



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November
2013)

CRYSTAL PALACE PRIMARY SCHOOL (06511)

Contents

| | |
|--|-----|
| Contents..... | i |
| Application checklist..... | ii |
| Declaration | iv |
| Section C: Vision & Rationale | 5 |
| Section D: Education Plan..... | 16 |
| Education Plan – Part 1: School Size | 16 |
| Education Plan – Part 2 | 16 |
| Section D1: An ambitious and deliverable curriculum plan | 16 |
| Section D2: Measuring pupil performance effectively and setting challenging targets..... | 42 |
| Section D3: Staffing Structure and Roll Out..... | 61 |
| Section E: Demonstrating Parental Demand for Crystal Palace Primary School | 67 |
| Section E1: Demand for CPPS | 67 |
| Section E2: Engagement with the local community | 72 |
| Section F: Capacity and capability | 77 |
| Section F1: Pre-opening skills and experience | 77 |
| Section F2: Our proposed governance structure | 82 |
| Section F3: Skills gap for Governing Body | 92 |
| Section F4: Recruiting a high-quality Principal | 93 |
| Section G: Budget planning and affordability | 98 |
| Section G1: Financial plans to underpin the vision and education plan | 98 |
| Section G2: Viability within the expected levels of funding | 98 |
| Section G3: Resilience to reductions in Income | 98 |
| Annex - CVs | 99 |
| Chair of Governors Designate | 99 |
| Education..... | 100 |
| Finance..... | 105 |
| Project Management & Governance..... | 107 |
| Community Engagement | 109 |
| IT | 110 |
| HR | 111 |

Application checklist

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

| | | |
|--|-------------------------------------|--------------------------|
| <p>8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?</p> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| <p>Section I of your application</p> | | |
| <p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Declaration

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

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

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

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

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

Signed:

Position: Member of company

Print name: [REDACTED] **Date:** 6th January 2014

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

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



Section C: Vision & Rationale

The Vision for Crystal Palace Primary School

The vision for the parent-led Crystal Palace Primary School is designed to directly meet the needs of local children. CPPS will be:

- A two from entry school, predominantly following the **National Curriculum enhanced by Mathematics Mastery**, with 30 pupils per class, and catering for pupils in Reception through to Year 6;
- Performing in the **top quintile nationally**, with 100% of pupils making the expected levels of progress from the Primary Baseline test to the end of Key Stages 1 and 2; 30% of pupils exceeding the expected levels of progress;
- A place where **every pupil will be expected to meet the 'secondary ready' threshold** (apart from pupils whose SEND is so significant that this is an inappropriate target), with 30% of pupils exceeding the threshold.

The overall aim of our school is to improve the life chances of local children, and to rank amongst the highest performing primary schools, both in London and nationally. CPPS will be an inclusive school that welcomes all children and families from the local community, including those with special needs. We are committed to developing a generation of community-focused, resilient, enthusiastic individuals who truly believe that the sky is the limit if they are prepared to work hard; our strap line is **excellent results, determined characters, building community**.

Why Crystal Palace Primary School is needed

The area defined as Crystal Palace is made up of seven wards (incorporating 25 Lower Super Output Areas). Crystal Palace is culturally vibrant and has a strong sense of community, but historically has lost out on provision of local services, because it lies at the boundary of five local authorities (Bromley, Croydon, Lambeth, Lewisham and Southwark). This geographical anomaly means that the area suffers from relative levels of underinvestment when compared to more central areas of each of the boroughs. For example, during the last two years, two Children's Centres located in the area – and predominantly funded by one borough – have closed, mainly due to the number of non-borough residents using the service. The following section describes our rationale for CPPS.

a. Offering higher standards than many of our local schools:

Evidence Base: Attainment and progress

Fifteen primary schools are located in, or serve, Crystal Palace. Whilst some of these schools offer an outstanding level of provision, with pupils performing in the top quintile in terms of their performances at KS1 and KS2, Figure C1 shows that over three quarters of local primary school places open to children residing in Crystal Palace are in schools performing in the 3rd quintile and below.

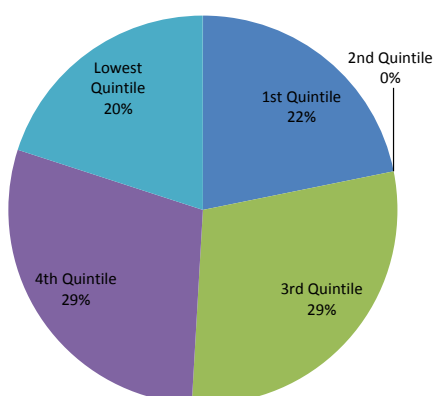


Figure C1: Percentage of places available in Crystal Palace Primary Schools, based on Key Stage 2 attainment in English and maths compared nationally (OFSTED, 2012)

CPPS Response: Attainment and progress

Crystal Palace needs a local school where there is a relentless focus on high educational outcomes

for all children; we believe that – with a strong focus on applied effort, determination, curiosity and mastery – our curriculum can deliver this. CPPS will set targets, (regardless of the methods of assessment that come out of the Primary Assessment Review) in the top quintile nationally to ensure our school’s children reach equivalent levels of attainment to the best local schools.

Table C1: Performance in Crystal Palace Primary Schools (Data Dashboard 2012)

| | | Attainment | | | | Progress | |
|--|------------|----------------|----------------|----------------|----------------|-------------|-----------|
| | | KS2 Reading | KS2 Writing | KS2 English | KS2 Maths | KS2 English | KS2 Maths |
| | | (National 85%) | (National 86%) | (National 81%) | (National 84%) | | |
| Paxton Primary School | Percentage | 100% | 100% | 96% | 100% | 100% | 100% |
| | FSM % | | | 100% | 100% | 100% | 100% |
| | Non-FSM % | | | 100% | 100% | 100% | 100% |
| Rockmount Primary School | Percentage | 94% | 81% | 87% | 88% | 96% | 96% |
| | FSM % | | | 78% | 81% | 93% | 93% |
| | Non-FSM % | | | 96% | 96% | 100% | 100% |
| All Saints CoE Primary School | Percentage | 82% | 82% | 80% | 72% | 88% | 83% |
| | FSM % | | | 78% | 65% | 84% | 67% |
| | Non-FSM % | | | 81% | 78% | 91% | 95% |
| Kingswood Primary School | Percentage | 100% | 98% | 100% | 100% | 100% | 100% |
| | FSM % | | | 100% | 100% | 100% | 100% |
| | Non-FSM % | | | 100% | 100% | 100% | 100% |
| Langbourne Primary School | Percentage | 65% | 65% | 69% | 38% | 96% | 52% |
| | FSM % | | | 65% | 35% | 93% | 53% |
| | Non-FSM % | | | 78% | 44% | 100% | 50% |
| James Dixon Primary School | Percentage | 100% | 89% | 93% | 89% | 93% | 96% |
| | FSM % | | | 94% | 88% | 94% | 100% |
| | Non-FSM % | | | 91% | 91% | 91% | 91% |
| St Joseph's RC Junior School | Percentage | 90% | 79% | 83% | 79% | 89% | 85% |
| | FSM % | | | 82% | 77% | 85% | 80% |
| | Non-FSM % | | | 83% | 81% | 91% | 89% |
| Elm Wood School | Percentage | 100% | 100% | 100% | 100% | 100% | 100% |
| | FSM % | | | 100% | 100% | 100% | 100% |
| | Non-FSM % | | | 100% | 100% | 100% | 100% |
| St Luke's Church of England Primary School | Percentage | 69% | 73% | 73% | 81% | 83% | 83% |
| | FSM % | | | 67% | 80% | 71% | 86% |
| | Non-FSM % | | | 82% | 82% | 100% | 78% |
| Cypress Primary School | Percentage | 84% | 77% | 83% | 81% | 93% | 93% |
| | FSM % | | | 72% | 66% | 72% | 66% |
| | Non-FSM % | | | 81% | 73% | 81% | 73% |
| Crown Lane Primary School | Percentage | 93% | 76% | 87% | 93% | 96% | 94% |
| | FSM % | | | 84% | 92% | 94% | 94% |
| | Non-FSM % | | | 94% | 94% | 100% | 93% |
| St Anthony's Roman Catholic Primary School | Percentage | 85% | 85% | 85% | 62% | 86% | 71% |
| | FSM % | | | 80% | 40% | 89% | 44% |
| | Non-FSM % | | | 88% | 75% | 83% | 92% |
| Malcolm Primary School | Percentage | 77% | 67% | 73% | 77% | 88% | 77% |
| | FSM % | | | 75% | 75% | 90% | 70% |
| | Non-FSM % | | | 70% | 80% | 83% | 100% |
| St John's Church of England Primary School | Percentage | 73% | 64% | 73% | 69% | 82% | 71% |
| | FSM % | | | 77% | 62% | 85% | 69% |
| | Non-FSM % | | | 72% | 72% | 81% | 72% |
| Downsview Primary and Nursery School | Percentage | 83% | 90% | 88% | 92% | 88% | 95% |
| | FSM % | | | 79% | 71% | 93% | 86% |
| | Non-FSM % | | | 91% | 98% | 87% | 98% |

| Key |
|-----------------|
| 1st Quintile |
| 2nd Quintile |
| 3rd Quintile |
| 4th Quintile |
| Lowest Quintile |

| OFSTED |
|-----------------------|
| Outstanding |
| Good |
| Requiring Improvement |
| Inadequate |

Data Dashboard 2013

At the time of writing, the Ofsted Data Dashboard does not include validated 2013 data, making it difficult to make a revised full analysis of the relative performance of local schools. The initial 2013 Primary Performance Tables data (published 11 December 2013) indicates that whilst some schools have made considerable strides forwards in their progress, notably around the Level 4 threshold in Reading and Writing, Maths remains a local weakness. The data also reveals local weaknesses at the higher levels of attainment - the percentage of pupils getting Level 5 or above in Maths, Reading and Writing; this was over 10 percentage points below the national average of 21% in 7 out of 15 of our local schools. The weakness is more significant in Maths where 9 out of 15 of the local schools were over 10 percentage points below the national average for Level 5. This has particular significance for children's futures, as the end of Key Stage 2 levels have a significant bearing upon target setting at GCSE and thus weaker scores at KS2 can hold back children's long term chances of success.

Evidence Base: Closing the Gaps

Notably, in terms of 'Closing the Gaps', the majority of local schools also have significantly worse outcomes for pupils on Free School Meals (FSM) than those who are not. If we compare the difference between FSM and non-FSM pupils, standards are lower in attainment in 11 out of the 15 local schools, and progress is lower in 10

of the schools. In 66% of primary schools, the progress of FSM pupils is below that of non FSM pupils.

CPPS Response: Closing the Gaps

Our school's focus on character development, mastery and the 'growth mindset' provides the framework to address these lower levels of attainment and progress for children facing economic deprivation. The diverse profile of our local pupils (described in Section D) also highlights the necessity of ensuring that needs of all children are catered for, separately tracked and assessed to identify progress, so that all children move forward at an equal rate. Our targets and intense focus on the analysis of cohort data throughout the school, will be to ensure that the school is at least a second quintile performer nationally (and better than local schools), in terms of the difference between the progress of FSM and non-FSM pupils.

Evidence Base: Local school places

Due to a lack of local places, a distinct number of children do not attend primary school in the area; with some children travelling more than 2.5 miles to their primary school. Data from the Office of National Statistics (ONS) reveals there is a marked disparity between key stage achievement levels in the schools located in Crystal Palace and the children actually resident in the area. Children residing in 40% of the Crystal Palace Lower Super Output Areas (LSOAs) attain neither the London, nor national averages for KS2 scores.

CPPS Response: Local school places

This highlights the need for a school targeted at the needs of pupils' resident in Crystal Palace, to raise the attainment of local children. The school's location and admission zone is set so that no child attending the school will need to travel further than 1.5 miles on foot, or 30 minutes (door to door) via public transport.

Evidence Base: Persistent absenteeism

Data from the ONS shows that one third of pupils at primary level residing in the Crystal Palace area have above average levels of persistent absenteeism, when compared to the London average. In two of the LSOAs – the level is twice the London average. This highlights the need for developing self-control and determination within pupils.

CPPS Response: Persistent absenteeism

CPPS will work closely with parents and support services so they understand that we place their children's achievement at the heart of what we do. The school will offer parenting support from when our school opens, building skill and capacity amongst our education support staff, so that they can offer one-to-one support and group sessions for children and families. We will encourage parents and their children to sign our 'Character Charter' committing the child to working hard, behaving well, treating everyone with respect and coming to school every day, on time and ready to learn.

Evidence Base – Poor performance in maths at Level 5

Based on the Ofsted Dashboard data (2012), 73% of local primary schools have 3rd quintile and below KS2 results in maths and English.

CPPS Response – Poor performance in maths at Level 5

CPPS will have a strong focus on the development of English and maths, using highly effective Mathematics Mastery and Read Write Inc. curricula.

b. To address the basic need for places:

The shortage of primary school places is particularly acute in the local authorities serving Crystal Palace as shown in Table C2:

Table C2: Current and Projected Primary School Places (LA projections)

| Borough | Ward/area covering Crystal Palace | Projected shortage of Form Entry 2013 | Projected shortage of Form Entry 2015 |
|-----------|-----------------------------------|---------------------------------------|---------------------------------------|
| Croydon | South Norwood, Upper Norwood | 0 | 6 |
| Lambeth | Norwood | 7 | 5.5 |
| Bromley | Crystal Palace, Penge & Cator | 3 - 4 | 2 |
| Southwark | South Dulwich | 7 – 11 | 11 – 15.5 |
| Lewisham | Forest Hill & Sydenham | 2 | 4 |

An analysis of ONS population data indicates that this trend is strongly reflected in the LSOAs serving Crystal Palace. Table C3 shows that between 2011 and 2016 there is projected to be a 40.5% increase in the number of five year olds in Crystal Palace. This total of 224 extra five year olds will require an additional 7.5 extra reception classes in comparison to the number needed in 2011. Whilst some of the increase from 2011 has so far been accommodated in temporary bulge classes, as explained below, there is insufficient capacity within local schools to absorb such large numbers of children on a longer term basis. Indeed, if local birth rates remain this high, by the time current two year olds hit Year 6, there will be an additional 1568 children (Reception through to Year 6) in the primary schools serving Crystal Palace. It is clear that a new school offering permanent provision of places in Crystal Palace is absolutely necessary to accommodate some of these children and reduce the dire pressure on existing schools.

Table C3: Actual and projected number of five year olds in the LSOAs covering Crystal Palace

| Year | Actual (Projected) number of five year olds resident in LSOAs covering Crystal Palace | Change in number of five year olds in comparison to 2011 figure | Percentage change in comparison to 2011 figure |
|------|---|---|--|
| 2011 | 553 | | |
| 2012 | 579 | 26 | 5% |
| 2013 | 683 | 130 | 24% |
| 2014 | 668 | 115 | 20% |
| 2015 | 705 | 152 | 27% |
| 2016 | 777 | 224 | 41% |

Figure C2 below indicates that even before this huge increase in numbers hits schools, the catchment areas of the most popular schools in the area are as small as 0.16 miles, with up to 10 applicants per place. These catchments are likely to shrink

even further given population projections. Furthermore, 5 out of 15 of the local primary schools within 2.5 miles of Crystal Palace are voluntary aided church schools, with catchments determined by faith.

Figure C2: Catchment areas and school type in the Crystal Palace area

As mentioned above, the pressure on places is placing considerable infrastructural pressure on local schools. Both Cypress and Rockmount Primary Schools were directed in July 2013 to take additional bulge classes in September 2013. As each school has a constrained site, this has faced considerable opposition from parents. Compounding the issue, a London Borough of Croydon proposed expansion of Cypress Primary School was rejected by both parents and the local community at consultation in Spring 2013. These local schools and Croydon Local Authority are supportive of our application, as it offers an opportunity for all local children to get a school place without damaging their schools.

This crisis in places is leading to house prices in the catchments of the best local schools becoming unaffordable for many families. This effectively makes good and outstanding schools increasingly socially selective by the 'back door' and with choice particularly eroded for families on lower and middle incomes.

In addition to providing two form entry school to help address the basic shortage of places, it is for this reason that we have chosen to operate a lottery admissions process over a wider admissions zone, to ensure that all local parents have the chance of sending their child to a truly representative school that serves the broad local community regardless of their postcode within Crystal Palace.

c. To add to choice and diversity of provision locally

From a review of Ofsted reports, a common thread across all our local schools is the need to create more opportunities within the curriculum for children to develop problem solving skills and independent thinking. This gap in provision means many local children fail to develop and embed the character-based skills and resilience that pupils need to be successful in life. CPPS's unique ethos of character development and the growth mindset, reinforced by an exciting Enrichment Club, makes CPPS a very different offer to other local schools.

d. To respond to parental demand

Crystal Palace Primary School is a parent-led school that was borne out of a local parental campaign to provide a new and unique school in Crystal Palace. There is overwhelming public support for the school. Our engagement with parents demonstrates our school would be oversubscribed for Reception entry in 2015, 2016, and 2017. Additionally, public and parental consultation has shaped our plans for CPPS. Details are provided in Section E2.

e. To make use of academy freedoms to provide something distinctly different to existing provision

CPPS will provide a fundamentally different offer to the existing primary provision in Crystal Palace by using the academy freedoms to:

- Modify the length of the school day to accommodate the Character Hour (page 29) and staff our daily Enrichment Club and Holiday Enrichment Club (see page 39):

- Move to the Mathematics Mastery Curriculum to embed the focus on grit and determination throughout the curriculum;
- Adapt our teachers’ pay and conditions to provide a collective bonus (that includes non-teaching staff) for meeting the targets linked to the Character KPI (as described in Section D2, page 42).

The Crystal Palace Primary School Ethos: Character and the Growth Mindset

Crystal Palace Primary School’s core purpose will be to develop **positive character strengths** and a **‘growth mindset’**, through an approach which explicitly aims to develop seven key strengths which research shows are the strongest predictors of success: **enthusiasm, determination, self-control, optimism, gratitude, social intelligence and curiosity**. With this as the core of the school’s holistic ethos, for both children and the adults who support them, ‘character’ will be infused into **every aspect of the school, including its curriculum, enrichment, work with parents and approach to behaviour**.

Our Core Ethos in Practice

The core ethos of character and the growth mindset will become a reality by delivering a challenging curriculum requiring determination and curiosity, combining Mathematics Mastery with rigorous academic study in English, the sciences, humanities and arts. A weekly Character Hour will give children the opportunity to work in vertical groups to work on collaborative projects that help them further develop their character. Going beyond the formal curriculum, CPPS will run a daily Enrichment Club to enable pupils to develop their character strengths outside the classroom. This will be funded once a week for all pupils and FSM pupils will be granted a 75% discount on additional Enrichment Club sessions to help overcome the financial barriers to further participation. The use of a Character Report Card will enable teachers to constantly track and support the development of their pupils’ characters. A strong partnership with the local community, including using the community as mentors to support our Enrichment Club, will mean that the children will benefit from the skills of those living in their local area. Further detail on each of these areas is provided in Section D.

The key characteristics of CPPS’s expected pupils

Table C4: The needs of pupils

| Key aspect of need | Data | Additional comments |
|---|--|--|
| Eligibility for Free School Meals and the Pupil Premium | A minimum of 25% (in some year groups this may be up to 35% as there is a broad range of variability within local schools). The FSM average across all the LSOAs covering Crystal Palace is 35%, well above the London average of 25%. | A distinct proportion of pupils will face significant socio-economic barriers to success. FSM pupils perform substantially worse in local schools and performance is particularly poor in mathematics (see Section C, p7). CPPS has substantial local socio-economic inequality, which is being fuelled by a rapid increase in local house prices. |

| Key aspect of need | Data | Additional comments |
|---|---|---|
| SEND | 2% with statements (national average 1.4%) 27% (national average 17.1%) without statements. | A range of needs will be encompassed under these headings including speech and language needs, physical disability, sight or hearing impairment, autism, dyslexia, dyspraxia and behavioural needs such as ADHD. |
| English as an Additional Language (EAL) | Average of one third of pupils. All local schools have EAL at above the London average. | There is a need to constantly revise targets for EAL pupils to ensure their progress is not capped by a lack of English upon entry which would lower performance in baseline tests. We would expect EAL pupils to make accelerated progress from their baseline in comparison to pupils who have English as a first language. |
| Risk of persistent absenteeism | Locally pupils have above average levels of persistent absenteeism. In two of the LSOAs within Crystal Palace this level is twice the London average. | A need to develop self-control and determination within pupils, as well as actively engaging with parents and support services. |
| Development on entry | Average of 40% will be below average in speech, language and communication by the time they reach five years old. In contrast, a distinct proportion will arrive with higher than average attainment on intake into Key Stage 1. In 15% of the LSOAs covering Crystal Palace 80% of children have a 'good level of development' (well above the London average of 64%). These are disproportionately concentrated in more affluent LSOAs. | Poor speech and language skills are statistically likely to be concentrated in children from more deprived backgrounds. There is a need to tackle significant variability of attainment on entry that is rooted on socio-economic inequality. |
| Ethnic diversity | 50% of the LSOAs covering Crystal Palace have Black and Minority Ethnic residents at a level above the 39.2% London average. 52% of the households in the area have Different Ethnic Groups Within Partnerships at higher than average level for London and all are above the national average. | There is a need to create a sense of cohesiveness and shared identity for a cohort of pupils from a diverse range of ethnic backgrounds, including significant numbers of mixed heritage pupils. |

| Key aspect of need | Data | Additional comments |
|---|---|---|
| Looked After Children | Difficult to ascertain exact figures as numbers are so small. Extrapolation of the national rate (59 per 10,000 children under 18) would lead to an average of '2.478 children' when at full capacity of 420 pupils. Therefore it is anticipated that at any one time, there will be fewer than five looked after children in CPPS. | There will be a particular challenge for the school in working with local authorities' Virtual School Head for these pupils, as CPPS will have to manage relationships with social services teams in five separate local authorities. This will be a key aspect of the Deputy Head SENCO's role. |
| Predictions about future labour market trends in an increasingly globalised context | Between 2013-18 the only area of the City of London's job market that is forecast to have double digit growth is professional, scientific & technical activities. | In order to gain access to these professions at a national level and also compete on a global scale with pupils from jurisdictions such as South Korea and Finland who consistently outperform the UK in the PISA and TIMSS rankings, it is essential that children start from primary school on the pathway to high academic attainment, most notably in mathematics (currently a local weakness). |

The evidence base for our ethos

There is strong evidence that a focus on character and the growth mindset will improve outcomes for our expected pupil profile. This ethos is rooted in the research of [REDACTED], [REDACTED] and [REDACTED] and [REDACTED]. This research indicates that an individual's character and intelligence is constantly capable of development, and can be nurtured in a way that radically transforms life chances and outcomes. The academic data highlights that seven character strengths are most strongly correlated with improved educational, employment, health and wellbeing outcomes later in life. We have adopted these traits: **enthusiasm, determination, self-control, optimism, gratitude, social intelligence and curiosity**, as our school ethos and they will weave through every aspect of school life.

A 'growth mindset' is fundamentally about individuals believing they are capable of success if they put in the hard work and adopt a resilient 'gritty' approach to tasks and learning. It actively challenges the notion that innate talent leads to success which too often entrenches socio-economic inequalities in the starting points of pupils, inequalities which are particularly evident in Crystal Palace. We have also drawn on the practical experience of the KIPP Charter Schools in the US, who have applied these theories with great success in similar settings to our own.

- **It provides a platform for long-term fulfilment for children of all backgrounds:** Crystal Palace is a diverse area with children from a wide range of backgrounds, including some very affluent children. Research indicates that

these children are likely to suffer anxiety as a result of parental expectations and flag when they encounter difficulty. Providing pupils with an understanding of the determination required to keep going in difficult situations and a clear framework of character development and the growth mindset, equips them to continue to develop with confidence.

- ***It challenges the barriers that feed the underperformance of FSM pupils (we expect at least 25% of our pupils to be eligible for FSM [in some years, it may be as high as 35%])***: This approach has reaped success in KIPP schools in the US where over 80 percent of pupils are eligible for the equivalent of free school meals.
- ***It raises attainment, which is particularly important for FSM pupils who perform badly in many local schools***: Research found that three times as many pupils trained in the growth mindset group showed increased effort and engagement in comparison with traditional methods. Research findings also show that mastery learning, which supports the growth mindset, is found to help narrow the gap in attainment and progress.
- ***It is most likely to enable children to complete university degrees, particularly those from FSM backgrounds – this is the key to their social mobility***: Research by the KIPP Foundation found their alumni who completed a first degree showed disproportionately high levels of the character strengths of optimism, persistence and social intelligence. DfE research on degree completion and social mobility demonstrates that the progression from degrees into high-status careers is directly correlated with prior attainment at school level. Therefore, setting FSM children on a path to high attainment from primary school upwards is vital to ensure they can complete degrees and move into high-status professions.

After reviewing the evidence, we believe our ethos of ‘character and the growth mindset’ is key to ensuring that all of our pupils have the best chance of leading happy and successful lives, as:

- It provides a platform for long-term fulfilment for children of all backgrounds;
- It meets the needs of pupils from both socio-economically disadvantaged and affluent backgrounds;
- It challenges the barriers relating to the underperformance of FSM pupils;
- It raises attainment, which is particularly important for FSM pupils who perform badly in many local schools;
- It is most likely to enable children to complete university degrees, particularly those from FSM backgrounds – this is the key to their social mobility.

Setting standards: What could our pupils achieve?

The research on character and the growth mindset shows that all pupils are capable of success and so our school will have the following key performance indicators:

- **Pupil Performance KPI**: Outcomes in the top quintile nationally on the national end of Key Stage tests. Similar targets are achieved by our very best local schools.
- **Character KPI**: All pupils demonstrate the seven key character traits vital to their success later in life. This permeates every aspect of the life of the school.

- **Enrichment KPI:** All pupils actively engage in the after school Enrichment Club at least once a week, with a discount given to assist FSM pupils in attending more than once per week.
- **Pupil Behaviour KPI:** All pupils demonstrate outstanding behaviour as measured by Ofsted ratings encompassing behaviour. Character is at the heart of a behaviour management approach and impeccable behaviour is essential in ensuring that pupils reach their aspirational academic targets.
- **Pupil Attendance KPI:** Pupil attendance is consistently above national average. Our target is in line with outstanding schools in South London in similar circumstances. Pupil attendance is rooted in the concept of character and grit.
- **Narrowing the Gaps KPI:** The school will ensure that there is parity in the outcomes for all pupils, regardless of socio-economic background, SEND, looked after status or first language. All targets are set to ensure there is significant narrowing of the gaps between FSM and non-FSM pupil outcomes. This target reflects the performance of FSM pupils in our best local schools (in three of our local schools there is no gap between the performance of FSM and non-FSM pupils for Level 4 reading, writing and maths) and is a key weakness of poorer performing local schools.

Full details on the specific targets linked to these KPIs and the methods of measurement and monitoring can be found in Table D6 in Section D.

At CPPS, all pupils will be given the maximum chance of success in school, regardless of socio-economic background, looked-after status, first language or SEND. Building on the Achievement for All framework which supports schools to focus on the needs of SEND and FSM children in all of their processes and work closely in collaboration with parents, the needs of these most vulnerable children will be placed at the heart of CPPS. By running parent workshops and training sessions, the school will ensure that all families fully understand how to reinforce character and the growth mindset at home and meet the high standards of CPPS.

Aspirational target setting, including embedding the Character Report Card targets within the monitoring cycle, will ensure there is a relentless focus on accountability. Academic targets will be set mirroring the top quintile nationally for all aspects of the school curriculum; in particular performance in mathematics will outpace the poor local trend and be excellent in national terms. The acquisition of character strengths will also be monitored via a Character Report Card. In relation to the outcomes for FSM and non-FSM pupils in particular, data will be monitored and staff held accountable (through regular performance appraisal) to ensure that the gap is closed. This is a particular priority in Crystal Palace as local schools offer significantly weaker outcomes for pupils from families eligible for FSM than those who are not. It is vital that the school actively targets the performance of FSM pupils, as Ofsted research (Unseen Children, 2013) indicates that they are most likely to underperform where they form a minority within their school, which is most likely to be the case at CPPS.

Summary

Our vision for CPPS is of an inclusive, non-denominational community school housing happy and successful children and staff. Our route to achieving this is based on research, tailored to the needs of our expected pupils, and offers something

unique to our local community - a school with an ethos to develop character and the growth mindset. Parental support for this approach has been overwhelmingly positive and, coupled with the stark predictions for shortage of places, asserts a compelling case to establish our school.



Section D: Education Plan

Education Plan – Part 1: School Size

Table D1: Pupil Roll

| | Current number of pupils (if applicable) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------|--|-----------|------------|------------|------------|------------|------------|------------|
| Reception | | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 1 | | | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 2 | | | | 60 | 60 | 60 | 60 | 60 |
| Year 3 | | | | | 60 | 60 | 60 | 60 |
| Year 4 | | | | | | 60 | 60 | 60 |
| Year 5 | | | | | | | 60 | 60 |
| Year 6 | | | | | | | | 60 |
| Year 7 | | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Year 8 | | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Year 9 | | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Year 10 | | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Year 11 | | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Year 12 | | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Year 13 | | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Totals | | 60 | 120 | 180 | 240 | 300 | 360 | 420 |

Education Plan – Part 2

Section D1: An ambitious and deliverable curriculum plan

Crystal Palace is a diverse and exciting community which encompasses areas of both great affluence and acute deprivation. As a result of our expected intake and the future of the capital's economy, the school's curriculum will have to address a diverse range of needs.

a. Significant economic inequality between children:

Poorer educational, behavioural and health outcomes are directly correlated to low income. The Free School Meals (FSM) average across all the LSOAs covering Crystal Palace is 35%, well above the London average of 25%. In contrast, recent data from Savills estate agents indicates that the area is also moving 'upmarket' and the planned redevelopment of the Crystal Palace Park is predicted to further inflate house prices leading to greater socio-economic stratification in coming years. As data in Figure C1 shows, pupils on Free School Meals currently leave many of our local primary schools with significantly worse outcomes than more affluent children. Our school will need to deal with this demographic change and be a driving factor for overcoming this inequality for future generations.

b. A broad spread of development and needs on entry:

There is disparity between development levels of children residing in Crystal Palace entering primary school. In 15% of the LSOAs covering Crystal Palace, 80% of children have a 'good level of development' (well above the London average of 64%). However, 55% of the LSOAs have well below this regional average. Therefore,

significant numbers of children lack many of the social and language skills already acquired by others of their age; they often have limited vocabularies and poor listening skills which will have a direct impact on their educational attainment. Benchmarking with other local schools and data indicates that 29% of our expected pupils will have special educational needs (27% will not have statements and 2% will be statemented).

c. An ethnically diverse pupil population with considerable levels of English as an additional language:

50% of the LSOAs covering Crystal Palace have Black and Minority Ethnic residents at a level above the London average of 39.2%. Half of the households in the area have Different Ethnic Groups within Partnerships at higher than average level for London and all are above the national average. All of the local primary schools have above the London average level of pupils with English as an Additional Language.

This highlights the need to provide a common core ethos around which pupils from a diverse range of ethnic backgrounds, including significant numbers of mixed heritage pupils, can unite. The educational experience of mixed heritage pupils (for whom free school meals eligibility is around twice the national average) in particular can be masked under a general banner of 'ethnic minority'. Research by Professor Leon Tikly identified these pupils as being at risk of adopting more rebellious and challenging forms of behaviour due to being more likely to experience racism specifically targeted at their mixed heritage.

It is important, that CPPS roots children in their local community and develops notions of a shared identity through developing a strong core ethos of character to which all pupils can subscribe. It is also essential that the school provides a curriculum, most notably in the arts and humanities, which provides strong cultural capital and understanding of what it means to be British whilst helping children to make sense of and to value their broad range of individual histories. Finally, our diverse population drives the need for us to have a two form entry, ensuring the overall size of our school supports children mixing happily together, combatting research from the University of Michigan finding that the larger a school, the more likely its students are to racially self-segregate.

Embedding the Core Ethos of Character and the Growth Mindset in CPPS's Education Plan

As outlined in Section C, evidence suggests that a focus on developing character strengths and a growth mindset is the key to improving outcomes for the pupils that will attend CPPS. This Education Plan will outline in more detail the manner in which Crystal Palace Primary School will embed the core ethos of character and the growth mindset throughout everything that it does in the following ways:

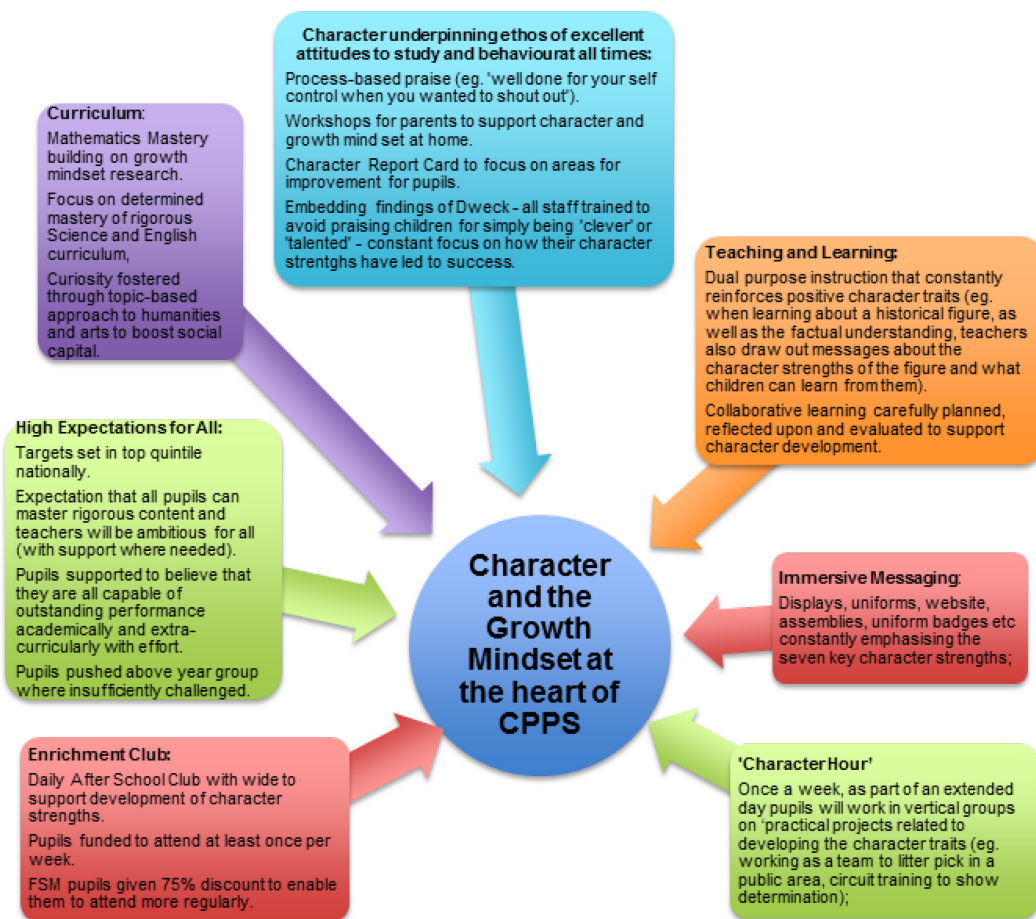


Figure D1: Character and the Growth Mindset

The Curriculum and School Day at CPPS – Rooting character development in learning

Regardless of the starting points and needs of the children that arrive (see Table C4), CPPS will have exceptionally high expectations of all pupils. There will be a strong focus on academic rigour and character to equip pupils with the knowledge, skills and strengths to excel at secondary school, enter top flight universities and compete in exciting globalised careers.

These pupil needs and the vision of achieving outstanding outcomes through a growth mindset for all, have driven the CPPS curriculum choices. The curriculum is based on the subject content and attainment targets in the 2014 National Curriculum, with specific modes of delivery for each subject, most notably the use of Mathematics Mastery. This provides pupils with high levels of challenge, prepares them fully to meet the secondary ready threshold and supports their transition into secondary school. The curriculum and the vision of character are closely entwined.

Teachers will be expected to utilise **dual-purpose instruction** to ensure that as well as learning the curriculum, pupils reflect on character related messages throughout their lessons (e.g. Was a historical figure particularly **determined**? What does a story tell us about **social intelligence** and how we can be caring towards each other?). The school environment will ensure that character is reflected visually; for example every classroom will have a 'working wall' character display where children add themselves (and their work where appropriate) to show when they have displayed a particular character strength.

Table D2: The Curriculum at CPPS

| | |
|--|--------------------------------|
| Subject | Mathematics |
| Curriculum | ARK Mathematics Mastery |
| How will it be delivered and how does this link to the CPPS vision around character and meet the needs of our pupils? | |
| <p>CPPS will directly address local schools' weaknesses in Mathematics and prepare pupils for careers in which Mathematics is of increasing importance (between 2013-18 the only area of the City of London's job market forecast to have double digit growth is professional, scientific & technical activities). To generate top quintile standards in mathematics, whilst embedding the core ethos of character and the growth mindset – particularly in pupils most at risk of under-performing – the school will teach the Mathematics Mastery Curriculum. This curriculum uses a pacey six-part lesson structure to engage and move pupils more rapidly into deeper learning in mathematics. Mathematics Mastery – run by ARK, aligned to the 2014 National Curriculum and endorsed by the National Centre for Excellence in the Teaching of Mathematics – is modelled on the pedagogic approach and curriculum of Singapore; which was second globally in latest PISA rankings and has consistently been a top performer on the Trends in International Mathematics and Science Study (TIMSS).</p> <p>Initial research indicates that Mathematics Mastery is also narrowing the attainment gap in maths in Britain. Significantly, the programme is designed for schools with a high proportion of FSM pupils; therefore, it will enable CPPS to meet the needs of these learners within the school. Through the pairing of pupils making stronger and weaker progress, the curriculum enables pupils who are excelling to cement their understanding of complex ideas by explaining them to others. Going into depth, rather than breadth, the curriculum also ensures that all pupils secure their knowledge of key concepts before moving on. This curriculum ideally matches CPPS's expected intake of pupils entering at both ends of the attainment spectrum.</p> <p>Access to a wider professional development network focussed on Maths will ensure that all of our teachers develop excellent practice in the subject.</p> <p>The principles of the Mathematics Mastery Programme were praised by Ofsted in a 2011 report into good practice in mathematics teaching, which highlighted its impact on attainment in maths at ARK Primary Academy. The report stated: "Pupils' achievement in number is outstanding. Pupils are developing a high level of proficiency for their age in addition, subtraction, multiplication and division. This is underpinned by a secure understanding of place value and good recall of number facts."</p> | |
| Mode of target setting, assessment and reporting to parents (for further information on communication with parents and interventions see Table D11) | |
| Mode of Target Setting: National Primary Baseline Assessment (subject to outcome of Primary Assessment Review) triangulated with FFT data and CEM PIPS to set targets. When Primary Assessment Review reports, this will be reviewed to ensure progress is adequately rapid and sustained to exceed to 'secondary ready' threshold (See page 39 for further details). | |
| Mode of Assessment: <i>Ongoing</i> – Teacher marking of book work, assessment for learning strategies within lessons, teacher mark book data, peer and self-assessment. In all subjects, pupils will be given effort grades alongside attainment grades to reinforce the message that determination reaps rewards. | |

Reporting to Parents:

Half-termly – Mathematics Mastery Assessments – results sent home to parents
Annually: CEM PIPS/INCAS ‘Maths Age’ testing – results sent home to parents.

Specific relevance to character and the growth mindset

Beyond Mathematics Mastery’s important impact upon academic attainment in mathematics, this curriculum also embeds and reinforces character and growth mindset messages through its focus on problem solving. By moving away from a reliance on formal methods and allowing pupils to deal with increasingly complex non-standard problems the curriculum builds learning power, confidence and resilience, i.e. **determination (grit), curiosity** and **self-control**. This focus on determined, flexible and independent learning is essential if our pupils (particularly those from families without a history of attending university) are going to begin to acquire the character strengths to eventually cope with the rigours of top flight university degrees.

| | |
|-------------------|--|
| Subject | English & Phonics |
| Curriculum | National Curriculum, supported by Read, Write Inc. Phonics and Read, Write Inc. Literacy and Language |

How will it be delivered and how does this link to the CPPS vision around character and meet the needs of our pupils?

Along with maths, there will be a particularly strong emphasis on the acquisition of excellent literacy skills to support all aspects of the curriculum. To ensure this happens, there will be daily mastery workshops in English and Phonics with a detailed focus on the acquisition and deliberate practice of skills. This will be supported by the use of Read, Write, Inc. Phonics in Reception and Years 1&2 and Literacy and Language in Years 3-6. The school is using Read, Write, Inc. because of its demonstrated success at developing confident readers in schools with a high proportion of FSM learners. Seven of the twelve schools highlighted as outstanding in Ofsted’s Reading by Six report, used *Read Write Inc.* Phonics in their literacy lessons. The learning from the English mastery workshops will be directly mapped and reinforced in all other lessons, particularly the topic-based afternoons. There will also be a focus on the love of reading, including choosing exciting books and developing a firm link with the Upper Norwood Library to ensure pupils are enthusiastic about their reading and read independently at home via their Home Reader.

Mode of target setting, assessment and reporting to parents

Mode of Target Setting:

National Primary Baseline Assessment (subject to outcome of Primary Assessment Review) triangulated with FFT data and CEM PIPS to set targets. When Primary Assessment Review reports, this will be reviewed to ensure progress is adequately rapid and sustained to exceed to ‘secondary ready’ threshold. (See page 39 for further details)

Mode of Assessment:

Ongoing – Teacher marking of book work, assessment for learning strategies within lessons, teacher mark book data, peer and self-assessment. Assessment will reflect aspects of character through the language used when marking e.g. “Well done for showing determination (blue dinosaur sticker) when using capital letters and full-stops. Next time can you show self-control (green dinosaur sticker) with your handwriting.” (Year 2)

Reception, Year 1, Year 2

Read , Write, Inc. Progress Check and Sound & Word Assessment

Read, Write, Inc. Fluency and Accuracy Tracker on a half-termly basis sent home to

parents.

Reception, Year 3-6

Read, Write, Inc. Literacy and Language tests and teacher assessments sent home to parents on a half-termly basis.

On a half-termly basis, the Senior Leadership Team will coordinate Ofsted-style Reading Interviews with selected students to ensure there is internal moderation of reading within the school.

Reporting to Parents:

CEM INCAS on an Annual Basis to produce Reading Age sent home to parents.

Specific relevance to character and the growth mindset

As part of CPPS's emphasis on developing positive character traits, the school will embed a gritty 'can-do' ethos to rigorous and challenging study. Deliberate practice to perfect key English skills along with a clear love of reading programme will help pupils develop their **determination (grit), curiosity, enthusiasm** and **self-control**.

| | |
|----------------|-------------------------------------|
| Subject | Science and Computing (+ DT) |
|----------------|-------------------------------------|

| | |
|-------------------|----------------------------|
| Curriculum | National Curriculum |
|-------------------|----------------------------|

How will it be delivered and how does this link to the CPPS vision around character and meet the needs of our pupils?

The Science and Computing National Curriculum will be integrated and taught in dynamic topics to ensure that pupils learn how to apply their computing skills to scientific concepts and begin the journey to exciting scientific careers. Some aspects of the DT curriculum will be integrated with science and computing. Examples of topics here would include The Plants in our Garden, incorporating a school garden with learning about plants in Year 1; How We Make Music and Sound in Year 4; How can we build a lamp? In Year 4; Space and Rockets in Year 5.

Mode of target setting, assessment and reporting to parents

Mode of Target Setting:

Science targets set using FFT and National Primary Baseline Assessment data.

Mode of Assessment:

Ongoing – Teacher marking of book work, assessment for learning strategies within lessons, teacher mark book data, peer and self-assessment. In all subjects, pupils will be given **effort grades** alongside attainment grades to reinforce the message that determination reaps rewards.

Progress to be mapped against secondary readiness thresholds at end of Key Stage 2.

Specific relevance to character and the growth mindset

There will be a focus on pupil-led enquiry, with an emphasis on practical investigation to lead pupils to the rich acquisition of new and exciting knowledge – inspiring and consolidating the **curiosity** element of the CPPS vision. The computing curriculum (supported by a Coding Enrichment Club) will be challenging to ensure pupils exercise **self-control** and **determination** and are equipped to compete in the growing sector of technical careers.

| | |
|----------------|---|
| Subject | History, Geography, Art, Music, DT, RE |
|----------------|---|

| | |
|-------------------|----------------------------|
| Curriculum | National Curriculum |
|-------------------|----------------------------|

How will it be delivered and how does this link to the CPPS vision around character and meet the needs of our pupils?

To foster **curiosity** and embed **social intelligence** through the collaborative learning that research evidence shows reaps significant positive impacts on achievement for relatively low cost (Source: EEF [Education Endowment Foundation] Toolkit), the Art and Music National Curriculum will be integrated with History and Geography National

Curriculum, via **humanities topics** ('Curious About Our World' topics). During these sessions pupils will be expected to work together (and individually at times) to learn about exciting humanities topics. There will be a particularly rigorous approach to knowledge acquisition in history and geography to ensure pupils are well grounded as well raise their aspirations for taking these subjects at GCSE and A Level. As these are two of the key 'facilitating subjects' that the Russell Group identify in their 2011 'Informed Choices' report as being vital at A Level for entrance to top universities, we consider a very strong grounding in history and geography to be particularly important for our FSM pupils, for whom they will be a key path to life-long social mobility. An example of an integrated topic would be 'Roman Britain' (including history, geography – mapping, settlement, trade, art, music and RE),

To ensure a rigorous focus on the acquisition of knowledge, teachers will use hinge questioning focusing on knowledge in plenaries and knowledge passports (detailing what a pupil should know to enable them to move on to the next lesson) to assess whether pupils are leaving lessons with the knowledge required for the topic. The focus on knowledge will be reinforced via end of unit knowledge assessments.

Mode of target setting, assessment and reporting to parents

Mode of Target Setting:

Targets set in line with English and maths (this will be reviewed and the school will explore innovative ways of target setting and measuring progress beyond levels outside the core subjects).

Mode of Assessment:

Ongoing – Teacher marking of book work, assessment for learning strategies within lessons, teacher mark book data, peer and self-assessment, end of unit knowledge tests.

Reporting to Parents:

Reported to parents once a year as a statement of acquired knowledge (reviewed following outcome of Primary Assessment Consultation and good practice guidance from NAHT).

Specific relevance to character and the growth mindset

Our choice of the 2014 National Curriculum with its enhanced focus on knowledge is rooted in the belief that with a **growth mindset** and curiosity all pupils are capable of mastering complex subject content and achieving success. Furthermore, it is influenced by the research of ED Hirsch, which suggests that cognitive skills and cultural literacy can only be effectively honed in the context of a solid base of knowledge.

To ensure that pupils remain enlivened and engaged by their learning, as well as acquiring strong knowledge content, at least one topic per term will be guided by the Project Based Learning (PBL) framework which enables pupils to engage with rigorous topics whilst also developing many of the skills so vital to character development, most notably collaboration. When used, project based learning will be carefully guided to ensure that there is a continual focus on the precise acquisition of enriching subject knowledge and a mastery of numerical and literacy skills alongside collaboration.

| | |
|----------------|-----------|
| Subject | PE |
|----------------|-----------|

| | |
|-------------------|----------------------------|
| Curriculum | National Curriculum |
|-------------------|----------------------------|

How will it be delivered and how does this link to the CPPS vision around character and meet the needs of our pupils?

PE lessons will include a range of sports and physical activities and potentially include participation in sport at National Sports Centre, Crystal Palace. One of the two weekly

PE sessions would include games/activities that reinforce learning in maths (studies of the impact of sports participation alongside structured numeracy programmes indicate enhanced progress in Maths of up to 10 months (Source: EEF Toolkit)).

Mode of target setting, assessment and reporting to parents

Mode of Assessment:

Teacher assessments. In all subjects, pupils will be given **effort grades** alongside attainment grades to reinforce the message that determination reaps rewards. Reported to parents once a year as part of the Character Report Card (pages 53 and 54).

Specific relevance to character and the growth mindset

PE lessons will include a range of sports to enable pupils to find activities that help them develop their **enthusiasm**. Team sports will be used as part of a varied programme to enable pupils to develop their **determination** and **self-control**.

| | |
|----------------|------------------------------------|
| Subject | PSHE and the Character Hour |
|----------------|------------------------------------|

| | |
|-------------------|--|
| Curriculum | |
|-------------------|--|

How will it be delivered and how does this link to the CPPS vision around character and meet the needs of our pupils?

The non-statutory PSHE programme of study will be used to reinforce key messages about character and the growth mindset (e.g. teaching pupils to recognise, name and deal with their feelings in a positive way provides an opportunity to talk about **social intelligence** and **self-control**). It will be delivered during the 'Thought for the Day' slots.

The **Character Hour** will run each Wednesday during an extended day and will be delivered in vertical house groups. During this hour, pupils will work collaboratively on projects and activities that directly contribute to the development of their character strengths. Examples of these projects include:

- clearing up a local woodland;
- organising a concert for a local old people's home;
- fundraising for a nominated charity;
- growing food to sell at the Crystal Palace Food Market community stall;
- planning and organising a sponsored event;
- a community art project on the works of famous artists (e.g. Pissarro) who painted in South East London;
- learning how to read music;
- creating a puppet show to demonstrate self-confidence and resilience to be performed in an assembly.

Mode of target setting, assessment and reporting to parents

Mode of Assessment:

Assessed via the Character Report Card (see pages 53 and 54).

Specific relevance to character and the growth mindset

Mode of Target Setting & Assessment:

Each project carried out in the Character Hour will be directly linked to a key character attribute. In particular, although not exclusively, the Character Hour will ensure that pupils can participate in practical acts that show **gratitude** to others. Pupils will be set individual targets for these sessions based on the weaknesses that are identified in their Character Report Cards.

| | |
|----------------|------------------|
| Subject | Languages |
|----------------|------------------|

| | |
|-------------------|----------------------------|
| Curriculum | National Curriculum |
|-------------------|----------------------------|

How will it be delivered and how does this link to the CPPS vision around character and meet the needs of our pupils?

At Key Stage 2, the school will deliver 20 minute foreign language sessions three times a week. To help prepare students for this, the school will run languages drop down weeks in KS1 to enthuse pupils about learning languages. As with history and geography, a successful foundation in languages is particularly vital for our pupils, as it is a key Russell Group facilitating subject.

Mode of target setting, assessment and reporting to parents

Mode of Target Setting:

Targets set in line with English targets.

Mode of Assessment:

Teacher assessments (this will be reviewed and the school will explore innovative ways of target setting and measuring progress beyond levels outside the core subjects). In all subjects, pupils will be given effort grades alongside attainment grades to reinforce the message that determination reaps rewards.

Reported to parents once a year as a statement of acquired knowledge (reviewed following outcome of Primary Assessment Consultation and good practice guidance from NAHT)

Specific relevance to character and the growth mindset

Children will not only learn the language but will also learn about different cultures to foster *curiosity*. Links will be made with a school in that country so children will have the opportunity to do some purposeful writing to children abroad.

Statutory Assessments

CPPS will prepare students for, and administer, the following statutory (and non-statutory) assessments:

- EYFS Profile (likely to be non-statutory);
- Baseline Check (likely to be reception/Year 1);
- Statutory national curriculum tests in English and maths at key stages 1 and 2 (and science depending on outcome of consultation);
- Phonics Screening Check at end of Year 1.

Table D3: The School Day at CPPS

| Session | <i>A Day In the Life – CPPS from a Year 1 perspective</i> |
|---|--|
| Morning | |
| <p>Thought for the Day – Building young characters - Assembly and daily reading programme linked to character themes and the PSHE programme (30 min)</p> | <p>As I arrive at school, I see Mr Vernon, the school Office Manager. He says a big well done to me for arriving so neatly in my uniform and on time for learning. I say good morning and thank him (we've been learning about it is really important to say thank you and show gratitude to people). I walk into the classroom, find my set place at the guided reading table and sit down. Each table has a different activity (Table1: Guided reading group with the teacher, Table 2: Follow Up task, Table 3: Response to Marking, Table 4: Magazines and Comics, Table: 5 Reading corner). Mrs Smith does the register and we respond with the character strength which we will focus on today; mine is 'determination' as yesterday I found myself giving up a little when things got difficult. As it is Monday, it's my group's turn to read with Mrs Smith. We read our book and she asks me '<i>How does Jimmy (character) show determination (she shows me the blue dinosaur) to overcome his problem?</i>'</p> <p>We go to our Thought for the Day Assembly. There are 30 children from all different year groups performing the songs they've been practising in Character Hour to sing to the old people's home down the road. We've been learning about how it's important to show gratitude to people in our community. At the end of the Thought for the Day, four children get certificates for being really self-controlled when they were at Rock Climbing Club last week (and I am one of them). Photos of us climbing and learning about belaying go on the Self Control board in main reception. I've started rock climbing at half term and I've learnt that it can be really dangerous unless you show self-control at all times. It's tough but great fun!</p> |
| <p>'Determined Readers and Writers' - Mastery workshop in English (1 hour)</p> | <p>We go back to class and it's time for Determined Readers and Writers. I've been finding it difficult to get my 'd' and 'b' the right way around and so this was something my teacher has been asking me to be really determined about practising. Today we were writing sentences about the main character in our class reading book. I find it hard to write good sentences, so my teacher and the teaching assistant have been helping me to say my sentence out loud before writing it down. When I feel like giving up, they remind me that being determined will mean I do well. I feel optimistic because today I am doing so much better than I was, especially at capital letters and full stops. My teaching assistant gives me a sticker to stick on the blue dinosaur on my Character Report Card (he was looking a bit empty, I'm trying to fill him up with stickers by trying really hard to be more determined).</p> |

| | |
|---|--|
| <p>Break& Snack - Games to support character development alongside free explorative play (20 min)</p> | <p>At break time we have a quick snack (I like bananas and milk the best and have been learning about how eating healthy food helps us keep self-control). Outside I like to play on the climbing frame, I'm determined to reach the top of it soon.</p> |
| <p>Mastery Workshop in Phonics (KS1), Spelling and Grammar (KS2 twice a week), Foreign Language (KS2 three times a week) (20 min)</p> | <p>It's phonics when we come back in. We look for 'our special friend' in words (these are spelling patterns). We use our 'Fred talk' (that's when you break a word down into separate sounds) to read these words. Susie (the puppet) went on holiday and bought back some nonsense words and she needs us to help her read them. We sound out each word and Mrs Smith tells me I am being a red dinosaur (enthusiasm) as I have worked really hard during the phonics session and I found lots of 'special friends'. I can put a sticker on my character report card. I also laughed a lot at the funny words we learnt; they help make reading fun.</p> |
| <p>'Determined Mathematicians' - Workshop in Mathematics Mastery (1 hour 5 min)</p> | <p>At school we do a special maths project called 'Mathematics Mastery'. I love it. We've been learning about equations. My mum said she didn't do equations until she was much older than me, so I feel really proud that we have all been trying so hard to understand something so difficult. We work in pairs in maths, so that we can help each other if we get stuck; I'm working with Lizzie today and she's really enthusiastic about getting started. I am too – I like maths because we get objects (today we've got lots of different coloured ribbons) to help us solve the problems. Lizzie and I really challenged ourselves when we got stuck and between the two of us we worked out the answers. It felt SO GOOD. I got a sticker on my curiosity yellow dinosaur card for asking questions.</p> |
| <p>Midday</p> | |
| <p>Lunch - Family setting for lunch. Staff and pupils eat together to enable all children to develop self-control, social intelligence and show gratitude. Games to support character development alongside free explorative play (1 hour)</p> | <p>It's lunch time and it's my group's turn to set the table and fill the water jugs. Some of the Year 3 pupils were starting to argue over who could carry the jugs, but our lunchtime supervisor, Ms Longville, stopped it and reminded everyone that they need to show self-control at all times – so they shared the carrying of the water. The teachers eat their lunch with us too. We take it in turns to serve the food to each other and we all wait until we are finished before we can clear up and get down from the table. This gives me a chance to get a sticker on my violet dinosaur (social intelligence). Before I started school, I used to leave the table to watch TV if I finished eating before Mum. Now, she makes me stay and with her until she has finished (I think she learnt about this at a class she went to at school when I was in Reception). We clear the table together and she is really pleased I am more helpful. We all go into the playground for playtime. My favourite game is 'Please Mr Crocodile', as I like running around.</p> |

Afternoon

Topic based learning:
Monday & Friday: '**Curious Scientists**' – (science, DT and computing) in a topic based format. Science taught in a practical, exploratory and often outdoors context (incorporating elements of music and PE where appropriate) 2 hours (= 4 hours total).

After lunch, we come in and sit down at our topic tables. We complete our handwriting practice. My letters for today are 'b' and 'd'. I am determined to get them the right way round.

Our main Topic for this half term is 'Talking Time'

As it is Monday we are going to be Curious Scientists. Today we look at the differences between day and night time light and who needs night lights. I am very **enthusiastic** as we are doing an experiment to investigate night lights and which materials are best to make a night light.

For my homework, I got my sticker on yellow dinosaur (**curiosity**) as I found out lots of information about day and night. I shared this with the class during show and tell and put it on the Character Working Wall.

Topic based learning:
Tuesday, Wednesday and Thursday: '**Curious About Our World**' (history and geography) taught in a topic based format incorporating art, DT, dance, music, RE and drama) (2 hours Wednesday, 1 hour Tuesday & Thursday = 4 hours total)

As it is Tuesday we are Curious About Our World. We use our special time machines that we made for homework to go back in time and discover the Big Woolly Mammoth, which is an extinct animal. I didn't know that word before today. Cavemen hunted these for food and to keep them warm. We look at some pictures of cave paintings in pairs and practice making our own ones on rocks. Mrs Smith said we will evaluate these next week using our success criteria; we decided these at the start of the task so that we know how to make our work really good. At the end of the session, we do a quick quiz to make sure we've remember the key knowledge facts that we need to know for this topic. We stick the key fact pictures and words on our topic board in the classroom to help us remember them. I really want to go home and find out more about other extinct animals; Mum and I spend some time each evening talking about what I have learnt and I love it. She's just started doing this since she went to a class at school about helping me.

PE Tuesday & Thursday (One of the two PE sessions per week would include games/activities that reinforce the mathematics and science.) 1 hour each (= 2 hours per week)

For PE, we have been learning how to move like different animals. This week we are making big movements like those of a mammoth. The mammoth was very similar to an elephant. We will be putting these different movements together to create a dance using the music from Carnival of the Animals. During our PE we also practice our maths, making sure we properly count our movements for the dance.

| | |
|---|--|
| <p>Reflection and Story Time 15 min (On Wednesdays this will be extended to 60 minutes to incorporate 'Character Hour')</p> | <p>At the end of the day, I collect my home time things and Character Report Card dinosaurs and sit down ready for Mrs Smith to read a story. Today we listen to a story about 'Mr Big' who is sad, as he is a lonely gorilla. When other people find out he is good at playing the piano, they want him to play at a concert. He plays at the concert and feels better about himself as people know that he has tried hard to learn the piano. Mrs Smith shows us the rainbow coloured character dinosaurs and asks us where each one is shown in the story.</p> <p>We close our eyes and think about which dinosaurs we have used in the day, I feel pleased I have been more determined today and really got better at my writing. Each of us is asked to think of which dinosaur we need to improve on most tomorrow (I think mine is self-control because today I got a bit upset at lunchtime when I thought my best friend wanted to play with someone else). We put a post-it note on the dinosaur we most want to improve on and put our Character Report Card dinosaurs back in our drawers, ready to take out for the register tomorrow morning.</p> |
| <p>After-School</p> | |
| <p>Enrichment Club (Pupils funded to attend at least once per week). Variety of music, sport and arts activities from which pupils can choose. Pupils encouraged to pick a variety of activities and also develop their own passions and interests (2 hours)</p> | <p>I go to sewing club today. I really enjoy it as we can make things. I am making a cushion at the moment. I found it really hard to sew neatly before I practiced, but I've tried hard and my stitches are so much better now. I feel really proud of myself.</p> |

Table D4: Topics Timing per week

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/Voluntary | Comments |
|---|---------------------------------------|---------------------|--|
| Phonics (Key Stage 1) | 1 hour 40 min | Mandatory | 20 minutes per day. Reinforced throughout all lessons to support reading. |
| Spelling and Grammar (Key Stage 2) | 40 minutes | Mandatory | 20 minutes per day, twice a week. Reinforced in English Workshops. |
| English (Key Stage 1 and 2) | 5 | Mandatory | Reinforced through topics in afternoon. |
| Maths (Key Stage 1 and 2) | 5 h 25 min | Mandatory | Reinforced through topics in afternoon. |
| Curious Scientists (Key Stage 1 and 2) | 4 | Mandatory | science, DT and computing in an integrated topic based format. Science taught in a practical, exploratory and often outdoors context (incorporating elements of music and PE where appropriate). Taught in 2x2 hour sessions to develop deep learning. |
| PE (Key Stage 1 and 2) | 2 | Mandatory | Reinforced through Enrichment Club. |
| 'Curious About Our World' (Key Stage 1 and 2) | 4* | Mandatory | History and geography taught in a topic based format incorporating art, DT, music, RE and drama . Taught in 2x2 hour sessions to develop deep learning. |
| Enrichment Club (Key Stage 1 and 2) | 10 hours after school + holiday clubs | Strongly encouraged | All pupils attend at least one 2.5 hour Enrichment Club session per week. Pupils' involvement in Enrichment Club closely monitored. |
| PSHE (Key Stage 1 and 2) | 2.5 | Mandatory | Delivered through Thought for the Day sessions. |
| Character Hour (Key Stage 1 and 2) | 1 | Mandatory | An hour each Wednesday, delivered in vertical year groups. |
| Foreign Language (Key Stage 2) | 1 | Mandatory | Taught in 20 minute slots three times a week (Language immersion theme weeks in Key Stage 1). |

Homework will be set in focussed and structured projects to support the humanities and science topic themes rather than on a daily basis. It will be designed to reinforce curiosity and a love of reading and will directly be referred to in lessons. An example of a science-related homework is to design and create a working rocket. CPPS will use ICT (Edmodo or equivalent) to communicate with parents about homework activities, as well as sending half-termly homework bulletins home to those who do not have access to the internet (for further information on home-school communication see Table D11 on page 59). In order to enable pupils to have time to engage in meaningful Enrichment Club activities, develop a love of independent reading and also to support family life, pupils will not be set homework on a daily basis, although pupils will have a Home Reader Card to ensure that they are reading at home on a regular basis. This approach is reinforced by the EEF Toolkit research evaluation which indicates that at primary level, daily homework is less effective than short focussed tasks related to what is being taught in the classroom. The effectiveness of homework in supporting attainment will be reviewed on a regular basis as part of the school's self-evaluation framework.

Meeting the needs of all pupils

Assessment of needs:

At the start of Reception (or upon entry for pupils who are casual admissions to the school) the school will assess their learning, emotional and behavioural needs. Half-termly assessments will then highlight progress and identify pupils who are struggling. These assessments will be coordinated by the Deputy Heads (both SENCO and Curriculum) to ensure teachers are provided with fine-tuned data about their pupils. This will include:

- Using the transition and enrolment process before entry to gather information about pupils' needs (SEN and emotional/behavioural) from families and parents (for further detail on this see page 38);
- Liaise with social services about pupil's who are new to the school to check whether there is any undetected social services involvement;
- Baseline testing to establish learning targets and identify pupils who need additional intervention (for further details on this testing see page 32);
- Using educational psychologists and speech and language therapist for assessments where concerns arise about autism, or other identified relevant needs;
- Contact with nurseries (including visits);
- Dyslexia assessments from age 7 where concerns have been raised;
- Ongoing assessment (see Table D2) to spot pupils who are excelling or failing to meet potential. This will trigger further assessment of needs to allow for greater support, or more challenging and stretching targets as required.

Effective teaching and learning at the heart of meeting the needs of all pupils:

Excellent and highly accountable teachers are the key to success for all pupils.

There will be a focus on:

- High expectations for all pupils, with support and stretch at all levels.
- Mixed ability groupings rather than 'ability' streaming to support the ethos of the growth mindset and to foster the belief in all pupils that they are capable of success. Research evidence suggests that whilst streaming has some small impacts on the learning of those performing at the top end; this is outweighed by the negative impact on disadvantaged pupils who are more likely to be left in

lower attaining groups. This is most notable in Maths and in terms of the long term impact on confidence and belief that everyone can succeed. Teachers and teaching assistants will be trained to provide effective support for learning to pupils at both ends of the attainment spectrum.

- The quality of feedback to learners about their learning 'it was good because...'. Feedback will be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance. All feedback will be responded to at least once a week, to ensure it has a meaningful impact upon children's learning.
- Collaborative and mastery learning which most significantly improves the performance of lower attaining learners.
- Teachers and teaching assistants engaging with research-focussed CPD and a fortnightly Journal Club (see page 55) to ensure they are constantly reviewing 'what works' for their pupils.

The use of the Pupil Premium and closing the achievement gap for FSM pupils:

We expect at least 25% of our pupils to be eligible for Free School Meals and the use of the Pupil Premium is vital for securing their academic attainment. At CPPS, outstanding teaching and feedback will be fundamental in transforming outcomes for these pupils. The target setting process will ensure that there is a constant focus on data and narrowing the gaps, reinforced through half-termly Accountability Meetings between the Head, Deputies and Class Teacher.

The Pupil Premium will predominantly be used to support FSM pupils through:

- ***A stratified team of highly trained, directed and evaluated Teaching Assistants to support learning*** (see page 35) particularly in the areas of mathematics (a local weakness) and English. FSM pupils who fail to make expected levels of progress will have a nominated Senior Teaching Assistant who will be directed to work with them on areas of underperformance and liaise with families (this will include liaison over attendance where this is a concern). EEF research indicates that whilst teaching assistants have variable impacts, they can have a positive impact upon learning when they work in close partnership with teachers. The research also indicates that teaching assistants have a positive impact on pupils' perceptions and attitudes towards their learning, which is vital if the school is to reinforce character and the growth mindset with all pupils.
- ***Discounted Enrichment Club sessions for FSM pupils*** to ensure they are not marginalised from the school's ethos of character development through enrichment. The expectation is that participation in a range of enrichment activities will support learning in the classroom and raise expectations of pupils. This aspect of Pupil Premium spending will be closely reviewed to analyse the extent of its impact upon pupil attainment.
- ***Support for families*** (via workshops and allocated Senior Teaching Assistants) to enable them to reinforce character strengths and the growth mindset at home and support the work of their children.

The Governing Body will hold the school's senior leaders firmly accountable for the use of the Pupil Premium and require constant evaluation of the effectiveness of the interventions it funds, supported by the EEF DIY Evaluation Guide. If evaluations

and research evidence suggests the Pupil Premium could be put to better use, school development plans will be changed accordingly.

Looked after children:

The school recognises that in its cohort there will be a handful of Looked After Children and families that will have Social Service involvement. As table D1 shows, indicators suggest this is likely to be fewer than five pupils. The Head Teacher (delegated to the Deputy Head (SENCO)) will be in charge of Safeguarding and will work closely with social services and the Virtual School Head in any relevant local authority to ensure interventions put in place meet the specific needs of each individual child (these may include work with CAMHS and social services, TA support with homework, support to help children cope with enrichment activities).

To ensure Looked After Children and children with Social Service involvements do not perform at a lower standard to their peers, their progress will be a standing item on the agenda at the half-termly Accountability Meetings between the Head Teacher, Deputy Head Teachers and Classroom Teacher to ensure effective differentiation and support is being put in place. If sufficient progress is not being made the individual interventions being used will be reviewed, in line with research evidence and the views of the child and outside agencies.

Literacy recovery/intervention (including EAL):

40% of pupils are expected to be below average on entry in speech and language and one third of pupils will have English as an Additional Language. The school's core ethos of character, most notably in terms of determined mastery, will support pupils and their journey to English language acquisition. Indeed, as indicated above, mastery learning most specifically raises the attainment of those pupils with lower prior attainment.

The school's early years provision is key to narrowing the gaps in literacy. Baseline testing upon entry in Reception will identify pupils who enter with lower starting points. In Reception, teachers and trained teaching assistants will use the Nuffield Early Language Intervention programme (which has had its effectiveness at raising attainment in literacy validated through a randomised controlled trial) in small groups to boost confidence and vocabulary before entering Year 1. This 20 week programme focuses on improving vocabulary, narrative and listening skills. It will be run by teaching assistants who are trained in the programme. Children identified as requiring intervention will take part in three, 30 minute group sessions and two 15 minute individual sessions per week. The end of the programme introduces children to the main stream phonics awareness that will support them in their Reception and Year 1 lessons.

CPPS will use the Read Write Inc. Phonics as the core mode of literacy teaching. Effective lesson differentiation by teachers will mean many who enter with insecure speech and language skills will make excellent progress without the need for further intervention. However, where students have substantial English as an Additional Language (EAL) needs or are identified as needing literacy recovery, we will aim to focus teaching assistant (and also senior leadership) support in small groups where pupils will continue to use Read Write Inc. until their reading is secure.

In order to make this happen, small group intervention will be coordinated across the two reception classes to ensure the maximum effectiveness of the Teaching

Assistant time. The Literacy Lead and EAL Coordinator will work with the SENCO to this grouping and coordinate classroom support and out of lesson intervention when required. There will be clear targets for this intervention and the Literacy Lead will be responsible for rigorous monitoring of the targets to evaluate success. Constant evaluation of the approach to Literacy and EAL will mean that the school continuously moves forwards in its practices.

Staff will receive training in differentiation, the importance of talk for literacy and how to develop partnerships with parents. The Literacy Lead and EAL coordinator will organise home visits and EAL parent workshops to help families support the phonics and reading programme. This will be most strongly focussed in Reception to help bridge the gaps present on entry. Parents of EAL learners and those requiring literacy intervention will also be invited in to read with their children in class; this will be in line with a clear safeguarding policy to ensure pupils are safe at all times. For EAL learners, this will include reading in their own language to give value to it.

To set targets for progress in literacy, the school will triangulate FFT data with CEM's PIPS/INCAS data and the (new) national Primary Baseline Assessment. We will have high expectations for all our pupils and maintain high targets in terms of levels of progress. Indeed, we would expect learners to make accelerated progress as their literacy improves and will be constantly re-evaluating their targets to ensure their progress is not capped by lower starting points. This is particularly important to ensure the lower starting points statistically linked to deprivation are not further entrenched through target setting throughout a pupil's school career.

Language acquisition will be supported by a strong link with the local community library trust to develop an enriching love of reading approach across the school. This will include an Enrichment Club session held in conjunction with the Upper Norwood Library, readathons, author visits, 'Drop Everything and Read' weeks and trips to locations of books read in class. Pupils who are struggling with their literacy will be particularly encouraged to attend the library Enrichment Club session.

The 'most able' (gifted and talented):

CPPS's focus on the growth mindset and the belief that success is rooted in hard work and a determined approach to mastery means that the concept of 'gifted and talented' or 'most able' is incongruent with the school's ethos. Indeed, the research of Carol Dwek indicates that encouraging young children to believe that they are innately talented results in weaker final performance, as these children are more likely to be discouraged when they face difficulty as they feel their talents are 'running out'.

Furthermore, whilst research indicates that conventional gifted and talented programmes bring some learning gains for those involved in them, there is little research that focuses upon the impact of these programmes on the pupils not on the programme, who are disproportionately likely to be from disadvantaged backgrounds. Evidence on ability groups in general suggests that highlighting 'able pupils' has a detrimental impact on the confidence of other learners that outweighs the positive benefits gained by those 'at the top'. Indeed, in a local area of significant economic inequality, there is a significant risk that a notion of 'gifted' or 'talented' will further entrench disadvantage.

Whilst it is essential that the success and hard work of pupils is celebrated both overall and also where they flourish in particular subjects, the language of 'high ability', 'gifted' and/or 'talented' will not be used within CPPS.

Baseline testing on entry into the school will inform progress target setting and effective differentiation within classes will ensure that pupils are constantly stretched and challenged by the work they are doing to reach exceptional goals. It will also highlight pupils who are making poor progress relative to their high starting points so that intervention can be provided. Monitoring of teaching and learning will ensure that this is in place. Going beyond this, the school will set up systems to specifically notice where children are performing particularly highly in individual subject areas and nourish their curiosity and determination in relation to these subjects. To support this, pupils will also be given the opportunity to develop their academic passions via the varied Enrichment Club programme (see page 39). CPPS will ensure **all** pupils believe that if they work hard and persevere, they will be equipped with the foundations to go on to compete for places at Russell Group universities, or succeed in areas and careers about which they are passionate.

This will all be recorded via the Character Report Card (which will be in place for all pupils, further details can be found on pages 53 and 54). Pupils will be given badges and awards that reflect their efforts towards the subjects in which they perform most strongly; these awards will focus on why they are doing well (e.g. ██████████ is doing brilliantly in maths and has mastered long multiplication. He did this by being a determined problem solver and practicing the questions he got wrong each night until he understood them.) Each half term teachers will meet with pupils in small groups to discuss their emerging passions and this will be communicated home to parents alongside the Progress Data Report. A display board in each classroom will show these passions ('This half term, I am really curious/passionate about'...)

Pupils with differing degrees of SEND

We anticipate that an average of 27% of our pupils will have SEND without a statement and an additional 2% will have statements (likely to be birth- to-25 education, health and care plans by 2015). A range of needs will be encompassed under these headings including speech and language needs, physical disability, sight or hearing impairment, autism, dyslexia, dyspraxia and behavioural needs such as ADHD.

For pupils with SEND, the seven character traits and growth mindset provides a clear way of understanding that their efforts will be rewarded by improved attainment. Indeed, mastery learning as a technique is demonstrated to bring the biggest benefits to the pupils with the lowest prior attainment. The focus on determination and self-control in particular provide pupils with a consistent way of articulating behaviours which will support study and relationships with others for pupils with a diverse range of learning and behavioural needs.

A significant proportion of the school's support for SEND will be incorporated into its support for literacy. Beyond this, the school, led by the SENCO Deputy Head (for further details see p37) and facilitated by trained senior teaching assistants, will develop partnerships with parents following the Achievement for All model to ensure that parents feel constantly engaged in the plans for their children and the spending of their personal budgets (following Royal Ascent of the Children and Families Bill). In the Achievement for All model, all SEND pupils are allocated a senior

member of staff (predominantly the SENCO but in certain incidences the Head or Deputy Curriculum) who meets with the family on a half-termly basis to review progress and involve the parents in the development of Individual Educational Plans. The IEPs will be updated regularly, with aspirational targets rooted in a clear understanding of the needs of the pupil and include work to support character development to ensure that no child is left behind in their broader development.

Teachers of children with SEND needs will be appropriately trained to deal with their specific needs and implement the IEPs. SEND children may have poor attendance, which will be monitored by the SENCO Deputy Head. The school will work, via allocated Senior TAs, with parents of SEND children who have special educational needs themselves or have poor literacy.

The school will work with outside agencies including CAMHS, educational psychologists, social services, GPs and hospitals and speech and language therapists where appropriate. To facilitate this, CPPS will establish links with local schools to share resources. Again, as with all pupils, CPPS will maintain high targets in terms of levels of progress. The IEP will be rigorously monitored with a constant evaluation of the success of the interventions. The performance of SEND pupils will be analysed on a half-termly basis and fed into the report to governors. It will form part of the agenda of the half-termly Accountability Meetings between the Head, Deputies and Subject Teacher.

To support SEND, CPPS will use Teaching Assistants in each class but recognise that these must be managed highly effectively (in CPPS's case by the Deputy Head-SENCO) to ensure they add value and successfully support learning. The school will ensure effective use of teaching assistants by:

- Comprehensive training through a CPD programme, including contributing to research projects and the school's Journal Club;
- Rigorous performance management (informed by TA lesson observations, 360° evaluations and pupil voice) coordinated by the SENCO;
- Giving TAs time to plan the interventions (alongside teachers);
- Involving TAs in lesson planning;
- Involving TAs in 360° feedback of teachers and leadership;
- Using the Checklist Manifesto to provide quick checks on the day to day work and presentation of TAs;
- Developing a stratified Teaching Assistant structure that provides value for money, career progression and the development of expertise within the team:
 - Senior TAs – paid at the unqualified teacher rate and used to lead intervention work for particular identified groups (e.g. FSM, EAL, SEND). Trained in working with parents to build capacity within families. Lead some Enrichment Club sessions. Aim that some of these TAs would eventually go onto School Direct within CPPS if they are qualified to degree level. Where possible, Senior Teaching Assistants will have, or be working towards, the HLTA Assessment.
 - Permanent TAs – qualified to NVQ Supporting Teaching and Learning in Schools level and allocated to particular year groups to support intervention work across classes. Used to support Enrichment Club, in addition to session staff.

- Apprentice TAs – School leavers working towards Intermediate Apprenticeships in Supporting Teaching and Learning in Schools. Trained with the aim of acquiring NVQ and becoming permanent TAs within the school.
- Internship TAs – Providing internships for graduates wanting to enter teaching or school leavers wanting to apply through UCAS for a BEd.
- In the longer term, attract TAs who wish to go onto Schools Direct teacher training to provide depth in the staffing team and to enable the school to ‘grow our own’ in terms of outstanding teachers.

To ensure that the needs of SEND pupils are at the forefront of the school, and to ensure they receive excellent provision, the school’s senior leadership will also be involved in coordinating SEND intervention and booster classes, particularly targeting underachievement in mathematics (a local priority) and English. In line with the approach to the use of the Pupil Premium, the school leadership and governing body will thoroughly evaluate the effectiveness of interventions for SEND pupils to ensure they deliver excellent outcomes and value for money.

Those with social, emotional and pastoral needs

Some children at CPPS will have a wide range of social, emotional and pastoral needs stemming from a variety of problems including family breakdown, abuse, bereavement, poor family mental health and issues related to poor parenting. Evidence from the Joseph Rowntree Foundation shows that these will be disproportionately, though not exclusively, concentrated in pupils eligible for FSM. The focus on character, particularly *social intelligence, optimism* and *self-control*, is key to supporting these children as it provides a clear framework for articulating positive behaviours and reinforcing these with families. Establishing excellent support in these areas is also essential to ensure there is excellent discipline within the classroom. This is vital, as excellent pupil behaviour is integral to ensuring our pupils reach the aspirational targets we have for them. A recent PISA study found that global rankings in reading, science and maths were directly correlated with standards of discipline within classrooms.

Pupils who are identified as being a particular concern will be allocated a Senior TA to work with their families and coordinate day to day liaison with CAMHS, GPs, the School Nurse and social services. This will be overseen closely by the Deputy Head (SENCO) who has overall responsibility for pastoral needs within the school and will support the Head on safeguarding issues (the Head will be the Safeguarding Lead). Home visits at the start of the year will allow intervention to be put in place from the very beginning and produce a risk list for safeguarding and emotional wellbeing. These visits will continue throughout the year for families who are particularly hard to reach. Liaison with social services will be very close and the school recognises the particular challenge it faces in this regard, as it will have to forge strong relationships with social services teams in five separate boroughs.

The Character Hour is of particular importance to the social and emotional development of pupils who are struggling and to ensure they can succeed within this session, the school will use its TAs to focus on the needs of these vulnerable pupils during this period. The Character Report card will monitor the pupils’ needs and set targets in a positive way, supporting liaison and work with parents.

How will the CPPS SENCO support pupils?

From Year Two of the CPPS's operation the school's main SENCO will be a Deputy Head and placed at the heart of the school's leadership and management to ensure that the needs of the most vulnerable pupils are at the forefront of decision making within the school. They will be the Safeguarding Lead on a day to day basis and be responsible for the school meeting its statutory obligations under the SEN Code of Practice (including revisions in line with the Children and Families Bill). In Year 1, the statutory SENCO duties will be fulfilled by the SENCO qualified teacher and leadership, pastoral and safeguarding responsibilities will be fulfilled by the Head Teacher. The SENCO qualified teacher will remain in post (as a class teacher with SEN responsibilities) at the school beyond Year 1 to ensure that CPPS has excellent SEN and pastoral provision and that succession planning for SEN is in place within the school.

The Deputy Head - SENCO will lead the following:

- Relationships with outside agencies (Educational Psychologists, GPs and hospitals, the police, CAMHS, Social Services and the Virtual School Head for the relevant local authority for looked after children). This will be delegated to the SENCO qualified teacher and Senior Teaching Assistants where appropriate;
- Leadership and Management of Teaching Assistants (including regular performance reviews). They will line manage the Senior Teaching Assistants whilst the SENCO qualified teacher will line manage the remaining TA team;
- Coordination of work with hard to reach families;
- Embedding the Achievement for All model within the school to support the work with parents of SEND pupils, including not only those with birth- to-25 education, health and care plans and personal budgets but those categorised as School Action and School Action Plus;
- IEPs – their writing, monitoring and evaluation (this will be supported by the SENCO qualified teacher);
- Coordination and evaluation of assessments and intervention programmes for SEND (and initially EAL) pupils (this will be supported by the SENCO qualified teacher);
- CPD related to SEND/EAL/safeguarding and differentiation;
- The school's approach to behaviour management and how this relates to character;
- Support for Looked After Pupils;
- The focus on FSM pupils' achievement and extra-curricular involvement.

Ensuring the successful transition of pupils into CPPS

Research by the Joseph Rowntree Foundation suggests that the patterns in individuals' educational attainment are established early in their school years, and are often difficult to break; this is as true for success as of failure. We believe pupils have the right to expect that their school will enable them to achieve at the highest level. As such, CPPS will be focussed on ensuring all pupils have the right start at school. The following actions will be overseen by the Deputy Head –SENCO, (coordinated by the Head teacher in the opening year):

- Parents will be invited to an information evening within a month of the allocation of a place, where they will meet the senior school staff, teaching assistants and

their child's teacher. At this session, the school's approach towards character, the curriculum the children will follow, enrichment and any other relevant information will be shared with parents. Where children attend pre-school, a visit will be made to discuss the child's development if this has been raised by parents as a concern at this session. Parents will fill in enrolment information at this meeting, which will form part of the baseline assessment of pupils' needs.

- Home visits (divided between a team of teachers, Senior TAs and school leadership) will then take place before all pupils begin the school to help develop relationships with parents and also highlight any safeguarding concerns. Where a pupil is FSM, a senior teaching assistant (who will become their link worker) will also attend the meeting. This worker will fully explain the support offered to FSM pupils and engage with the parent on their hopes for their child. Where a pupil has SEND the SENCO qualified teacher will also attend the home visit. Information from these visits will form part of the baseline assessment of pupils' needs.
- Parents and children will be asked to attend a half day settling-in session at the beginning of the academic year. Follow ups will be made with families who do not attend and individual appointments arranged. During these sessions, as part of the baseline assessment, observations by the SENCO qualified teacher will help to spot pupils with previously unidentified needs.
- To support the transition of EAL pupils, the school will run a pre-arrival Parents' Workshop and one workshop per term to familiarise them with phonics and help families support their children's English language acquisition. Teaching Assistants will be focussed towards pupils who have significant EAL needs to help them integrate well into school life, this includes support at lunch and break times if necessary.
- Parents will be encouraged to attend 'Developing Character and a Growth Mindset at Home' Workshops (three group coaching sessions run over a three week period). These will be undertaken throughout the school year and parents can attend at any point in their child's school career. However, CPPS will focus on getting parents to attend a block of workshops in their child's first year at the school.
- Pupils joining the school will be invited to Induction Days in the summer term before they start.
- High quality home school communication will be established with parents throughout the school; this will be particularly intensive in the year of entry (see page 59 for further details).
- Character Report Card to facilitate communication about character development with home from the start.
- Parents will be welcome to attend Parents Surgery Sessions with class teachers which will be run one day a week after school for parents to drop in if they have any concerns.
- Base-line speech and language testing and the national primary baseline assessment (see page 32) will be used to help establish pupil's needs as soon as they arrive at the school, and these will be supported via the Nuffield Early Language Intervention programme, where necessary.

Ensuring the successful transition of pupils into secondary school

Transition into secondary school will be overseen by the Deputy Head Curriculum, in close liaison with the Deputy Head SENCO where SEN or vulnerable pupils are involved. The school will focus upon:

- Excellent Key Stage 2 outcomes to provide pupils with the best possible start in secondary school.
- Information evenings for parents in Year 5 and 6, which all local secondary schools are invited to attend.
- Particular focus on hard to reach and FSM pupils to ensure their parents are provided with additional support when making choices for secondary education. This will include one-on-one appointments with the Deputy Head (Curriculum) who is responsible for transition to ensure they are being given high quality advice. Similar support will also be given to EAL parents and information will be translated if needed.
- Invite secondary teachers in to run KS3 taster days for Year 6 classes, to which parents will also be invited. This will help ensure parents are actively involved in the transition process. Where Year 5/6 pupils are making very rapid progress (particularly in maths, English and science) we will set up links with local secondary schools for our pupils to attend secondary school lessons in that particular subject.
- Vulnerable learners and SEND pupils will be supported by their primary school TA on Induction Days at their new school. IEPs and relevant information from the school file (e.g. child protection concerns, information about the family that is of use, information on what works for pupils etc.) will be shared with the relevant people at the secondary school.
- From September, Year 6 teachers will ensure children are helped to cope with the change to secondary school (reflecting on the way in which their character strengths will help them) through Thought for the Day sessions in the morning.
- High quality communication will be set up with local secondary schools to ensure a smooth transition for all pupils. This will start as soon as the children know which school they will be attending and include timely provision of highly informative data, reports and IEPs (including Character Report Card) to secondary schools to ensure smooth transition and reduce the dip in attainment in Year 7/8. This will also flag to secondary schools any concerns that CPPS may have about a pupil's progress.
- CPPS will offer training on character and the growth mindset to pastoral leaders and Heads of Year 7 in all secondary schools receiving our children to explain our approach to character development and how to integrate it into school life.
- We will encourage local sixth formers to help with Enrichment Club to CPPS pupils make links with older learners and help bridge the gap to secondary school. The long term aspiration is for these Sixth Formers to be former CPPS pupils to help embed the notion of the long term development of character strengths (notably gratitude and giving back to society).

Enrichment Club – the CPPS Enrichment Programme

Enrichment is at the heart of the CPPS vision of developing character and the growth mindset, both of which emphasise learning as its own reward rather than simply for improved test scores. CPPS will run a daily **Enrichment Club** to enhance the formal

curriculum and ensure that the individual interests and talents of each pupil are recognised and given a chance to thrive. To facilitate this, the school will develop local partnerships with community groups, parent volunteers, the National Sports Centre at Crystal Palace and local sixth forms to help run activities in its Enrichment Club. The school will closely monitor pupil involvement in the **Enrichment Club** to ensure no child’s personal growth is left behind.

The CPPS Enrichment Club (the school’s After School Club) will be timetabled and operate for two and a half hours each day after school and in school holidays. All pupils will be expected to participate in at least one activity per week, which will be provided free of charge. Families will contribute to the cost of additional activities to ensure breadth can be offered. The Enrichment Club budget model is designed to be fully inclusive, with charges to pupils being no higher than after school club charges (and at a 75% discount for FSM pupils) for primary schools in Crystal Palace, but offering a far wider range of activities. The Enrichment Club activity programme has been a key part of the consultation with parents, who have suggested many of the activities listed below. The final selection of timetabled activities in Table D5 was chosen to embed character traits and to also meet the following objectives:

- To build on the Olympic Legacy and develop **determined** characters, of critical relevance locally given the school’s proximity to the Crystal Palace Sports Centre;
- To foster links with the Crystal Palace community to encourage **gratitude** and give pupils a sense of belonging (e.g. Transition Town club, Little Shopkeepers at the local market);
- To mirror some of the best of what is on offer at local private schools to encourage high expectations (e.g. Dulwich Prep);
- To particularly develop technical skills to equip children for future careers (e.g. science and engineering and coding club);
- To provide stretch and challenge and improve academic performance and support high expectations (e.g. Book Club);
- To encourage pupils to use the local library and foster life-long **curiosity**.

Table D5: Enrichment at CPPS

| Sports – To develop self-control and determination | Arts – To develop enthusiasm and curiosity | Going beyond the classroom clubs – To develop enthusiasm, curiosity and determination | Other – To develop social intelligence, optimism, enthusiasm and gratitude |
|--|---|---|---|
| Rock climbing Club Diving Club Football Club Trampolining Club Fencing Club Swimming Club | Music lessons Choir Club Photography Club Animation Club Art Club Craft Club Dance Club | Science and Engineering Club Coding Club Spanish Club French Club Maths Club Book Club (held at the Library) Comic Club (hidden literacy intervention) Poetry Club MangaHigh Maths Club | Transition Town Environment Club (including Edible Garden, Outdoor Cooking, Woodland Play) Cycle and Scooter Maintenance Little Shopkeepers |

During the school holidays, the school will organise (and advertise to other local schools to help make financially viable) holiday enrichment activities to further support the vision and the development of key character strengths. Examples include:

- ***Enthusiastic Experimenters*** (science experiments);
- ***Curious about Crystal Palace's Artists*** (art projects);
- ***Thank You (Gratitude) Week*** (a project to improve the local environment in conjunction with Crystal Palace Transition Town);
- ***Determined Decathletes*** (sports week in conjunction with the National Sports Centre).

Staffing for Enrichment Club

- All teaching staff will be expected to oversee one Enrichment Club (with a particular focus on 'Going Beyond the Classroom'). To ensure staff have time for day-to-day teaching responsibilities, they will not be expected to attend every session.
- Senior Teaching Assistants will be expected to lead one Enrichment Club session per week.
- Permanent and Apprentice Teaching Assistants will be paid to supervise sessions.
- Specialist instructors will be bought in where necessary.
- Development of a network of community groups willing to run sessions for free, or reduced rate (at times, in exchange for free use of school premises at another time).
- Development of a network of volunteers (including parents and local people) to help supervise sessions. This network will be DBS checked and trained in the school's safeguarding procedures.

Quality Assurance of Enrichment Club Activities

In order to ensure that Enrichment Club activities offer value for money for the school and parents and deliver exciting opportunities, the school will integrate a quality assurance process alongside its monitoring and self-evaluation cycle (see page 52). It will include learning walks, formal observations, pupil and parent voice. This will be led by the Deputy Head (Curriculum), supported by the Head of Character (a TLR position covering Character, Community Links and Enrichment Club) and administrative support. Staff who are not part of CPPS' regular staff team will be given training in character and the growth mindset to ensure they reinforce the school's vision at all times.

Section D2: Measuring pupil performance effectively and setting challenging targets

CPPS's academic targets will ensure that children's capabilities are not underestimated or held back by low attainment on entry, while at the same time remaining realistic to the schools' particular circumstances and the performance of other primary schools locally and nationally. Our vision is for CPPS to perform in the top quintile nationally, with 100% of pupils making the expected levels of progress from the Primary Baseline test to the end of Key Stages 1 and 2; 30% of pupils exceeding the expected levels of progress. ***Every pupil at CPPS will be expected to meet the 'secondary ready' threshold*** (apart from pupils whose SEND is so significant that this is an inappropriate target), with 30% of pupils exceeding the threshold. This expectation is reasonable, given the current performance of similar schools locally (*one of our local schools – Elm Wood Primary in the Gipsy Hill Federation currently has 100% of pupils hitting the current 'threshold' of Level 4, and over 95% hitting Level 4b*).

Ambitions and realistic targets for pupil performance, behaviour and attendance:

Pupil Performance KPI: *A broad, exciting and challenging curriculum that delivers outcomes in the top quintile on national end of Key Stage tests.* Similar targets are achieved by our very best local schools and it is essential that CPPS adds another outstanding local school to the area. Led by the Deputy Head Curriculum.

Character KPI: All pupils demonstrate the seven key character traits vital to their success later in life. This permeates every aspect of the life of the school. Led by the Deputy Head SENCO/Pastoral.

Enrichment KPI: All pupils actively engage in the after school Enrichment Club. Led by the Deputy Head Curriculum.

Pupil Behaviour KPI: Character is at the heart of a behaviour management approach meaning that behaviour is judged outstanding in all classes and outside lessons. This is essential to ensuring that pupils reach their aspirational academic targets. The very best local schools attain our targets. Led by the Deputy Head SENCO/Pastoral.

Pupil Attendance KPI: Pupil attendance is rooted in the concept of character and grit. Pupil attendance is above national average. Our target is in line with outstanding schools in South London in similar circumstances. Led by the Deputy Head SENCO/Pastoral.

Narrowing the Gaps KPI: The school will ensure that there is parity in the outcomes for all pupils, regardless of socio-economic background, SEND, looked after status or first language. All targets are set to ensure there is significant narrowing of the gaps between FSM and non-FSM outcomes. This target reflects the performance of FSM pupils in our best local schools (where the gap between the performance of FSM and non-FSM pupils is within 3 percentage points across English and maths indicators) and is a key weakness of poorer performing local schools. Led by the Deputy Head - SENCO.

Table D6: Key Performance Indicators for CPPS (further detail on how the measurement methods and how they embed within the school's monitoring cycle please see page 52).

| Pupil Performance KPI: A broad, exciting and challenging curriculum that delivers outcomes in the top quintile nationally. | |
|---|--|
| Specific Targets | Measurement methods (all data broken down by FSM/non-FSM, SEND, gender and ethnicity) |
| <ul style="list-style-type: none"> • 100% of pupils meeting the 'secondary ready' threshold (apart from pupils whose SEND need is so significant that this is an inappropriate target). • 100% of pupils making the expected levels of progress from the Primary Baseline test to the end of Key Stages 1 and 2 in English, maths and science; the percentage of students exceeding expected rates of progress will be 30% above national average (mirroring performance of the outstanding schools in the local Gipsy Hill Federation). • If retained, 100% (apart from pupils whose SEND need is so significant that this is an inappropriate target) of pupils attain the pass threshold of 32 words out of 40 on the Year 1 Phonics Screening Check (mirroring performance of Paxton Primary in the local Gipsy Hill Federation). If this threshold changes, the target will be amended to reflect this. • 90% of pupils commenting positively on their enjoyment of topic based learning. • 90% of formal lesson observations, learning walks and work scrutiny graded good or outstanding (in line with targets for outstanding schools in the local area). • 100% of pupils making the expected level of progress in the Foundation Subjects; the percentage of students exceeding expected rates of progress will be +10 points above national average and significantly better than similar schools locally. | <ul style="list-style-type: none"> • Data analysis; • Half-termly data analysis (including testing, book work and teacher assessments); • Read, Write Inc. Fluency and Accuracy Checks; • CEM PIPS and INCAS tests; • Mathematics Mastery assessments; • Pupil voice/student council; • Knowledge tests for foundation subjects (developed in conjunction with innovative primaries); • Lesson observations. |

Behaviour KPI: Character is at the heart of a behaviour management approach meaning that behaviour is judged outstanding in all classes and outside lessons.

Specific Targets

- *90% of lesson observation and learning walks grade behaviour as outstanding across the school;*
- *Analysis of incident reports and detentions show 90% of pupils whose behaviour/'character' is raised as a cause for concern at half-termly Accountability Meetings (with constant monitoring and intervention) meet intervention targets within half a term;*
- *Permanent Exclusions – Zero (This is attainable, the average primary school rate for England in 2010/11 was 0.02%);*
- *Number of pupils receiving Fixed Term Exclusions – Maximum of 4 per year when school is at full capacity (The average primary school rate for England is 1.03%, which would equate to 4.3 pupils per year in a 420 pupil school);*
- *95% of parents surveyed reply that behaviour in school is good/outstanding and is dealt with fairly;*
- *100% of pupils meet their Character Report Card minimum targets; 30 % exceed them. The school accepts that additional research is required to determine accurate minimum targets;*
- *Pupil voice surveys indicate that 95% of pupils agree with the statement 'Children behave very well in my lessons so that I can learn really well';*
- *Pupil voice surveys indicate that 95% of pupils agree with the statement 'Children behave very well outside lessons and we all play well together';*
- *Bully-box monitoring incidents of bullying. 100% of reported incidents resolved (indicated by pupil and parent feedback) within two weeks.*

Measurement methods (all data broken down by FSM/non-FSM, SEND, gender and ethnicity).

- Lesson observation data;
- Learning walk data;
- Analysis of incident reports and detention data;
- Parent and pupil voice;
- Character Report Card analysis.

| | |
|---|--|
| Pupil Attendance KPI: Pupil attendance is rooted in the concept of character and grit. Pupil attendance 1 percentage point above national average. | |
| Specific Targets | Measurement methods (all data broken down by FSM/non-FSM, SEND, gender and ethnicity). |
| <ul style="list-style-type: none"> Attendance 97% across the school (mirroring targets of outstanding schools locally and national); Pupils with persistent absence of 15% or more = Maximum of 1% (a third of pupils at primary level in the Crystal Palace area have above average levels of persistent absenteeism, when compared to the London average. The national figure was 3.4% in 2012). | <ul style="list-style-type: none"> Attendance data collected in line with statutory guidance on school attendance; analysed via the school's chosen MIS system. The Deputy Head SENCO will lead the analysis and actions that arise from it. |
| Character Counts KPI: All pupils develop seven key character traits vital to their success later in life. This permeates every aspect of the life of the school. | |
| Specific Targets | Measurement methods (all data broken down by FSM/non-FSM, SEND, gender and ethnicity). |
| <ul style="list-style-type: none"> 80% of parents and 100% children can articulate the seven traits and can evidence that the character approach makes a positive impact; 100% of lesson observations/learning walks and work scrutiny judge character instruction to be good or outstanding; Character Report Card in place for 100% of pupils from Reception upwards; Intervention means 100% of pupils reach minimum standards for each character trait (see Character Report Card). Where SEND applies, this is synchronised with IEP targets; Accelerated progress in English and Maths (especially for FSM pupils), pupils meeting progress check targets and end of Key Stage targets; Pupil voice indicates 95% of pupils are positively engaged in Character Hour; Attendance and persistent absence targets met. | <ul style="list-style-type: none"> Checklist manifesto – for quality of displays and messages around school; Parent voice surveys; Pupil voice surveys; Focus groups; Half-termly data-grab; Evaluation of IEP targets; Half-termly monitoring of report cards; Attendance data. |

| | |
|--|---|
| Enrichment KPI: All pupils active engage in the after school Enrichment. | |
| Specific Targets | Measurement methods (all data broken down by FSM/non-FSM, SEND, gender and ethnicity). |
| <ul style="list-style-type: none"> • 100% of pupils attending Enrichment Club at least once per week; • 90% 'good' or 'outstanding' feedback on pupil and parent surveys about Enrichment Club; • 90% of all pupils attending more than one enrichment club session per week. (Year 2 upwards – parent feedback some younger pupils may struggle to stay at school so late twice a week); • Where appropriate, 90% of SEND pupils attending more than one enrichment club sessions per week; • One third of Enrichment Club sessions involve gifts-in-kind from local community. | <ul style="list-style-type: none"> • Parent voice surveys; • Pupil voice surveys; • Analysis of attendance data. |
| Narrowing the Gaps KPI: The school will ensure that there is parity in the outcomes for all pupils, regardless of socio-economic background, SEND, looked after status or first language. All targets are set to ensure there is significant narrowing of the gaps between FSM and non-FSM outcomes. | |
| Specific Targets | Measurement methods (all data broken down by FSM/non-FSM, SEND, gender and ethnicity). |
| <p>No gap between FSM and non-FSM pupils on the following indicators (this achievable when mapped against the performance of three of our local primary schools, when looking at the Level 4 threshold in reading, writing and maths)):</p> <ul style="list-style-type: none"> • Percentage of pupils meeting the secondary threshold; • Percentage of pupils making expected levels of progress from Primary Baseline tests; • Percentage of pupils making expected levels of progress on annual end of year mathematics and English tests; • Percentage of pupils getting 32 out of 40 on the phonics screening test; • Percentage of pupils demonstrating expected levels of knowledge in tests in the foundation subjects; • Percentage of pupils attending Enrichment Club more than once a week; • Percentage of pupils stating they enjoy their lessons and Enrichment Club; • Persistent absence data. | <ul style="list-style-type: none"> • See above for each indicator. |

Navigating a path to high expectations in a shifting assessment landscape

Children at CPPS have the right to expect that their school will enable them to achieve at the highest level. A high quality primary education, where much is expected, and where effort is directed to ensuring that much is achieved, can have lasting effects on an individual's capacity to succeed through life. Evidence from research and inspection show that the factors which make schools and classrooms effective in promoting children's achievement include:

- a shared vision and aims;
- high expectations of what their pupils can achieve;
- concentration on learning and teaching;
- and monitoring of individual children's progress.

Measuring pupil performance effectively and setting challenging targets – specific and measurable goals to raise standards – therefore has a key role to play in ensuring that these positive features are evident at CPPS. The process of target setting must foster a sense of common purpose among the staff, in developing a shared understanding of the school's aims and objectives, the means of achieving them, and the part that each must play in working to that end.

In the absence of levels, the new National Curriculum Framework Document states that "By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study." There is no specific information about the tracking and mapping of individuals towards this point.

As we are currently in a position of much national change in the assessment and accountability framework, over the next few years CPPS will need to work collaboratively with LAs, teaching schools, teachers and other free schools to create and share innovative assessment, target setting, tracking and reporting practices. This will need to ensure that within the school there is a common interpretation of assessment terminology and a shared understanding of the assessment standards to be applied. It is essential that this is sufficiently rigorous to enable pupils to meet and exceed the secondary-ready threshold.

The content of this bid, including the KPIs and targets that flow from them, indicates the expectations and processes that will secure effective monitoring of learning in the early years of the new curriculum and the school; however it is clear that these will evolve as more work is done on a national scale to address the challenges in the new landscape of assessment.

How will CPPS set targets for children's achievements and attainment as they move through the school? How will this be assessed?

Knowledge of what children's starting points are when they enter school is essential in monitoring the progress they make subsequently, and in evaluating if this is good enough. ***CPPS will benchmark data to ensure that the aspirations for our pupils are suitably high.*** The Primary Assessment & Accountability consultation seeks responses about rigorous 'baseline checks' of four and five year olds, which, if agreed will be carried out from September 2015. ***CPPS intends to triangulate this baseline check with FFT data and CEM PIPS for the purpose of target setting.*** Triangulation will allow CPPS to set targets that are appropriate for our pupils based

on an accurate picture of their need. FFT data adjusts for contextual factors linked to future attainment and allows the school to set aspirational pupil targets, which are vital to ensuring all of our pupils, most particularly those who may come in on lower starting points, make outstanding progress. Staff will endeavour to set targets for each year group at the end of each academic year.

Table D7: Target setting framework at CPPS

| Mathematics | English | Science |
|--|---|--|
| National Primary Baseline Assessment data triangulated with FFT data and CEM PIPS to set targets. When Primary Assessment Review reports, this will be reviewed to ensure progress is adequately rapid and sustained to exceed to 'secondary ready' threshold. | National Primary Baseline Assessment triangulated with FFT data and CEM PIPS to set targets. When Primary Assessment Review reports, this will be reviewed to ensure progress is adequately rapid and sustained to exceed to 'secondary ready' threshold. | FFT and National Primary Baseline Assessment data. |

Progress against the targets will be monitored on an on-going basis. In the early life of the school when, for the majority, there will be no external assessments through which to check the robustness of internal marking and judgements. There are therefore clear gains to be made for CPPS to use tools like PIPS/INCAS, which provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. Standardising end of unit and term assessments across cluster groups of schools, like those within the Maths Mastery programme and Read, Write, Inc., will also allow CPPS to consider our own performance alongside that of similar schools locally and nationally.

The process of measuring pupil performance at CPPS will work hand in hand with **close observation and record keeping from early years staff team**. The use of day-to-day, often informal, assessments to explore pupils' understanding and skills will be embedded in classroom practice. There is considerable evidence of how teachers' effective use of formative assessment can support pupils' progress. For example, 2011 Ofsted evaluation concluded that, under strong school leadership, an initiative involving teachers in assessing pupil progress "was an important factor in pupils' rising achievement, particularly in English and mathematics" (Ofsted 2011, *The impact of the Assessing Pupils Progress Initiative, Manchester*). In addition, there will be **end of unit/topic tests in English, Science, History, Geography and Languages to ensure that pupils have adequately acquired the knowledge that is an essential tenet of the 2014 National Curriculum**. Moderation will take place both within and between schools to ensure assessment decisions are robust. CPPS will seek to make links with an outstanding primary to ensure that our teachers are benchmarking assessment practice against the very best levels of performance.

To ensure progress is rapid and sustained at all times throughout a pupil's school career data will be reviewed and acted upon on a half-termly basis. There will be a **triangulation of data from:**

- **subject specific testing (e.g. Maths Mastery/Read Write Inc.)**
- **moderated pupil work**
- **moderated teacher assessments/end of unit knowledge tests**

This will allow early and precise identification of pupils' areas of weakness so that intervention can be implemented rapidly and finely tuned to enable pupils to make enhanced levels of progress in subsequent terms. Targets will be regularly reviewed and ***progress towards each target will be monitored on a half-termly basis.*** These targets will be particularly aspirational in Mathematics to help address the underperformance in the subject at a local level. Staff will explain all targets to children and to parents, relating the figures to current achievements.

How will CPPS assess day to day learning to inform teaching and drive progression and attainment for all pupils?

At CPPS, rigorous monitoring and evaluation systems will ensure that data will be used to drive progression and attainment for all. School-level and pupil-level data will inform self-evaluation, and benchmarking of performance against other schools with similar characteristics. The data will support planning for improvement at pupil, class, year group, key stage and whole-school level.

Using data to drive day-to-day teaching - what teachers are doing with their students in the classroom and how - needs to be the day-to-day focus of the school leadership team. Through half-termly Accountability Meetings and regularly observing classrooms and monitoring work, coaching teachers and leading training, leaders will seek to embed a quality teaching and learning culture at CPPS. ***Analysis of the half-termly data will be led by the Senior Leadership Team and identify pupils who are falling behind. These pupils will be raised in half-termly Accountability Meetings between Head, Deputy Heads (SENCO and Curriculum) and Class Teacher to ensure all levels of staff feel highly responsible for the delivery of targets.*** Interventions will be identified and the success of these will be closely monitored by the Leadership Team through the half-termly monitoring and review cycle (see Figure D2). All data will be analysed by the Senior Leadership Team to ensure the gaps are closed between FSM and non-FSM pupils and pupil progress will form one of three key targets used for the ***performance management of staff.*** Cohort analysis will also ensure that gaps do not arise in relation to ethnicity, gender, SEND, looked after children and other identified groups. Advice and support to the families of children who are underachieving will also be offered through various school channels, coordinated via the Achievement for All framework and the Senior Teaching Assistants.

As part of the relentless focus on data, ***teachers will be expected to show evidence that their lessons are differentiated to ensure all pupils in their classes are supported to reach (or exceed) their targets.*** This includes pupils with special educational needs, FSM pupils and those who are excelling in terms of their academic performance in a subject. Class teachers, supported by the leadership team, will be expected to organise effective intervention and in class support to ensure all pupils meet their potential and are continually stretched. ***Where pupils are exceeding targets, we will look to moderate targets upwards to push them further and stop them being capped by relatively low attainment on entry.***

Our monitoring of teaching and learning (see below) will ensure that staff are effectively using data and will provide support where less experienced teachers need help interpreting data. As outlined above, ***half-termly Accountability Meetings between the Head, Deputy Heads and class teacher will ensure that teachers are strongly accountable for the performance of pupils in their classes. This will be reinforced through both performance management and the school's training programme.***

The school will select the appropriate MIS system, such as Bromcom, that delivers the best value for money and most effectively provides frontline staff, leadership and the governing body with the data that they require for the monitoring cycle to deliver the school's aspirational targets.

How will CPPS measure and improve the quality of teaching and enrichment?

The school leadership will implement a rigorous system of monitoring, self-evaluation and review that will feed into the ***school SEF and Risk Score Card*** which should be a ***highly accurate and data-driven judgement about the school's current performance against both KPIs and Ofsted criteria.*** The leadership team (initially the Head Teacher, later shared with the Deputy Heads and TLRs for Literacy and Mathematics) will measure the quality of teaching by a systematic programme of:

- Lesson and Enrichment Club observations (at least one formal observation per half term, more where a teacher requires improvement);
- Work scrutiny (conducted fortnightly on a carousel of focus areas linked to KPIs and areas of weakness in relation to Ofsted criteria);
- Learning walks (conducted fortnightly on a carousel of focus areas linked to KPIs and areas of weakness in relation to Ofsted criteria);
- Pupil voice (conducted on a half-termly cycle);
- Parent voice (conducted on a half-termly cycle);
- Half-termly data collection.

This evidence will be closely tied into performance management and in-year improvement on the following half-termly cycle:

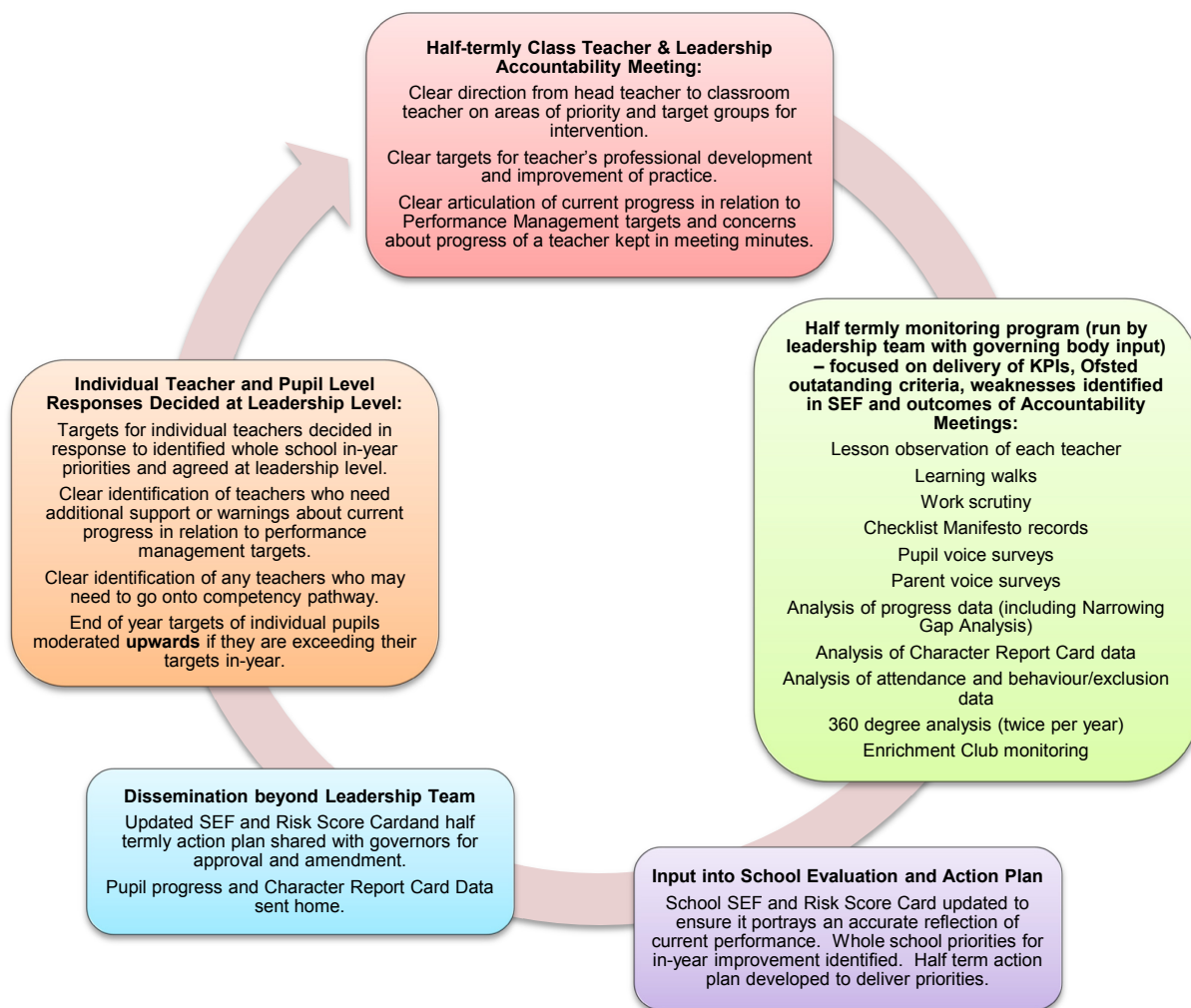


Figure D2 – The Half-Termly Monitoring and Improvement Cycle

How to demonstrate to parents and external bodies such as Ofsted that CPPS has enabled every child to succeed?

The Primary Assessment & Accountability consultation states that the single most important outcome for primary schools is to ensure “as many pupils as possible are ‘secondary ready’ by the time they leave.” Secondary readiness means a high standard of English and mathematics attainment that exceeds the current expectation of Level 4. The conclusion reached is that primary schools need to ‘raise the bar’ and should demand a minimum of a 4b equivalent from all children unless they have significant educational needs. All schools will be expected to aim for 85% of children to reach the new ‘secondary ready’ standard.

As mentioned above, our vision is for CPPS to perform in the top quintile nationally, with 100% of pupils making the expected levels of progress from the Primary Baseline test to the end of Key Stages 1 and 2; 30% of pupils exceeding the expected levels of progress. **Every pupil at CPPS will be expected to meet the ‘secondary ready’ threshold** (apart from pupils whose SEND is so significant that this is an inappropriate target), with 30% of pupils exceeding the threshold. This expectation is reasonable, given the current performance of similar schools locally (one of our local schools – Elm Wood Primary in the Gipsy Hill Federation currently

has 100% of pupils hitting the current 'threshold' of Level 4, and over 95% hitting Level 4b).

As well as twice-yearly written reports, parents will be sent the half-termly data on their children, so that they are able to track and support their child's progress (see table D10). This will focus on English, maths, science, computing, history and geography; along with an update from the Character Report Card (see below). Where pupils are falling behind either academically or in terms of character and interventions are required, the class teacher will meet with parents to coordinate support. Governors will be provided with a report on progress in relation to KPIs and targets (including a Closing the Gaps analysis) every half term, this will include an updated SEF, Risk Score Card (against KPIs) and half term action plan. It will form the basis of a Curriculum and Standards Committee meeting once per half-term to ensure accountability at all levels throughout the school year. Governors will be provided with training to help them interpret the data. In order to ensure there is transparency and accountability to parents and the community, the school will ***publish annual score card data on its website about the performance of each year group in relation to end of year and end of Key Stage targets.***

How will CPPS review success measures and targets regularly to improve the school's performance?

- CPPS will review its target setting process to ensure it is sufficiently aspirational within the context of the new primary assessment framework. As systems evolve, it will also review its target setting mechanism in the foundation subjects to ensure it meets best practice.
- There will be a half-termly review of targets to ensure they remain aspirational for all pupils and don't cap a pupil's potential.
- Half-termly Accountability Meetings between Head, Deputy Heads (SENCO and Curriculum) and Class Teacher to ensure all levels of staff feel highly responsible for the delivery of targets.
- Half-termly report to governors on progress in relation to KPIs and targets. Termly committee meetings to focus on data in key areas. Governors will be provided with training to help them interpret the data. All data has FSM/non-FSM breakdown.
- Performance management of staff – interim reviews to ensure staff are on target to meet their objectives. Where half-termly data identifies a teacher-level weakness implement a monitored support package immediately to ensure a turnaround in results (see performance management section).
- Benchmarking with other schools to ensure our targets are sufficiently aspirational.

A Character Report Card to monitor acquisition of character strengths:

Pupils will also be set personalised and age-appropriate targets in relation to their acquisition of character strengths. This will be also be monitored on a half-termly basis, via a **Character Report Card**, to enable class teachers and the support team to identify pupils who are struggling to make progress in relation to character. Each

half term, the Card will assess pupils red, amber, green (RAG) against a basket of criteria that enable them to demonstrate their seven key character strengths.

The criteria for each character strength will be differentiated to ensure there is clear age-appropriate progression in the acquisition of character and to ensure it is meaningful to all ages, most particularly children in Reception. For example, the criteria for **enthusiasm** would be differentiated as follows:

Table D8: An example of character trait criteria

| Reception: | Key Stage 1: | Key Stage 2: |
|---|--|--|
| <ul style="list-style-type: none"> • I am excited to learn new things. • I help my classmates learn new things. • I can learn by working together with my friends. | <ul style="list-style-type: none"> • I am excited to learn. • I make others enthusiastic to learn too. • I actively join in with all lessons. • I can take part in group activities. | <ul style="list-style-type: none"> • I am excited and interested to learn. • I actively participate in all lessons. • I help others to actively participate. • I show enthusiasm even after experiencing failure. • I can show enthusiasm by working together in a group. |

As Figure D4 shows, for pupils in Reception and Key Stage 1 the **Character Report Card will take the form of different coloured dinosaur character cards (linked to the Crystal Palace Park dinosaurs)** and pupils will be given stickers to fill their dinosaur cards to show how well they are working on particular strengths. **Pupils will reflect at the end of each day about those strengths they have used and those they need to improve.** In the morning, pupils will answer the register with the name of the strength they have decided they most need to work on.

Pupils will be given an opportunity in the Character Hour at the end of each half term to reflect themselves on their character strengths and collate evidence to show their strengths. **From Key Stage 1 upwards, where pupils receive green in each sub-criteria for a strength, they will be awarded a pin-badge for that trait to wear on their lapel/jumper.** They will also appear on school displays linked to character. In Key Stage 1, pupils will aim at achieving a **bronze award** for character (green in 5+ strengths); by end of Year 4 pupils will aim at achieving a **silver award** for character (green in 6+ strengths); by the end of Year 6 pupils will aim at achieving a **gold award** for character (green in all strengths).

Figure D4: An excerpt from the Reception Character Report Cards: “The Red Enthusiasm Dinosaur”

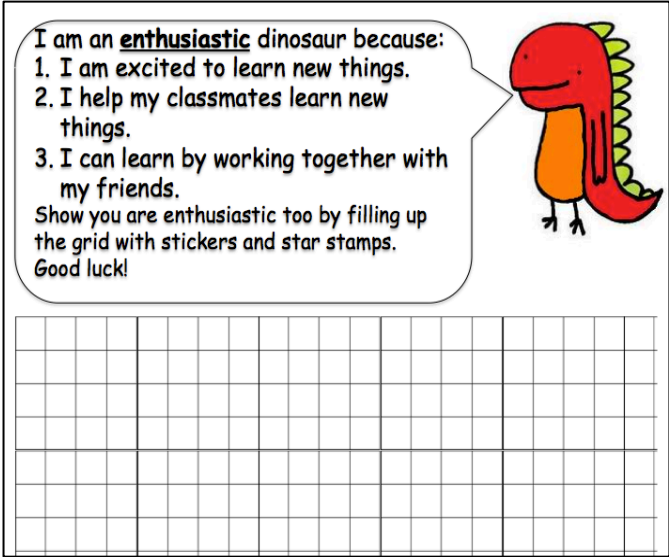



Figure D5: An excerpt from a Year 6 Crystal Palace Primary School Character Report Card

|  | | Character Report Card | | | | | | |
|---|---|-----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|
| Character Strength | What will this look like? | RAG half term 1 | RAG half term 2 | RAG half term 3 | RAG half term 4 | RAG half term 5 | RAG half term 6 | Targets for Improvement |
| Enthusiasm | I actively join in with activities | Red | Orange | Green | | | | Try hard to encourage my friends and classmates when we are working on a difficult task, especially in maths |
| | I show enthusiasm | Red | Orange | Green | | | | |
| Determination | I make others enthusiastic too | Red | Orange | Orange | | | | Make sure I finish the tasks that I start, especially in writing |
| | I work hard to finish whatever task I begin | Red | Orange | Orange | | | | |
| | I try really hard, even if I have not very well at something before | Red | Orange | Green | | | | |
| | I am focused and can work on my own | Orange | Orange | Green | | | | |
| Self Control - School Work | I come to class ready to learn | Orange | Green | Green | | | | Stay focused, try to ignore people if I feel distracted by them in maths |
| | I pay attention and don't get distracted | Orange | Orange | Orange | | | | |
| | I remember and can follow instructions | Green | Green | Green | | | | |
| Self Control - Getting on with others | I get to work straight away | Green | Green | Green | | | | |
| | I remain calm, even when people say bad things about me or upset me | Red | Orange | Green | | | | |
| | I allow others to speak | Green | Green | Green | | | | |

The Character Report Card mirrors an approach used by the KIPP charter schools in the USA (where over 80% of pupils are eligible for a free school lunch and by the end of 8th grade, 96% of classes outperform local school districts in reading and 92% on maths), and is a vital strand to their strategy to ensure that character is given weight within the school monitoring framework and that pupils and families can review their progress towards acquiring their character strengths. As with academic progress, those pupils who are identified as a cause for concern (i.e. persistent red on one or more character strength) will be raised in Accountability Meetings between the Head, Deputy Heads and class teacher where interventions will be identified. The class teacher and a senior teaching assistant (where appropriate) will meet with the parents to agree a shared approach to supporting the child.

Improving the quality of teaching:

The school will implement an extensive and exciting programme of CPD, tailored to meet overall school objectives (particularly in relation to excellence in the teaching of mathematics which is a local priority area) and the needs of individual teachers. Local partnerships will be important in delivering this programme, and we will seek to develop training hubs with other local schools, supported by national bodies such as the NCETM Primary Host Project which looks at developing number teaching in Y3/4. Our programme will consist of the following strands:

Table D9: CPD Programme at CPPS

| Supporting whole-school objectives – all teaching staff (and TAs) | Ensuring a research-led approach to CPD | Supporting Newly Qualified Teachers/ Teach First/School Direct Teachers | Supporting teachers who are under-performing | Supporting teachers who want to move into leadership of teaching and learning |
|---|--|---|--|---|
| <p>Staff Professional Days delivered by senior leadership. Focussed upon research-proven strategies to help deliver whole-school priorities.</p> <p>Professional development sessions after school will incorporate Journal Club approach to ensure all staff engage with research and evaluation of their own practice.</p> <p>CPD will be made available to staff via e-learning modules.</p> | <p>Journal Club (meetings of teachers and TAs where findings of evidence-based research are shared and evaluated). Each staff member runs 2 journal club sessions per year (when school is at full capacity – in first instance staff will need to lead more with the load being more heavily carried by the Head Teacher and Deputy Head Curriculum if required) to share the findings from a research study related to whole school priorities. Supported by the EEF Toolkit.</p> <p>Gift-in-kind character bonus (see performance management section below) can be used by staff to pay for Masters modules, time off timetable for research or conference bookings.</p> <p>Encourage staff to engage with Twitter community re: education research.</p> <p>Staff funded to attend ResearchEd conferences (or equivalent).</p> <p>Engage in EEF Randomised Controlled Trials.</p> | <p>Structured programme of support throughout the year, aiming that all NQTs/trainees meet the National Teachers’ Standards.</p> <p>Allocated mentor.</p> <p>Doug Lemov-style 15 minute observations each week on priority areas followed up by coaching.</p> <p>Engagement with whole-school research-led CPD.</p> | <p>Allocated support mentor to provide fortnightly coaching sessions to ensure staff meet career stage expectations.</p> <p>Increased number of lesson observations – supportive in first instance. Including Doug Lemov-style 15 minute observations once per week related to focus for development.</p> <p>Team teaching.</p> <p>Paired observations and joint planning.</p> | <p>Teaching Leaders programme.</p> <p>Future Leaders programme.</p> <p>Mentor from the leadership team</p> <p>Time to observe in other schools.</p> |

Performance Management Policy

Staff at all levels of CPPS will be held closely accountable for the delivery of the school's KPIs through performance management which will be linked to the pay policy. This will be closely monitored by the governing body to ensure the staff team are working effectively in the interests of pupils and offering value for money. The leadership team, teachers and teaching assistants will all participate in 360 degrees evaluation which will feed into their performance management judgements. Alongside pay-scale increments, **a 'Character Bonus' will be awarded to all levels of staff within the school** to ensure there is a constant focus on the character KPIs within the delivery of the school's vision as well as academic attainment.

Performance management for teachers and teaching assistants will feed into pay in the following way:

Table D10: Performance Management at CPPS

| Level | Criteria for awarding pay-scale increment | Criteria for awarding of whole school 'Character Bonus' (either payment, funding for CPD, funding for cover in term-time) |
|---------------------------|---|---|
| Head Teacher and Deputies | School meets all KPI targets | School meets 'basket' of targets feeding into the Character KPI. |
| TLR teachers | Following targets met: 1. Target related to whole school responsibility (performance secure enough to deliver success against KPIs). 2. Target related to academic performance of class. 3. Target related to character development of class. 4. Target related to personal professional development (linked to whole school priority area and career stage expectations) | School meets 'basket' of targets feeding into the Character KPI. |
| Class teachers | 1. Target related to academic performance of class. 2. Target related to character development of class. 3. Target related to implementation of one research-led innovation within class/whole school. 4. Target related to personal professional development (linked to whole school priority area and career stage expectations) | School meets 'basket' of targets feeding into the Character KPI. |

| Level | Criteria for awarding pay-scale increment | Criteria for awarding of whole school 'Character Bonus' (either payment, funding for CPD, funding for cover in term-time) |
|---------------------|--|---|
| Teaching Assistants | <ol style="list-style-type: none"> 1. Target related to academic performance of allocated pupils 2. Target related to character development of allocated pupils (including in Enrichment Club where relevant). 3. Target related to professional development. | School meets 'basket' of targets feeding into the Character KPI. |
| Non-teaching staff | Role/function specific targets to be set in relation to how the work of various non-teaching staff impacts on pupils, and where roles interact with children and have opportunity to contribute to character development | School meets 'basket' of targets feeding into the Character KPI. |

In order for the Character Bonus to be payable at all, 100% of lesson observations/learning walks and work scrutiny should judge character instruction to be good or outstanding (this would result in 51% of the pot being payable). Beyond that specific achievement, the Bonus will be paid on a sliding scale, based on the level of achievement of each of the remaining seven elements making up the Character KPI (7% for each element).

If the Character Bonus is not awarded in full, the proportion not awarded will be re-directed into CPD strategies to support the meeting of the Character KPI the following year.

Where staff are not meeting their performance management targets, a structured programme of support will be put in place and monitored by the Head Teacher (delegated to Deputies in relation to Teaching Assistants). Where this does not elucidate improvements in performance, staff will be placed on capability procedures at the earliest opportunity. This will be closely monitored by the governing body in line with the school policy.

How will CPPS liaise with and report to parents?

The school's focus on character and the growth mindset has key messages that parents will need to reinforce at home to provide maximum opportunities for success:

- You can succeed if you put in effort – this makes more difference than being 'born clever'.
- Doing badly on a test is an opportunity to show **determination** and solve problems. Doing this will help you in the long run.
- **Self-control** is vital in helping you succeed, you have to try to show this as much as you can.
- Find things you are **curious** about and push yourself to find out more.
- Showing good manners and **gratitude** is good and helps people get on with you

better.

- Things will be good in the future; be *optimistic* and remember you can push yourself to do well.

This is important to ensure that the work of the school is not undermined by contrary messages from home. Notably, pupils from backgrounds with a legacy of underachievement may have families who find it most difficult to reinforce the growth mindset and this extra support is particularly vital to tackle the risk of their underachievement. Table D10 outlines the manner in which the school will liaise with parents, including a programme of Character and Growth Mindset workshops to give parents practical ways of supporting the work of the school at home.

Where pupils are making excellent progress, staff will work with parents to ensure their children understand that hard work (rather than 'talent') is what will push them to truly achieve in the longer term. This is particularly important because research indicates that pupils who believe their success is due to 'talent' ultimately see their academic performance diminish over the longer term.

CPPS will, therefore, expect parents to fulfil, and to take seriously, their responsibilities to their own children and to the school community. When there are difficulties, the CPPS will use its Pupil Premium to provide support through a range of strategies, including training its senior teaching assistants to work closely with families of children who are under-performing. Based on the model used by Achievement for All, this will be particularly targeted at FSM pupils who are underachieving academically in mathematics (a local priority) and literacy. To ensure these strategies deliver value for money, the school leadership will be asked to constantly evaluate the success of the use of the Pupil Premium and regularly review the EEF Toolkit to ensure interventions are based on research evidence and focussed on delivering improved attainment in the key subject areas.

Before any pupil joins the school, the class teacher will do a home visit to help develop a strong relationship with the family. As work with parents is so crucial to the school's success both in terms of academic outcomes and also in terms of building children with strong characters and growth mindsets, CPPS will liaise with and report to parents in the following ways:

Table D11: Communicating with parents

| Communication Method | What? When? | How does this support our vision? | What about hard to reach parents? |
|---|--|---|---|
| Progress Data Reports | Half-termly progress data sent home to parents with contextualising information and information about where pupils are most engaged. When a pupil is under-achieving on this data and identified as needing intervention parents will be called in for a co-ordinating meeting with the class teacher. | Enables a strong focus on progress and for parents to be informed where extra support is needed? | Phone call home to explain Progress Data Report. Individual meeting arranged if needed. |
| Character Report Card | Detailed report on pupils' progress towards acquiring the seven character traits. Includes targets for improvement and ways that families can support. Reinforced for pupils with a badge system. Sent home half-termly and where concerns and intervention needed meeting arranged with class teacher. | Explicit focus on tracking character as well as academic progress. | Phone call home. Meeting to explain if pupils are struggling with it. |
| Written report | Twice per year, just before Christmas and straight after Easter. | Enables a strong focus on what needs to be done to move a child forwards in their learning and supports the work of the growth mindset. | Phone call home to support report. Translation if needed. |
| Growth Mindset and Character Family Workshops | All parents expected to attend at least one session in the first year of school. Ongoing sessions throughout the year. | Designed to explain the growth mindset and character research to parents and give them practical ways of reinforcing with children at home. | Designated TA to reach out to parents who are least likely to come. Phone calls to encourage attendance. Varied range of timings to support parents who work. |
| Teacher Surgery | Designated slot each week after school in which parents can drop in to see their child's teacher. | To encourage a 'no excuses' approach to pupils' progress and find ways in which parents and teachers can work together. | Teachers phone parents if they have not seen them in the past half term to give quick update. |

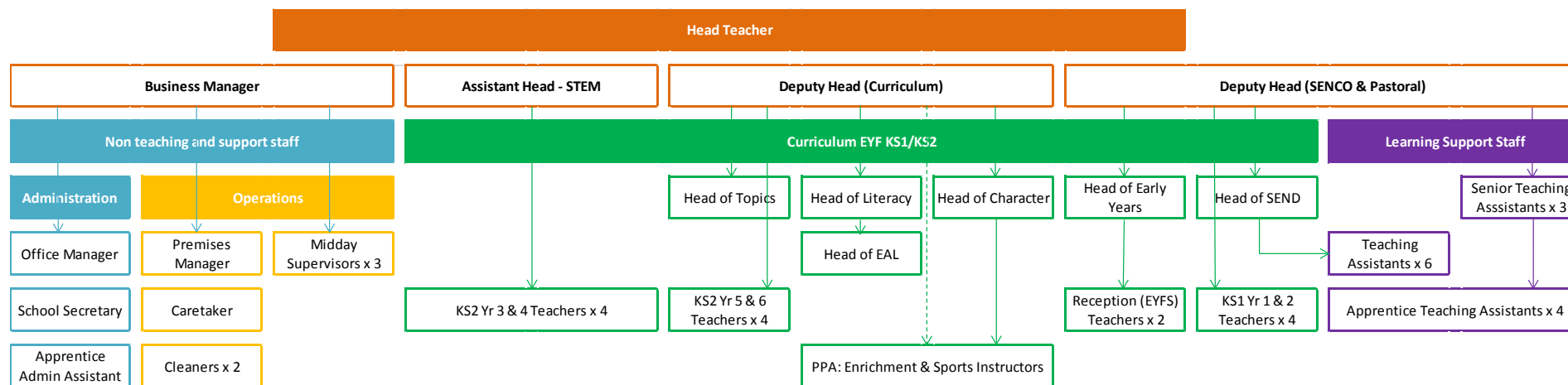
| Communication Method | What? When? | How does this support our vision? | What about hard to reach parents? |
|---|--|---|---|
| EAL and Literacy Catch Up Workshops | Drop in sessions to support parents of EAL and Literacy Intervention children. | To ensure no child is left behind – particularly in terms of their language acquisition. | Translators booked if necessary. |
| Supporting Character workshops | Held each half term to support parents in reinforcing character and the growth mindset. Designed to follow on from initial introductory session. | To ensure there is holistic support for pupils in developing their character strengths. | Home visits to encourage attendance. |
| Annual school progress report (score card) published on website | Aggregate level (not pupil level) report on the progress of the school towards its targets. | Holds staff to account with parents for the overall performance of the school. | Letter home to ensure all parents know the data is being published. |
| My Child At School/Edmodo | All homework posted electronically so that parents can access it from home and track completion. Also enables parents to ask for help with homework. | Ensures a ‘no excuses’ approach to parental support for learning. | School keep track of parents who say they do not access internet. Half-termly homework bulletins will be sent home instead. |
| Teacher Email | All teachers give out email addresses so parents can contact them about progress. | Ensures a ‘no excuses’ approach to parental support for learning. Enables easy home-school communication. | School keep track of parents who say they do not access email or web and communicate via different method. |
| First day phone call for absence | Phone call made after morning registration if pupil does not arrive at school. | Ensures maximum attendance and allows early detection of parents who need support. | Home visit if persistently no answer. |
| Achievement for All style ‘Conversations’ | At the heart of our vision are the needs of the most vulnerable groups of children in our school: FSM, looked after children and SEND children. As mentioned above, we will adopt the framework of the Achievement for All programme which allocates the families of these children a named contact at the school (most typically a senior member of staff supported by a Senior Teaching Assistant) who meets on a half-termly basis with the family to help monitor progress, agree home and school targets and get parental input into the planning of provision. Staff contacts will receive training in basic coaching techniques to ensure that these meetings take the form of supportive (but also challenging) conversations. | | |

| Communication Method | What? When? | How does this support our vision? | What about hard to reach parents? |
|-------------------------------|---|-----------------------------------|-----------------------------------|
| Website, Twitter and Facebook | These will all be used to share key information about the school and any relevant events or information for parents. They will also be used to help share information about character and the growth mindset (including accessible academic research) with parents. The setup of Twitter and Facebook accounts will ensure that there can be no risk to children, teachers or the reputation of CPPS via the social media that the school controls. | | |

Section D3: Staffing Structure and Roll Out

The school's staffing and organisation structure will grow as follows, until the school reaches capacity:

Figure D6 - 2021 Final Structure



As table D12 indicates, key responsibilities will need to be covered during the roll out of the school. This cover will be as follows:

1. Deputy Head Curriculum - responsibilities covered by Head Teacher until 2019.
2. Deputy Head SENCO – responsibilities covered by Head Teacher (in relation to monitoring, child protection and line management and leadership) and SENCO qualified teacher until 2016. Line management of TAs will be conducted by the Head Teacher with the support of the SENCO qualified teacher.
3. Assistant Head STEM – responsibilities covered by Head Teacher until 2016.

4. Head of Literacy – responsibilities covered by Head Teacher until 2016, then by Deputy Head SENCO until 2017
5. Head of Topics – responsibilities covered by Head Teacher until 2016, then by Assistant Head STEM until 2019
6. Head of Early Years – responsibilities covered by Head Teacher until 2016, then by Deputy Head SENCO until 2020
7. Head of Character – Responsibilities covered by the Head Teacher until 2016, then by Deputy Head SENCO until 2018
8. Head of EAL – Responsibilities covered by Head Teacher until 2016, then Deputy Head SENCO until 2020.

Table D12 – Pupil planning and assessment provision during roll out (Full capacity model):

| Academic Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Total minutes taught per day | 310 | 310 | 310 | 310 | 310 | 310 | 310 |
| Total minutes taught per week | 1550 | 1550 | 1550 | 1550 | 1550 | 1550 | 1550 |
| Character Hour teaching extension minutes per week | 45 | 45 | 45 | 45 | 45 | 45 | 45 |
| Overall teaching minutes per class teacher per week | 1595 | 1595 | 1595 | 1595 | 1595 | 1595 | 1595 |
| Overall teaching hours per class teacher | 26.58 | 26.58 | 26.58 | 26.58 | 26.58 | 26.58 | 26.58 |
| Minutes entitlement PPA per class teacher per week | 159.50 | 159.50 | 159.50 | 159.50 | 159.50 | 159.50 | 159.50 |
| Hours entitlement PPA per class teacher per week | 2.66 | 2.66 | 2.66 | 2.66 | 2.66 | 2.66 | 2.66 |
| Number of Classes | 2 | 4 | 6 | 8 | 10 | 12 | 14 |
| Head of SEND: Leadership time per week | 4 | 2 | 2 | 2 | 2 | 2 | 2 |
| Assistant Head – STEM: Leadership time per week | 0 | 4 | 2 | 2 | 2 | 2 | 2 |
| Head of Literacy: Leadership time per week | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| Total hours requirement PPA cover | 9.32 | 16.63 | 20.95 | 26.27 | 31.58 | 36.90 | 42.22 |
| Head Teacher PPA cover per week | 5.0 | 5.0 | 5.0 | 6.0 | 5.0 | 5.0 | 5.0 |
| Professional Support to SLT | 5.0 | | | 4.0 | | | |
| Curriculum Deputy PPA cover per week | | | | 0.0 | 10.0 | 15.0 | 15.0 |
| SENCO Deputy PPA cover per week | | 12.0 | 15.0 | 15.0 | 15.0 | 15.0 | 15.0 |
| Senior TA PPA Cover | | | 1.0 | 2.0 | 2.0 | 2.0 | 3.0 |
| Sports Instructor PPA cover | | | | | | | 4.0 |
| Total hours PPA cover | 10.0 | 17.0 | 21.0 | 27.0 | 32.0 | 37.0 | 42.0 |
| PPA Surplus/(Deficit) | 0.68 | 0.37 | 0.05 | 0.73 | 0.42 | 0.10 | (0.22) |

Table D13 – Full Capacity Staffing Structure – Key Responsibilities

| Role | Responsibilities |
|--------------------------|---|
| Head Teacher | <ul style="list-style-type: none"> • Provide strategic leadership • Hold overall accountability for direction and performance, including enrichment and pastoral care • Build a robust and capable staff body • Be a figurehead for the school, leading its engagement with parents and the broader local community • Be accountable and report to the governing body |
| Deputy Head - SENCO | <ul style="list-style-type: none"> • Leadership and line management of teaching staff (Key Stage 1 and Reception) • Child Protection (day to day in lieu of Head) • Line management of Head of Character and Enrichment session staff • EYFS and Key Stage 1 Phase Leader • Transition into Reception and Year 1 • Admissions • Behaviour Management • Leadership of parent support • Embedding Character Ethos through the school systems and processes • Leadership and Management of TAs • Professional Development related to Special Needs, Growth Mindset, Character and Behaviour |
| Deputy Head - Curriculum | <ul style="list-style-type: none"> • Curriculum Leadership • Attainment and Progress <ul style="list-style-type: none"> ○ Teaching and Learning ○ Monitoring of Teaching and Learning ○ Professional Development related to the curriculum ○ Embedding Character Ethos through the Curriculum ○ Leadership of Enrichment Provision ○ Key Stage 2 Phase Leader and line management of Key Stage 2 teaching staff ○ Transition into Secondary School |
| Assistant Head - STEM | <ul style="list-style-type: none"> • Leadership of Mastery Mathematics across the school • Leadership of science topics across the school • Line management of Year 3 & 4 teaching staff |
| Head of Literacy | <ul style="list-style-type: none"> • Leadership of Phonics and Read Write Inc. across the school • Coordination of literacy interventions across the school • Coordination of Nuffield Early Language Intervention Programme • Line management of Head of EAL |
| Head of SEND | <ul style="list-style-type: none"> • Qualified SENCO Teacher • Coordination of parent support • Management of TAs assigned to special needs pupils |
| Head of Character | <ul style="list-style-type: none"> • Leadership of Character Hour • Leadership of Enrichment Club • Coordination of community links to support Enrichment Club and Character Hour |
| Head of Topics | <ul style="list-style-type: none"> • Leadership of Curious About Our World topics across the school • Coordination of school trips related to Curious About Our World topics |
| Head of EAL | <ul style="list-style-type: none"> • Leadership of English as an Additional Language provision |
| Head of Early Years | <ul style="list-style-type: none"> • Leadership of Early Years provision • Line management of Reception teaching staff |

| Role | Responsibilities |
|------------------|--|
| Business Manager | <ul style="list-style-type: none"> School accounts & finances Pay Roll Data, Reports Enrichment accounting Marketing & Publicity Procurement Leadership and line management of operations and administrative staff |
| Office Manager | <ul style="list-style-type: none"> Education and Welfare Officer role and SENCO support Attendance Parent correspondence Enrichment administration Management of general school administration and reception Line management of administrative staff |

Figure D7 - 2021 Staffing Roll Out (100%full capacity model)

| Management Level | Role | 2015 - 2016 | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 |
|-------------------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | Number of Pupils | 60 | 120 | 180 | 240 | 300 | 360 | 420 |
| | Number of Classes | 2 | 4 | 6 | 8 | 10 | 12 | 14 |
| | Number of Teachers | 2 | 4 | 6 | 8 | 10 | 12 | 14 |
| | Number of Teaching Assistants (Term Time FTE) | 2 | 3 | 4 | 6 | 8 | 11 | 13 |
| Senior Leadership Team | Head Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | PPA Cover (hours per week) | 5 | 5 | 5 | 6 | 5 | 5 | 5 |
| | Deputy Head – SENCO and Pastoral | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | PPA Cover (hours per week) | | 12 | 15 | 15 | 15 | 15 | 15 |
| | Deputy Head – Curriculum | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| | PPA Cover (hours per week) | | | | | 10 | 15 | 15 |
| | Assistant Head (STEM) | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Business Manager/Bursar | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 |
| Management Level | Role | 2015 - 2016 | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 |
| Upper/Mid TLR 1 Class Teacher | Head of Literacy | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| Upper TLR 2 Class Teacher | Head of Topics | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| | Head of Character | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| | Head of SEND (Qualified SENCO) | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Lower TLR 2 Class Teacher | Head of EAL | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| | Head of Early Years | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Class Teachers | Total Class Teachers | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 5.0 | 7.0 |
| | Experienced Teacher | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 5.0 | 7.0 |
| Pupil Support Staff | Senior Teaching Assistant | 1 | 1 | 1 | 2 | 2 | 3 | 3 |
| | Teaching Assistant (0.8 FTE) | 0.8 | 1.7 | 2.5 | 2.5 | 3.3 | 4.1 | 5.0 |
| | Apprentice Teaching Assistant | 0 | 0 | 0 | 1 | 2 | 3 | 4 |
| Administration | Office Manager | 0.6 | 0.6 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 |
| | School Secretary | 0 | 0 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| | Apprentice Admin Assistant | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Operations | Facilities/Premises Manager | B | B | 1 | 1 | 1 | 1 | 1 |
| | Network Support | B | B | B | B | B | B | B |
| | Parenting support | B | B | B | | | | |
| | Speech and Languages | B | B | B | B | B | B | B |
| | Catering & Associated Staff | B | B | B | B | B | B | B |
| | Caretaker | 0.6 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Cleaner | 0 | 1 | 2 | 2 | 2 | 2 | 2 |
| | Midday Supervision | 1 | 1 | 1 | 2 | 2 | 3 | 3 |
| | Sports Instructor (PPA cover) | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Enrichment Instructor (PPA cover) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total FTE | | 7.8 | 13.1 | 18.6 | 24.6 | 29.4 | 35.2 |
| | FTE From Financial Plan | 7.8 | 13.1 | 18.6 | 24.6 | 29.4 | 35.2 | 40.1 |

B = Bought in service

Sensitivity Analysis

Under the 70% sensitivity analysis, the following staff structure would operate and the roles outlined in the table below would be removed from the 2021 staffing structure (and all other years):

Figure D8 - 2021 Final Structure (Sensitivity Analysis)

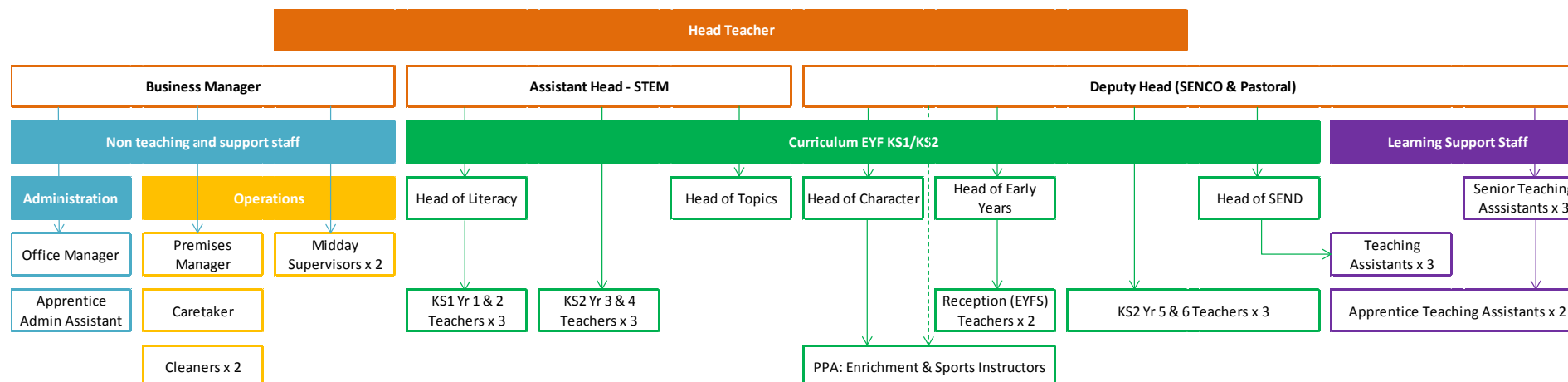


Table D14 – Sensitivity Analysis Staffing Structure and allocation of responsibilities:

| Post deleted in 70% structure for 2021 | Responsibilities | Who will take on the role? |
|--|--|--|
| Curriculum Deputy Head | Curriculum Leadership | Head Teacher & Deputy Head (SENCO & Pastoral) (supported by the Head of Literacy for English/Literacy, Head of Topics for Topics & Assistant Head STEM for science, computing, maths and PE) |
| | Attainment and Progress | |
| | Teaching and Learning | |
| | Monitoring of Teaching and Learning | Deputy Head (SENCO & Pastoral) supported by Head of Character |
| | Professional Development related to the curriculum | |
| | Embedding Character Ethos through the Curriculum | Assistant Head STEM for Years 3&4; Deputy Head (SENCO & Pastoral) for Years 5 & 6. Strongly supported by Head |
| | Leadership of Enrichment Provision | |
| Key Stage 2 Phase Leader and line management of Key Stage 2 teaching staff | | |

| | | |
|--------------------|---|---|
| | | Teacher. |
| | Transition into Secondary School | Deputy Head (SENCO & Pastoral) strongly supported by Head Teacher |
| Head of EAL | Leadership of English as an Additional Language | Head of Literacy |

Table D15 – Pupil planning and assessment provision during roll out (70% Sensitivity Model):

| Academic Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|-------------|-------------|-------------|-------------|---------------|---------------|-------------|
| Total minutes taught per day | 310 | 310 | 310 | 310 | 310 | 310 | 310 |
| Total minutes taught per week | 1550 | 1550 | 1550 | 1550 | 1550 | 1550 | 1550 |
| Character Hour teaching extension minutes per week | 45 | 45 | 45 | 45 | 45 | 45 | 45 |
| Overall teaching minutes per class teacher per week | 1595 | 1595 | 1595 | 1595 | 1595 | 1595 | 1595 |
| Overall teaching hours per class teacher | 26.58 | 26.58 | 26.58 | 26.58 | 26.58 | 26.58 | 26.58 |
| Minutes entitlement PPA per class teacher per week | 159.50 | 159.50 | 159.50 | 159.50 | 159.50 | 159.50 | 159.50 |
| Hours entitlement PPA per class teacher per week | 2.66 | 2.66 | 2.66 | 2.66 | 2.66 | 2.66 | 2.66 |
| Number of Classes | 2 | 4 | 5 | 7 | 8 | 10 | 11 |
| Head of SEND: Leadership time per week | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Assistant Head – STEM: Leadership time per week | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| Total hours requirement PPA cover | 8.32 | 10.63 | 14.29 | 19.61 | 22.27 | 27.58 | 30.24 |
| Head Teacher PPA cover per week | 3.0 | 5.0 | 5.0 | 8.0 | 10.0 | 15.0 | 5.0 |
| Professional Support to SLT | 5.0 | | | | | | |
| SENCO Deputy PPA cover per week | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15.0 |
| Governors & Members Character Hour PPA cover | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Senior TA PPA Cover | 0.0 | 3.0 | 1.0 | 3.0 | 3.0 | 3.0 | 2.0 |
| Enrichment Session Leader PPA cover | 0.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Sports Instructor PPA cover | 0.0 | 0.0 | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 |
| Total hours PPA cover | 9.0 | 11.0 | 15.0 | 20.0 | 22.0 | 27.0 | 31.0 |
| PPA Deficit | 0.68 | 0.37 | 0.71 | 0.39 | (0.27) | (0.58) | 0.76 |

documents/online text. (Further detail of how we engaged with both the parents and broader Crystal Palace community is outlined in Section E2).

a. Flyers and posters

Most parents' first point of engagement was through our flyers and posters which, as referenced in E2 were displayed in shops, cafes and communal spaces throughout the Crystal Palace area. The text from these read:

Side 1 WANTED – More primary school places for Crystal Palace

There is currently a shortage of primary school places in Crystal Palace, which is set to continue; this mirrors the acute shortfall across London. Our local schools are heavily oversubscribed, with between 3 to 10 applicants per place.

The children of Crystal Palace are at risk of not getting a place at a local school, forcing our children to travel further afield. We could have no choice at all about where our children go to school.

We are trying to change this situation. Work is underway to open a new school- Crystal Palace Primary School – which will serve local families. We need your support to make this vision a reality.

Side 2 (flyer only) But – it's not just about places...

We're passionate about developing our children into the successful individuals they can be. That's why, in addition to delivering an exciting and challenging curriculum, we will focus on:

- *Developing the character traits that contribute to successful and productive lives.*
- *Encouraging optimism, curiosity and enthusiasm for lifelong learning*
- *Building determined and resilient individuals*

Come and find out more about Crystal Palace Primary School at one of the following events: (Followed by a list of events for parents and the community held between September and December 2013)

Our flyer also provided information of various ways that parents and the community could contact us:

- Via our website: www.crystalpalaceprimary.org.uk
- Via Facebook page: www.facebook.com/CrystalPalacePrimarySchool
- Via Facebook group: www.facebook.com/groups/SE19primaryschool/
- Via Twitter: twitter.com/CPPrimarySchool
- By phone: [REDACTED]

b. Parental survey

Parents were given the option to 'Register their interest' by completing our Parental survey either online at: <http://www.crystalpalaceprimary.org.uk/survey/> or on a paper form which could be obtained directly from us at our public meetings, monthly local market stall and whenever we spoke to parents directly.

Text at the very top of the questionnaire provided a detailed summary of the vision, ethos and planned curriculum for the school, as well as information about how the data we were gathering would be used as follows:

'We are currently collecting surveys to measure support for a new primary school to serve the Crystal Palace community. We may share some of this information (date of birth and postcode information only, we will not share your contact details) with the Department of Education as part of our application for a new school.

We are gathering evidence of demand from parents who will have children eligible and wishing to enter Reception or Year 1 in September 2015 or September 2016.

Please register your interest in sending your child to this school by completing the survey. By providing your contact details, we will keep you updated on the progress of the campaign.

Our Vision

Crystal Palace Primary will be a two form entry school, catering for pupils from Reception to Year 6. It will be a school at the heart of our community, committed to delivering an excellent start in life for local children. At the heart of our ethos is the idea that nurturing 'character' is crucial in ensuring future success and happiness for our children. Our school's core purpose will be developing seven key positive character traits in pupils, highlighted as being essential ingredients for lifelong success:

Curiosity Determination Enthusiasm Gratitude Optimism Self-control Social intelligence

These traits will be embedded in every aspect of the school from our teaching and curriculum through to the behaviour of our pupils. We also consider that our central belief – that character counts – can equip each child with the behaviours that strive for excellence. These will be invaluable in preparing our children for the next stage of their learning, as well as laying the foundations for entry to excellent universities and the world of work. Our expectations will be high for all pupils; we aim for our school to perform in the top 10% of the schools within each of the local authorities serving Crystal Palace. We will work with parents, families and carers to support children to develop successful character traits throughout their time at the school and beyond. Our curriculum will have a constant focus on developing character. It will seek the best in all pupils, combining a strong focus on English, Maths and Science with an exciting topic based approach to learning, integrating History and Geography with the Arts to foster curiosity. PE will be a core part of the curriculum and will also be used to reinforce Science and Maths in a practical setting. We will embrace and celebrate the diversity and heritage of our pupils, whilst promoting a shared sense of community. Our school will have "houses"; clusters of children from across different year groups who will have regular opportunities to study, eat and play together, learning the value of supporting each other and mixing happily.

Our curriculum will be supplemented by a daily Enrichment Club, in which all pupils will be encouraged to participate, at least once a week. Building on the legacy of the National Sports Centre, sport will feature strongly as part of our enrichment, but there will also be opportunities for artistic, scientific, and historic pursuits, as well as community based projects.

Our approach has developed based on research which indicates that with effort every child is capable of success. We will encourage all children and families to believe that enthusiasm and hard work are important for future success. Our teachers will be ambitious for their students, role models for the character traits and committed to the highest standards of teaching.

Finally, CPPS will act as a community hub, bringing residents together. We will work with local people, organisations, and businesses in both the running of our school and our comprehensive enrichment programme, ensuring that Crystal Palace Primary School is truly at the heart of our community for generations to come.'

Parental Survey questions:

1. Do you support the vision of our proposed school? (**141 of 142 people completing the survey have answered 'Yes'**)
2. Do you have (a) child(ren) born on or after 1 September 2010?
3. Please indicate how many children you have born on or after 1st September 2010
4. I would select Crystal Palace Primary School as first choice for my child(ren) for Reception entry – Yes/No/More information
5. Please provide Child 1/2/3/4 Date of Birth
6. I am interested in finding out more information about Reception entry at Crystal Palace Primary School – Yes/No
7. Do you have (a) child(ren) born between 1 September 2009 and 31st August 2010?
8. Would you like to send your child(ren) straight into Year 1?
9. I would select Crystal Palace Primary School as first choice for my child(ren) for Year 1 entry - Yes/No/More information
10. I am interested in finding out more information about Year 1 entry at Crystal Palace Primary School – Yes/No
11. Please tell us more about your situation and we will contact you to confirm whether your child(ren) are eligible for entry to CPPS
12. Please enter any other information you would like to provide regarding your child(ren) or your interest in our school.

c. Local schools – a deficit in the availability of places locally

As has already been outlined in detail in Section C (pages 4-5) there is currently a deficit in projected primary school places available locally.

As shown in **Table C2: Current and Projected Primary School Places (LA)**, there is a forms of entry shortfall ranging from 2 – 15.5 across the wards making up Crystal Palace; without interceptive action, all five Boroughs are predicted to be operating in significant deficit (over 30 FE in total) by 2015.

Further to this, existing primary schools serving Crystal Palace are already oversubscribed, with every single one of the 15 local primary schools receiving more than one application per place in 2012 (**as shown in Map C4**).

This is particularly the case of the best performing schools, with the three local primary schools judged by OFSTED as Outstanding – Kingswood Primary School, Paxton Primary School, and Elm Wood School had between 4.1 and 10.2 applications per place in 2012 and have catchment areas of between just 0.16 miles (Elmwood) and 0.39 (Kingswood).

As referenced in Section C, local children are already being placed in primary schools that are outside of reasonable commuting distance as the following quote from a local parent demonstrates:

'We didn't receive a place at any of the local primary schools when our son started in Reception one year ago. Finally we were allocated a place at a school between

Herne Hill and Loughborough Junction. The journey time lasts between 30 to 40 mins every day. Moreover, none of our child's friends live locally meaning that he doesn't really see them outside of school. More local places are definitely needed. Good luck!' – Parent of child living in SE19 1.

Local schools – Crystal Palace is served by more primary school places judged as Inadequate, Requiring Improvement, or in Special Measures by OFSTED than would be available at Crystal Palace Primary School at full capacity.

Of the Primary Schools serving Crystal Palace referenced in Section C (Table C1), Malcolm Primary School has been judged by OFSTED as Inadequate (Grade 4), with All Saints Church of England Primary School, St Lukes Church of England Primary School, St John's Church of England Primary School, St Anthony's RC Primary School and Cypress Primary School all having been marked as Requiring Improvement (Grade 3). The total of places available at these schools across year groups is summarised in the table below:

Table E1: Capacity of weak primary schools serving the Crystal Palace area

| School | OFSTED | Capacity |
|---|--------|---|
| Harris Primary Crystal Palace (formerly Malcolm Primary School) | 4 | 210 (30 places per year group) |
| St Johns Church of England Primary School | 3 | 315 (45 places per year group) |
| All Saints Church of England Primary School | 3 | 420 (60 places per year group) |
| Cypress Primary School | 3 | 630 (90 place per year but currently operating with two bulge classes bringing this to 690) |
| St Lukes Church of England Primary School | 3 | 210 (30 place per year group) |
| St Anthony's RC Primary School | 3 | 210 (30 places per year group) |
| Total places available: | | 1995 (2055 including Cypress bulge classes) |

The number of places available at Crystal Palace Primary School at capacity would be **420**. Therefore the figure of **total places at the weak existing schools serving the area is more than four times our proposed number of places at capacity.**

Even disregarding the data for Malcolm Primary School, which was taken over by the Harris Federation and became Harris Primary Academy Crystal Palace in September 2013, **availability of places in these weakly performing schools would stand at 1785, which is still more than four times the proposed capacity for Crystal Palace Primary School.**

Further to this, Langbourne Primary has not been included in the figures above because it received a Level 2 at its most recent OFSTED grading in March 2012 (whereas it was previously rated as unsatisfactory). However, its most recent OFSTED data, from Summer 2012, as referenced in Table C1, shows a significant decline, with pupils performing in the lowest quintile nationally at KS2 for English, Writing, Reading and Maths. Progress data for Maths is particularly poor, with 48% of children not making expected levels of progress.

Langbourne has 60 places in each year group (420 overall), so when considered, brings the total number of places of poorly performing schools in the Crystal Palace area to 2415 (not including Cypress Primary's current bulge classes).

As shown in Map C4 all of the schools serving Crystal Palace were oversubscribed for 2012 entry, with the lowest number of applicants even in these poorly performing schools standing at 2.8 per place (1.4 per place including Langbourne).

Section E2: Engagement with the local community

Crystal Palace has a mixed community, rich in diverse heritage and representative of all socio-economic groups. Core to our engagement and communications strategy are inclusivity and openness; in addition to our core community engagement activity we have sought out hard-to-reach members of the community through targeted approaches.

a. Outreach

Promotional Collateral

We have created 7,000 colour A5 flyers, 100 A4 posters, 2 pop up banners, and a 2x 5 m banner. To date we have targeted shops, free public services including children's centres, ten local nurseries, five local libraries and doctors' surgeries all within our 1.5 mile admissions zone. Estimated audience to date is between 4,500 – 6,000 individuals.

Face-to-face engagement

Members of our core team and parent volunteers have presented to four play groups, four parent and child library sessions and several businesses which attract local parents all within our 1.5 mile admissions zone. We held a monthly stall at the Crystal Palace food market from September through to Christmas 2013, attended West Norwood Feast on 3 November and the Crystal Palace Fireworks Display on 5 November. This involved conversations with parents about CPPS. Estimated audience figure to date: 350 parents of children aged 4 or under.

Press

Two feature articles have been written describing our proposal and vision. The first was in the Croydon Guardian on 9 September, and the second was in the Transmitter (a locally circulated free magazine) September edition. We know from feedback at events that many parents saw the coverage in The Transmitter and attended because of this. Total estimated readership: 50,000

Advertorial

We have advertised in the Transmitter magazine September and November 2013 editions. Estimated readership: 30,000

Word of mouth

Our core team live in the local community and have acted as local ambassadors. Wherever possible we have encouraged others to engage with our proposal and spread the word to friends and family.

Digital and Social Media

Our website has been viewed by 2,534 unique visitors, with an average dwell time of 2 minutes 56 seconds. As of 29 December 2013 we have 112 members of our Facebook group, 112 people like our Facebook page and 106 people follow us on Twitter.

We post 1-3 times per week on local Facebook Groups: Crystal Palace Mums which has 1526 members and CP local which has 1635 members. During November 2013 we ran a two week campaign on the CP Mums Facebook Group.

We circulated an e-newsletter to our opt-in mailing list of 405 subscribers and social media audiences in September 2013 and December 2013.

***b. Engaging with parents from a cross section of our local community:
Targeting hard-to-reach audiences***

The Crystal Palace community is diverse and well-integrated. Our strategy uses all possible channels to engage with them. We have not requested demographic information from our event attendees or survey respondents but anecdotally we feel as if we are reaching a representative cross section. It's important to us that our community knows that our school is inclusive and that we encourage everyone within the catchment area to enrol their children. To ensure this happens we have taken some steps to approach audiences who we believe may be hard-to-reach within our community:

Families within lower socio-economic groups – Our community has two large estates run by housing associations, to which we have distributed flyers regularly. Our team has met with the Chair of the Central Hill Estate Tenants and Residents Association (CHETRA) and the Resident Participation Officer for the South Area housing office of Lambeth Living Ltd. CHETRA has promoted our school in their estate-based Resource Centre, as well as to informal networks of local mums on the estate. We believe this was a successful approach as several residents from local estates have attended our events; families living in the postcodes covering the estate have also completed our parental survey. We have approached all businesses in our area including all fast-food outlets. We have distributed information to free child play provisions and children's centres in our area as a priority.

We also posted on the Facebook and Twitter pages of the following housing associations that have homes across the Crystal Palace area: Affinity Sutton, Amicus Horizon, Family Mosaic, Moat, London & Quadrant, Notting Hill Housing Trust and Peabody and our messages were retweeted.

Families who have English as an Additional Language – Within our local town centre are two food outlets which attract custom from Polish and Italian communities. Our team has engaged with the owners/ managers of these establishments and asked them to act as ambassadors for the school. Anecdotally, our survey shows names of African, Asian and Eastern European heritage.

Parents in full time employment – The group has regularly handed out flyers at our local train station. Events are held outside of working hours, including opportunities to meet our team at our Saturday market stall.

Faith groups – To date, we have spoken to parents and distributed flyers at a Christian playgroup. Over coming months and in the pre-opening phase we will scope out the religious groups within our community and ask to attend an appropriate event. These include a centrally located Greek Orthodox Church and various churches practising the Christian faith, South Norwood Mosque, and the South London Liberal Synagogue. We will seek ambassadors in each group to maintain strong relationships with each community.

c. Engaging with our local community

Our engagement strategy to date has centred on parents in order to understand demand and shape the school in response to local needs. We have begun to engage with our local community. We will continue this in the pre-opening phase to involve local people in our enrichment activity and ensure that Crystal Palace Primary is at the heart of the community. Examples include:

- Community events – we have run two community events in September and November 2013 (see below);
- Market stalls – as mentioned in the ‘Face to Face engagement’ section above;
- Targeting influential people – Our core group has worked with the Chair of the Crystal Palace Chamber of Commerce in developing our engagement strategy, local housing association officials, local councillors and MPS, Trustees of our local library and the Crystal Palace Transition Town Group (a local sustainability group) and the Upper Norwood Improvement Team (UNIT);
- We have also posted frequently on the CP Local Facebook Group which has over 1600 members.

In the next phase of our community engagement work we will continue to engage with parents, to increase sign ups and to maintain support from those who have previously completed the survey. Prior to the pan-London admissions deadline we will communicate the benefits of CPPS as the first choice for children’s education.

We will work with parents and the wider community to a) inform them of our plans as they evolve, and engage them at a deeper level in how the ethos of the school will be realised and b) share information and consult with the widest possible demographic on key decisions relating to our developing school.

d. Consultation

The Steering Group has run and attended six events to date. The events are targeted at parents (3), the whole family (1) and the local community (2). At each event the steering group has presented the ethos and vision for the school, asked for feedback on key questions (see below) and run a question and answer session.

Examples of consultation questions:

- What would you want to see from CPPS’s enrichment club?
- How can we spread the word about the school to people outside of this room?
- Which elements of your primary school experience would you wish, or not wish your child(ren) to have?
- How can we ensure that CPPS truly becomes and remains part of the Crystal Palace community?
- Please tell us about any issues or concerns.

We collected names and e mail addresses from all attendees at the events. To date we have had at least 65 attendees at our events (with more attending who did not sign in). Notable attendees include a Southwark Conservative Councillor who requested and distributed 300 flyers on our behalf; his Lambeth colleague also sent a letter describing the school to all of his constituents, and Lewisham counterparts also tweeted about CPPS.

A Labour Councillor from Lambeth has also attended an event and offered his support. We have gained support from a local Labour MP, and are seeking support across the parties as we move into the pre-opening phase. We have requested that all of the above undertake campaigning activity on our behalf.

e. Responding to community feedback

It is worth noting that the impetus to create the Crystal Palace Primary School originated from community consultation within the Crystal Palace Mums Facebook Group. The following table summarises the main constructive feedback received, its sources, and the action taken.

| Theme | Feedback/ question/ issue | Source and frequency | Action taken or planned |
|-----------------------|---|---|--|
| Admissions zone | <i>“Please can you extend the admissions zone from 1 mile to 1.5 miles to allow my child to be eligible for enrolment?”</i> | Informal conversations, survey FREQUENT | We have currently extended our proposed admissions zone to 1.5 miles in light of this feedback. However a final decision on this will be made in pre-opening. |
| Admissions policy | <i>“The admissions policy should ensure that if one twin or multiple is selected by ballot that the other(s) automatically receive a place. This continues even when few places are available.”</i> | Survey and parents’ event | We have adapted our admissions policy to cater to this circumstance. |
| Teaching and Learning | <i>“It’s important that pupils understand and demonstrate good behaviour.”</i> | Parents’ evening | This is important to the steering group and will build on the character ethos of the school. |
| Teaching and Learning | <i>“It’s important that children can experience learning outside the classroom. Having a site with green space outside would make a big difference.”</i> | Social media, conversations, survey FREQUENT | We have responded to this feedback and adapted our plans to strengthen learning outside of the classroom. We have identified and prioritised potential sites and premises with access to excellent external space. |
| Teaching and Learning | <i>“Important that learning is creative, hands–on and fun.”</i> | Parents’ evening | We feel that our character driven ethos, topic-based learning and pupil-led approaches to learning will ensure this aspiration. |

| Theme | Feedback/ question/ issue | Source and frequency | Action taken or planned |
|---------------------------------|--|--|--|
| Staffing and support roles | <i>"It's critical that the teaching staff are good."</i> | Conversations, survey, Parents' evening | We strive to recruit outstanding, qualified class teachers for CPPS and have factored this into our financial planning to ensure appropriate remuneration will be available for the right calibre of teacher. |
| Food | <i>"It's important to us that school dinners are nutritious and appealing and that the children are encouraged to develop a positive relationship towards food and eating." "Is there going to be a canteen?" "What sort of food will it serve?"</i> | Survey, Parents' evening, informal conversations FREQUENT | In response to this we have consulted the School Food Plan and plan to implement this to achieve good food and a healthy food culture for our school. We will include food as part of our topic-based learning. We aim to have a canteen operating at the earliest opportunity in our school with higher than national average eating school meals. |
| Enrichment | <i>"Timings of Enrichment Club?" "Will the Enrichment Club timings align with working hours for parents?"</i> | Informal conversations, survey FREQUENT | We had initially planned to run our Enrichment Club until 5.30pm but have now decided to extend this until 6pm daily. |
| Local Environment and Community | <i>"There is already too much traffic in our area. Please can you consider how to encourage parents to walk their children to school?"</i> | Parents' evening | This is a really important consideration that we hadn't previously looked at. This links to our admissions zone policy and how we will work with parents to better our community. We are planning to consult with parents and community members on this issue in the pre-opening phase to try to minimise traffic wherever possible, and promote healthy lifestyles through walking to school. |

Section F: Capacity and capability

Section F1: Pre-opening skills and experience

The Company Limited by Guarantee that is making this application has five members (see table below), all of whom are part of the core group. Responsibility for setting up the school rests with that core group, which has delegated duties from the CLG members. The group has been in place since March 2013, and is the body which has driven the development and submission of this application. Our proposals for pre-opening have grown out of our current form, membership and ways of working, as well as recognition of the different nature of the demands during the pre-opening phase.

Leadership of the group

Our group is chaired by the future Chair of Governors, [REDACTED]. The lead 'doer' in the group is the Project Manager, [REDACTED], who is highly experienced in both project management and property. However, we believe that we will need to supplement her 10 hours/week with up to three days/week of external project management during pre-opening. We will use our pre-opening grant to procure a project manager with experience of successfully opening a free school.

Structure and operating model

The core group will have the skills to undertake the required work to successfully open the school. The key tasks involved are:

- comprehensive planning of the operation of the school in order to ensure the delivery of high-quality education from the 'first day of school', including formulation of key policies and operational plans for delivery of the curriculum;
- recruitment of key staff, and establishment of the associated personnel processes and policies, including remuneration;
- financial planning for the school's operation, and financial management of the pre-opening phase;
- securing appropriate school premises, and the ensuing legal negotiation and agreements (in conjunction with the EFA);
- promotion and marketing of the school to prospective parents;
- progressive recruitment of additional governors, in order bring the Governing Body to its full complement.

In addition to project management, we will have leads and sub-groups for each of the following key areas:

- Education – lead, four members and an advisor (Head of an 'Outstanding' primary school);
- Finance – lead and two members;
- Engagement – lead and three members;
- Premises (working with the Education Funding Agency) - lead and one member;
- HR (to ensure we have the right employment policies and procedures in place) – lead and one advisor.

Additionally, we will have leads for the following areas, which will require less regular input:

- Governance and admissions – one member;
- ICT – one member.

We have matched the amount of resource in each sub-group to the scale of the task, with some members of the group performing more than one role. We believe that the ***current operating model of our core group is fit for the pre-opening phase***. We hold a fortnightly meeting of the whole group, which is chaired and minuted, and includes reports from the sub-group leads. Between meetings, the leads liaise with their sub-groups to work on their respective areas of responsibility. Elements of the project plan that do not fall neatly into one area of responsibility will be delegated to named members.

Pre-opening grant

We intend to use our pre-opening grant as follows:

- Project management support, for three days/week. Their main contact in the group will be our Project Director;
- Head Teacher, who we would expect to be in post by January 2015, and who would join the core group (see section F4 on page 91);
- Marketing, engagement and statutory consultation;
- Legal fees.

Pre-opening costs will be allocated and phased within a budget and cash flow; this will be managed and monitored by the Finance Project Lead.

Figure F1 Our proposed structure for the core group

Core Group
Meets fortnightly, delegated authority from the company
Considers requirements, sets strategic direction, assesses implications and decides approach
Checks actions, monitors progress against plan, and shares knowledge
Engages with parents, community and stakeholders

Project Leads (Pre Opening and Opening stage)

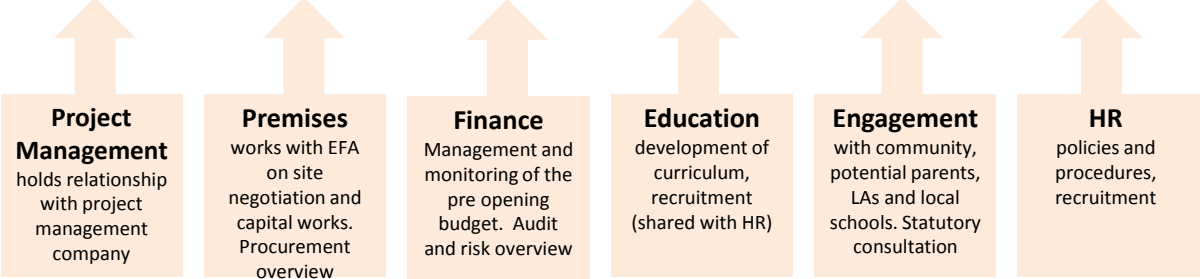


Table F1 – Pre Opening skills & expertise

| Name | Member of core applicant group | Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Available Time (hours per week) |
|------------|--------------------------------|---|-------------------------------------|--|
| [REDACTED] | Y | [REDACTED] | | 4 |
| [REDACTED] | N | [REDACTED] | | 2 |
| [REDACTED] | Y CLG Member | [REDACTED] | [REDACTED] | 10 |
| [REDACTED] | Y CLG Member | [REDACTED] | | 4 |
| [REDACTED] | Y CLG Member | [REDACTED] | | 10 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 4 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 7 |
| [REDACTED] | Y CLG Member | [REDACTED] | [REDACTED] | 6 |
| [REDACTED] | Y | [REDACTED] | | 2 |
| [REDACTED] | Y | [REDACTED] | | 6 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | 4 |
| [REDACTED] | Y | [REDACTED] | | 3 rising to 8 from July (when she retires) |
| [REDACTED] | Y | [REDACTED] | | 3 |
| [REDACTED] | N | [REDACTED] | | 1-2 |

Skills gap in pre-opening

We believe that we have the necessary competence and capacity in the following key areas:

School leadership

- Primary and secondary, ensuring that we are considering the school in the context of children’s future education;
- Four senior school leaders, with excellent track records, working in similar communities to Crystal Palace, including a head, one of whom is our chair. We additionally have a primary head in an advisory role.

Finance

- Two finance leads, with experience in large and medium-sized private and public-sector organisations.

Project management

- Two experienced project managers: one with experience in large, commercial and residential property projects, the other with in project/programme assurance and delivery of strategic projects.

Engagement

- Several members of the core group have wide experience of community engagement and communications.

HR

- Senior HR executive joining the group as an advisor for the pre-opening phase and beyond, to supplement the skills of our HR lead.

However, we would like to supplement our capacity in three areas:

- **Premises:** Whilst [REDACTED] is more than sufficiently experienced in this area, it would be ideal for her to be able to focus on project management alone. The new member of the group would therefore become the premises lead.
- **School finance:** Whilst we have strong finance experience in the team, we would like to supplement it with specific knowledge of school finance. This individual would join the finance group.
- **HR:** We would like to further supplement our HR team with additional capacity during the pre-opening phase only.

The methods described in the table below have worked effectively to take the group from an initial three members to the current position, in which we have the right skills and capacity for both the application phase and, save for the gaps listed above, for pre-opening. We are therefore confident, that we will be able to fill these gaps using the same methods over the coming months, in preparation for the pre-opening phase.

Table F2 - Skills Gap – Pre-opening

| Skills/experience missing | How we plan to fill the gap |
|---------------------------|-----------------------------|
|---------------------------|-----------------------------|

| | |
|------------------------------|---|
| School (specific) Finance | <ul style="list-style-type: none"> • Draw on our personal and professional networks; • Identify people from the local community, in particular accessing the strong business community through our local Chamber of Commerce; |
| Premises | <ul style="list-style-type: none"> • Advertise in local media and use social media networks; • Target and approach organisations – local schools, companies, charities or educational establishments; |
| HR | <ul style="list-style-type: none"> • Approach organisations that help to match volunteers with projects such as Third Sector Volunteering; Tapping into expertise on a volunteer basis from large private sector companies under their 'corporate community engagement' and 'corporate social responsibility' banners. |

Accountability and decision making (post opening)

Robust governance will be of paramount importance to the quality and sustainability of the school. We will create an open but challenging culture by ensuring that everyone involved in the school subscribes to and demonstrates:

- an ethos of mutual respect;
- commitment to giving and receiving constructive criticism routinely;
- that performance management is based on a rigorous analysis of data, set against challenging targets.

The result will be a governance system which

- sets the vision and strategy for the school;
- ensures solvency and value for money;
- quickly identifies when things are going wrong and is able to implement mitigating action;
- establishes a clear chain of accountability.

Section F2: Our proposed governance structure

The arrows indicate lines of accountability and escalation

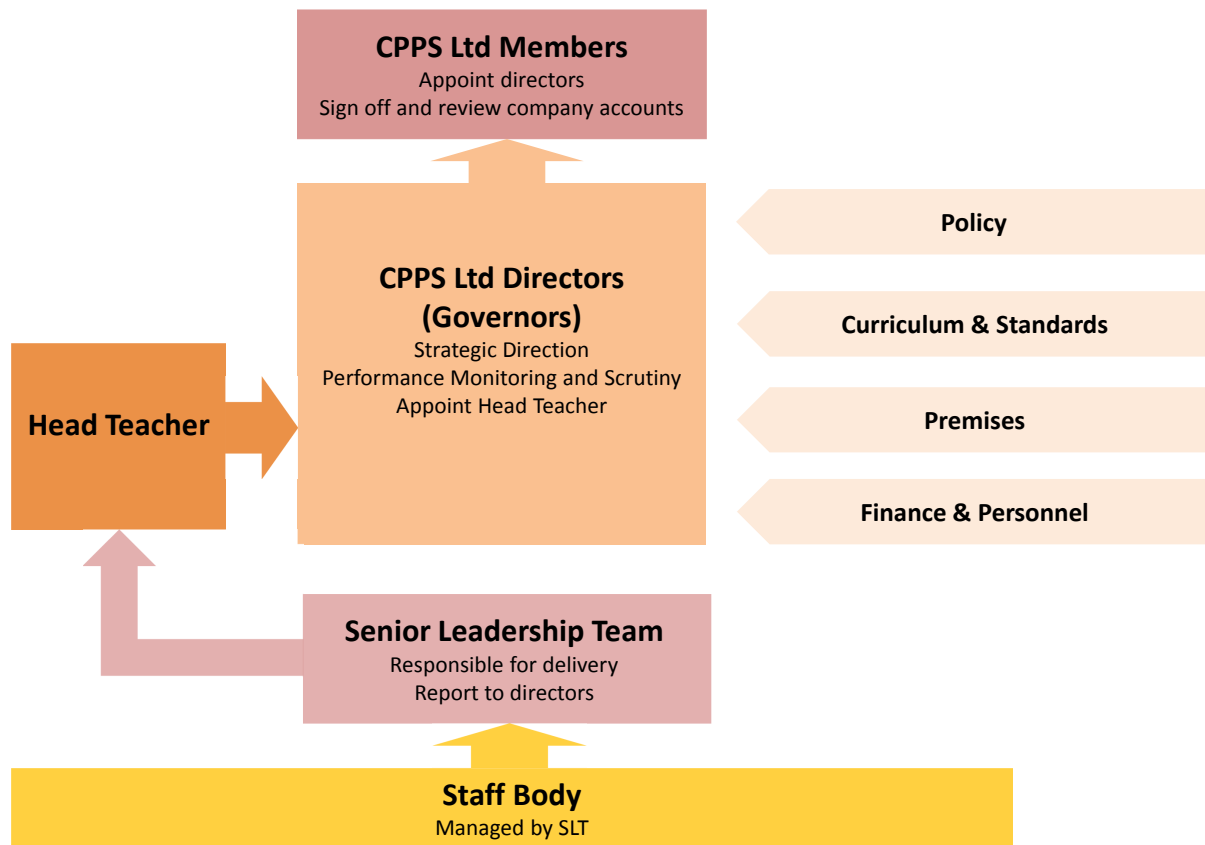


Figure F2 Governance structure

Roles and responsibilities

In accordance with legislation, the *members of the CLG* will be responsible for appointing the directors, ensuring they are discharging their duties and signing off the company accounts. They may also amend the constitution of the company. In order to ensure a proper separation of functions between the members and directors, no more than half of the Governing Body will be members, and not all members will sit as governors.

Directors (otherwise known as ‘governors’ and described collectively as the ‘Governing Body’) are accountable to the members for the running of the school. Their role will be as non-executive directors of the school: to challenge and support the executive team. They set

the strategic direction and vision of the school, appoint the *Head Teacher*, and hold the SLT to account. The *Chair of Governors* will be self-nominated and elected by the directors annually. They will automatically become a member of the CLG for the duration of their tenure as chair.

The *Senior leadership team*, appointed by the Head Teacher (with the participation of the directors) are responsible on a day to day basis for running the school, and are accountable to the directors. The Head Teacher will be an ex-officio member of the Governing Body.

CLG members

Members of the CLG are responsible for appointing directors (synonymous with ‘governors’) as set out below (under ‘CLG Directors’). CLG members will not only ensure that the Governing Body contains directors with the skills set out below, but also the on-going capacity to fulfil their roles competently and effectively. They will also routinely monitor membership of the Governing Body to ensure that its competence and capacity meet the needs of the school, as reflected in the school development plan.

The members will also monitor the progress of the school to ensure that directors are discharging their duties effectively. In so doing, it is important however that they do not conflict with the proper separation of responsibilities of these two levels of non-executive governance. CLG members will therefore meet less often than the Governing Body – every six months – and receive minutes of full Governing Body meetings, along with summary reports. In particular, they will review the school evaluation form, the school development plan, and top-line performance data.

CLG directors – the Governing Body

The Governing Body will be responsible for:

- Ensuring compliance with company, charity and other legislation and regulations;
- Setting the strategic direction of the school, consistent with the vision;
- Ensuring that the vision is being delivered, including through performance management of the Head Teacher;
- Ensuring sound management of the school’s finances and resources, including proper planning, monitoring and probity.

There will be 12 governors in total, who will meet once a term as the full Governing Body. One will be the Head Teacher, two will be parent governors, one a staff governor, four will be CLG members (including the Chair) and the remainder will be appointed by them.

We will seek to ensure that there is always representation of parents, staff and the community amongst the Governing Body. In the case of parents, we will meet our statutory requirement to have at least two parent governors at any time. *The two parent governors* will be selected by election by the parent body. Parents can also be appointed as governors without election, on the basis of their skills, as described below. Whilst we believe it is important that parents are engaged with the school in a variety of ways, including governance, we also recognise the need to balance parental interest with other perspectives. We will therefore set a maximum of 50% (rounded down) of

our Governing Body to be drawn from parents of current pupils. There will therefore be between two and six parent governors at any one time.

There will be one place on the Governing Body for ***an elected, current member of staff*** at the school. They will be self-nominated and, where there is more than one nomination, a vote of the teaching staff will be held.

All elected governors will be representatives, not delegates. In other words, they will act according to their own opinions and views, rather than being obliged to voice those of their electorate. However, being drawn from a particular group – parents and teachers, respectively – will help give those groups a voice.

Finally, amongst the ***representative governors, will be at least one drawn from and active in the local community***. However, this director will be appointed by the CLG members rather than elected.

The remaining four governors will be appointed for their skills alone. At any one time, we will ensure that members of the Governing Body have the following skills and experience among them:

- Primary school leadership
- Secondary school leadership
- School governance
- Finance, both school and other
- Senior leadership or governance of an academy or free school. We will particularly look for experience in a new school
- Human resources
- Property

In addition, the following skills will be desirable but not essential:

- Public law
- Special educational needs
- Facilities management

When choosing directors, members will scrutinise their CVs and carry out a brief interview to ensure suitability for the role (this function may be delegated to existing governors). Once appointed, they will receive an induction to the school and the role, and a ***training needs assessment***, which will be updated annually. Their contribution and effectiveness will also be monitored by the Governing Body and CLG members.

Governors will be found through existing networks, local voluntary groups and online forums, official and informal networks of schools and amongst staff and parents, as well as the School Governors' One Stop Shop. Where necessary, advertisements will be taken out in

local publications. We will also draw on the strong business and civic community in Crystal Palace, establishing a 'Friends of the School' group to identify future potential parent governors, as well as fundraise for our Enrichment Club.

Accounting officer and principal finance officer

The Head Teacher will be the **accounting officer**, taking personal responsibility for assuring the Governing Body that there is compliance with the Academies Financial Handbook, the EFA and all relevant aspects of company and charitable law. Delivery of detailed accounting processes will be delegated to the **business manager**, who will be the **principal finance officer**. It is essential that both roles are discharged by suitably qualified individuals, who are aware of their statutory and regulatory responsibilities. We will also appoint a governor to be the **responsible officer** – please see below under 'financial control' for further details.

Senior Leadership Team

The Head Teacher and members of the Senior Leadership Team will be held to account by the Governing Body for the success of the school, particularly the outcomes for children. This will include the annual performance management process for the Head Teacher (which is delegated to the Policy Sub-committee).

The Head Teacher, who is appointed by the governors, will have delegated responsibility to appoint the SLT. However, interviews for SLT members will always include at least one governor (and during the initial opening phase this is likely to include more than one). The appointment of the Business Manager will always include the chair of the Finance sub-committee. The SLT will consist of the Head Teacher, the two deputy heads and the School Business Manager, to whom responsibilities will be formally delegated by the governors, through a **scheme of delegation**.

Effectiveness of the Governing Body

The Governing Body will regularly ensure that it is discharging its duties as effectively as possible. Firstly, it will carry out **regular self-assessment**, against the OFSTED inspection standards. Out of this self-assessment, a Governing Body development plan will be created, implemented and monitored. Secondly, we will seek an **annual external review** by the Governing Body of another school (we will seek a reciprocal relationship, so that we can benefit from observing their working practices as well as the critique of our own). These partner schools will have an 'Outstanding' OFSTED rating and will change annually or biennially.

The effectiveness of meetings will be supported by the appointment of **an experienced clerk** (who will report to the **Chair of Governors**) as well as by excellent chairing.

All governors will receive a full induction before their first meeting and on-going training. The Governing Body will aspire to the 'outstanding governors' award (National College for Teaching and Leadership).

Sub-committees

Sub-committees are described in the OFSTED best practice review as ‘the engine rooms’ of the Governing Body. As smaller groups, they will look at their areas of responsibility in greater detail than the full Governing Body, drawing in a wider set of written and verbal reports. They will also have ***delegated powers of decision-making***, in order to allow full Governing Body meetings to run efficiently and to avoid duplication.

We will create ***four sub-committees***, in line with our statutory obligations and the priorities and anticipated challenges of the school: ***‘finance and personnel’, ‘premises’, ‘curriculum and standards’*** and ***‘policy and strategy’*** respectively. The finance sub-committee will also act as the audit committee.

Chairs of the Finance, Premises and Curriculum sub-committees will be elected by the Governing Body annually. The elected chairs along with the Chair of Governors will make up the policy sub-committee, forming a leadership team within the Governing Body (again, in line with the OFSTED best practice guide). Membership of the sub-committees will be based on skills and experience, proposed by the sub-committee chairs, and ratified by the full Governing Body. All governors will be a member of a sub-committee.

The Curriculum and Standards Sub-committee will meet at the start of each half term, as part of the monitoring and improvement cycle. Likewise, the Finance and Personnel Sub-committee will meet half-termly, to ensure tight financial control. It is likely that the Premises Sub-committee will also need to meet half-termly in the first instance. The Policy Sub-committee will meet termly.

Table F3 - Responsibilities of sub-committees

Finance and personnel

- Oversees staff appointments, development and pay;
- Sets (within existing pay agreements and terms of employment) staff salary levels at annual salary reviews;
- Ensures that the financial implications of staffing decisions are explicitly identified, understood, and budgeted for;
- Establishes and monitors appropriate policies and procedures for sound budgetary control (see 'financial control' below);
- Recommends the school's annual budget plan to the Governing Body;
- Reports significant anomalies from the anticipated position to the Governing Body, having reviewed the financial reports;
- Makes decisions on expenditure following recommendations from other committees, within agreed limits;
- Once budgets are agreed, the committee may adjust funding within agreed limits, for example, authorising unbudgeted expenditure.

Curriculum and standards

- Ensures systems and processes for delivery of high standards and the educational vision are in place;
- Scrutinises performance data as part of performance review cycle
- Reviews curriculum;
- Disciplinary hearings – delegated authority;
- Reviews special needs provision;
- Advises the Governing Body on changes in curriculum policy, published attainment targets and statutory issues related to curriculum provision and exclusion.

Premises

- Oversees significant construction and maintenance works;
- Reviews health and safety compliance;
- Reviews the school's lettings policy and out of hours use;
- Ensures the regular inspection of the premises to identify essential maintenance work;
- Ensures appropriate insurance is in place;
- Monitors the school's emergency policy and procedures;
- Monitors the School Transport Plan.

Policy and strategy

- Carries out Head Teacher's annual appraisal, and ratifies performance targets for the Head Teacher and Deputy Heads
- Ensures that the work of the Governing Body and its committees is effective, such as agreeing the schedule of meetings and reviewing membership
- Reviews policies according to agreed schedule
- Oversees admissions

Up-to-date, accurate and relevant information about the school

The governors must enjoy a full view of the school in order to carry out their duties. They will therefore receive reports on key areas, in advance of meetings, according to an agreed schedule. Reports will be concise but carry sufficient detail for scrutiny and analysis of trends. They will be presented using a variety of formats (e.g. spread sheets, pie charts and graphs), and the presentation and selection of data will be reviewed regularly by the chairs and the SLT. Data will be broken down by FSM and other cohorts in order to ensure a consistent focus on the progress of all, and the **best use of the pupil premium**. Governors will expect the school's senior leadership to review the use of the pupil premium in line with research in the Education Endowment Foundation Toolkit.

The school's KPIs and the half-termly review cycle will be reviewed by the curriculum and standards sub-committee, which will provide a report of their meeting to the Governing Body. They will receive:

- a 'risk score card' overview of progress against KPIs (including a Closing the Gaps analysis);
- the updated SEF and in-year action plan which is based on the half-termly monitoring cycle activities outlined in Section D.

As part of the monitoring cycle, **governors will accompany staff in carrying out direct observation of the school**, such as lessons and learning walks. The purpose of direct observation is to quality assure the written reports received by governors, rather than to

assess teachers, (which is the responsibility of the SLT). In line with best practice, visits will therefore be pre-arranged, structured and assessed against standardised criteria, and will focus on key areas of the school improvement plan. Directors and staff will follow written protocols to ensure clarity of roles, that visits are productive as possible, and feedback is both rigorous and constructive. Where appropriate, governors will also be accompanied by a senior leader from a partnering school to validate the assessments of the school's staff.

The finance and premises sub-committees will receive reports covering their areas of responsibility.

The **views of parents** will be reflected by parent governors, but also sought proactively through regular Parent Voice surveys, as well as more in-depth, qualitative insight methods, such as focus groups. In addition, Governors, particularly the Chairs, will be expected to be a visible presence at the school, for example at school performances, and more informally, at the school gate.

The full Governing Body will approve the School Improvement Plan annually. As custodians of the school's vision and 'character' ethos, Governors will specifically scrutinise performance against the Character KPI in order to **determine payment of the Character Bonus.**

Financial control

We are aware of our responsibilities under the Academies Financial Handbook to implement a process for independent checking of financial controls, systems, transactions and risks. Four options are set out under Section 3.5.6 and we will combine them to match the capacity and capability we have on the Governing Body. However, we would anticipate nominating the Chair of Finance to be the **responsible officer.** The responsible officer will agree a plan with the finance committee that will provide both an internal and external review of the key financial and business processes, throughout the year. This will allow the RO to advise the finance committee and for the committee overall to have sufficient independent assurance on the school's financial processes and procedures.

The Chair of Finance will also **review the financial reports monthly** with the Business Manager, reporting to the Chair of Governors (as well as the finance committee at its half-termly meetings).

The role of a governor at CPPS

Each Governor will play a significant and committed role in the school. In summary, they will:

- Prepare for and attend a termly full Governing Body meeting;
- Prepare for and attend a half-termly sub-committee meeting;
- Seek training in areas relevant to their role and the school, in line with their personal development plan and the school development plan;
- Carry out direct observation at least termly;
- Attend significant school events;
- The Chair of Finance will review financial figures monthly.

Conflicts of interest

As a publicly-funded body, it is particularly important that conflicts of interest are identified and managed, in accordance with the CLG's Memorandum and Articles of Association. We will do so by:

- Maintaining a register of interests for each member, director and SLT member, which will be updated at every meeting;
- Ensuring that directors with a conflict of interest (directly or via a partner, spouse, relative or dependent) are not involved in decisions related to their area of conflict. Common examples could include performance related pay and the letting of contracts;
- Including training on conflicts of interest in the induction of members and directors.

Table F4 – Proposed governors

| Name | Role on Governing Body | Area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Available Time (hours per week) |
|--|--|--|-------------------------------------|---------------------------------|
| 4 CLG members | | | | |
| ██████████ | Premises sub-committee | ██████████ | ██████████ | 4 |
| ██████████ | Curriculum and standards sub-committee | ██████████ | ██████████ | 4 |
| ██████████ | Curriculum and standards sub-committee | ██████████ | ██████████ | 4 |
| ██████████ | Chair | ██████████ | | 6 |
| 4 governors appointed for their skills by the members | | | | |
| ██████████ | Finance and personnel sub-committee | ██████████ | | 4 |

| Name | Role on Governing Body | Area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Available Time (hours per week) |
|------------|-------------------------------------|--|-------------------------------------|---------------------------------|
| ██████████ | Finance and personnel sub-committee | ██████████ | | 4 |

Other members of the core group are also willing to serve as governors but we would rather use the remaining place to appoint a governor with the specific skills outlined below. The three appointed governors would also be happy to stand down if a more suitable candidate were found. Please see Table F1 for details of the skills of members of the core group.

The final four positions will be for

- the community representative (also appointed by the CLG members);
- two elected parents ;
- one staff governor. It is likely that the staff governor would sit on the curriculum committee (if they are a teacher).

Section F3: Skills gap for Governing Body

We have two strong proposed governors for the appointed positions (whose skills cover finance and HR) and we would like to supplement them with experts in school finance and premises. In both cases, we intend to recruit these individuals for the pre-opening stage, as set out in Section F1.

Table F5 – Skills Gap – Governing Body

| Skills/experience missing | How you plan to fill the gap |
|---------------------------|---|
| Essential | |
| Premises | We intend to recruit to these roles for the pre-opening phase (i.e. by May 2015) as set out in F2, and would anticipate that the individuals would continue through as governors post-opening. These roles will supplement our existing competence, rather than being the only governors with relevant experience in these areas. |
| School finance | |

| Skills/experience missing | How you plan to fill the gap |
|--|--|
| Non-essential | |
| Experience as a senior leader during the opening of a new school | Directors will be found through existing networks, local voluntary groups and online forums, official and informal networks of schools and amongst staff and parents, as well as the School Governors' One Stop Shop. Where necessary, advertisements will be taken out in local publications. |
| Public law | |
| Special educational needs | |

We will consider procuring the services of a ***school improvement partner***, to assist the Governing Body, should we feel that we lack school leadership experience. However, we believe we have strong capability and capacity in this area.

Section F4: Recruiting a high-quality Principal

1. The role of our Principal Designate

We will develop a more detailed and final job description and person specification in the Pre-opening phase, according to the timescale set out later in this answer. However, the following paragraphs describe our current view of the key features of the role.

Job description

Job purpose including main duties and responsibilities:

- Provide strategic leadership;
- Hold overall accountability for direction and performance, including enrichment and pastoral care;
- Build a robust and capable staff body;
- Be a figurehead for the school, leading its engagement with parents and the broader local community;
- Be accountable and report to the Governing Body.

Key accountabilities:

Creating the future of Crystal Palace Primary School:

- working for and with the directors to create the strategic vision and leadership structure, for CPPS;
- motivate others to create a shared positive growth mindset and learning culture throughout the staff through distribution of leadership through teams and individuals in each school;
- translate the directors' vision into agreed objectives and operational plans;
- maximise and deploy both resources and expertise, to ensure Key Performance Indicators are met whilst also ensuring best value for money;

- represent and champion CPPS to stakeholders in the wider community.

Table F6 - Person Specification

| |
|--|
| Qualifications: |
| Educated to degree level or equivalent; |
| UK Qualified Teacher Status; |
| NPQH if not already a Head Teacher; |
| A record of relevant recent professional development in preparation for the post. |
| Experience: |
| A track record of substantial and successful leadership and management experience, but need not be a current Head Teacher; |
| Substantial and proven successful primary teaching experience delivering outstanding outcomes; |
| Experience of monitoring and evaluating performance and practice; |
| Experience of coaching, guiding and mentoring individuals and teams; |
| Experience of innovation and leadership and management of organisational change and cross-curricular developments. Including a focus on research-led change; |
| Experience of implementing strategies that have had a positive impact upon inclusion, both in terms of Narrowing the Gaps (FSM/non-FSM) and SEN pupils; |
| Experience of managing a budget; |
| Experience of working with children who have SEN or EAL; |
| Experience of successful working with parents and developing family support strategies; |
| Experience of successful working with the local community and building strategic partnerships; |
| Experience of pupil recruitment strategies and marketing. |
| Professional Knowledge: |
| Extensive knowledge of the primary sector and likely future developments, particularly in relation to curriculum and assessment; |
| An excellent understanding of current research into how children learn and effective teaching strategies; |
| A sound understanding of the research around character and the growth mindset and the ways in which this can be implemented in a school setting; this includes |

knowledge of mastery learning;
A sound understanding of target setting and assessment at a primary level;
A sound understanding of the Ofsted Inspection Framework and statutory frameworks;
Knowledge of strategies for ensuring excellent behaviour within a school.

Professional Skills

Excellent leadership skills with ability to motivate a team and take challenging decisions;
Excellent analytical, negotiating and problem solving skills;
Ability to clearly communicate the vision for the school over the next 7 years and beyond;
Ability to create and implement a strategic school improvement plan, based on effective self-review which ensures outstanding outcomes for pupils;
Ability to effectively implement performance management procedures;
Ability to provide objective support and advice to the Governing Body to enable it to meet its responsibilities;
Ability to work effectively with parents;
Ability to prioritise, evaluate and manage financial and human resources to achieve educational goals.

Personal Skills

Enthusiasm with presence and gravitas;
Commitment to excellent educational outcomes for all learners. Strong commitment to inclusion and breaking down socio-economic barriers to success;
Commitment to the ethos of character and the growth mindset, with this being evidence through their own approach to work. Particular evidence of grit and determination;
Strong interpersonal skills and ability to communicate effectively with children and families from a wide range of backgrounds;
Ability to work independently.

2. Recruiting a high-quality Principal Designate

For such a critical post, we believe that employing the services of a recruitment consultant, such as TES Prime would repay the cost, by ensuring that we had access to as many suitable candidates as possible, and support through the process.

Factors that will attract excellent candidates

We recognise that attracting high-quality leadership and teaching staff is a fundamental issue for all schools. In an environment where primary schools in England have found it more difficult to recruit Head Teachers than at any time since 2000, with headship recruitment is most difficult in London (where 44% of jobs were re-advertised), we do not under-estimate the challenge of attracting and appointing the right candidate to the role of Head Teacher Designate.

However, we recognise that whilst high levels of pay are often deemed to be the ultimate reward, it is not sole aspect of headship that all candidates value, and may not be the prime driver in their decision about where to work. As such there are some key strands to our Head Teacher's package to provide an attractive offer to appeal to high-quality candidates:

- **Quality of work:** The successful candidate will have a unique opportunity to open a Free School and, in partnership with the community, to shape its future development with the full support of the members and governors;
- **Enabling environment:** In the long term, the school will be accommodated in a brand new building with a range of excellent features that will provide a first class work environment and a range of exciting opportunities for community engagement. The recruitment timescale for the Head Teacher means that they will have the opportunity to influence this process from the outset;
- **Competitive Salary:** Through research, we have identified that a salary level of £76,358 (representing point 26 on the inner London Leadership scale) is attractive in the local market and will enable the school to compete for candidates who may be attracted to inner-London roles;
- **Collective Bonus Payment:** Share of Character Bonus representing up to 0.5% of the total staff budget offers an additional performance related pay bonus related to the Character KPI, encouraging collaboration across the school;
- **Performance benefits – not just pay:** whilst we offer the market rate for a headship of this size we recognise the value in non-pay related benefits such as leave within the term time (carefully planned and managed) and funding of professional qualifications;
- **Work-life balance:** The governors will ensure, as part of their responsibility for the performance management of the principal, that work-life balance features in his/her performance agreement;
- **Research & good practice:** The school's commitment to research-led practice provides the opportunity to lead a school at the forefront of innovative practice, supporting their own professional development. This will be chance for a dynamic and ambitious leader to work with the CLG directors to create an excellent school. The relationship with directors will be open and mutually supportive, fostering innovation and creativity. This will be made clear in throughout the recruitment process.

Section G: Budget planning and affordability



Annex - CVs

Chair of Governors Designate

| |
|--|
| [REDACTED] |
| Education & Governance |
| Experience |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| Education: Leadership |
| [REDACTED] |
| Education: Teaching |
| [REDACTED] |
| Previous experience is relevant to the new school |
| <ul style="list-style-type: none">• [REDACTED] |
| Experience of raising standards |
| Outlined above |
| Reference names(s) and contact details |
| [REDACTED] |

Education

| |
|--|
| [REDACTED] |
| Education |
| Experience |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| Education: Leadership |
| [REDACTED] |
| Previous experience is relevant to the new school |
| <ul style="list-style-type: none">• [REDACTED] |
| Reference names(s) and contact details |
| [REDACTED] |

| |
|--|
| [Redacted] |
| Education |
| Experience |
| [Redacted] |
| [Redacted] |
| [Redacted] |
| Education: Leadership |
| [Redacted] |
| Previous experience is relevant to the new school |
| [Redacted] |
| Experience of raising standards |
| [Redacted] |
| Reference names(s) and contact details |
| [Redacted] |

| |
|--|
| [REDACTED] |
| Education |
| Experience |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| Education: Leadership |
| [REDACTED] |
| Education: Teaching |
| [REDACTED] |
| Previous experience is relevant to the new school |
| Much of this is evidenced above. |
| Experience of raising standards |
| [REDACTED] |
| Reference names(s) and contact details |
| [REDACTED] |

| |
|--|
| [Redacted] |
| Education |
| Experience |
| [Redacted] |
| [Redacted] |
| [Redacted] |
| Education: Leadership |
| [Redacted] |
| Previous experience is relevant to the new school |
| <ul style="list-style-type: none">• [Redacted] |
| Experience of raising standards |
| [Redacted] |
| Reference names(s) and contact details |
| [Redacted] |

| |
|--|
| [Redacted] |
| Education |
| Experience |
| [Redacted] |
| [Redacted] |
| Education: Teaching |
| [Redacted] |
| Previous experience is relevant to the new school |
| [Redacted] |
| Experience of raising standards |
| [Redacted] |
| Reference names(s) and contact details |
| [Redacted] |

Finance

| |
|--|
| [REDACTED] |
| Finance |
| Experience |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| Qualifications |
| [REDACTED] |
| Previous experience is relevant to the new school |
| [REDACTED] |
| Experience of raising standards |
| [REDACTED] |
| Reference names(s) and contact details |
| [REDACTED] |

| |
|---|
| [REDACTED] |
| Finance, project management, LA/Government relationships |
| Experience |
| • [REDACTED] |
| • [REDACTED] |
| • [REDACTED] |
| Previous experience is relevant to the new school |
| • [REDACTED] |
| Experience of raising standards |
| [REDACTED] |
| Reference names(s) and contact details |
| [REDACTED] |

Project Management & Governance

Property, Project Management, Governance & Finance

Experience

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Qualifications

[REDACTED]

Previous experience is relevant to the new school

- [REDACTED]

Experience of raising standards

- [REDACTED]

Reference names(s) and contact details

[REDACTED]

[Redacted]

Governance, strategy, corporate development, project management

Experience

- [Redacted]

- [Redacted]

- [Redacted]

Previous experience is relevant to the new school

[Redacted]

Reference names(s) and contact details

[Redacted]

Community Engagement

| |
|---|
| [REDACTED] |
| Community Engagement & Education |
| Experience |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| Previous experience is relevant to the new school |
| [REDACTED] |
| Reference names(s) and contact details |
| [REDACTED] |

IT

| |
|---|
| [REDACTED] |
| IT Strategy and Website |
| Experience |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| Previous experience is relevant to the new school |
| [REDACTED] |
| Reference names(s) and contact details |
| [REDACTED] |

HR

| |
|---|
| [REDACTED] |
| HR & Recruitment |
| Experience |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| Previous experience is relevant to the new school |
| [REDACTED] |
| Experience of raising standards |
| [REDACTED] |
| Reference names(s) and contact details |
| [REDACTED] |

| |
|---|
| [REDACTED] |
| HR |
| Experience |
| [REDACTED] |
| [REDACTED] |
| [REDACTED] |
| Previous experience is relevant to the new school |
| [REDACTED] |
| Experience of raising standards |
| [REDACTED] |
| Reference names(s) and contact details |
| [REDACTED] |