to register their interests formally. In recording all their interests openly, any actual or potential conflicts of interest can be identified more easily. The register of interests will be updated annually.

At the beginning of every meeting, each Member/Governor is to declare any private interest which they have concerning an item to be discussed, and certainly before any discussion of the item itself. Simply declaring that a conflict exists and withdrawing from the discussion and any decision making will be all that is required if the Member/Governor is not receiving any material benefit as a result of the conflict of interest. However, if a Member/Governor is receiving a material benefit then this will need the authority of the Academy Trust.

Members/Governors will be encouraged to make the operation of the Academy Trust as transparent as possible. With this in mind, the Academy Trust will make its policy on conflicts of interest available for inspection. The Academy Trust will also make all or part of its register of interests publicly available, subject to the provisions of the Data Protection Act 1998.

The Academy Trust will ensure that prospective new Members/Governors consider the question of possible conflicts of interest before they are appointed. In the event that a new parent Governor, say, is to be elected, then any possible conflict of interests involving the person standing for election will be made public so that voters can take this into account. This is particularly important where personal interests may be significant enough to make it difficult for the person concerned to make a full and rounded contribution to the decisions and discussions of the Governing Body.

The Academy Trust will disclose benefits received by Members/Governors in its report and annual accounts. This can help protect Members/Governors from accusations that they are benefiting in a hidden way.

### **(I) External scrutiny**

The Governing Body will be accountable to the parents/carers of pupils at the school through the elected Parent Governors. The Governing Body will also adopt a regular self-evaluation and review process as an integral part of its agenda of business. The intention is for the Governing Body to have a local education authority representative Governor with the specific purpose of inputting school improvement knowledge and advice. A parallel role could be to act as a liaison with the LA's scrutiny committee for education and to give feedback to the Governing Body on local strategies and developments. However, the relationship between our school and the LEA would only ever be one of being "answerable, but not accountable"<sup>29</sup>.

The principal process of external scrutiny is planned to be achieved through partnership working with another primary school. A good working relationship is being developed with Tiger School (the first primary Free School in Maidstone) and Tiger School's Governing Body will be asked to review, scrutinise and assess our school's level of governance against its own, incorporating such issues as:

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<sup>29</sup> Free Schools: Challenges and Opportunities for Accountability, Centre for Public Scrutiny, November 2012

- education provision and school improvement
- pupil and staff behaviour
- accountability to parents/carers
- finance and best value
- staff development and national policies
- decision-making and administration
- self-evaluation

## F2 Educational expertise

(a) Introduction

(b) Skills

(c) The education planning team

### (a) Introduction

Jubilee Primary School's steering group has a strong contingent of teachers plus an officer of the local education authority. Our education planning group has been augmented by [REDACTED] who is a national leader in education and who is brought into primary schools which are in category. She is currently achieving outstanding progress in a church infant and junior federation situated not far from where Jubilee Primary School wants to be located. Assistance has also been enlisted from [REDACTED], a recently retired primary school head teacher. He has been particularly helpful during our development of matters surrounding curriculum principles, leadership, monitoring and assessment. We have also received input from specialists in family and community liaison and speech and language therapy. The extent of specific education expertise is summarised in the table below. This should be cross-referenced with the main team personnel profile table located at the end of this section.

	Leadership	Curriculum and teaching	SENDCO	Family and community liaison	Speech therapy
[REDACTED]	X	X		X	
[REDACTED]	X	X			
[REDACTED]	X	X	X	X	
[REDACTED]	X	X		X	
[REDACTED]	X	X	X	X	
[REDACTED]	X	X	X	X	
[REDACTED]				X	
[REDACTED]					X

Table of mainstream education skills

	Sport	Music	Performing Arts	Outdoors/the Woodland
[REDACTED]	X		X	X
[REDACTED]		X	X	
[REDACTED]				X

Table of specialist enrichment skills

**(b) Skills**

The education planning team has contributed to, and developed knowledge in, the following skills areas:

- Understanding of the pupil constituency local to our school
- Appreciation of the factors that make up the pupil constituency: quantum of FSM, SEN, EAL and LAC
- Understanding of the various generic types of curriculum
- Appreciation of pupils' difficulties in learning
- Knowledge of academic and personal development performance monitoring techniques; success measures; assessments and targets; monitoring and reporting
- Discernment regarding early intervention
- Knowledge of Ofsted requirements, recommendations and assessment criteria
- Pupil behaviour, attendance and classroom discipline
- Safeguarding – recognition and intervention
- Staff roles and responsibilities
- Statutory requirements
- Hierarchy and accountability
- Admissions procedures

**(c) The education planning team**

██████████

██████████

██████████

In terms of senior educational leadership support, we received direction in the middle to late stages of our application from ██████████

██████████

Overlapping latterly with ██████████, ██████████ has also been giving curriculum advice from a head teacher's perspective during the latter stages of the application phase. He will continue to figure in the education planning team as the work unfolds during the school pre-opening stage. Upon opening, he will provide ad hoc advice to the Board Members and governors regarding curriculum, performance and improvement.

██████████

██████████ Her role into the school opening phase will be as school governor.

██████████ ██████████ has been working 2-3 days each week and plans to be involved in child and family counselling matters and become a governor once the school is operational.

██████████

██████████

**F3 Financial expertise**



- (a) *Introduction*
- (b) *Skills*
- (c) *The Finance Team*

### (a) Introduction

The finance and premises team within Jubilee Primary School comprises two steering group members plus two individuals from its wider planning team who both possess experience in managing the budgets of maintained schools. The team is made up as follows:

	Accountancy and audit	Payroll and tax	School budgets and controls	Setting up businesses	Government schools finance
██████████	X	X		X	
██████████			X		X
██████████	X		X		X
██████████					X

Table of financial skills

### (b) Skills

The finance and premises team has contributed and developed knowledge in the following skills areas:

- Experience of school budgets and financial management controls
- Knowledge of government-sourced grants and income
- Accountancy
- Audit
- Payroll
- Tax and statutory requirements
- Company law
- Budget and financial management software

### (c) The finance team

██████████  
 ██████████  
 ██████████  
 ██████████

## F4 Other relevant expertise

- (a) *Other skills required*
- (b) *Members and directors of the company*
- (c) *Capability and experience*
- (d) *Skills gaps and how they will be bridged*

### (a) Other skills required

The Steering Group of Jubilee Primary School has identified the following skills that will be required to open and operate a new primary school:

- Marketing and PR
- ICT management

- Facility management
- Administration
- Premises search (pre-opening)
- Project management and DfE liaison (pre-opening)
- Human resources
- Legal advice

## **(b) Members and directors of the company**

### **Members**

- [REDACTED]
- [REDACTED] (Signatory to the Memorandum)
- [REDACTED] (Signatory to the Memorandum)
- [REDACTED] (Signatory to the Memorandum)

### **Directors**

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

## **(c) Capability and experience**

The particular areas of expertise and experience held by the company's members and directors are described in the personal profile table on the next page.

## **(d) Skills gaps and how they will be bridged**

The Steering Group has identified the following skills gaps from the areas of expertise listed above and that are considered essential for the efficient and effective running of a primary school:

- ICT management – [REDACTED]. During the pre-opening stage he will be assisted wherever needed by ICT professionals who also belong to Jubilee Church. Once the school is open, the ICT Manager's role will be outsourced until such time income is available to employ an ICT Manager – initially part time and then full time.
- Premises management – Once the school is open, the Premises Manager's role will be outsourced until such time income is available to employ a Premises Manager – initially part time and then full time.
- Human resources – to be outsourced.
- Legal advice – to be outsourced.

Name and experience	Application sections written	Time pre-application phase	Role during pre-opening phase	Time pre-opening	Role in school
██████████		██████████	██████████	██████████	██████████
██████████	C, F, G & H	██████████	██████████	██████████	██████████
██████████	C, F & H	██████████	██████████	██████████	██████████
██████████	C, E & F	██████████	██████████	██████████	██████████
██████████	C & D	██████████	██████████	██████████	██████████
██████████	C, D, F, G & H	██████████	██████████	██████████	██████████
██████████	C & D	██████████	██████████	██████████	██████████
██████████	C & E	██████████	██████████	██████████	██████████
██████████	C & E	██████████	██████████	██████████	██████████
██████████	C, D & E	██████████	██████████	██████████	██████████
██████████	C & D	██████████	██████████	██████████	██████████
██████████	C & D	██████████	██████████	██████████	██████████
██████████	D	██████████	██████████	██████████	██████████
██████████	D	██████████	██████████	██████████	██████████

**F5 Recruitment**

- (a) Recruiting our Principal*
- (b) Recruiting other staff*
- (c) Recruiting Governors*

**(a) Recruiting our Principal**

We at Jubilee Primary School do not have a Principal Designate and our strategy will be to recruit a high calibre candidate who will be ready to take up the post at Easter 2014. Briefly, the headlines of the job description are:

**Qualifications**

- Teaching degree
- Qualified teacher status
- National Professional Qualification for Headship (NPQH) or equivalent

**Experience**

- Successful teaching experience, including experience at deputy level (or equivalent)
- Knowledge of and passion for quality in educational provision.
- Have led, or significantly contributed to the success of, a school through its leadership, ethos, teaching and results
- Experience of significantly raising the attainment of students in the classes taught.
- Significant understanding of relevant legislation, innovation and new developments underpinning educational effectiveness.
- Evidence of CPD

**Personal characteristics**

- An understanding of the school ethos and, in particular, the faith ethos, capable of willingly subscribing to, and promoting, that ethos within the school and in the wider community
- An inspirational leader, committed to providing pupils with opportunities that will promote an appetite for learning
- An outstanding teacher that can recognise and develop in others, outstanding classroom practice
- Capable of projecting a clear vision of high aspiration and achievement for all young people
- Dedicated to leading an exceptional and caring learning community
- Highly approachable, grounded, making sensible judgments
- Relishes accountability and takes personal responsibility for their own actions
- Excellent critical thinking skills; has intellectual curiosity and rigour
- Able to build trust and mutual respect between pupils, families and staff
- Strong interpersonal, written and oral communication skills

**Recruitment timetable**

The school requires its Principal Designate to be in post by Easter 2014. Assuming that the successful candidate is already in employment then one term's notice will have to be given to their existing employer. That notice will have to be given at Christmas 2013. Allowing, say, three months to prepare the job and person specifications, the screening criteria, the competency profile (see later), construct the selection panel, advertise, short list, interview, decide and appoint, then the whole process will have to commence in September 2013.

We will advertise for our Principal in the Times Education Supplement (as is conventional) and the Kent Messenger newspaper, which is the most respected local newspaper. The advertisement will be of a size comparable to that for any senior professional post and displaying a similar genre of artwork to the rest of the Jubilee Primary School marketing material and publications.

Our school's unique selling points need first to be identified. These should be sourced by representatives of the school's Members and Governing Body from the vision, ethos, rationale and curriculum along with specific added value aspects and unique selling points. These will be emphasised and described in the advertisement itself and will be expanded upon in the application pack. It is essential that candidates study the job description and person specification in the context of first knowing the character, vision, ethos, enhanced curriculum, standards and outcomes of the school. Again, using recognisable and striking, creative art in all of the written material that help to reinforce those unique aspects of the school.

### **Measuring skills and competences**

A selection/interview panel will be convened to implement the total selection process. The panel will comprise at least three people but not more than five: an odd number is preferable. Panel members will be selected based on their direct knowledge of the position and its essential functions. It will be essential for all panel members to be present at all meetings and interviews.

Shortlisting from a long list of candidates will be carried out against a schedule of screening criteria. A competency profile of the post will be drawn up listing the foundational, functional and technical competences essential in the ideal candidate. Additionally, a schedule of assessment criteria for candidates (and assessors) will be produced and published in the application pack so that candidates know what professional and personal aspects we are going to consider. There will be a marking system for each assessment criterion which will have a weighting set against it corresponding to what the Academy Trust/Governing Body (as much of these groups as is in place) considers the most important criteria to be. Candidates will not be advised of this marking system and weighting of criteria – just the criteria themselves.

The assessment criteria (appropriately modified for the task – but the same for all candidates) will be used at each stage, i.e. in the assessment of CVs and personal statements, for shortlisting and for interview. At each successive stage the recruitment panel will independently carry out assessments against all of these criteria and then hold a conference at the end of each stage in order to compare notes. No subsequent changes to the criteria marks given must be made by assessors (other than for patently rogue results) and copies of assessment sheets will be retained for evidence in the event that there is a tribunal enquiry over the selection process.

*We will employ competency-based interviews* with each question targeting a specific skill or competency. Candidates will be asked questions relating to their behaviour in specific circumstances, which they then need to back up with concrete examples. The interviewers will then dig further into the examples by asking for specific explanations about the candidate's behaviour or skills. Interviews will also include different types of questions in order to probe candidates: open questions, probing questions, comparative questions and hypothetical questions.

One important aspect that will need to be addressed in the interview process is the safe recruitment and selection of staff which forms an essential part of the school's efforts to safeguard children. The selection process will embody the "12 steps to safer recruitment process" as detailed in the Children's Workforce Development Council's

publication entitled *Recruiting Safely*, 2009. This will accompany a thorough vetting and checking process of candidates via the Criminal Records Bureau and the Independent Safeguarding Authority. Experience in safeguarding may not be apparent at the stage when Jubilee Primary School is recruiting its Principal so it would be prudent to enlist a willing member of school staff or of the LEA to assist in the process.

One over-arching factor that will influence the recruitment process relates to the Equality Act 2010. The Act seeks to help employers (amongst others) recognise discrimination, pre-empt it and effectively eradicate it. The Act covers many areas of recruitment and it is important that the selection panel reviews the following aspects of recruitment:

- Thinking about what the job involves and what skills, qualities and experience a person will require
- Job adverts
- Application forms and CVs
- Shortlisting applicants to meet or interview
- Interviews, meetings and tests
- Recruiting women who are pregnant or on maternity leave
- Equality good practice
- Using positive action to recruit a wider range of people
- Using monitoring forms during recruitment

One member of our Governing Body employed by the LEA has received training in the Equality Act and would be best placed to participate in the selection panel. Alternatively, training that usually takes no more than one day is widely available.

The Academy Trust will offer a very competitive salary coupled to a performance bonus and pay progression – initially upon completion of a satisfactory probationary period (with a performance assessment) and at regular intervals thereafter as when increased performance is demonstrated.

### **(b) Recruiting other staff**

Other staff members that will need to be recruited include:

- Teachers, teacher assistants and HLTAs
- Deputy and Assistant Principal
- Family liaison officer
- SENDCO
- ICT, business and premises managers
- Admin officers

The remainder of the leadership team along with the teaching staff will be recruited along the same lines as the Principal but at a reduced scale of procedure. However, the assessment of skills and competences will apply equally. Salaries will be competitive and linked to performance pay progression. Other posts will be recruited against appropriate specialised job and person specifications and will also warrant attractive pay packages.

Leadership, teaching posts, FLO and SENDCO will be advertised in the TES, Kent Messenger newspaper and online (Edustaff online, eteach.com and kent-teach.com). Manager and administration staff posts will be advertised in the Kent Messenger to appeal to local people. Ancillary staff, should these be deemed necessary in the longer term as cleaners or kitchen staff, would be sought through the Kent Messenger (focusing on the area around the school), free magazines distributed door-to-door, by

word of mouth in the locality, in community centres or in newsagent windows. The important aspect will be to recruit candidates from the local community – to provide employment and maintain the family ethos of the school.

Qualities we want all staff members to share:

- Dependability
- Honesty and integrity
- Positive, proactive attitude
- Willing to work
- Team player
- Uses initiative
- Professional attitude

Key qualifications which some staff will need to properly fulfil their roles: teaching 'specialists' will require appropriate training and qualifications coupled with practical experience.

### **Continuing professional development**

Teachers and teaching support staff will be afforded opportunity to enlarge their knowledge base and experience and continue their professional development through their stay at our school. Our school will develop an appropriate leadership and accountability structure for CPD. Performance management planning and review meetings will take place from September to December during which staff will develop, or be directed towards, an annual training plan tailored to the improvement needs of the school and staff's identified needs or aspirations. The annual cycle of CPD will be based on this plan. Training material will be sourced from the LEA, local teaching schools, distance learning with educational centres of excellence, online or in books. CPD plans and outcomes will be formally recorded and their courses and learning assessed by more senior colleagues. In house courses will also be organised and links with other local primary schools forged to produce training syndicates. The school will ensure that members of staff are given the necessary time for CPD with training resources funded out of its development budget.

Our ethos applies equally to staff as it does pupils and parents. The core values of our ethos mean that we have a specific CPD strategy for teaching and non-teaching staff. Our CPD policy derives from our ethos and best practice as noted by recent Ofsted reports.<sup>30 31</sup>

#### *"Our nature is to nurture"*

Staff will have access to an emotional intelligence programme, helping them to identify, label and combat areas of stress in the workplace and in personal life. This programme has been developed and will be implemented by a STAR qualified emotional intelligence coach, who will form part of our Governing Body and will therefore have a first-hand understanding of the school.

#### *"Love for learning"*

We will implement a Leadership Development Programme for all staff members. This inclusive programme will consist of a range of focussed in-school training seminars and sessions at the beginning of each academic year, and termly leadership seminars, with real life scenarios, work-groups and outputs.

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<sup>30</sup> The logical chain: continuing professional development in effective schools, Ofsted 2006

<sup>31</sup> Good professional development in schools, Ofsted 2010

**“Community involvement”**


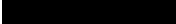
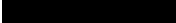
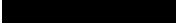
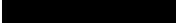
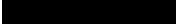
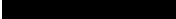
Our school will have a family feel about it at every level. This applies to members of staff as well as the children, their parents/carers and the wider community. There will be regular school activities focusing on every aspect of the school and more often than not, involving the local community as well. We will be able to offer staff development opportunities through a programme of community initiatives through our support of Demelza Hospice and other events.

**Timetable**

Having secured the Principal, two Reception year teachers, their teaching assistants and, say, an admin officer in place at the start of year one with just two Reception classes, recruitment will then take place annually to meet the requirements of the growing school pupil numbers and number of year groups. The selection of teaching staff will commence at the end of the Spring term for commencement of employment the following September.

**(c) Recruiting Governors**

Individuals we have already identified as prospective governors and their relevant skills and expertise (see Section F4):

-  (teacher and staff governor)
- 
- 
- 
- 
- 
- 

Other Governor posts we would like to have to supplement those listed above and to provide added levels of accountability:

- Non-teaching staff governor (co-opted)
- Parent governors (two) - elected
- Community governor (co-opted)
- Local authority governor – appointed by the LA to assist, inter alia, with training and improvement (offering and receiving) federated across several schools
- Secondary school governor (co-opted)
- The Principal

The Clerk to the Governing Body will be  (see Section F3)

The un-named governors above will, of course, not join the Governing Body until just before or after the opening of the school so the Governing Body may be incomplete for some time. The Principal will have joined the Governing Body immediately upon appointment. The staff governors and parent governors may not be co-opted/elected for up to a term. The community, LA and secondary school governors may well be lined up during the run-up to the opening of the school depending on the initial governors being able to decide on suitable candidates. Candidates would be assessed according to the experience and qualities listed over the page, being recognised as capable of representing their particular field and, in the case of the community governor, be recognised as having standing within the community.



Name	Relevant skills and expertise	Governing Body responsibility
████████	████████	Education
████████	████████	School improvement
████████	████████	Estates, finance and legal
████████	████████	Marketing & PR
████████	████████	Personnel & health & safety
████████	████████	Staff development
████████	████████	Strategic planning
████████	████████	Leadership
████████	████████	Clerk

#### Governors and their responsibilities

A number of the governors listed above will also take on responsibility for overseeing the following:

- Leadership;
- Education (curriculum, organisation of learning, staffing, etc.);
- Finance/business/accountancy;
- Legal (including employment law);
- Strategic planning;
- Personnel/Health and Safety;
- Staff development
- Estates/buildings/woodlands;
- Marketing/PR; and
- School improvement experience
- At this level, safeguarding will be the responsibility of the Principal
- Knowledge of the various academic subjects – as well as the Governors listed above, this may involve other, un-named Governors as well.

#### How we would recruit governors

The Good Governance Standard for Public Services<sup>32</sup> states that: “Governing bodies should consider the skills that they need for their particular situation. To increase their chances of finding these people – and to enrich governance deliberations by bringing together a group of people with different backgrounds – governing bodies need to recruit governors from different parts of society.”

Governor recruitment activity can take place on four levels:

1. National promotions initiated by the Department for Education.
2. LEA-wide promotions initiated by the LEA.
3. School promotions initiated by individual Governing Bodies.

<sup>32</sup> Good Governance Standard for Public Services, OPM and CIPFA, 2004

4. Face to face recommendations by individual Governors to friends and colleagues.

Whilst all of these are equally valuable in raising awareness and generating interest, the more personal the approach the more effective it is likely to be. Recruitment and retention should not be considered as an isolated activity to undertake only when a vacancy occurs. A governing body that is seen to work well as a team, doing a good job and making a real difference is an ideal recruiting agent.

There is no definitive answer to the question of how best to ensure that governing bodies remain at full strength at all times. What works well in one area may not be as effective in another. So perhaps the best way to address governor vacancies is to make available a variety of potential suggestions and solutions that can supplement the knowledge and expertise that already exists locally.

Governor vacancies will reduce the effectiveness of our governing body because it limits the range of experience available to the school and increases the workload of other governors.

Schools serve their local community and it is therefore important that the governing body reflects that community. The school and its community will be better served where the governors bring the perspective of the community to their decision-making and where the community feel connected to the school through the governing body. Stakeholder groups within our governing body, such as parents, school staff, people from the local community reflect those with an interest in the school.

Vacancies will result in the relevant stakeholder group being under-represented and this, in turn, disturbs the balance between the groups.

## **Experience and personal qualities we would look for in potential governors**

### **Experience**

- Having previously been a governor
- Active in the voluntary and charitable sectors
- Works well with people
- Likes helping young people
- Involved with facilities and the environment
- Experienced with plans or projects
- Finance and budgeting
- Fund raising
- Education and training

### **Personal qualities**

The ability to work as part of a team, a readiness to accept responsibility and the confidence to ask questions, listen and learn all form part of the role. No particular qualifications or expertise in education are needed, just time, energy, enthusiasm and commitment and the desire to make a difference. There is a range of skills that some members of the governing body may bring with them from their experiences at home and in work, such as financial planning, personnel issues etc, which will enhance the effectiveness of the governing body.

## **G INITIAL COSTS AND FINANCIAL VIABILITY**

- (a) Introduction*
- (b) Draft budget*
- (c) Sensitivity analysis*



## H Premises

- (a) Search for premises*
- (b) The two most suitable properties*
- (c) Our preferred property*
- (d) Value for money*
- (e) Capital funding options*

### **(a) Search for premises**

The Finance and Premises Group, reporting to the Steering Group, was tasked to identify a suitable and available property in the Maidstone area that could be adapted for the Jubilee Primary School location. The kind of building large enough to house a two form entry school limited the search to offices or commercial/industrial buildings, which can provide the necessary floor space. However, most of these types of premises are not located close to residential areas where prospective pupils and their families.

We carried out online searches for all available properties of this kind in the locality using initially commercial websites such as CoStar Focus.net (a full inventory database of the UK commercial real estate market) and Rightmove.co.uk. Seventeen properties that met our preliminary specification, using criteria such as floor area, were identified. None were deemed suitable.

We also consulted the Communities and Local Government's Directory of Public Sector Assets in England and the List of Government Buildings (23 July 2012) on the DfE website. This also returned no positive result.

In the spring of this year, ██████████ in Maidstone relocated from its 1880s traditional Victorian school building, moving to brand new premises. The Steering Group was informed that the old building was vacant and the Canterbury Diocese had been tasked with disposing of the property on behalf of the ██████████ who are the trustees. There is a reverter clause in the deeds of the building which must be resolved by the Diocese solicitors before the property can be sold. Since then, the Steering Group has monitored progress of the sale of the building and to date no buyer has been found.

The old school had a net pupil capacity of 196 which, unfortunately, would not be large enough to accommodate a two form entry school.

A member of the Steering Group noticed an attractive, unused, old and substantially sized brick building close to Maidstone Hospital. Enquiries yielded that the building was owned by ██████████ and had been a ██████████. ██████████ was planning to sell the property but not on the open market. Again, to date no sale has been made.

### **(b) The two most suitable properties**

To date both the old ██████████ are the two favoured properties. However, the search will continue up until the DfE decision date to approve the application for Jubilee Primary School.

### **(c) Our preferred property**

Our preferred property is the ██████████ adjacent to the ██████████. The reasons for this choice are twofold: firstly, the building is a substantial, imposing and a well-known landmark; secondly, its type lends itself to a continued institutional and communal use in a residential area. There is a grassed area suitable for outdoor play and a car park/drop off point in the front with the building façade set back from the road. The

property can be easily and safely approached on foot, is situated on a bus route and can accommodate parents bringing their children by car.

The property is situated in [REDACTED], Maidstone [REDACTED] ME16 [REDACTED].

The property is currently vacant but secure, and remains in the freehold ownership of the Maidstone and Tunbridge Wells NHS Trust.



[REDACTED], Maidstone

[REDACTED]

The principal building has a total floor area of [REDACTED]. The building is built around a grassed quadrangle and there is grassed land to the rear.

According to Building Bulletin 99<sup>33</sup> and the Baseline Designs for Schools<sup>34</sup> there is ample floor space for a two form entry primary school.

The freehold of the property is being sold by [REDACTED].

In terms of its suitability as a school, the building's long heritage gives it a feeling of solidity and foundation. It appears to embody the high values and excellence in education championed by Jubilee Primary School. Although standing grand, the building gives a feeling of warmth, even a secure, family feel to it. It is a statuesque building that suggests it is capable of providing an outstanding learning environment that is safe, memorable and inspiring in which each child is encouraged to feel welcome and involved. Here children would learn to develop skills and strength of character in order to flourish in life and in community.

The property's heritage also echoes the foundational and solid education culture that has been engrained in British society since the 1940s – to bring knowledge to children, exciting them, teaching them how to learn and preparing them to launch into secondary

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<sup>33</sup> Building Bulletin 99 Briefing Framework for Primary School Projects, DFES

<sup>34</sup> Department for Education, 1 October 2012

education and life in the wider world. It would become a place of security and happy memories whilst encapsulating a modern, 21<sup>st</sup> century pedagogy.

There is a ready-made community living in older houses surrounding the location but mixed with newer housing from the 1990s onwards. The site is within walking distance of one of the Borough's planned Strategic Housing Areas which will generate an even younger population with a need for education, a thirst for knowledge and a focal point for the community. Kent County Council, the LEA, has already identified the need for a new two form entry primary school precisely in this area to serve the new housing demands over the coming years.

Using the Building Bulletin and the DfE's new Baseline Designs for Schools, the floor area of the ideal existing building would be in the region of 2,200-2,500 square metres which would serve the needs of up to 420 pupils. There should be outdoor space for play and to accommodate Jubilee Primary School's enrichment curriculum of sport; this outdoor area should be a mix of hard and soft playing surfaces.

In addition to the grassed area behind the [REDACTED] property, there is a neighbouring greenfield playing area and public open space at [REDACTED]. This space would supplement the school's own play area with a substantial additional sports area. Both would provide ideal venues for sports coaching and competition for the whole community outside of school hours, attracting children from the neighbourhood who would normally attend other schools.

Pupil movements around the school would be straightforward bearing in mind the quadrangle arrangement of the building. Corridors would be circulatory and enclosed against the weather. No part of the school would be inaccessible from any other when classes change. This would make for an efficient, unhindered timetable.

Pupils would be encouraged to walk to school from the surrounding housing areas – both traditional and modern. However, the existing car park and roadway between the building and the road would easily accommodate a one-way dropping off facility and parking for staff and visitors. The afternoon pick-up time always presents more challenging logistics, although the off road facilities for cars would help reduce congestion on [REDACTED]. There is space for judicious design to integrate fully all vehicle and pedestrian movements. The bus route linking the school with the town centre has already been mentioned.

The building looks typical of an institutional building and NHS funds may have stretched to provide all of the essential and desirable maintenance and modification. However, the external fabric of the building looks solid and weather-tight with a corridor/multi-room layout that could easily be adapted to suit the school's pedagogy and encapsulating the school's small classroom experience without actually compromising on room size. The upper floors are probably made of timber which would make demolition of walls below straightforward with the introduction of steel beams. In this instance floor loadings will have to be checked in case excessive loading from filing cabinets or filled cupboards were to cause stress to ceiling finishes.

There would appear to be no specific and obvious features in the property that could have health and safety implications. Upper story windows would, of course, be prevented from opening too far. The tower structure would not be accessible by children: firmly locked, and not just out of bounds!

The quadrangle arrangement of the building means that rooms are not deep and are thus well lit by natural light from both sides. Windows could be adapted to afford good ventilation with vent outlets at the top of each stairwell would draw air along corridors then upwards and out into the open air. The air quality will therefore be good.. The property is set well back from the busy road and so is unlikely to present any noise problems.

The building may possibly be listed which would place constraints on modernisation plans to the façade and some internal features. Many internal features of interest could be retained as part of the character of the building. Current planning use could be deemed to be Class C2 residential institution and permission will be required to change this to Class D1 non-residential institution.

**(d) Value for money**

The Steering Group is investigating the likely valuation of the building prior to it being placed on the market. The likely value is [REDACTED] per square metre.

**(e) Capital funding options**

The Academy Trust behind Jubilee Primary School has not yet identified any sources of capital funding to procure a property for conversion into a primary school.