



Department  
for Education

# Free school application form 2014

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

**LANGLEY PARK PRIMARY SCHOOL**

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## Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

**Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [mainstream.fsapplications@education.gsi.gov.uk](mailto:mainstream.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, and Great Smith Street, London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days; together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

### Data Protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All

personal information supplied in these forms will only be retained for as long as it is needed for this process.

## Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> ?	✓	
2. Have you established a company limited by guarantee?	✓	
3. Have you provided information on all of the following areas:	✓	
<b>Section A:</b> Applicant details	✓	
<b>Section B:</b> Outline of the school	✓	
<b>Section C:</b> Education vision	✓	
<b>Section D:</b> Education plan	✓	
<b>Section E:</b> Evidence of need	✓	
<b>Section F:</b> Capacity and capability	✓	
<b>Section G:</b> Budget planning and affordability	✓	
<b>Section H:</b> Premises	✓	
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?	✓	
5. Have you fully completed the budget plans?	✓	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
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		
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><b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a>? (See guidance for dates and deadlines).</p>	✓	
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

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

## Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

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:** [REDACTED]

**Position:** Chair of company / Member of company (please delete as appropriate)

**Print name:** [REDACTED]

**Date:** 09.10.2014



**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 A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

### RE-SUBMITTED BID: ADDRESSING THE CONCERNS RAISED BY THE DFE

1. Primary experience and expertise within the group	Sections
Membership of the proposer group has changed and now includes [REDACTED]. These 2 schools and the 2 Langley secondary schools are in the process of forming a Multi-Academy Trust (MAT). The proposed Langley Park Primary School will fall under the auspices of the Langley Park Academies Trust. We are still supported by the [REDACTED], and have committed to enabling Clare House to join the MAT. This gives us a greater pool of expertise, particularly at EYFS. [REDACTED] have worked with us to rewrite the curriculum and staffing plans.	C, D, F
2. Capacity to develop new school	
We believe the MAT will expand our capacity to set up the new school. [REDACTED] – both rated as good by Ofsted - are poised to support and work alongside the newly appointed headteacher. S/he will also be supported by the [REDACTED], employed through the PACD. [REDACTED] has worked with a number of primary schools to help them overcome budget difficulties.	F, D
3. Curriculum	
After detailed consultation with the [REDACTED] we have decided not to adopt the Cambridge primary curriculum, but rather to model our curriculum on the approach taken by the Hawes Down schools, following the new National Curriculum and adopting the 'Challenge Curriculum' model used at Hawes Down Primary.	C, D
4. Staffing plans to support curriculum delivery	
We have revisited our staffing in light of the MAT. This will enable us to timetable staff to support the SENCO and to provide additional support staff if needed. This will enable us to cater for the projected growth in SEN intake.	D3
5. Financial management	
We have every confidence in our MAT's skilled [REDACTED]. Langley Park School for Girls has had to save nearly £1 million since 2011. All concerns raised by auditors have been addressed, to the satisfaction of the EFA.	G

SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83205
Name of proposed school:	Langley Park Primary School
Is this a route one application or a route two application?	Route 2
Name of lead applicant:  Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Hawksbrook Lane, South Eden Park Road, Beckenham, Kent. BR3 3BE
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A cluster of schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	Yes
If 'Yes' and the name of the school was different, please say what the original name was:	<Redacted>
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Wave 6 Jan 2014

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Langley Park School for Girls / Langley Park Academies
Company address:	Hawksbrook Lane, South Eden Park Road, Beckenham, Kent. BR3 3BE
Company registration number:	7697400
Date when company was incorporated:	07 July 2011
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
<Redacted> Langley Park School for Girls, an Academy constituted as a trust according to DfE procedures. This Academy is in the process of establishing a Multi-Academy Trust with an Infant and a Primary School, to be joined by Langley Park School for Boys in 2015.	
* <Redacted> and <Redacted> have submitted a Section I form within the past 365 days.	

Please provide the name of the proposed chair of the governing body, if known:	
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Further details about the group

Are any members of your group related in any way, Including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
--------------------------------------	----

How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Currently Langley Park School for Girls, setting up a Multi-Academy Trust, Langley Park Academies.
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your most recent inspection report:	
---	--

If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your performance data for the last 3 years:	
---	--

How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.	
Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	
If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	
Have you received help and support from the New Schools Network (NSN)?	NSN Development Programme
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:	

## SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	
<p>In which local authority is your preferred location?</p>	<p>Bromley</p>
<p>Proposed opening year:</p>	<p>2016</p>
<p>Age Range:</p>	<p>3-11</p>
<p>If 'other' please specify</p>	
<p>Will the school have a sixth form?</p>	<p>No</p>
<p>Will your school be co-educational or single sex?</p>	<p>Co-educational</p>
<p>Is your school a hybrid type?</p>	<p>Not a hybrid</p>
<p>Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:</p>	<p>No</p>
<p>Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?</p>	<p>No</p>
<p>If you answered yes to either of the above questions, please say which faith:</p>	<p>Please select</p>
<p>If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:</p>	
<p>Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?</p>	<p>None</p>
<p>If other, please specify</p>	
<p>Maximum capacity of proposed free school:</p>	<p>420</p>
<p>Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places</p>	<p>420 primary places</p>
<p>Please say which year groups the school will have in first year and the PAN for each</p>	<p>Reception 60 children</p>
<p>Date proposed school will reach expected capacity in all year groups:</p>	<p>2022</p>
<p>Will your proposed school include residential provision?</p>	<p>No</p>

If 'Yes', please give further detail:	
For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
Are you planning to contract the management of your school to another organisation?	No
Have you already identified a principal?	No
If yes please say when you propose the principal would start:	
Please say how many people will sit on your governing body:	6-10
Use of freedoms	
Will you operate a non-standard school day?	No
Will you operate a non-standard school year?	No
Will you adopt the national curriculum?	Yes
Will you adopt non-standard terms and conditions for teachers?	No
Do you plan to make employ teachers without QTS?	No
Please list any other freedoms you intend to use	

## Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section C1

## Section C: Education vision

### Section C1

#### Preamble

This is a proposal for a 2FE Primary School in Bromley for four schools, which are in the process of forming a Multi-Academy Trust. We have addressed concerns raised by the DfE in relation to our previous bid. – see page above. The two Langley secondary schools and Hawes Down Infants and Junior Schools are in the process of establishing Langley Park Academies Trust. They have also stated their intention to enable Clare House Primary School to join the MAT. The work on the proposed LPPS began with joint bid-writing by the two Langley secondary schools and Unicorn and Clare House Primary schools. Since then, [REDACTED] have helped us rewrite the curriculum for **Langley Park Primary School (LPPS)**, which we see as a key part of the MAT. All four schools are very oversubscribed and acutely aware of the shortage of primary places in Bromley. Our proposed new primary school will have a distinctive ethos based on our shared educational vision, and a unique specialist focus on Maths. The curriculum model is based on that of the Hawes Down schools. They and LPPS will work with the secondary partners to develop what will be through schools for local children. LPPS, based close to the two Langley secondary schools, will be a two form of entry school for children aged 4 – 11 years old. It will offer academic excellence, confidence and creativity for local families in an area where our primary schools are heavily oversubscribed (see table) and more choice for parents in a context where the proliferation of particular academy chains might limit it. It will offer a blend of high academic standards with a broad and balanced curriculum. Its specialist focus on Maths is a response to the growing national problem acknowledged by the government in its call for more schools specialising in Maths. We agree that raising standards in Maths and numeracy gives all children better chances to compete in the labour market and to become successful employees, nationally, but also particularly in Bromley where the projections to 2026 (based on reports from *GLA Economics*) indicate that the Business Service sector is expected to contribute the most to employment growth and the other projected areas of expansion are all ones in which mathematics and numeracy qualifications really matter. The rationale for this is explained further in Section D1.

**Our aim:** Is to establish a high achieving, inclusive school where children are safe, happy and well prepared for secondary education. The school will share the core values and expertise of the partner schools. Hawes Down Junior's recent Ofsted report (July 2014) praised the school's excellent approach to the learning and teaching of Maths. LPPS will be distinctive in its specialist focus on Mathematics. Its approach is innovative, although drawing upon the 2014 Primary National Curriculum and the EYFS guidelines – based on the Stage Profile Handbook



## **RATIONALE**

### **a) Addressing basic need:**

#### **Shortage of school places in Bromley**

The strategic planning of primary school places and the organisation of schools in Bromley is driven by the Primary Schools Development Plan. This is updated every year in the light of new projections received from the Greater London Authority (GLA) which take into account the number of children admitted in the previous year, the underlying demographic changes and the growth in the housing stock. Forecasts are made on a planning area basis, which are formed from a combination of wards. The forecast demand to 2031 is shown against the available places in each planning area. Established patterns of movement are taken into account especially where schools lie near the boundary or there are good transport links.

Primary rolls continue to rise in Bromley ahead of the GLA projections. Although provision was made in 2014 for some 400 additional places in new schools, permanent expansions and bulge classes it was necessary at a late stage to increase that by a further 125 places to ensure that all on time applicants received a valid offer. Although there has been some turnover as parents seek to secure places in their schools of choice, most of the additional places have been taken up and there remain very few places for the late applicants which continue to arrive.

The latest GLA forecast was based on the roll numbers in January 2014, and does not fully reflect the number of applications on the ground as evidenced above. When the Primary Development Plan was agreed in 2013 a recommendation was made to uplift the projections by 2%. In the current circumstances it is recommended that they be increased by 5% with special consideration being given to areas where there is evidence of that demand is increasing substantially. It is recognised that the need for places can be volatile and for this reason there is a need to have regard to the underlying pattern, driven by fertility rates, housing stock and migration.

The borough's strategy is to provide new permanent places where there is assurance that the growth of the school population is sustainable, but to retain use of bulge classes, which can be added or withdrawn, to provide for the margin from year to year. These would be in new free schools, expansion of existing provision where that is sustainable, and bulge classes where required and there is sufficient capacity. The Council would also want to ensure that parents have a greater choice of school, and this can only be achieved if additional places are provided within the area.

The population growth in Bromley is following the trends already established within inner London, a few years later, with forecast growth for the cohort of 4-10 year olds of 17% between 2014 and 2031, rising to more than 30% in the 11-18 categories. It is against this background that the application is being made. Most of this growth is in the north and west of the borough where this application is located.

This site lies near to the boundary with Croydon where similar pressures are being felt. Although the current pressures in the locality can broadly be met with existing schools, it is clear that there is potential unmet need when the impact of growth in neighbouring planning areas is taken into account. This school would lie in Bromley's Planning Area 2, and this immediate area the forecast growth would require these 2 additional forms of entry taking into account the planning margin. As demonstrated above, the need for the planning margin is real.

When the need for places is considered in the wider context with surrounding planning areas the need for places is even more clearly demonstrated. Deficits in Planning Area 1 to the north and 4 to the west are likely to be met in part by migration of pupils toward the Langley Primary School. This is likely to result in a cascade effect especially as the evidence shows that the new school is likely to be popular with parents. As Bromley's Head of Governor Services explained, there would be a local deficit without the school, and that is what we propose to meet. The underlying growth is there and although Bromley's projections are based on dwelling stock changes, in Bromley these have been constrained to 500 new homes each year. There is pressure from the Mayor's office to increase the rate of new house building beyond that, which would boost demand for new school places. Without Langley Park Primary, there will be a growing shortage of places in Planning Area 2, rising to at least 20 paces by 2022. This projection does not take account of the likely migration from areas 1 and 4, or of the reality that 33% of schools within 2.6 miles of the proposed site are judged to require improvement (see below.)

All of the schools within 1.5 miles of the proposed site are currently oversubscribed when all preferences are taken into account. All schools were full with first or high preference applications at offer day and whilst there has been some movement since that remains the case and late applicants mostly have to travel further to secure a place. With the number of in year applications also growing, the need to open bulge classes in upper years will soon have to be considered. The offer distances show how close parents have to live to schools in order to secure a place.

#### **Applications for reception class places for September 2014 within 1.5 miles**

Name of Primary School	Distance from BR3 3BE	Number of Places	Applications: all preferences	No times Oversubscribed	Offer Distance
Unicorn Primary School*	0.299	90	375	4.2	0.46
Oak Lodge Primary School	0.439	90	247	2.7	0.86
Hawes Down Infant School	0.879	60	249	4.2	0.29
Pickhurst Infant School	0.922	120	479	4.0	0.47
Highfield Infants' School	1.144	90	423	4.7	0.43
Clare House Primary School	1.146	60	366	6.1	0.46
Marian Vian Primary School	1.301	90	395	4.4	0.45
Balgowan Primary School*	1.405	120	392	3.3	0.88
Bromley Road Infant School	1.445	30	144	4.8	all
*bulge class in 2014					

#### **b) Local factors**

Traffic congestion in the local area is an environmental and social problem and children need to have access to local schools within walking distance (1 ml.) Housing developments locally are adding to the growth of the resident population. Bromley has the capacity to deliver more than 2,700 new homes over the next five years, Bromley Council has said. According to figures cited in *Invest Bromley* (27th June 2013), the borough currently has sites with detailed planning approval for 655 homes that have yet to start, while work has begun on a further 1,160 homes.

Some 180 of these homes are on the previous Glaxo Smith Kline site at Langley Court in Beckenham, very close to the two Langley secondary schools. 200 homes are under construction within walking distance of the Langley schools. Some of these homes will go to young families who will be looking for primary schools during the years ahead. The Local Authority has acknowledged the need to tackle this issue and has articulated its support for our proposal in the letter from Councillor Stephen Wells, Portfolio Holder for Education, stating that the Langley Park Primary has the LA's full backing: **'This planned development will offer the potential for much needed additional Primary places to address the increasing demand in our Borough. This is particularly pertinent in the area north of the Borough, due to residential and industrial developments such as the current Glaxo site project...'** (Letter of 10th September 2013). We know from the evidence we have collected (see E) that parents are not satisfied with existing provision or the range of choice.

**c) Catering for an increasingly diverse intake with a growing percentage of children with Special Educational Needs.**

The changing landscape of benefits and housing allowances means there are more local families who face deprivation and whose children have greater needs. Bromley is experiencing a significant increase (over 150%) in the number of households facing homelessness. Its population is becoming more ethnically diverse - from 13.5% ethnic minority in the 2001 census to 22.6% in the 2011 Census. The numbers of Children in Care in Bromley have increased by 18% (46) between 2007/08 and November 2011/12 to 301. (Source: London Borough of Bromley Joint Strategic Needs Assessment 14 February 2013). For further details see D1.

There is also considerable growth in terms of the need for SEN provision. Children are arriving with lower attainment on entry and a far wider variety of needs. In 2012 there were 9,205 pupils in Bromley schools with Special Educational Needs, an increase of 1,193 since 2008. In the same period the number of statemented children has risen from 1,585 to 1,779. This is a 12% increase over 4 years. For LPPS cohort of primary age children we can expect at least the same increase over the next 4 years. Judging by the percentage in the two secondary schools with SEN at present and anticipating a 12% increase we can expect that up to 19% - nearly 1 in 5 of our intake will, by the end of KS2, have been diagnosed with some special need. (Source: London Borough of Bromley Joint Strategic Needs Assessment 14 February 2013). This is marked in the changed make-up of the pre-school and foundation stage. A snapshot comparison of the Year 7 student demographic at the two Langley secondary schools is indicative of the changing characteristics of our intake, as shown in the table below.

**Characteristics of Langley Park Girls and Boys Year 7 Pupils**

Percentage in each of these categories	2008		2013		2104	
	Langley Park School for Boys	Langley Park School for Girls	Langley Park School for Boys	Langley Park School for Girls	Langley Park School for Boys	Langley Park School for Girls
<b>SEN</b>	22.27	13.33	23.00	21.34	22.64	23.13
<b>FSM</b>	2.84	4.58	4.69	4.16	6.60	3.78
<b>Minority ethnic groups</b>	19.91	21.25	23.47	28.9	31.60	35.86
<b>EAL</b>	2.84	3.33	5.16	13.8	2.35	12.45

*Source: Schools SIMs database*

As the local population becomes more diverse and the school's intake shows increasing percentages of children with the categories above, we will make it a priority to close the gap in achievement between disadvantaged pupils (children entitled to FSM and Looked After children). and the rest of Bromley's children, which is in danger of growing. Recent inspections of schools requiring improvement locally have highlighted the need to address the achievement gap between disadvantaged pupils and others. (St Anthony's RC 2013 Ofsted Inspection Report page 4; Churchfields 2013 Inspection Report , page1. At LPPS, through a more engaging curriculum, through rigorous monitoring, review and intervention, we will close this gap between disadvantaged children and others, recognising that there will be numbers of disadvantaged children in our intake. (See Expected Intake chart, Page 28). As is explained in section D, LPSB has an impressive track record in supporting students with Autistic Spectrum Condition, and we intend to draw upon this expertise in our approach to differentiation and meeting the needs of all. All the MAT partner schools have shared a focus on developing challenge for more able pupils. This, too, is explained further in Section D.

#### **d) Adding to choice/diversity of provision locally**

There has been an expansion of academy chains in the local area. A primary school linked to the Langley Park Academies and sharing their distinctive ethos – combining high academic standards with a focus on creativity and innovation – will provide more choice for local families. LPPS will be unique in the way it combines its special focus on Maths with its use of a broad, balanced, challenging and creative curriculum. . In addition, our specialist focus on Maths will fulfill a need identified at national level and help address some of the issues facing the labour market in Bromley (See Section D). The 4 partner schools have particular expertise and good track records in Mathematics teaching, which is evidenced by their data dashboards and specialisms and further explained in Section D. (See explanation of 'Level Up' Maths project and outreach by secondary school students at page 38). Another distinctive feature of LPPS is our focus on promoting creativity through participation in sport, the expressive and Performing Arts. As part of their outreach work with their local primary schools, both LPSB and LPGS have been working with primary school pupils; their teachers and Sixth Form students have been training them to play musical instruments - including developing the very successful 'Band on the Run' at Hawes Down Junior School and the annual summer Dance Festival organized by LPGS with over 1,000 primary school participants. Building on this expertise we will develop confident children who can express themselves, perform in public and communicate their own creativity. Bromley Council values the contribution to parental choice LPPS will make, with the Executive Portfolio Holder for Education Stephen Wells stating that **' our Council is actively promoting a range of education providers in our Borough, to broaden parental choice of schools and I welcome the decision by two outstanding schools such as Langley Park Secondary School for Girls and Langley Park Secondary School for Boys in offering the potential to also have an outstanding Primary provision on your site.'** (Letter 10th September 2013).

#### **e) Raising standards locally**

Standards in Bromley schools have generally been high, although there are 5 schools locally requiring improvement. All partner schools involved in the LPPS proposal and MAT have been graded 'Good' or 'Outstanding'. The 'good' primary schools closest to the proposed catchment area are heavily oversubscribed with up to 5 applications for every place and local parents will be driven to look for places in the next closest primary schools. However, those within 2.6 miles of the proposed site include 5 which require improvement. These are 5 of the 15 schools within that distance - i.e. 33%.

### Schools with Ofsted rating below 2 within 2.6 mile radius of LPPS:

School	Distance	No Places	Ofsted Rating	Inspection Date
Spring Park Primary	1.261		3	Sept 2011
Bromley Road Primary	1.385		3	Feb 2013
Churchfields Primary	1.652		3	Nov 2013
St Anthony's RC Primary	2.256		3	Oct 2013
Woodside Primary	2.420		3	June 2014

Inspection reports from several of these schools highlight a lack of challenge for more able pupils and the need to plan work more carefully to match pupils' needs (St. Anthony's RC Inspection report 2013; Bromley Road Infant 2013; Churchfields 2013). LPPS will ensure challenge for able pupils, particularly in Mathematics.

### **EDUCATIONAL VISION**

Our vision is summarised in the diagram in Section D1. We aim to enable our children to become future leaders by developing personal learning and thinking skills and attributes. We will empower them find out how to learn, develop resilience, creativity and the abilities to collaborate and to take responsible risks. They will become:

- **successful learners**
- **confident individuals**
- **responsible citizens**
- **enterprising contributors**

These characteristics and how they will be developed, assessed and recorded are further explained in D. Working together within our MAT, we will be able to sustain the focus on these attributes from Reception and EYFS right through to Key Stage 5, with the Hawes Down schools and LPPS feeding into the shared ethos with the Langley secondary schools.

#### **a) Curriculum: Excellent academic outcomes with a specialist focus on Maths**

LPPS as part of the Langley Park Academies, operating as part of a through school, will have a strong focus on academic excellence. This is deliverable because it will be informed by the excellent academic track records of the Langley Secondary Schools and the two Hawes Down schools. Outcomes for LPPS are being formulated with KS5 outcomes in mind, so that LPPS children will go on to Russell Group universities and Oxbridge. The curriculum, as is explained in Section D1, will be broad and balanced and offer a rich, creative and diverse experience that goes far beyond the requirements of the national curriculum. We will ensure that our pupils achieve excellent outcomes in core subjects and will provide a specific focus on numeracy and literacy (both reading and writing) and Science. There will be an increasing focus in Key Stage 2 on subject specialism, particularly in Mathematics, complemented by the Learning Challenge Curriculum currently delivered at Hawes Down. .

**b) Our Transition Curriculum.** We will devise our own special 'Transition Curriculum', developed by teams of teachers at all key stages in order to lift the lid on children's learning. Teachers will work together across all key stages to enable smooth transition, raising expectations at years 7, 10 and 12. Transition work across all key stages will ensure that by the end of KS5 students emerge as the confident, creative individuals the Langley and Hawes Down ethos have sought to develop. This is further explained in section D. See pages 37 and 38.

**c) National Curriculum and New Challenge Curriculum: Engaging pedagogy and project based learning**

LPPS must educate tomorrow's business leaders and innovators, promoting strong critical thinking, interpersonal and communication skills. Just as we are beginning to transform learning in our two secondary schools in these ways - actually aligning our pedagogy more strongly with our forward looking primary partners - so we will implement this approach at LPPS. Project based learning focus on cross curricular topics will enable them to develop the skills they need for learning and living. These will enable them to achieve in line with Langley Park Academies' high expectations at each Key Stage.

Powerfully differentiated learning in the core subjects will be complemented by project based learning, drawing on outstanding practice in the Hawes Down Schools where what the teachers and children call 'topic based learning' shares the key ingredients of the approach used with older students and known as project based learning. The topics will be ones which students can perceive as personally meaningful and fill an educational purpose. Our topic based learning will conform to the 8 essential elements of meaningful projects identified by the Buck Institute. (See <http://bie.org>). LPPS will invite pupils to gain knowledge and skills by working for extended periods of time to investigate and respond to complex questions, problems and challenges. These investigations will include significant context; 21st century competencies such as critical thinking, collaboration, communication and creativity/innovation, which will be explicitly taught and assessed. This approach will support the development of the learning attributes of resilience, reciprocity, resourcefulness and reflectiveness. They will engage in in-depth inquiry working on driving questions to create topic products with some element of pupil choice, opportunities to revise their work on the basis of feedback and to present to a public audience.

## **ETHOS**

### **Promoting equality and inclusion**

All four partner schools have a successful record of commitment to effectively meeting a broad range of educational needs (See Ofsted reports: Clare House, May 2012; LPPS April 2012; LPPS 2006; Hawes Down). The new school will enable the most vulnerable to enjoy continuity of progression within a mainstream provision across all Key Stages. Within the overall population growth there is a dramatically changing demographic where the number of ethnic minority pupils is rapidly increasing to reflect more accurately the distribution within the London area. Langley Park Primary School will be inclusive, welcoming children of all backgrounds and abilities on a non-selective basis. We will ensure that no child is left behind in our quest for excellent outcomes for all. Section D1 explains how we will celebrate diversity and promote inclusion.

### **Developing confidence, creativity and wellbeing**

Right from the start, Langley Park Primary will focus on encouraging a Growth Mindset (Dweck, C., 2006), enabling children to develop ownership of their learning. As part of a 'growth mindset',

children are taught that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. LPPS will use this view to create a love of learning and resilience in its pupils. They will be confident learners, ready to take risks and make mistakes. This will be informed by the ethos developed at Hawes Down Junior School, where the recent inspection report (July 2014) noted that pupils are ‘prepared extremely well for the next stages of their lives ... when they move to another class or the next stage of their education, they are confident and well prepared’... Parents and members of the public often comment on the confidence exuded by students from the Langley Schools and we will instil this in the children at LPPS by making them feel valued and listened to through the focus on student voice and enabling them to be effective communicators. We will develop individual flair, creativity, talent and personality, alongside a sense of belonging, commitment to community and development of leadership skills for all. Our approach to managing behaviour will differ from that of some academy chains in that we believe all children want to behave well and can do so in a context where they feel safe, trusted and loved. Positive behaviour management will stem from quality first teaching which inspires, engages and challenges children. We recognise that academic learning is not enough for rounded individuals and that the rapport between teachers and children is crucial. This is underpinned by a commitment to equality and inclusion

#### **Our values: citizenship and community**

Langley Park Primary will develop traditional values of courtesy, consideration and care alongside confidence and creativity. We will promote children’s commitment to the community on all levels – local, national and global - and their sense of themselves as citizens. They will learn how to participate in democracy and discover how they can help preserve our ecosystem and build a better world. We will draw on the experience and expertise of all partner schools in the development of an effective student council. At Hawes Down Junior School, Ofsted noted, pupils ‘contribute positively to their school as ‘student leaders’. They take responsibility for making decisions and organising aspects of school life’ (Ofsted report July 2014). LPPS will foster a stronger community spirit in the locality. We will encourage multi-generational links, pairing up with local primary schools, secondary schools, businesses, specialist peripatetic teachers, community members, parents, language schools and the University of the Third Age and Trust, based in Bromley. The Third Age Trust is the national representative body for the Universities of Third Age (U3As) in the UK. U3As are self-help, self-managed lifelong learning co-operatives for older people no longer in full time work, providing opportunities for learning and enjoyment.

LPPS will participate in a range of projects with change outcomes (to improve cross cultural understanding, to actively protect and improve the environment and to develop communication and expression) locally; nationally, with organisations such as the Bromley Youth Music Trust, Primary School STEM projects and international organisations such as Unicef. (See page 31 for more details.) These will be mapped, recorded and assessed using a specific grid completed by the children, their peers and teachers.

#### **MEASURING SUCCESS: OUR ASPIRATIONS AND DESIRED OUTCOMES.**

We aim to achieve ambitious targets for all our children, many of whom will go on to secondary school in the two Langley schools whose achievement is among the top 10% of comprehensive schools in the country. We will exceed Bromley average attainment at KS2 (already above the national average) where 83% of pupils achieve L4+ in English and Maths with 100% of our pupils achieving these outcomes by 2022. We will ensure that over 80% of disadvantaged pupils reach L4+ in these subjects. We will close the gap between the attainment of disadvantaged pupils and

others. Inspection judgements will also be a measure of success, particularly in the context of the paucity of local provision with 5 schools in the vicinity being judged to require improvement. Rigorous use of data, Assessment for Learning, target setting and feedback to children and their parents will ensure that no child falls behind and that disadvantaged pupils are supported from the moment they join. The Key Performance Indicators are explained in Section D and are in these areas:

- 1. Attendance**
- 2. Excellent attainment and progress especially in Maths, Reading and Writing**
- 3. Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process**
- 4. Confidence and creative expression - risk taking, imagination, resilience**
- 5. Community involvement and contribution**
- 6. Exemplary behaviour as responsible citizens developing leadership**
- 7. Excellent teaching**
- 8. Pupil satisfaction**
- 9. Parent satisfaction**
- 10. Staff morale, development and retention.**



## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
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
Totals		60	120	180	240	300	360	420

## Section D: Education plan – part 2

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

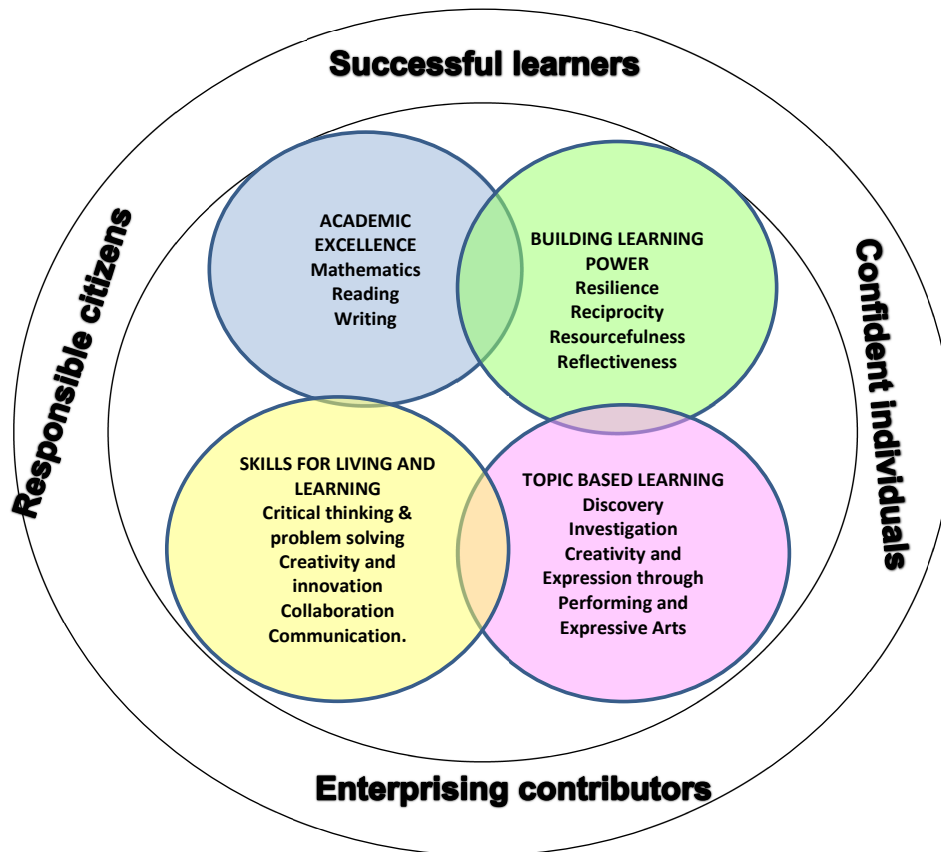
Subject/other activity (e.g. enrichment)	Hours per week		Mandatory (M)/ Voluntary	Comments	
		Compulsory Curriculum subjects			
	R	KS1	KS2		
English (taught daily)	Communication and Language/ Literacy/Phonics /reading 6	5.5	6	M	Delivered as discrete subject in Years 5 and 6 and partly through project based learning in Reception - Year 4; over 50% teacher directed activity in Reception
Maths (taught daily)	Numbers, shape, space, measure 5.5	5.5	6	M	Delivered as discrete subject in Years 5 and 6 and partly through project based learning in Reception - Year 4
Science (if taught weekly)	The World 1.5	1.5	4	M	Delivered as discrete subject in Years 5 and 6 and partly through project based learning in Reception - Year 4

D&T (if taught weekly)	Technology 0.5	0	0.5	M	These subjects are to be delivered as part of holistic, theme-based and topic based learning, particularly at EFYS and KS1. At KS2 the core subjects are delivered discretely but cross-curricular where learning outcomes allow this.
ICT/Computing (if taught weekly)	Technology 0.5	1	0.5	M	
History (if taught weekly)	The World 0.5	0.5	0.5	M	
Geography (if taught weekly)	The World 0.5	0.5	0.5	M	
Art & Design( if taught weekly)	Expressive Art & Design 0.5	0.5	0.5	M	
Music (if taught weekly)	Expressive Art & Design 0.5	0.5	0.5	M	
PE (if taught weekly)	Physical Development 3	3	3	M	
RE (if taught weekly)	The World 0.5	0.5	0.5	M	
Philosophy (taught weekly)		1.5	0.5	M	
MFL (taught weekly)		0.5	0.5	M	
Learning Skills - including SEL and Mindfulness (taught weekly)	People and communities; making relationships 1	1	0.5	M	
<b>Mandatory Curriculum</b>	<b>20hrs</b>	<b>22 hrs</b>	<b>24 hrs</b>		

## Section D1:

### THE CURRICULUM PLAN

#### OVERALL CURRICULUM PRINCIPLES AND OVERVIEW OF THE CURRICULUM.



#### Curriculum principles: Developing 21st century learners

Across all years, we will develop children's knowledge and experience in five key areas:

1. Literacy;
2. Mathematics;
3. Understanding The World;
4. Expressive Arts and Design.
5. Sport and physical activity

#### **The National Curriculum 2014 will underpin the new school's curriculum**

We have explained in our educational vision (Section C) we want to develop a curriculum fit for the 21st century. The heads of the proposing and supporting schools share a belief that learning attributes and skills are as important as knowledge. Our vision of the provision to suit the needs of our pupils and community is informed by wider national and international perspectives that take account of the individual attributes and the skills demanded by the global economy. We are united in our determination that we want LPPS pupils to become:

- **successful learners** (with a sense of themselves as learning and changing over time and a critical curiosity which makes them want to get beneath the surface of things)

- **confident individuals** (who can make connections and use learning to develop their sense of self; with the resilience to persevere in the development of their own learning power and the strategic awareness of their own thoughts, feelings and actions)
- **responsible citizens** (informed about global and local issues; committed to making a difference, challenging injustice, able to work in teams and resolve conflict; serving others and taking part in democratic processes to influence decisions)
- **enterprising contributors** (able to learn with and from others as well as on their own; able to take risks and use imagination, playfulness and intuition)

These learning outcomes will be achieved through conscious and applied efforts of teachers to instil in the children 4 **attributes or habits of mind** identified by Guy Claxton. We will teach them explicitly the meanings of Claxton's 4Rs in lessons where they can find out how to improve their own tenacity, emotional intelligence, ability to cooperate, network and think laterally:

- Resilience
- Reflectiveness
- Resourcefulness
- Reciprocity

In turn, these attributes will be applied to investigations and topic based learning through which they will develop the 4 **skills** of communication, collaboration, creativity and critical thinking. The development of these attributes and skills and the children's development as learners will be assessed and recorded using a framework modelled upon *The Effective Lifelong Learning Inventory (ELLI)* developed by Vital Partnerships in 2010. Topic-based learning will enable them to gain experience of all 4 Cs as they join in investigations, solving real problems and presenting to authentic audiences. These are the skills that will prepare them for futures in jobs that have not yet been invented, to work with others communicatively and innovatively. They will develop them through their experiences of topic based learning and team investigations

## LINK BETWEEN PROPOSED CURRICULUM, VISION, AND NEEDS OF PUPILS

Unlike the local schools judged to require improvement and even the 'good' schools nearby, our curriculum will be so personalised that it will engage all pupils and cater to the whole range of their needs. Through ongoing investigations and challenges they will become resilient problem solvers and independent, active learners. In three of the local schools judged to require improvement, the inspectors noticed a lack of differentiated planning; the need to provide effective support for pupils with special educational needs; the need to improve assessment and feedback and the need to improve the pace of learning. (Ofsted Inspection reports - see C for details). LPPS will draw upon the skilled teaching at Hawes Down Infants and Junior Schools. At the Infant School, Ofsted noted that teaching in the EYFS 'skilfully blends adult-led and child-initiated activities to support confident self-expression' and that the school has identified 'interesting ways in which the creative arts are stimulated by science investigations.' Our approach to monitoring and review will ensure that planning is effectively differentiated; that disadvantaged pupils are properly supported and that Assessment for Learning involves meaningful dialogue to move learning on. Learning to learn will be part of the LPPS offer from the reception class onwards and children will be able to approach investigative topic-based learning confidently, willing to take risks and to learn from failure. To this end, we will deliver an engaging, challenging and creative curriculum which will enable children to learn through discovery.

### **Numeracy and Mathematics: a special focus**

We need a new generation of Mathematicians able to produce breakthroughs in pure and applied Mathematics and to drive other forms of industrial and commercial innovation. We believe that training in the fundamentals of Mathematics, like languages, is best addressed at the beginning of primary school. We see numeracy as a language into which young minds should be immersed as early as possible. Maths is seen by the government as a 'fundamental strategic priority' because with the spread of digital technologies it is regarded as being of ever-greater importance to the economy, offering students a better chance of well-paid jobs than almost any other subject. Maths is particularly relevant to the future of employment and prosperity in Bromley. Whilst 2013 data indicates that unemployment has fallen slightly in Bromley, projections highlight the need for the borough to develop its knowledge-based economy. (GVA Grindley, LB Bromley: Economic Development and Employment Land Study, Final Report, January 2010). Projections to 2026 (based on reports from *GLA Economics*) indicate that the Business Service sector is expected to contribute the most to employment growth in Bromley with an assumed increase of almost 9,500 employees in this sector. This is followed by the growth in the Construction sector (2,700) and the Banking & Insurance sector (2,700). Transport and Telecommunications, and Retail are also projected to increase. The 'value' of the local economy, measured by Gross Value Added (productivity) by worker, has traditionally lagged behind the other Outer London Boroughs. Bromley needs to introduce higher-value employment activities within the borough above and beyond those already planned. Such developments require the application of the very skills linked to numeracy and mathematics.

Ofsted commented in July 2014 that at Hawes Down Junior school 'all pupils, including the most able, make outstanding progress in mathematics'. Learning from what has driven mathematics and numeracy there will help LPPS achieve its target of 100% of pupils making expected progress in this subject. A key feature of the successful teaching of Mathematics at Hawes Down Junior is that teachers and classroom assistants ask questions that develop pupils' thinking skills; the learning is well paced and provides problem-solving opportunities for them. By contrast, Churchfields' 2013 Inspection Report highlighted the need to increase the rate of progress and raise attainment in Mathematics. Achievement in Maths at Langley Park School for Girls is significantly above the secondary school national average (90% A\*-C in 2014); that of Langley Park School for Boys is usually above the national with over 90% gaining A\* - C grades in 2013 and 2104. Langley Park School for Boys has a specialism in Maths and its teachers have the expertise to provide specialist Maths teaching at KS2. LPPS will be distinctive in its focus on Maths. The 'Maths Champions' at Langley Park Primary will be supported and trained by Maths specialists from the two secondary schools. We will also build upon our successful 'Level Up' project (see below) to provide opportunities for all children in Year 6 to operate at the equivalent of Level 6 and enable students from the secondary schools to act as Maths mentors for LPPS pupils, as they have done for those at Hawes Down.

### **Core Curriculum: English, Maths and Science**

In the core subjects of English, Maths and Science, we will implement the National Curriculum, which is dedicated to developing learners who are confident, responsible, innovative and engaged. Through quality first teaching, it will engage learners in an active and creative learning journey.

Through robust assessment for learning, we will provide a clear framework for measuring progression, which can be benchmarked nationally. Through our Multi Academy Trust's unique Transition Curriculum, children will be able to exceed age related expectations. This will be enhanced by the subject- specific skills of Secondary teachers in Mathematics, Languages, Science and English, using the expertise of teachers from the two secondary schools. They will engage in some joint planning, team teaching and even potential teacher exchange between years 5, 6 and 7 in the core subjects. Teachers from across the MAT will be able to work around primary-secondary transition, enabling teaching in these subjects to be delivered from Year 5 upwards, and also to younger students working on some subject-specific projects. Students from the secondary schools will be mentors for LPPS children, further strengthening transition. In the later years of Key Stage 2 there will be an increasing focus on discrete subject areas as part of the transition curriculum which will begin to prepare children for the more subject-specific approaches they will encounter at KS3.

### **Project based learning and a curriculum designed to promote creativity and confidence**

Topic based learning will enable students to work together, to research, to seek to solve problems, and to communicate their findings to a real audience. In this way, it will enable them to develop the 4 Cs of communication, collaboration, creativity and critical thinking, vital for employability in the 21st century. Characteristics of this approach will be:

1. **significant content** focusing on important knowledge and concepts derived from standards
2. **a sense of needing to know** ignited by a cleverly planned entry event: for example a video showing a contaminated beach with a sign saying 'Contaminated Water; beach closed' which stimulated discussion about ocean pollution and engaged children in wanting to know more about infectious diseases
3. **a driving question** - focus on investigation created by pupils that captures the heart of the project
4. **an element of choice for children** - for example, they might choose the medium through which they would present their findings
5. **21st century competencies** - the 3Rs and 4Cs outlined above
6. **in-depth inquiry** - following a trail that begins with children's questions and leads to a search for resources and the discovery of answers, developed in a classroom culture which values questioning, hypothesising and openness to new ideas and perspectives
7. **critique and revision** - where children assess each other's ideas and products, referring to rubrics and exemplars , informed also by direct teacher feedback
8. **public audience** - where teams of children present their findings to an audience which could include parents, peers and representatives of community, business and government organisations

In the EYFS topic-based learning will enable children to learn through discovery (see 2013 EYFS Stage Profile Handbook):

- Playing and exploring
- Active learning
- Creating and thinking critically.

In Reception and Year 1 LPPS educational programme will be shaped by the 7 areas of learning and development. Children will explore topics, gaining knowledge, understanding and skills in the 3 prime areas of communication and language; physical development and personal, social and emotional development. We will choose topics that ignite their curiosity and stimulate their

enthusiasm for learning and invite them to engage in activities that develop literacy, mathematics, understanding the world and expressive arts and design. For example, in Year 1, they might study Living things: Plants and Homes, Then and Now. They would explore the difference between living and non- living things in Science, use software to create pictures of these; write fantasy stories about creatures; compare homes present and past around the world through drawing pictures and talking about these. Further examples of how project-based learning works at Hawes Down Infants are given in section D (Page 29).

For older children, investigations will invite the application of higher order thinking skills and more sophisticated team work, critique and revision. For example, they might undertake an investigation into *Were the Anglo Saxons really smashing? How do we know about them?* They would be able to listen to myths and legends about the Anglo-Saxons; visit Sutton Hoo, create their own 'museum' of artefacts and act as museum guides for parents visiting their display. Their development of competencies such as critical thinking, collaboration and creativity will be assessed using the Effective Lifelong Learning Inventory (ELLI) – see below.

Or children in Year 4 might investigate:

- Are you brave enough to swim with Sharks (science/digestion)?
- What happens to a piece of chocolate once you swallow it?
- Why is it important to brush your teeth each day?
- Why are sharks' teeth different to our teeth?

They might make videos to communicate their findings and share online.

Such investigations would be undertaken as half termly topics.

In a range of different subjects, children will be encouraged to make comparisons, investigate, enquire, and explore. Where possible, areas of the curriculum are creatively linked together in order to make learning more meaningful and relevant.

For years 2 upwards, as part of project based learning, at least once a term, we will use the approaches developed by Sugatha Mitra, setting up groups of children to work independently with computers to conduct their investigations. In this way we will combine media appropriate to our digital age with collaborative, investigative learning. This will help children develop resilience and reciprocity at the same time as discovering how independent learning can work. This kind of learning involves a transition from tutor-led approach to *co-construction* and *co-evolution of knowledge* between tutors and learners, and especially between *learners and learners*. We would create it by setting up several computers with Internet access arranged in clusters to allow the children to work collaboratively, usually in groups of 4 or 5 and occasionally interacting with the whole large group. Research into the impact of this approach to learning is still emerging and there is not a sufficient body of evidence of impact for us to cite. To date, indications are that SOLE raises achievement for a variety of reasons and is a powerful means to promoting active learning. It enhances motivation and enables children to develop their collaborative skills. One set of research points to how this approach promotes their confidence and willingness to take risks. (Ritu Dangwal and Preeti Kapur *Australasian Journal of Educational Technology* 2008, 24(3), 339-354, Children's learning processes using unsupervised "hole in the wall" computers in shared public spaces). These environments allow children to explore on their own, with a high impact on their motivation and help nurture the 'growth mindset'.

### **Expected pupil intake**

Whilst at the time of writing we cannot be sure of the precise nature of our pupil intake, we are familiar with the neighbourhood in which the school is likely to be sited, especially since the same families will be attending the partner secondary schools in later years.

Based on data that is available for our local schools, the following data has been compiled.

#### **Current profile of intake in local schools**

Schools nearest to the proposed primary school	Number of pupils	% of pupils eligible for FSM	% of pupils whose first language is other than English	% of pupils with special needs
Unicorn Primary School	283	2.8%	7.6%	4.6%
Oak Lodge Primary School	660	7.0%	6.1%	4.4%
Harris Academy Beckenham	760	30.8%	27.8%	19.7%
Orchard Way Primary School	207	10.1%	13.5%	5.8%
Hawes Down Infant School	191	3.1%	3.1%	8.9%
Hawes Down Junior School	251	4.0%	3.2%	9.2%
Pickhurst Infant School	361	8.3%	7.5%	3.3%
Pickhurst Junior School	462	9.3%	3.9%	8.0%
Highfield Junior School	384	2.3%	8.3%	4.9%
Clare House Primary School	214	4.7%	18.5%	3.7%
Bromley overall		15.9%	6.4%	18.3%
National		26.2%	13%	21%

Based on the available data for neighbouring schools, we would expect the % of pupils eligible for Free School meals (FSM) to be relatively low – although increasing - the percentage of children with English as an additional language will also be relatively low but growing. The % of pupils with special needs may be higher due to Langley Park School for Boys' reputation as centre of excellence for helping those with special needs. The relative affluence of communities in part of the catchment areas is a factor in children's potential to achieve, and we recognise that Langley Park Primary School will need to challenge very able children as well as support those who have difficulties accessing different areas of the curriculum.

Projected intake and alterations to its characteristics is based upon data from DfE Performance Tables for local primary schools as well as the trends indicated in the DfE Statistical First Release June 2013

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/207670/Main\\_text-\\_SFR21\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/207670/Main_text-_SFR21_2013.pdf)). The data indicates a national trend during the past year of an increase of about 0.1% per annum in pupils claiming free school meals (anticipated to rise more sharply in Bromley - see Join Strategic Needs Assessment 2012/3) ; an increase of about 1% in pupils of minority ethnic origin; an increase of 1% in students with a first language other than English. These trends may be more rapid in Bromley because of its outer city location and the pressure on housing in the inner city. We have therefore estimated a slightly higher trend in the growth of these categories in our local area. Estimates of existing characteristics are based on 2013 data for our most local schools and the trends in characteristics of the secondary school intake since



2008.NACE contends that up to 20% of any group of school children of any age may be gifted or talented. Children in Care in Bromley have increased by 18% (46) between 2007/08 and November 2011/12 to 301. In estimating how this will affect 4 and 5 year old children. We have applied the overall population percentages, allowing for some increase where trends show this.

#### **Expected pupil intake LPPS**

	% of boys	%of girls	% with SEN, statements or School Action	% with EAL	% gifted and talented	% on FSM	% Ever 6	Number Looked After Children
<b>2016</b>	50	50	10.2	16	20	11.2	24	3
<b>2017</b>	50	50	10.4	17	20	11.4	26	4
<b>2018</b>	50	50	10.6	18	20	11.6	28	5
<b>2019</b>	50	50	10.8	19	20	11.6	30	6
<b>2020</b>	50	50	11	20	20	12	32	7
<b>2021</b>	50	50	11.2	22	20	12.2	34	8
<b>2022</b>	50	50	11.4	23	20	12.4	36	9

We expect our intake to be increasingly diverse and to present a range of needs and abilities that call for a highly engaging, effectively differentiated curriculum focused on developing the skills and attributes necessary to live a fulfilling life in the increasingly challenging 21st century world.

### **Type of curriculum**

#### **Core subjects**

English, Maths and Science will have their own specific structure and content, outlined below. They will be revisited and developed as part of the process of learning in the children's projects and investigations. In the EYFS even the core will sometimes be delivered through project/ topic based learning. Practical examples of how this works at Hawes Down are explored on Page 32 below. These core skills are also broadened and extended to other areas of the curriculum, providing opportunities to enrich and develop them.

#### **Mathematics**

Maths will be a focus subject at Langley Park Primary School, as we recognise that Numeracy is a key life skill.

This Maths curriculum is dedicated to developing learners who are confident, responsible, innovative and actively engaged. We aim:

- ◆ To develop a positive attitude to numeracy and Maths as an interesting and exciting subject in which all children gain success and enjoyment
- ◆ To develop mathematical understanding through systematic direct teaching of appropriate learning objectives
- ◆ To encourage the effective use of numeracy and Maths as a tool in a wide range of activities within and outside school and, subsequently, adult life
- ◆ To develop an ability in the children to express themselves fluently, to explain their thinking with confidence, using correct mathematical language and vocabulary
- ◆ To develop an appreciation of relationships within Maths and numeracy
- ◆ To develop the ability to think clearly and logically with independence of thought and flexibility of mind
- ◆ To develop mathematical skills and knowledge and quick recall of basic facts

Active involvement in mathematical experiences, set in real and relevant contexts, is vital to the development of knowledge, understanding, skills and a positive attitude towards numeracy and mathematics. Within a rich and supportive learning environment, best practice will draw upon a skilful mix of approaches, including:

- planned active learning with opportunities to observe, explore, investigate, experiment and play
- development of problem-solving capabilities
- development of mathematical thinking skills

From the early stages onwards, and drawing on the expertise of the MAT partner schools (see Page 21) we aim for all our pupils to experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They should, therefore, enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, the use of collaborative learning encourages children to reason logically and creatively through discussion of mathematical ideas and concepts. In keeping with the Growth Mindset (see page 15) misconceptions and wrong answers are to be used as opportunities to improve and deepen children's understanding of mathematical concepts, through use of effective questioning and discussion. Teachers will work to ensure that the fundamental numeracy skills are established and consolidated through imaginative and interactive approaches.

Our Primary Mathematics curriculum is presented in five content areas: Counting, calculating and partitioning; Securing number facts and understanding shape; Handling data and Measures; Calculating, measuring and understanding shapes. ; Securing number facts, relationships and calculating All these content areas are all underpinned by Problem Solving, which describes using techniques and skills and the application of understanding and strategies in solving problems. Mental strategies are also a key part of the Number content. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

The strands of EYFS and Key Stage1 are listed below.

#### **EYFS**

Shape, space and measures and numbers.

#### **Key Stage 1**

Number, Measurement, Geometry, Statistics

### **English**

Children will develop skills and knowledge that will enable them to communicate creatively with the world at large, through spoken and written language. We will also enable them to enjoy and appreciate literature and its rich variety.

By the time children go on to secondary school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We will make every effort to foster an enjoyment of literature.

We will provide a consistent whole school approach to attaining excellent standards in Literacy across the curriculum. The strands are:

#### **Years 1 – 6**

Spoken Language; Reading (word reading; comprehension; transcription) ; Writing (composition; vocabulary; grammar and punctuation.

#### **EYFS**

The curriculum will develop Communication, Language and Literacy (including reading, writing, physical development). This curriculum aims to enable learners to communicate confidently and effectively and to develop critical skills in order to respond to a range of information, media and texts with enjoyment and understanding. Learners who follow this framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding. This will involve an inclusive approach to the teaching of EAL pupils, who will have frequent opportunities to become immersed in spoken English. LPPS will deliver daily lessons in synthetic phonics to enable our youngest learners to become early fluent readers and access the whole curriculum.

## **Science**

Science is a key part of the curriculum. The approach to teaching Science will be practically oriented so that children develop skills in applying learning. Teaching will ensure that scientific enquiry is taught through contexts taken from the sections on life processes and living things, materials and their properties and physical processes. For investigative skills, children will be taught to plan an investigation, obtain, present, consider and evaluate evidence. This could be done in the classroom, although there is an increasing use of outdoor activities for the children to enjoy and extend their curious minds. The four strands and substrands are:

### **EYFS**

Understanding the World:

- Technology
- The World
- People and Communities

### **KS1**

Including: Working scientifically; Plants; Animals including Humans; Everyday Materials; Seasonal Changes; Living Things and their Habitats;

### **KS2**

Including: Working Scientifically; Plants; Animals including Humans; Rocks, Light; Forces and Magnets; States of Matter; Sound; Electricity; Earth and Space; Evolution and Inheritance.

## **Content and approach in other subjects**

Content and approach will be informed by the National Curriculum and the New Challenge Curriculum. Unique aspects of LPPS curriculum will be informed by specialist practice across the MAT. Examples are given below.

### **Physical Education**

LPPS will educate children about fitness and teach them to enjoy physical activities and challenges including outdoor pursuits. Building on the successful work that has been done with incorporating cycling into the curriculum at Langley Park School for Girls, we will teach all the children to ride bicycles. They will also engage in team and competitive sports and activities, both as part of their timetabled lessons and through their enrichment activities. Ofsted (July 2014) commented that Hawes Down Junior makes excellent use of the Sport Premium funding. Hawes Down Juniors has also achieved distinction level from the Association of Physical Education for its quality mark programme.

### **Modern Languages**

Learning additional languages is integral to the philosophy of preparation for cosmopolitan democracy that is part of LPPS. We are also well placed to draw upon the already existing outreach provided by secondary teachers at LPGS, a school with a Languages specialism.

Bilingualism helps children understand the structure of languages and can give them insights into cultures other than their own. Many studies (e.g. S. Pinker, 1994, *The Language Instinct*) indicate that the best time to pick up a new language is when we are very young. We are aiming to give all children the opportunity to learn Mandarin and Spanish, because of their widespread use around the globe. In the first couple of years, we will pay specialist teachers of these languages on a part time basis for their input. We will also provide opportunities to learn French and German, as enrichment activities. We will combine the language learning with aspects of the culture of that country, often as part of country-focused topic learning. .

### **Wellbeing and social and emotional aspects of learning**

Wellbeing is integral to the curriculum. This will be achieved by offering opportunities for open-ended investigation, creativity, teamwork, experimentation, performance and competition. These include real experiences, activities beyond the school, parental involvement, working with others in the community, recreational enjoyment, taking responsibility for events and activities and encountering challenging and unfamiliar contexts. We will make maximum use of the outdoor learning environment, ensuring plenty of fresh air and physical activity. Another aspect of wellbeing will be to provide a tasty, healthy, home-cooked lunch and understand the important role that eating well plays in maintaining a healthy life style. During EYFS the focus is upon Managing Feelings and Behaviour; Making relationships; Self-confidence and self-awareness.

### **Community**

Children at Langley Park Primary School will think of themselves as citizens and members of the local, national and global community. Langley Park School for Girls holds the International Schools Award (ISA). This is an accreditation scheme for curriculum-based international work in schools, recognising learning experiences in which a global dimension is embedded. LPPS will build upon LPPS' connections with schools in France, Kenya, Dubai and Tenerife. We will deliver our themes of local and global community through the curriculum, in our topic-based learning, with some days or parts of days devoted to projects designed to benefit the community, including volunteering and fundraising for charity. These will include outreach projects linking with elderly people in the community and local preschool children, or with a 'citizens of the world' focus exploring lives and issues in other countries. Many of these will include application of numeracy and mathematical skills.

### **Curriculum Model**

#### **SUBJECTS AND ACTIVITIES OFFERED; ENRICHMENT AND THE SCHOOL DAY**

This is based on a school day as follows:

Reception and KS1	KS2
8.00 Breakfast club	8.00 Breakfast club
8:50 Classrooms open	8:50 Classrooms open
9:00 Registration	9:00 Registration
9:00 – 10:25 lessons	9:00 – 10:25 lessons
10:25 – 10:45 assembly/circle time	10:25 – 10:45 assembly/circle time
10:45 – 11:00 Play	10:45 – 11:00 Play
11:00 – 12:10 Lessons	11:00 – 12:30 Lessons
12:10 – 13:20 Lunch	12:30 – 13:20 Lunch
13:20 – 14:20 Lessons	13:20 – 15:20 Lessons
14.20 - 15.30 Enrichment activities	15.20 - 16.30 Enrichment activities.

### **Curriculum in Practice: Examples of Project Based Learning**

At Hawes Down Infants a Literacy project is based on one book, planned according to the Power of Reading Project. This consists of a teaching sequence based on a high quality children's book. A teaching sequence will consist of 20 sessions spread out over 4 weeks. Each sequence will have specific learning aims linked to the new national curriculum e.g.

- To explore and develop ideas through talk and to listen to each other's responses
- To develop creative responses to the text through drama, play and artwork
- To write in role in order to explore characters and events
- To compose and perform own poetry
- To write a newspaper article in role as a fictional character
- To write a short story following a known narrative
- To reflect on reading through keeping a reading journal

Phonics (Letters and Sounds) and reading (Book band for Guided Reading) are taught both discretely and in guided groups every day.

Another practical example from Hawes Down Infants is project-based learning arising from 'Grace and Family' by Mary Hoffman, which deals sensitively with the important experiences of family, difference, separation and reunion. Using the text as a starting point whenever possible; teachers use long term and medium term planning to ensure that there is coverage in Science, Art and Design, Computing, DT, Geography, History, R.E, Music, PSHE and P.E referring to the National Curriculum for expected and exceeding Key Stage outcomes. This book lends itself to planning SMSC objectives such as

- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experience

The book is set partly in Gambia and therefore lends itself to plan for Geography objectives such as:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country

An African Dance Workshop meets the Physical Education objective of being

- Physically active for sustained periods of time

### **Outcomes/ Qualifications**

At the end of the 2022 academic year we expect all children to have achieved the equivalent of L4+ with the vast majority achieving level 5 or above. By the time the children leave they should have made significant progress, reaching and exceeding their potential. Our targets and expectations are further explained in section D2.

### **Qualifications**

Our children will be working towards the new tests the DfE will be putting in place to ascertain learning outcomes at the end of Key Stage 2. As is shown in Section D2, we expect our pupils to achieve well above the national average and above standards in local primary schools and all

pupils in all groups to have made at least expected progress. We will also administer whatever is then the equivalent of Level 6 tests, and expect some 30% of our intake to meet the criteria for these. At the end of KS1 we would expect a significant proportion of our children to achieve L3 in reading, writing and maths.

We would expect up to 85% of them to pass the phonics screening check. In the EYFS we would expect up to 80% of children to achieve a Good Level of Development.

They will then go on to outstanding achievement at KS4, where results at the 2 Langley secondary schools put them in the top 100 comprehensive schools in the country. Of those who go on to A Levels, 60% will achieve A- C grades. 74% will go to Russell Group Universities.

### **Other outcomes – skills and attributes**

Other outcomes - learning attributes and emotional/social skills - will be measured using different models. Will use the Effective Lifelong Learning Inventory (ELLI) to measure some of these, known as the Seven Dimensions of Learning Power. Pupils' development as responsible citizens and young leaders will also be mapped through a 'Community Contribution and Leadership Passport'. See D2 for details.

### **Enrichment activities and opportunities for involvement of parents and the wider community**

We believe that every child should experience the world beyond the classroom as an essential part of learning and personal development. The outdoor environment has massive potential for providing learning opportunities. We are extremely fortunate to be surrounded by a beautiful environment and will make full use of our immediate and local area to enhance our educational provision. Opportunities for outdoor learning exist beyond the EYFS within and across all curriculum areas, including the themes for development across learning such as enterprise education, sustainable development education and global citizenship. At EYFS and Key Stage 1 children will be able to use the outdoors as a classroom. Learning outdoors is part of the wide range of practical approaches to developing skills. Importantly, our planning will allow for 'spontaneous' or pre-planned, 'off-the-shelf' local visits.

Outdoor learning will not only focus on play and physical activities. It will be undertaken as part of delivery of all our compulsory subjects, being brought to life out of doors. Geography, for example, will be used to help children develop a sense of place and to understand how places are linked - for example through interaction with community gardens and activities designed to provide local wildlife with sustainable environments. Working outdoors, they will learn about using maps and compasses and begin to understand the meaning of location. Children will learn about the natural passing of time through the marking and celebration of seasonal and annual events in conjunction with observation of the changes taking place in nature as these cycles progress. The green and woodland areas around the schools provide trees which are an excellent manifestation of seasonal change.

Every day of the week there will be enrichment activities available for at least one hour after school. There will be a combination of free enrichment activities where these are provided by volunteers and few resources are needed and activities which need to be paid for - such as cooking to pay for ingredients and the specialist teacher's time. Children, with parental approval, will be invited to sign up for up to three different activities each week. At the start of each term, they will sign up to the activities for that term, being asked to list their first 3 preferences and to

state two reserve activities. They will be encouraged to review this and to commit again at the start of the new term, with the option of sustaining their involvement in at least one of the activities. It will be compulsory to join one sport or fitness based enrichment activity per week. These will be provided by volunteers or by coaches paid on a sessional basis and will include:

- Sport – Football, Judo, Gymnastics, Fitness
- Dance & Drama
- Cooking
- Computing
- Gardening Club
- Music – school orchestra / choir
- Homework Club
- Knitting
- Drawing / Art
- French / Spanish / German club
- Games – Chess and puzzles
- Study support: homework help and academic challenge - to accommodate the needs of children with a range of learning needs and difficulties as well as to provide challenge for gifted children. Both aspects will be optional, attendance being negotiated with parents as well as children.

Our project-based learning will include activities such as Science Week and a scheduled afternoon of community outreach work for all children in Upper Key Stage 2. Enrichment will be offered in the form of before / after school clubs as well as special Enrichment Weeks aimed at the whole school community. These programmes will be delivered by a combination of external experts, specialist staff from the partner secondary schools and volunteers with some input from LSAs.

We are looking to establish 'wrap-around' care by offering a breakfast club, run by external providers, to enable parents to drop off children on the way to work, and then after school clubs to allow children to stay on at school under full supervision.

#### **Study support and the extended school**

**For adults**, we will provide parenting classes and classes in mathematics and finance management. Parents and adults in the local community will be able to use the school as a base for life-long learning, including developing their ICT skills with the assistance of trained pupil mentors.

These services will mostly be provided around the core school day either at school, at a nearby school, or facility under the supervision of dedicated staff.

For children, we will provide **study challenge and homework support** - see above.

#### **Increased Community Access**

We will make our facilities available for use by the wider community.

These will include sporting, educational and recreational facilities such as:

- sports halls and pitches
- gyms and dance studios
- computer suites
- arts and music facilities

#### **Parenting and family support**

We will provide access to various kinds of support with the aim of involving parents and carers in their child's learning. All the evidence shows that success in school depends heavily upon parental

involvement. We want our parents to understand how their children learn, develop and grow. With their support we will achieve better outcomes. We will offer:

- parenting skills programmes
- opportunities for family learning
- child behaviour management courses
- information sessions for parents when their children start primary school and when they move to secondary school
- information about nationally and locally available sources of advice and support for parents and families

We value parent involvement in children's development of literacy and learning and will promote a home school partnership in the following ways:

- Sharing information – newsletters, magic moments, parents' leaflets, reading diaries;
- Celebrations – assemblies, displays, book fairs, topic week walk rounds
- Homework - in line with our homework policy and home/school agreement;
- Parental help- volunteer helpers to hear children read and play Literacy games.

We will create strong links with local playgroups and nurseries to ensure smooth transition from nursery to Reception.

### **Assessment, Recording and Reporting**

We see assessment as part of a cycle which relates to the school and subjects' aims and objectives, and from which our schemes of work are planned. We aim to contribute to the further development of clear, pupil-friendly criteria for assessment. These will serve to motivate learning and inform students' work. We will work towards increasing student involvement in the assessment and the ipsative as well as norm- and criterion referenced aspects of the process. We aim to help refine and expand appropriate assessment techniques and to promote consistency across the curriculum. This is explained and illustrated further in section D2.

### **Meeting the needs of all children**

Effective Assessment for Learning and planning informed by this and baseline data will be used to ensure that the needs of all children are met. In addition, LPPS will implement the comprehensive policy on Special Educational Needs outlined below.

### **Inclusion and Provision for Special Educational Needs**

All children will receive quality English, Science and Maths teaching on a daily basis and activities will be differentiated accordingly. Where identified, pupils who are considered to require targeted support will have focused intervention. Intervention strategies will include the use of additional adults, extended day for extra learning session and tailor-made support programmes. This will include children exceeding expectation. The needs of children with English as an additional language will be met through planning and support. As far as possible, children with EAL will be included in collaborative activities in order to enable them to develop their use of spoken English. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. LPPS will recognise the importance of community languages in their own right, and the ability of their speakers to acquire other languages. In certain cases children may be withdrawn from class to receive EAL support. This is after discussion with the class teacher who may feel that the child needs extra practical support either on a one to one basis or in small groups to develop basic language concepts. If this is decided on, the withdrawal



sessions will be on a rolling programme to ensure the child does not miss certain areas of the curriculum. In addition to working with the children we understand the importance of working with the whole family and ensure that those families that may find the English language difficult are not hindered in being able to liaise with the school and are supported in ways to help raise the attainment of their children

### **Special Needs Policy**

LPPS seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. At LPPS the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

We will therefore be committed to the following:

- To have regard to the latest guidelines and policy on the identification and assessment of special educational needs.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- Where a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- Where a child is identified as having special educational needs an Individual Education Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- To enhance self-esteem by setting appropriate targets and by using the Records of Achievement to celebrate them.
- To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To include the child within the class, wherever and whenever practicable.
- To endeavour to use all resources appropriately and efficiently.

### **Areas of Need**

Children will have needs and requirements which may fall into at least one of four areas; many children will have inter-related needs. The areas of need are:-

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

- medical

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

In identifying children who may have special educational needs we can measure children's progress by referring to a range of indicators including outcomes from baseline assessment; progress against national targets. **Education, Health and Care Plans (EHCs)**

EHCs will be devised to plan the interventions for individual pupils.

EHCs will inform the differentiated steps and teaching requirements needed to help the student achieve identified targets. These plans will be kept under constant review.

#### **Medical Information**

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every term and kept in the class SEN file. A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. Medical conditions may, however, have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

#### **Working with outside agencies**

LPPS will call on the support of a range of outside agencies as and when appropriate. These could include:

##### **a) Education welfare officers (EWOs)**

In extreme cases where a child's attendance is a cause for concern we may choose to buy in the services of the Bromley EWO. They have the remit to visit pupils' homes, whereas schools may not wish to cross this divide between school and home.

##### **b) Social services**

LPPS will work with social services for the good of the vulnerable children. This is particularly important in cases where children are 'Looked After' – in public care. Such children will be known to social services and when decisions about their future are made, social services need to be involved.

##### **c) Child protection and Safeguarding Officers**

LPPS will have a child protection policy and a designated officer in school, i.e. a named teacher. The Head will be fully trained and the staff need to have had the one day's training every three years. If a child makes a declaration, then the named officer has to be informed and the child protection team informed. In some cases it will be necessary to report issues to the Bromley Safeguarding Officer

##### **d) Health services, including mental health**

Schools, at times, have concerns about the mental health of some of their pupils. In such cases, LPPS will, of course, have to have discussions with parents. Parents themselves may choose to take action and consult their own GP. However, they may consent to a referral to an educational psychologist or a branch of the health service dealing with mental health problems in children.

e) **Other education professionals**

LPPS may occasionally buy in the services of Educational Psychologists to support children who are experiencing ongoing difficulties with learning. There could also be a need to refer children to a Child Psychologist who could talk to parents who have concerns about their child's behaviour or would like any advice concerning parenting. Children and young people who have difficulties with speech, language, communication may benefit from speech and language therapy. They might have difficulty producing and using speech, difficulty understanding language, difficulty using language, difficulty with feeding, chewing or swallowing, or a stammer or voice problem. LPPS could buy in the services of a Speech and Language Therapist to address issues such as these.

**The role of the SENCO**

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs, including gifted and highly able and Looked After Children
- liaising with and advising teachers on strategies for identification and differentiation
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs and carers of Looked After Children
- contributing to the in-service training of staff
- liaising with external agencies including support and educational psychology services, health and social services, and voluntary bodies
- attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- work closely with the nominated Special Needs Governor
- monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

**Planning the Curriculum**

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children

**Partnership with Parents (all those with parental responsibility)**

We will actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs. SENCO/Head, class teachers and SEN support talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

### **Partnership with Pupils**

We will work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their EHCs, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

### **Provision for Gifted and Talented Children**

We recognise that all pupils may possess a gift or talent at some point in their school careers. Gifted and talented children may, according to Deborah Eyre, make up as much as 40% of a school population. We have, however, based our highest estimate on NACE's recommendation of up to 20%. In identifying our cohort of gifted and talented pupils; we have adopted the following interpretation.

*'Gifted refers to those pupils who are in the top 5-10% of the school population who are capable of excelling in academic subjects such as English or History.*

*Talented refers to those pupils who are also in the top 5-10% of the school population with a specific ability in a non-academic area such as physical talent in sports; abilities in expressive and performing arts; mechanical ingenuity; outstanding leadership; particularly heightened social awareness or creativity in ways that are artistic, musical, or linguistic'.* In terms of identifying if a pupil is gifted in reading, writing and Maths, we will use the outcomes of teacher assessment. We will also use teacher observation, checklists of characteristics and scrutiny of pupils' work for identification purposes. LPPS will have an ongoing register of gifted pupils. In order to meet their needs we will provide:

- Classroom differentiation
- Ensure that teachers have high expectations
- Planned extension opportunities or open-ended tasks
- Access to higher tier assessment papers
- Small group work
- Occasional grouping by ability
- Differentiated homework
- Schemes of work that address the needs of G&T pupils
- Fast tracking groups
- Relevant enrichment opportunities
- Opportunities for performance
- Artists in residence
- Specialist teaching
- Partnerships with secondary and other local primary schools

### **Use of the Pupil Premium**

We expect income from pupil premium to be less than [REDACTED] in the first year. Examples of ways in which it might be spent to accelerate the progress of vulnerable and disadvantaged children are in the table below.

<b>Provision</b>	<b>Aim</b>
Writing intervention delivered to clearly identified small groups of children throughout school	Children will be expected to make accelerated progress in writing and achieve targets
Reading intervention delivered to clearly identified small groups of children throughout school	Children will be expected to make accelerated progress in reading and achieve targets
Phonics intervention delivered to clearly identified small groups of children throughout school	Children will be expected to make accelerated progress in phonics and achieve targets
Maths intervention delivered to clearly identified small groups of children throughout school	Children will be expected to make accelerated progress in Maths and achieve targets

### **Resources and Accommodation**

Every class will have easy access to basic resources for core subjects such as dictionaries, thesauri and reading books. The school library will contain a range of up-to-date fiction and non-fiction books. Enrichment events will be organised including storytellers, authors, visiting drama specialists and theatre groups, scientific experiments, visits to museums, and Maths challenges.

### **Staff Development**

LPPS will provide an environment where all staff feels that both their professional and personal needs are taken into account and that they are valued. This policy is further explained in Section D3.

### **Transition Curriculum**

We are confident that being part of what the community will perceive as a family of schools - in the Langley secondary catchment area - we will be well placed to challenge and nurture children, including vulnerable children, through the transition across all Key Stages.

In a longitudinal study for the then DCSF (Research Report No DCSF-RR019A), researchers at the Institute of Education found that practices by schools which helped to support children's transitions from primary to secondary school included:

- the use of 'bridging materials';
- the sharing of information between schools;
- visits to schools by prospective teachers, children and their parents;
- distribution of booklets;
- talks at the schools;
- taster days and other joint social events between schools.

Our group of schools will use all the above, but it will also devise its own special 'Transition Curriculum', developed by teams of teachers at all Key Stages working together to prepare

schemes of learning that enable a more seamless transition and allow us to map progress, drawing in particular upon the assessment framework of the National Curriculum. The project and the Transition Curriculum will be the responsibility of nominated teachers of core subjects responsible for outreach and/transition in the two secondary schools and the LPPS Head of KS2 (a member of the Leadership Team.)

We have already run a successful project called 'Level Up' where children from 5 local primary feeder schools attended weekly lessons (separately for boys and girls) after school at the two secondary schools, focusing on the skills needed to achieve Level 6 in Maths and English. The main aim was to excite children about subject specific learning in these two subjects. The feedback from children and parents has been very positive.

Another helpful experience that will inform our practice in terms of transition is the 'Moving On' project successfully run at Langley Park School for Girls for a number of years. This project runs for a couple of hours after school, once a week, over a 3 week period during the summer term. It is especially designed for about 20 selected vulnerable primary school pupils at the point of transition, and is designed to help them develop confidence and friendships and familiarise themselves with their surroundings in preparation for starting year 7. Both secondary schools will run this programme and make it accessible to vulnerable pupils in year 6 at LPPS.

Recent research noted that there is a growing understanding of the benefit of drawing on a combination of the strengths from both primary and secondary approaches to teaching and learning, in order to enhance pupils' learning across the primary/secondary school transition. (University of Bristol, 2010, *Supporting learning in the transition from primary to secondary schools*). It stated that more work is needed to support teachers from primary and secondary schools to find the time and space to work together to develop coherent approaches. It noted the need to develop trust and a common language between primary and secondary teachers, which we believe our family approach will nurture. We will ensure that the detailed knowledge and understanding of their pupils that primary teachers build up over many years is properly used.

The same research indicates that pupils who have developed an independent approach to their learning in primary school can have this compromised, or even reversed, in the larger, more complex environment of the secondary school. To overcome this, we will develop approaches to teaching and forms of curricular content specifically intended to bridge the gap between the more child-centred approaches of primary school and the more subject-centred approaches of secondary school in the curriculum for Years 5, 6 and 7. These will be monitored by the Heads of Year 7 in the two secondary schools, overseen by their line managers, and the Head of KS2 at LPPS, overseen by their line manager. This project and collaboration regarding transition will be a permanent feature in both LPPS and the secondary schools for Years 5 – 7 inclusive.

Another area for development in terms of transition is the preparation and integration of children entering LPPS at Reception Level. We will develop an outreach programme to local pre-schools and play groups so that we can develop effective strategies to facilitate the transition in the school of young children. We will also make provision for home visits for all children due to enter the reception class.

## Section D2

### SECTION D2: MEASURING PUPIL PERFORMANCE EFFECTIVELY AND SETTING CHALLENGING TARGETS

We aim to achieve ambitious targets for all our children, many of whom will go on to secondary school in the two Langley schools whose achievement is among the top 10% of comprehensive schools in the country. We recognise that approaches to measuring children's attainment and progress are currently in transition and that the government proposes to abandon National Curriculum Levels. We understand that new "readiness to progress" measures will be introduced at ages five and 11 to ensure children have the required skills to move on to the next stage of schooling. Whatever the measures are, our intention is to ensure that not only have children mastered the core subjects at the end of Key Stage 2, but that they have developed the skills and attributes that will make them successful learners, confident individuals and responsible citizens. In the process of developing as learners, children at LPPS will achieve results on a par with those in the top 20% of all schools in the new national tests and in all categories of measurement. For the purposes of this document, we will refer to existing measures of attainment and progress. Our targets are credible and realistic because of our track record as a group of schools. Hawes Down Primary School already has a track record which puts it in the top 20% of schools pupils' progress in English and Mathematics, attainment in Writing and Mathematics and attendance. The majority of Raiseonline outcomes for Langley Park Boys' School and Langley Park School for Girls are grade 'Sig +' - significantly above expectations.

Our main technical tool for monitoring progress will be Sims, which we will use to record prior attainment, pupil characteristics and ongoing formative assessment as well as measures of progress.

#### Key Performance Indicators

**Our KPIs will apply right across our MAT, through to the end of KS5 where we will expect, by 2029 100% passes at A Level; 50% of grades at A and B and 40% of students to go on to Russell Group universities. At GCSE we will expect by 2027 the equivalent of 100% A\* - C passes including English and Maths and 45% of grades to be at the equivalent of A\*/A. We will expect all the secondary school students to be achieving the highest possible outcomes in terms of their development as learners, confidence and creative expression, community involvement and leadership.**

1. **Attendance:** We will expect 100% attendance from all of our children, and will be communicating this expectation to families, rewarding and celebrating 100% attendance each month. In this way we will achieve 98% attendance
2. **Excellent attainment and progress especially in Maths, Reading and Writing** We expect progress and attainment at Langley Park Primary to exceed national norms, with all of them achieving Level 4 (or the equivalent) and above in Mathematics, English and Science, and over 80% of pupils achieving Level 5 in these subjects. Children on pupil premium and with special needs will all be expected to make the national norm in terms of levels of progress. We will aim to ensure that there are no discrepancies between different groups of students – CLA, FSM and children from various different ethnic backgrounds. Our school will be in the top quintile for all measures of attainment and progress
3. **Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process** Children will be asked questions to ascertain their development in these learning dimensions. For example, they will be asked 'Are you

like an explorer: eager for new discovery?'; 'Are you like an investigator, solving puzzles?' See the sample learning dimensions recording grid below. For younger children, teachers will record their assessment in these areas. Older children will be asked to self- and peer-assess and to give examples of when they behaved like this. Teachers will moderate the judgements indicating whether the children are working towards, meeting ,

4. **Confidence and creative expression - risk taking, imagination, resilience.** Children will be asked such questions as 'Are you like an inventor and not afraid of making mistakes?' 'Are you like a builder who can keep going even when you are frustrated and struggling on your own?' Children in Year 3 upward will be asked to self and peer assess these attributes, and teachers will judge whether they are working towards, at or exceeding expectations.
5. **Community involvement and contribution** Each student will have an electronic portfolio recording her/his community activities: a community passport, based upon their conduct as responsible citizens and emerging leaders. We will expect each student to engage in a significant community project each year.
6. **Exemplary behaviour as responsible citizens developing leadership.** Our students will be courteous, cooperative and considerate. We will develop a merit based reward system and expect all students to be commended for their effort and attitude each term. In the EFYS we will teach children the Golden Rules they learn at Hawes Down Infants School:
  - We are kind and helpful – Don't hurt people's feelings
  - We are gentle - Don't hurt anybody
  - We listen – Don't interrupt
  - We work hard – Don't waste your or other people's time
  - We are honest – Don't cover up the truth
  - We look after property – Don't waste or damage things

Good behaviour and pupils' achievements as citizens will be celebrated along with endeavour - their commitment to learning - in termly assemblies.

7. **Excellent teaching.** Right from the start the newly appointed teachers at LPPS will participate in a variety of quality assurance activities, including appraisal, target setting, lesson observation and peer observation. Only teachers who are observed to deliver outstanding lessons (hosted by our partner primary schools) will be appointed. The aim will be for the school to be judged to be 'Outstanding' by the time of its first inspection. There is no set percentage of lessons that should be judged outstanding to achieve this rating, but we would expect evidence found in progress data and lesson observations to show that learning and teaching are outstanding. Excellent teachers in the partner schools will coach and mentor LPPS teachers.
8. **Pupil satisfaction.** Pupil questionnaires will ask children to respond to a range of statements such as if they feel safe; enjoy learning; feel challenged; have choices as learners; are invited to collaborate and work independently; whether they feel listened to and are kind and considerate. We will expect almost all children to respond positively.
9. **Parent satisfaction.** Parent surveys will ask similar questions to those asked of the children, and whether they believe children are encouraged to express themselves. We will expect an overwhelmingly positive response from parents. We will also, every 3 years, engage in more detailed surveys of parent opinion via Kirkland Rowell.
10. **Staff morale, development and retention.** LPPS will develop as a learning community where staff are listened to and have a sense of belonging. Our aim is for it to become a Teaching School in partnership with the two Langley Schools and local primary schools. This will involve an efficient recruitment process; effective appraisal policy; meaningful development plans focused on learning; shared budget insight; coaching; effective professional development; the



staff as a learning community, embracing collaborative projects and research work. Staff surveys will be organised using the Kirkland Rowell framework to ascertain staff views on the 36 topics used in their surveys.

### **Academic targets: End of Key Stage 2**

<b>KPI/Target Key Stage 2</b>	<b>Bromley (2013)</b>	<b>England (Avg 2013)</b>	<b>LPPS Target (2020)</b>
Attendance: % Pupils achieving 100%	95.5%	95.2%	98%
% achieving Level 4B or reading, writing and maths	80	75	100
% achieving Level 4 or above in reading and maths and 4 or above in writing	70	63	95
% making expected progress in reading	90	88	100
% making expected progress in writing	92	91	100
% making expected progress in maths	91	88	100
% making better than expected progress in maths			80
Average Point Score	29.2	28.4	35
% achieving Level 5 or above in reading and maths	28	21	35
% Disadvantaged pupils achieving >L4 in reading, writing, maths	65	63	80
Gap between others and disadvantaged pupils	20	18	10
%Pupils with high prior attainment achieving L5 or above	72	62	90
%Pupils with low prior attainment achieving L4B or above	17	14	30
%Pupils with medium prior attainment achieving L4B or above	72	65	85

### **Academic targets: End of Key Stage 4**

<b>KPI/Target Key Stage 4</b>	<b>Bromley (2013)</b>	<b>England (Avg 2013)</b>	<b>LPPS pupils in Langley schools Target (2025)</b>
Overall attendance	94.9	94.2	100
% achieving 5A* - C including English and Maths	74	59	100
% Achieving the EBacc	32	23	80
% making expected progress in English	82	70	100
% making expected progress in Maths	81	71	100
% disadvantaged making expected progress in English			90
% disadvantaged making expected progress in Maths			90

### **Academic targets: End of Key Stage 5**

<b>KS5 Targets for LPPS pupils</b>	<b>Bromley (2013)</b>	<b>England all schools and colleges (Avg 2013)</b>	<b>LPPS pupils in Langley schools Target (2027)</b>
Average point score per A L entry	217	216	250
APS expressed as A L grade	C+	C+	B+
APS per student	794	797	952
% achieving at least 3 A levels at A*-E	80	81	95
% achieving at least 2A levels at A* - E	93	93	100
% achieving at least 1A level at A* - E	100	100	100
A levels at grades AAB or higher (in at least 2 facilitating subjects)	16	15	50
A levels at grades AAB or higher (in 3 facilitating subjects)	10	10	25

### **Assessment grid for Learning Dimensions (KPIs 3 and 4 - ELLI) Grid omitted for space**

*For each dimension, children will give their own examples; self –assess and peer assess in Year 2 upwards(with comments) and teachers would indicate on reports and tracking sheets whether children are working towards, at, or exceeding expectations for the year group*

<b>Dimension</b>	<b>Example and sample questions</b>
Changing and learning	Are you like the Explorer, seeing learning as positive and knowing you can change?
Critical Curiosity	Are you like the Investigator, enjoying challenges and solving puzzles?
Meaning Making	Are you like the Integrator and making connections between your learning?
Creativity (Resourcefulness)	Are you like the Inventor, trying out new things and seeing mistakes as chances to learn?
Resilience	Are you like the Builder, being able to pick yourself and keep going when you struggle?
Strategic Awareness (Reflectiveness)	Are you like the Navigator, being thoughtful and planning how you learn?
Learning Relationships (Reciprocity)	Are you like the Networker, good at working with others and sharing learning?

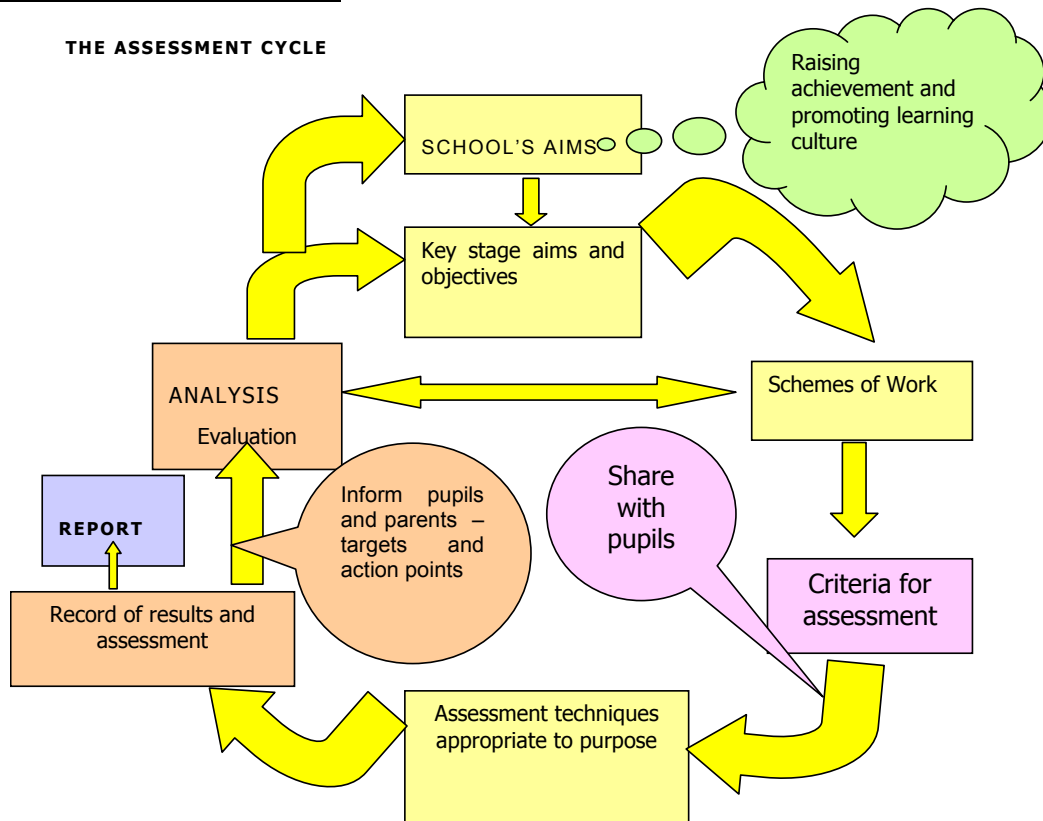
### **Tracking Behaviour Targets: Citizenship, community involvement and leadership**

*For each challenge, children will give their own examples; self –assess and peer assess in Year 2 upwards(with comments) and teachers would indicate on reports and tracking sheets whether children are working towards, at, or exceeding expectations for the year group*

<b>Challenge</b>
Effectively worked as part of a team
Solving conflict and being able to listen to and value others
Being able to manage others - e.g. working with younger students
Leading a group or team
Public speaking
Public performance
Exhibiting my work in public
Participated in activity with pensioners/U3A
Participated in a change activity for the school/local community
Participated in an activity for global change

Children in Reception or KS1 will have their behaviour tracked through SIMS lesson monitor, with grades on a scale of 1 - 4 where 1 means behaviour is outstanding - cooperative and considerate - and 4 that it is cause for concern.

### Assessment and data tracking.



We see assessment as part of a cycle involving planning schemes of learning, communicating criteria, feeding back to pupils diagnostically with advice for improving progress and reflecting upon outcomes to inform future planning. This is a strong area of good practice in the two Langley secondary schools. In the absence of National Curriculum levels and point scores, we may use the data provided as a result of the new tests. In addition, to ascertain students' particular areas of strengths and weaknesses, we will administer the latest Cognitive Ability Tests (CATs) to all students when they reach the age of 7. CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning. The data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The CAT data will be used by teachers.

In the EYFS, the emphasis will be on formative assessment through observation – designed to inform teachers as well as parents about how well the children are developing. We will ensure good practice here through partnership with parents, carers and pre-school; capturing starting

points; identifying progress by individuals as well as the cohort. We will take account of proportions of children who have made typical progress or more from their starting points and compare attainment at the end of reception with EYFS national figures. We note that the percentage of pupils achieving a good level of development nationally is currently about 59%. Our aim for the end of that stage is that 80% of pupils will have achieved a good level of development. We will observe and record children's achievement in terms of emerging, expected and exceeding good levels of development in the 3 prime areas of literacy, maths and physical and emotional. We will provide special intervention with additional TA support to enable the children who came in below expected levels to catch up quickly. We will use the British Picture Vocabulary Test (BPVT). If they have very few words in their vocabulary we will use resources from the Communication Trust as a useful measure. We will work to close gaps in attainment for disadvantaged children, boys, some ethnic groups, children with SEND and summer born children.

Assessments will be made in line with the school assessment policy. Children will have a phonics test in June of Year 1. In year 2, teacher assessment will assess the levels children are working at in reading, writing, speaking and listening, Maths and Science. Class teachers will use data from the children's EYFS profile to help set their expectations.

We will use nationally accredited tests to test learners' progress in English, Maths and Science each year, starting with Year 5. For children aged 7 and above, we will also use Cognitive Ability Tests to enable teachers to gain insight into their needs and abilities and assist with differentiation. For internal tests, results will be moderated through staff meetings and through cross phase and cross partnership school meetings. Pupil progress review meetings with the assessment leader and SENCO alongside the class teacher will be timetabled twice a term to ensure early identification of issues and that all children are making good or better progress.

Results of assessment in Reading, Writing, Maths and Science will be put into SIMs six times a year (once each half term). This data will be analysed and targets set and tracked, for individuals, groups etc. All children will have a dedicated literacy file including, their 'Exciting Writing' which will be collated, marked and levelled. These will be shared at staff meetings at least once a term to ensure levelling, continuity and progression and expectations are met.

Teachers will use insights gained from CAT tests and their knowledge of individual children's needs and abilities to ensure planning is differentiated and linked to prior attainment. Their feedback will inform pupils of what they need to do to achieve the next steps. Individual targets will be set and reviewed regularly with the children. Analysis of assessment data will be used to set numerical targets and a whole school curricular target(s). The teacher will keep individual records. These include a reading record and any other information that enables the teacher to deliver the effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

### **Involvement of children**

We believe it is vital to involve the children wherever possible in the process and outcome of assessment. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development; to this end we follow Assessment for Learning strategies.

Children will:

- be involved in and responsible for their own learning
- expect to know what they are learning, why they are learning it and how they will be expected to do the learning

- be able to explain what they are learning and talk about what a successful outcome will look like
- use feedback from a teacher or a peer to make improvements in their own work
- use success criteria to identify successes and next steps in their own work and that of their peers
- understand where and how their current learning fits into the bigger picture
- think, learn and talk about HOW they learn and what helps them to learn
- ask & answer questions about what they are learning of teachers and other pupils

### **Learning Consultants and Mentors**

Learning consultants will be based on a project undertaken at Langley Park School for Girls. The idea is that children provide feedback regarding the learning environment and learning experience to the Leadership Team, which then informs classroom practice and organisation. Pupil surveys will be completed and carried out by the children without adult intervention. The older children will sit with the youngest children explaining the questions and writing the feedback. The results of these surveys will be passed to parents. The older children will also act as learning mentors for younger, very able children or those who face behavioural difficulties. Some will be learning mentors for children who struggle with appropriate behaviour. Langley Girls Year 12 students have provided training for these mentors in the past and students from both secondary schools will continue this practice.

As shown in the Assessment Cycle diagram, each time teachers mark pupils' work on a particular task in a particular subject they will produce action points - suggestions for improvement - showing what the child needs to do in the next activity to reach the next level in that subject. Once every half term, we will collect formative assessment data for the core subjects indicating the children's current levels of attainment and providing data against which progress can be measured using a numerical formula. In each area of learning, we will provide an indicative comment on what the child has mastered and some suggestions for improvement. Once a term we will produce a more detailed report cover all subject areas.

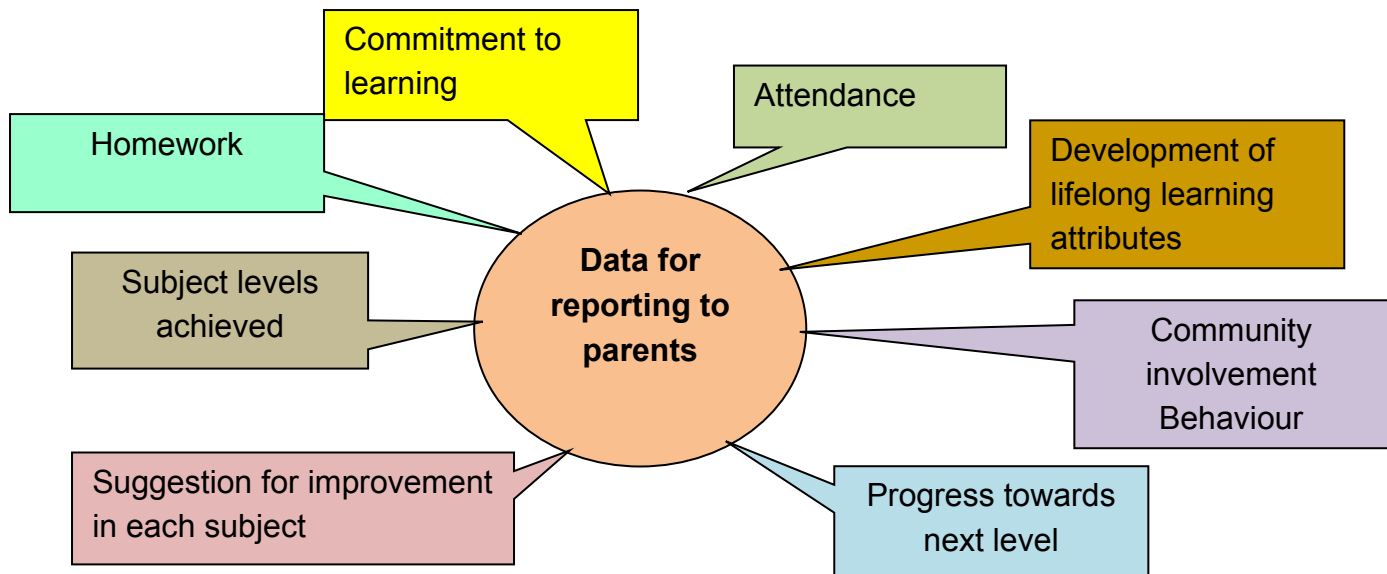
Reports will also contain spaces for comments by both children and teachers. We will collect data on individuals as well as on groups, so that we are able to show the progress of different groups, such as EAL, SEN, Free School Meal recipients and CLA. We will compare this data with the progress of all pupils in order to ascertain that we are effectively closing any gaps. Responsibility for collecting monitoring data will begin at the level of class teacher. It will then be checked by middle leaders/ teacher line managers who will report back to the Head and Deputy Headteacher.

All teachers will be involved in moderating pupils' work to ensure consistency of practice in assessment. Assessment portfolios will be developed across the curriculum to exemplify levels of attainment in all subject areas.

The Deputy Head Teacher will oversee the tracking system and ensure that a traffic lighting system is used to indicate whether pupils are meeting (amber), exceeding (green) or failing to meet (red) targets. This traffic lighting system will be used each half term to flag pupils, subject areas, and whole classes where progress needs to be forensically addressed. We know that in Bromley only 69% of disadvantaged pupils achieve Level 4 and above in Maths and English. We will seek to ensure that such pupils - likely to be over 30% of our cohort - are making the expected progress and to inform Wave 1, 2 and 3 interventions on an ongoing basis. This data and what it shows will form the basis of the school's SEF, for which we will use a framework similar to that provided by ASCL. The SEF will spell out issues that should be addressed, how they will be tackled, and how the impact of these actions will be judged and recorded.

## **Monitoring and evaluation systems**

### **DATA COLLECTED ON EACH CHILD EACH HALF TERM**



LPPS will operate within the school improvement and accountability cycle of the Langley Park Academies.

#### **a) Monitoring**

Middle leaders - Head of EFYS; Head of KS1 and Head of KS2 – will be responsible for areas including budget monitoring; half termly assessment and data collection; analysis of teacher assessment and assessment; reviewing provision and support for groups of pupils, for example pupils with SEN, English as an additional language (EAL), or those with medical need; identifying underperformance; learning walks; classroom observations; checking development plans. The Deputy Head teacher and Headteacher will collect and analyse this data.

#### **b) Evaluation**

Evaluation of performance, identification of issues emerging from this, planning action to address issues, and evaluation the impact of these actions will be the responsibility of all staff at all levels of the school. This data will be captured in a SEF like the one produced by ASCL

## YEAR CYCLE: MONITORING AND EVALUATION

MONTH	DATA COLLECTED BY				Categories of data
	Governors	Headteacher	Leadership team	Middle leaders	
September	initial data from results analysis	Results analysis via SIMs and half termly reports		lesson observations; learning walks	<ul style="list-style-type: none"> <li>✓ NC levels</li> <li>✓ % of different groups making required levels of progress</li> <li>✓ Lesson observation records</li> <li>✓ Learning walk records</li> </ul>
October	Governors' committee reviews SDP: visits	Budget monitoring; Lesson observation	Year group scrutinies; appraisal; progress check reports in core subjects	Work scrutinies	<ul style="list-style-type: none"> <li>✓ Lesson observation records</li> <li>✓ SIMs progress data</li> <li>✓ Data on marking</li> </ul>
November		Target setting for whole school; review SDP; analyse summer exam /test results; lesson observation	progress checks; work scrutiny; lesson observations		<ul style="list-style-type: none"> <li>✓ Lesson observation records</li> <li>✓ SIMs progress data</li> <li>✓ Data on marking</li> <li>✓ ELLI data</li> <li>✓ Records of citizenship/behaviour</li> </ul>
December		Head: pupil focus groups; Lesson observation	LT – progress check reports in all areas; pupil surveys; parent surveys; appraisal; work scrutiny;	lesson observation	<ul style="list-style-type: none"> <li>✓ Pupil survey data</li> <li>✓ SIMs data</li> <li>✓ Lesson observation records</li> </ul>
January	Governors' committee reviews	Lesson observation; check LT scrutinies	Transition activities; lesson observation; scrutinies	Work scrutinies	<ul style="list-style-type: none"> <li>✓ Lesson observation records</li> <li>✓ Data on marking</li> </ul>
February	Governors' Health and Safety monitoring visits LT	Lesson observation; check LT scrutinies	Transition activities; progress check reports in core subjects Work scrutinies		<ul style="list-style-type: none"> <li>✓ Lesson observation records</li> <li>✓ Data on marking</li> </ul>
March	Governors' Committee reviews of SDP;	Lesson observation; check LT scrutinies	Progress checks ensuring intervention strategies in place ; work scrutiny Transition activities; Work scrutinies		<ul style="list-style-type: none"> <li>✓ Lesson observation records</li> <li>✓ Data on marking</li> <li>✓ ELLI data</li> <li>✓ Records of citizenship/behaviour</li> </ul>
April	Governors' Budget reviews; LT	Lesson observation; check LT scrutinies	Progress checks LT Transition activities; progress check reports in all subjects Work scrutinies	lesson observations; learning walks	<ul style="list-style-type: none"> <li>✓ Lesson observation records</li> <li>✓ Data on marking</li> </ul>
May	Head: LT –	Pupil focus groups	Pupil surveys; parent surveys; appraisal; work scrutiny; lesson observation	Work scrutinies	<ul style="list-style-type: none"> <li>✓ Pupil survey data</li> <li>✓ SIMs data</li> <li>✓ Lesson observation records</li> </ul>
June	Governors' committee reviews SDP: visits		LT budget monitoring; year group scrutinies; appraisal; progress check reports in core subjects Work scrutinies		<ul style="list-style-type: none"> <li>✓ SIMs data</li> <li>✓ ELLI data</li> <li>✓ Records of citizenship/behaviour</li> </ul>
July		Head/SLT - Reviews of SDP; SEF: CPD LT write sections of SDP. Progress check reviews.	Head/SLT - Reviews of SDP; SEF: CPD LT write sections of SDP. Progress check reviews. Progress check reports in all subjects LT budget monitoring; year group scrutinies; appraisal; progress check reports in core subjects Work scrutinies	lesson observation	<ul style="list-style-type: none"> <li>✓ SEF</li> <li>✓ SIMs data</li> </ul>
August		Head/LT review results of summer exams/tests			

### **Monitoring and improving the quality of teaching**

The process of monitoring the quality of teaching will apply Ofsted criteria including how far teaching promotes learning; how high expectations are; assessment practice; teaching of RWMC; and support and intervention. Outcomes data including data recorded on the grids for assessing Effective Lifelong Learning and pupils' track records in terms of community involvement, citizenship and leadership will also inform our judgement, as will lesson observations; questionnaires; learning walks and work scrutinies. We will triangulate data from these sources and pupil surveys and questionnaires in order to arrive at judgements about the quality of learning for each class and each teacher. Their performance will be reviewed against the published Teachers' Standards.

### **Monitoring the behaviour and safety of pupils**

When evaluating the behaviour and safety of pupils at the school, we will consider all elements listed in the Ofsted criteria, including attitudes to learning; behaviour around the school; attendance and punctuality; systems for managing behaviour and positive ethos. Sims 'Lesson Monitor' will be used to record behaviour, sanctions and rewards, with weekly printouts issued to staff. We will use **Charlie Taylor's Checklist** as a reference point for all staff to ensure consistent good behaviour. The data used to make our judgements will be drawn from pupil and parent surveys, lesson observations and records of behaviour management processes. Our positive approach to behaviour management will invite EFYS children to show that they abide by the Hawes Down Infants Golden rules. Older children will be assessed in terms of their community involvement and development as leaders.

### **Monitoring, evaluating and improving leadership and management**

We will ensure that rigorous self-evaluation is integral to the ethos and practice of staff at LPPS.

### **Liaising with and reporting to parents/carers**

See sample report above and Assessment, Recording and Reporting in Section D1. There will also be a weekly Headteacher's surgery at which there is an open door policy and parents are invited to come and chat about their child's progress. Electronic communication will also be encouraged via a system similar to Parentmail.

We will have a well-publicised policy on how parents can become involved with school and their child's education. Our interventions will be informed by an ongoing parental needs assessment. We will encourage parents to feel welcome at school and will run activities such as Christmas shows, summer fairs, cheese and wine evenings and information events (e.g. Cyber-bullying ;supporting reading at home; encouraging healthy eating; developing parenting skills) for parents. Our staff will be trained and coached to work effectively with parents, particularly parents whose backgrounds are very different to their own. We will also build home-school links through out-of-hours' clubs, parenting classes, and outreach work.

### **Collecting the views of parents**

In addition to the termly meetings with parents and the Headteacher's surgery we will conduct annual surveys and questionnaires using the format outlined above. We will also establish a PTA to encourage parental involvement.

### **Action to ensure continuous improvement**

The ongoing cycle of monitoring and review will be used to generate action points for future improvement. The leadership team will share judgments from lesson observations and data from book scrutinies each term. They will match up the data to the targets set for LPPS, identify any areas in which performance is falling short of those targets, and specify what is to be done by whom to address each issue. The teacher appraisal system will constantly evaluate teachers' progress against the Teachers' Standards and set individual targets for improvement. Lesson observations will identify 'even better if' criteria for action by teachers. Student and parent feedback



forms will be analysed by the leadership team each term to draw out further areas of concern and issues for action. The Headteacher will synthesise this information in termly reports to the governing body.

## Assessment and Data Tracking

Year Group	Assessment Cycle				Staff Responsible	Parental Engagement
	Type of assessment 1	Type of assessment 2	Type of assessment 3	Type of assessment 4		
EYFS	<ul style="list-style-type: none"> <li>Daily observation of children's interaction</li> <li>Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process</li> <li>Confidence and creative expression - risk taking, imagination, resilience.</li> </ul>	Half termly informal testing	<ul style="list-style-type: none"> <li>Guided reading record</li> <li>Termly EHC assessment</li> <li>Annual record of Citizenship, community involvement and leadership</li> </ul>	Written Pupil Profile. Continuous observations recorded in pupil assessment folders benchmarked against EFYS framework expectations and analysed. and recorded on SIMs. Final Reception result benchmarked against national data sets and analysed	Class teacher	Parents' evening Termly reports to parents
Year 1	<ul style="list-style-type: none"> <li>Daily observation of children's interaction</li> <li>Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process</li> <li>Confidence and creative expression - risk taking, imagination, resilience</li> </ul>	Half termly informal testing	<ul style="list-style-type: none"> <li>Reading, writing, phonics, maths and science teacher assessment</li> <li>Annual record of Citizenship, community involvement and leadership</li> </ul>		Class teacher	Parents' evening Termly reports to parents
Year 2	<ul style="list-style-type: none"> <li>Ongoing observations</li> <li>Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process</li> <li>Confidence and creative expression - risk taking, imagination, resilience</li> </ul>	Half termly informal testing	<ul style="list-style-type: none"> <li>Reading, writing, maths and science assessment using a combination of test and diagnostic assessment informed by a portfolio of pupil outcomes.</li> <li>Annual record of Citizenship, community involvement and leadership</li> </ul>	Formal tests and tasks nationally benchmarked Repeat Y1 phonics test for underachievers.	Class teacher	Parents' evening Termly reports to parents
Year 3	<ul style="list-style-type: none"> <li>Ongoing formative assessment in reading, writing, maths and science assessment</li> <li>Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process</li> </ul>	Informal tests half termly in reading, writing maths and science	<ul style="list-style-type: none"> <li>Termly formal tests</li> <li>Annual record of Citizenship, community involvement and leadership</li> </ul>	Annual formal test nationally benchmarked	Class teacher	Parents' evening Termly reports to parents

	<ul style="list-style-type: none"> <li>Confidence and creative expression - risk taking, imagination, resilience</li> </ul>					
Year 4	<ul style="list-style-type: none"> <li>Ongoing formative assessment in reading, writing, maths and science assessment</li> <li>Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process</li> <li>Confidence and creative expression - risk taking, imagination, resilience</li> </ul>	Informal tests half termly in reading, writing maths and science	<ul style="list-style-type: none"> <li>Termly formal tests</li> <li>Annual record of Citizenship, community involvement and leadership</li> </ul>	Annual formal test nationally benchmarked	Class teacher	Parents' evening Termly reports to parents
Year 5	<ul style="list-style-type: none"> <li>Ongoing formative assessment in reading, writing, maths and science assessment</li> <li>Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process</li> <li>Confidence and creative expression - risk taking, imagination, resilience</li> </ul>	Informal tests half termly in reading, writing maths and science	<ul style="list-style-type: none"> <li>Termly formal tests</li> <li>Annual record of Citizenship, community involvement and leadership</li> </ul>	Annual formal test nationally benchmarked	Class teacher	Parents' evening Termly reports to parents
Year 6	<ul style="list-style-type: none"> <li>Ongoing formative assessment in grammar, writing, maths and science using KS2 tests/ equivalent</li> <li>Development as learners - sense of own learning growth; critical curiosity; meaning making; strategic awareness of learning process</li> <li>Confidence and creative expression - risk taking, imagination, resilience</li> </ul>	Informal tests half termly in reading, writing maths and science	<ul style="list-style-type: none"> <li>Termly formal tests informed by a portfolio of pupil outcomes</li> <li>Annual record of Citizenship, community involvement and leadership</li> </ul>	Annual formal test nationally benchmarked	Class teacher	Parents' evening Termly reports to parents

## Section D3 – Staffing Structure

### Phased Growth

Growth plans for the school over the next 7 years are as follows:

	2016	2017	2018	2019	2020	2021	2022
Students on role	60	120	180	240	300	360	420
Reception classes (30 per class)	2	2	2	2	2	2	2
Y1-Y6 classes (30 per class)	0	2	4	6	8	10	12
<b>Leadership Team</b>							
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher		1	1	1	1	1	1
SENCO	0.1	0.2	0.2	0.5	0.5	1	1
<b>Admin Team</b>							
Business Manager	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Office Admin	0.5	0.5	1	1	1	1	1
Caretaker	1	1	1	1	1	1	1
Mid-day Supervisors	2	3	4	5	6	7	8
<b>Teaching Staff</b>							

Head of FYFS*	1	1	1	1	1	1	1
Head of KS1*		1	1	1	1	1	1
Head of KS2*				1	1	1	1
EYFS Teacher	1	1	1	1	1	1	1
KS1 Teacher		1	3	3	3	3	3
KS2 Teacher				1	3	5	7
Cover coach	1	1	1	1	1	1	1
Schools Direct Trainee <sup>#</sup>			1	1	1	1	1
HLTA	1	1.5	2	2.5	3	3.5	3.5
Support Assistants	2	4	6	8	10	10	10
<b>PPA Cover</b>							
No of qualified teachers (excl senior leadership)	2	4	6	8	10	12	14
PPA hours per week required To be covered	6	12	18	24	30	36	42
Covered by	Fully trained HLTAs	HLTAs	HLTAs, Cover Coach	HLTAs, Cover Coach	HLTAs, Cover Coa	HLTAs, Cover Coa	HLTAs, Cover Coa

					ch	ch	ch
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Notes: \*Member of Middle Leaders

#Schools Direct (Salaried) route; funded by the NCTL

### **Rationale for the proposed staffing structure**

The headteacher's role from the pre-opening phase is discussed in Section F4. One of his/her key roles will be to lead the recruitment of staff to ensure that we are fully staffed for the opening of the school. We will open our doors to 60 children who have never been to a school before; for many, this will be the first time that they have left the comfort of their families, whereas others will be familiar with some sort of routine in a pre-school. The common ground is that they will all need much adult support in all their activities – from the moment they enter the school grounds, through lunchtimes, until they go home. With this in mind, we have provided for a Support Assistant dedicated to each class, plus two part-time High Level Teaching Assistants (HLTAs) as well as one Cover Coach to help the classroom teachers deliver the EYFS curriculum. There is a mid-day supervisor allocated to each class, as we anticipate that additional adult support will be needed during lunchtimes. Whilst the headteacher will not initially have any timetabled teaching commitments, he/she will be expected to contribute towards the curriculum planning and may be required to cover in times of need.

We consider it important that the headteacher is able to start building up the Leadership team at an early stage. Because of this, we plan to recruit a deputy headteacher in the year after opening. As well as being the 'right-hand person' for the headteacher, the deputy will be able to take on the key role in the day to day management of the staff and nurturing their talents. The deputy will also play a lead role in ensuring provision of training for all staff, including NQTs and Schools Direct trainees, staff appraisal, assessment and tracking, and will be the lead behaviour professional. A large part of the deputy's work will involve working closely with the partner schools within the Langley Park Academies (LPA) MAT, particularly the primary schools on curriculum related issues, but also the two Langley secondary schools where we plan to hold joint training sessions for all the staff and have a common approach to NQT / ITT training. Because of this, the deputy has not, initially, been given any classroom responsibilities, although they may be required to provide cover / PPA cover from time to time.

LPPS takes seriously the professional development of all staff members and is keen to establish a middle leadership role within the school. A good starting point will be the formation of a curriculum advisory group comprised of the heads of each key stage, which will explore issues relating to marking schemes, assessment, common frameworks and transition between key stages. This middle leadership group will also be expected to work closely with their peers in the other primary schools within the LPA MAT, and it is anticipated that some at least will go on to complete the NPQML qualification offered by the NCTL.

The SENCO has a key role to play in establishing the strategic development of SEN policy and provision at LPPS. The SENCO will also provide guidance to colleagues and work closely with staff parents and other agencies to ensure that pupils with learning difficulties get the right teaching, resource and moral support. It is very unlikely that a full time SENCO would be necessary as the school opens. Our proposal is that the Head of EYFS should be off timetable for half a day each week in the first year to fulfil the role of SENCO. One of our partner schools in the MAT, Hawes Down Junior

School, has a full-time SENCO with no teaching commitments, and should the needs of the children at LPPS be greater than anticipated, then we would consider an SLA whereby the HDJS SENCO could provide additional support to LPPS. (Provision for this has been made in our budget in Section G as a bought in service, rather than as an additional staff cost.) An added advantage of being in a MAT with the Hawes Down schools is that they have a specialist provision unit for children with learning difficulties; through the LPA MAT LPPS staff will be able to access specialist support and advice as needed.

The most significant change in the new code of practice which came into effect from 1<sup>st</sup> September 2014 is that it will be a new single piece of statutory guidance on SEN that reflects the new 0-25 system, and this will pave the way for the SENCO from our primary school to work closely with the SENCO from the partner secondary schools in order to deliver a consistent approach in line with the new legislation. This will be particularly useful when discussing transition arrangements from primary to secondary school.

LPPS will aim to appoint a mix of experienced staff (typically at UPS2) and newly qualified or less experienced staff (in the range MPS1 – 3). Ideally each year group should have one of each to give the right mix of experience with fresh, new ideas. In order to support our contingent of teaching staff, we will be aiming to attract Schools Direct student teachers to join us at LPPS, where we believe we can provide valuable hand-on experience for those wishing to gain their QTS through this route. Langley Park School for Boys, one of the MAT members, is already a lead school in the Schools Direct programme, and Hawes Down Junior School also has experience of nurturing Schools Direct candidates. They will provide valuable support to the teachers already in place at LPPS by sharing some of the responsibilities of being a classroom teacher. Whilst the primary school will have its own team of classroom teachers, it will benefit from the expertise of specialist teachers and older students from the partner secondary schools, who will be able to come in at specific times to help deliver or plan parts of the curriculum. As a MAT, one of our aims is to encourage cross-phase activities, which is already a feature with local primary schools through our outreach work. We consider this one of the most exciting and attractive aspects of developing this primary school within the MAT, where we can establish a ‘family approach’ to certain subject areas.

The Support Assistants will play a key role in the operation of the primary school. We would aim to recruit experienced LSA’s especially for the EYFS, as they will be required to help supervise the children in and around the classrooms and the soft play areas. Ideally, they should have a Level 2 NVQ qualification in Early Years Care or equivalent, with some previous experience of working with pre-school children. An awareness of safeguarding issues will be one of the key factors when recruiting such LSA’s. At least one of the EYFS LSA’s should have Paediatric First Aid qualification. We understand that it is easy to under-estimate the need for additional adult support especially in the EYFS stage, where the children are used to a much higher adult: child ratio in pre-school settings. Additional support is likely to be needed particularly around lunchtime supervision and at times during the cold months when they will need to put on and take off coats / hats/ gloves. To cater for these additional needs, we have planned to recruit a Cover Coach as well as a mid-day supervisor for each class to help during lunchtime. Further up the school, the LSA’s will provide invaluable support to the classroom teaches by helping in any intervention work with those struggling to keep up, or working

with the more gifted children to stretch them further. They will work closely with the classroom teachers in each year group to provide backup, help with displays and other activities as well as some administrative tasks for the year groups where an 'extra pair of hands' can take away some of the pressures from the classroom teachers.

Each Head of Key Stage will be expected to build a good working relationship amongst the teachers and the LSA's to ensure effective team work amongst all staff. The school will encourage CPD for all staff, including LSA's, to ensure that they are up to speed with current topics and legislation, and the LSA's will be encouraged to develop their own skills as required.

We would expect the LSA's to be subject to their own appraisal procedure which will be based on the support staff appraisal which will be common to all the schools within the MAT. We are also committed to constant reviews to ensure their effective deployment to support differentiation and personalised learning. The level of LSA support given to each class / year group will be under constant review and will be sufficient flexibility built into their timetable to allow for additional support to be given to certain groups where necessary.

#### **Admin / Finance Officer**

During the start-up phases of the primary school, we would expect the bursarial functions to be managed by one officer working part-time. There will be a separate admin officer to deal with parents / staff / children / visitors / outside agencies and between them, the school office will be manned all the time. Ideally, should have a First Aid Qualification. The Business Director of the MAT, who has previous experience of having run a school office in a small primary school, will be on hand to lend support, especially during the start-up stages.

Through the MAT central services, the school will also be able to call on the expertise of other specialist staff from the Secondary Schools for specific tasks, such as running the School Census returns, production of annual reports and accounts, promotion of year groups on the schools database (SIMS). In the early stages of inception at least, functions such as payroll, HR advice and other administrative roles can be supported by other admin staff within the MAT.

#### **Caretaker**

It is anticipated that the school will have one caretaker on site full time, although the nature of his role will vary considerably depending on the actual site and the type of building of the new school. We would expect the caretaker to have knowledge of basic Health and Safety requirements, and be able to act as the School's Fire Officer and organise whole school training for emergency evacuation. Any complex issues can be dealt with by the site staff of the MAT who will have more manpower and capacity.

#### **ICT Support**

We have not made any allowance for an ICT technician in the proposed staffing structure. This is because we would expect this to be provided through the MAT from its central services fund; see section F6 for further details.

#### **Pastoral Counselling**

The role of a Pastoral Counsellor already exists in Langley Park School for Boys, and we are looking to extend the service to other schools within the MAT. Whilst this concept is still in its infancy, it is hoped that we will be able to extend this service to the primary school, where sometimes, if problems are nipped in the bud at an early stage, we might be able to avert things going too far. Like the ICT technician support, this will be funded through central services.



The case of reduced income (70%) and its effect on the proposed level of staffing is discussed in Section G.

## Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	60	73		122%	60	73		122%
Year 1					60	77		128%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								

■

## Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section E1

#### **Enabling parents to make an informed decision when choosing Langley Park Primary as their first choice.**

Below is the text we have used in our leaflets.

#### ***Academic excellence, confidence and creativity***

As a partnership of local schools, Langley Park School for Girls, Langley Park School for Boys, and two local primary schools propose to open a new 2 form of entry primary school close to the Langley Schools' site.

#### **Choice and quality for local families**

With a growing population of primary school aged children, Beckenham families need more places in high quality local schools. Our school will be open to all local children. Together we will offer local parents more choice. We will guarantee the highest standards.

#### **Our expertise in school leadership and management**

We already run 4 highly successful local schools; 2 secondary schools with results in the top 10% of secondary schools in the country and 2 increasingly oversubscribed and successful primary schools

#### **Key features of the new school**

*Our school will provide a safe, happy environment in which children can excel.*

Langley Park Primary will combine traditional values of courtesy, consideration and care with creative and innovative approaches to learning. Our key specialist focus will be on Maths, drawing on the expertise of both Langley schools and the primary schools. We will also provide subject specialist teaching in Science, Technology, and Languages, PE and Performing Arts)

Our teachers will be handpicked with a mission to promote a love of learning and a focus on individual students' needs. The school will begin with only 60 children, who will be guaranteed a great deal of individual attention. From Year 5 onwards they will be taught by subject specialists, as they are in the Langley secondary schools

#### **Proposed admissions policy**

The school will provide 60 places in each year. Applications will be made in accordance with Bromley's co-ordinated admission arrangements, and will be made on the Common Application Form (CAF) provided and administered by Bromley. . Langley Park Primary will be a local school for local children.

Where applications exceed the number of places available, we will give priority to those living closest to the school.

**Children attending Langley Park Primary will have the option of joining the Langley Park Secondary Schools.**

**Map showing location of potential pupils' homes** 

**Forecast shortage of places.**

Please see Section C page 2 for this data.

### **Standards in local schools**

Standards in Bromley schools are generally high. All partner schools involved in the LPPS proposal have been graded 'Good' or 'Outstanding'. Recent inspections have downgraded some local schools. Page 4 of Section C provides data indicating that 36% of local schools (within 1.23 miles of the proposed site) have been graded as 3 - 'requires improvement'. These schools together represent 150 places in reception classes - 250% of the places the Langley Park Primary School can offer.

The table below shows schools within a 2.6 radius that now have an Ofsted rating of 3.

<b>School</b>	<b>Distance</b>	<b>Ofsted Rating</b>	<b>Inspection Date</b>
Spring Park Primary	1.261	3	Sept 2011
Bromley Road Primary	1.385	3	Feb 2013
Churchfields Primary	1.652	3	Nov 2013
St Anthony's RC Primary	2.256	3	Oct 2013
Woodside Primary	2.420	3	June 2014

## **Section E2**

### **Successful engagement with the community**

As both Langley secondary schools really are comprehensive local schools with very small (less than 1.5 mile) catchment areas, our local community literally means just that - people who live nearby, many of whose children already attend the two Langley secondary schools. Our schools are popular and oversubscribed, so the parents of our children have generally welcomed the idea of extending the Langley brand. We have held two well-publicised public meetings to discuss our proposals. From the moment we mentioned the idea of LPPS in a public forum, it has been clear that there is massive support for a primary school with the Langley Brand in our local area. Our campaign to gather support has touched many sections of our local community. We set up our own website, which also has links to both the Langley secondary school websites. We have sought support by means of personal visits to local pre-schools, sports clubs and churches. We have run stalls at local markets and supermarkets, distributed leaflets at local railway stations, shops and parks. We have canvassed on High Streets. We have also used the Royal Mail distribution service and engaged the local newspaper with our publicity campaign. We have also launched an advertising campaign on a local families' network.

Overwhelmingly, members of the local community are literate English speakers. We have been able to publish leaflets and posters in English and engage in open dialogue with community members at our meetings. To reach families in the more deprived areas of Bromley we have visited and leafleted at railway stations, local doctors' surgeries and shops serving housing estates on the outer fringes of our potential catchment area. During the summer holidays we targeted the many parks and playgrounds not only in our area but went further afield, as it is widely known that families do move into the area in an effort to ensure that their children can gain access to the two secondary schools.

Having a ready-made combined audience of over 3000 students' families from our two secondary schools plus the two governing bodies allowed us an immediate base by which we were able to launch our campaign, via bulk email. We were aware that this was only the first step in getting the information to our potential parents, as most of the families with children at the two Langleys have children of exclusively secondary age. For this reason, we also relied upon widespread leafleting and visits to a range of locations.

Our campaign is summarised below:-

<u>On-going Public Events</u> at the secondary schools - concerts, craft fair, etc.	Banner, leaflet distribution, publicity
<u>Outreach to local groups</u> Pre-schools, playgroups, mother & toddler groups	Members of staff and / or graduate interns visiting with leaflets
<u>Publicity stands</u> at local supermarkets; Saturday markets and NCT events	Graduate interns manning stands with leaflets and information
<u>Parks and Playgrounds</u>	Graduate interns distributing leaflets in parks and playgrounds during the summer holidays
<u>Information Evenings for the local community</u> July and September 2013	Informal information evenings held inviting interested parties to come and ask questions; support voiced at the meeting by the local M.P., Col Bob Stewart.
<u>Local Libraries</u>	Leaflet distribution requested at libraries especially targeted around those holding Story time sessions for the very young.
<u>Local railway stations</u>	Leaflet distribution at local mainline railway stations, targeting the early morning commuters
<u>Local Church Groups</u>	Distribution of leaflets plus personal visits paid by governors who are members of local church groups
<u>Doctors Surgery</u>	Leaflet distribution
<u>Health Visitors</u>	Contact made via the local PCT with a request for leaflet distribution
<u>Estate Agents</u>	Contact made with potential parent who works in the local Estate Agents who has circulated the leaflets via the branches of their Estate Agents in the area.
<u>Website set up with on-line questionnaire and query facility</u>	Information collected via on-line survey as well as an open dialogue to answer any concerns. For example, some local residents articulated concerns about traffic and parking in the neighbourhood and we have been able to reassure them that provision would be made to avoid further congestion locally.
<u>Facebook interest group set up</u>	Interest group set up to direct them to the website to complete the on-line survey
<u>Advert in the local newspaper</u>	An article published in the local paper organised by a governor, with quotes from one of the proposers; follow-up with an advert.
<u>Circulation of leaflet through the Local Authority Schools Information network</u>	The Local Authority issues 'Circulars' to inform a wide audience (headteachers, governors, councillors and officers) of notable news and forthcoming events; the leaflet was circulated in late September.
<u>Meetings with the Education Portfolio holder and the admissions team from the Local Authority</u>	Gained the support of Chief Executive of the local authority plus that of the Education Portfolio holder; valuable information obtained from the admissions team regarding predicted intake.
<u>Early discussion of potential site</u>	Dialogue opened and meeting held with the EFA regarding potential site for the free school, as the two schools own a significant area of land around the two campuses.
<u>Notification of other Headteachers</u>	The headteachers of all secondary schools within Bromley were advised of our plans to establish the primary school at their meeting held in July. Our plans have also been raised at meetings of an umbrella trust, consisting of a group of secondary and primary schools, and also at a meeting of a federation of local primary schools.
<u>Meeting with staff of the</u>	Meeting organised to give the staff the opportunity to raise queries / concerns

<u>two secondary schools</u>	regarding the primary school proposal and how this might affect them; a FAQ sheet produced tailored especially for their use.
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We have listened and responded to the community's concerns about some possible implications of the project. We found it necessary to reassure local residents who have raised concerns about traffic implications. They were relieved at our explanation as to how we would look to provide a separate access road for LPPS and arrange for proper turning circles, based on our experience of dealing with such issues in the Langley catchment area.

There has been an overwhelming support for the concept of the primary school and over 700 votes of support have been recorded. We are confident that LPPS will be oversubscribed for its first two years of opening. We will continue to widen our net and ensure that leaflets are distributed to young parents within a 3 mile radius of the likely site, in order to attract the support of those who may move during the next year or two. We are planning to hold further publicity events to demonstrate demand in November.

## Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).



It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

## F1 (a) Pre-opening skills and experience

Name Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Time to give hrs per week
██████████ Y	██████████	██████████.	4
██████████ Y	██████████	██████████	4
██████████ Y	██████████	██████████	2
██████████ Y	██████████	██████████	2
██████████ Y	██████████	██████████	14
██████████ █	██████████	██████████	4

██████████ █	██████████	██████████	6
██████████ █	██████████	██████████	14
██████████ █	██████████	██████████	14

The team listed above can be split into five distinct groups:-

1. Managing Schools Finance – led by the MAT Business Director
2. Leadership and Management – led by the headteachers within the MAT and RWN
3. Curriculum Plans – ██████████ Project Management – by the Business Director in conjunction with the Project Manager (if appointed) with regard to site acquisition
4. Marketing – led by the Deputy Headteacher and the Assistant Headteacher, who will lead a team of volunteers in canvassing the local community and collating results; also to ensure sustained public profile even after the application has been submitted.
5. Human Resources – led by the headteachers, and the Business Director who have the experience of recruitment as well as safeguarding training necessary for recruitment in schools

Steps have already been taken to in-fill some of the current work load of the Business Director (through a more efficient use of the capacity of existing staff in both schools) to allow her to be released to be able to devote more time to the primary school especially in the pre-opening stages. Langley Girls are interviewing candidates for a Business / Finance Manager in October with a view to appointing someone to free ██████████ time to concentrate on the MAT project as well as the free school. ██████████ currently

spends 2 days per week at [REDACTED] and it is anticipated that this time will be spent on building up the MAT and the primary school. She will work alongside the project lead, [REDACTED], to co-ordinate and steer the team involved in the pre-opening stages, including an ongoing dialogue with the DfE with regard to the site location.

### **F1 (b) Skills gap in pre-opening**

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Project Manager with the experience of going through the application process and beyond with the DfE	Consider recruiting professional Project Manager with a proven track record in assisting groups in opening free schools. We would also look to form a Project Group involving the Business Director and the Directors of the MAT to drive this project forward, together with our legal advisor from the MAT project who will be familiar with the background of all the partner schools. We have also sought comments from colleagues who have used other project managers in setting up new academy trusts, and we will be reviewing these to ensure value for money.
Expertise in Human Resources	All the proposer schools buy into the HR Advisory service provided by the Local Authority to supplement expertise within their schools. It is intended for the free school to access a similar service with the Local Authority HR team to ensure that we are compliant with all the Employment Laws when recruiting staff. We will also seek to bring in someone with educational expertise to give an independent view in our selection process.
Knowledge of actions required to run a statutory consultation in the Local Community	The partner schools will be working closely with the Local Authority (whose support has already been pledged) together with our legal advisors to ensure that the proper statutory consultation process has been run.

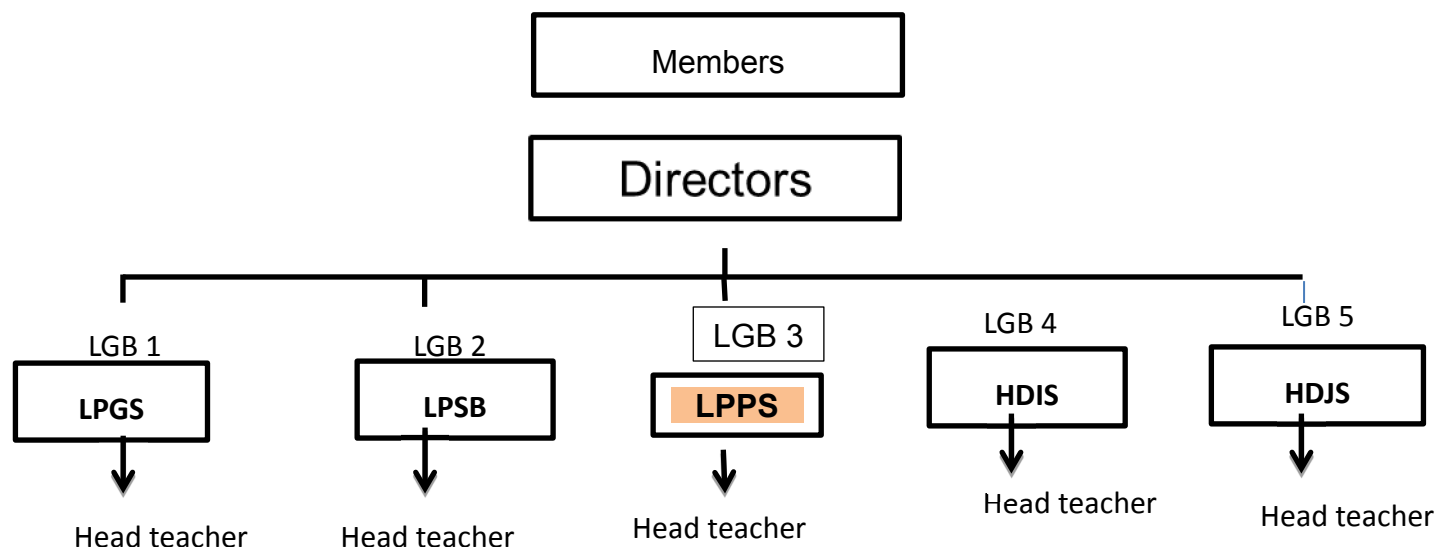
As demonstrated above, the core team has a breadth of skills to bring to the project. Members of the team are committed to this project and have demonstrated this commitment by contributing extensive evenings and weekends to developing the application and gathering evidence of demand. However, we recognise that during the pre-opening phase we will need additional capacity in the areas highlighted above. Plans are already in place to ease the workload of the Business Director by in filling some of her day to day roles within the finance departments of the two secondary schools thereby freeing more of the Business Director's time to devote to the free school project, especially in the pre-opening phase.

## Section F2

### F2. Accountability and decision making (post-opening)

The free school will form part of a multi-academy trust (MAT) which is currently being formed, and which will include two primary schools which are due to convert to academies and join the MAT on or before 1<sup>st</sup> April 2015. The governance structure will therefore be at two distinct levels; one represented by the overall board of directors of the MAT and one represented by the local governing body of Langley Park Primary School. It is the intention of the MAT that each member local governing body will retain much of the authority given to a governing body under a Scheme of Delegation which will apply throughout the MAT.

The overall governance structure of the MAT is set out below. The directors of the MAT, who are also charity trustees, will have primary responsibility for the educational and financial performance of the company and all the academies and free schools within it.



Governors of the local governing bodies (LGBs) are not company directors or charity trustees, and any powers they have are delegated by the directors by Scheme of Delegation (or terms of reference). The headteachers of each institution within the MAT are accountable, ultimately, to the directors of the MAT. The directors of the MAT will be responsible for the appointment of the headteacher, although it is expected that the rest of the appointments will be delegated to the headteacher.

## **Roles and Responsibilities**

### **Members**

- company members have ultimate control of the company. They have power under company law to change the constitution (the Articles of Association) and to remove directors
- members will also have power to appoint directors
- members have no statutory duties under company law
- the DfE describes the role of members as “holding the vision”

### **Directors**

- are the ‘mind’ of the company
- are responsible for the management and control of the company, for its strategic direction
- have a dual role:
  - under charity law, duties as charity trustees, including fiduciary duties to act in the best interests of the company and the beneficiaries
  - under company law, duties to the company as defined in the Companies Act 2006
- the Articles of Association of the company entrust the directors to manage the company and its business by providing them with full authority to exercise the company’s powers to do this. But they must act *collectively*: they do not have the power to act individually – they must act as a ‘Board’. Hence procedures for decision making and meetings are important
- wide powers to act on behalf of the company
- but cannot do anything which is not authorised by the Articles of Association
- power to delegate:
  - to committees

- to Local Governing Bodies (LGBs)
- to executive managers eg the Head teacher (for the “internal organisation, management and control of the Academy.....”)
- Specific legal responsibilities in the Academy context include:
  - making sure the Academy Trust complies with the law and its governing document, e.g. regard must be had to guidance released by the Charity Commission, as well as the requirements in the Academy Trust’s funding agreement with the Secretary of State, its Articles of Association and the Academies Financial Handbook
  - acting responsibly, in the interests of the charity (ie the Academy Trust)
  - exercising independent judgement
  - managing any situations of conflict of interest that cannot be avoided
  - exercising reasonable care and skill – using relevant personal knowledge or taking professional advice where appropriate
  - promoting the Academy Trust’s success
- A company director has a duty to avoid being in a situation in which his or her personal interests conflict or may conflict with those of the Company
- Such situations must be eliminated or managed by complying with the relevant provisions in the Articles of Association

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

- LGBs are sub-committees of the Board of directors.
- The members of LGBs are not directors unless they have been specifically appointed as such
- The first LGB is likely to be the existing governing body of the school
- They must have at least two parent members
- Rules for LGBs will be set out in separate Scheme of Delegation or Terms of Reference

### **Reporting Structure**

The LPA MAT members are all “Good” or “Outstanding” schools, who have a proven track record of having excellent leadership and management within each school. The inception for the MAT was purely educational, holding the vision of shared good

practices and applying the 'through school' concept amongst the member schools. It is not the intention of the MAT to have an executive headteacher to lead them, as the vision is for an equal partnership with all the headteachers.

Each headteacher is accountable, through the local governing body, to the board of directors of the MAT. A headteacher will be appointed by the MAT board of directors, although there will be input from the local governing body through its governor representative on the MAT board. It is envisaged that the headteachers will form an 'advisory group' to the MAT board, and this group will also provide support for the new headteacher of LPPS, particularly the headteachers of the two primary schools. The headteacher designate is currently an [REDACTED], so she will already have close links with the headteachers, which will help to forge the links between LPPS and the two Hawes Down schools.

The MAT is being set up in phases to allow for smooth transition for LPPS from a single academy trust (SAT) to a multi-academy trust (MAT), and time is being taken to ensure that we consider each step carefully through consideration and consultation. At present (September 2014) LPPS is in the process of agreeing the articles of association for the MAT, which will be submitted to the DfE for approval. The timing of the conversion of the two Hawes Down schools to an academy and hence joining the MAT is currently scheduled for March 2015, so that in the first instance, the MAT will be made up of LPPS, a secondary school, and the two Hawes Down schools. LPSB, the other proposed partner, is not due to join the MAT until September 2015, to allow for the smaller MAT to establish itself, although LPSB will have representation on the MAT board in anticipation of its membership. All four schools are part of the current working party discussing the organisation and structure of the MAT together with the MAT legal advisors.

The Langley Park Academies MAT is intended to be a federation of individual schools (i.e. made up of equal partners) and it is not the intention of the MAT to appoint an Executive Head Teacher. Each headteacher will be accountable to his / her own local governing body, and through them, to the directors of the MAT. It is essential for the MAT to have a strong, independent chair of Directors and sufficient non-executive Directors on the board to ensure that each headteacher is held to account and challenged on his / her performance.



### **Project Group**

Whilst in the pre-opening stages of the free school, there will be a Project Group to oversee the pre-opening phase. The Project Group will include the key players from the MAT Project Group (whose roles should be coming to an end by Spring 2015, having established the MAT) and the Business Director will play a key role in this, together with the retired primary teacher, who will have the capacity to devote whatever time is needed to establish the free school. The chair of the MAT will also be a key influence over the Project Group.

### **Committee Structure**

It is envisaged that the MAT will have advisory groups that report directly to the trust board as well as working groups at local level to deal with issues affecting individual schools. One of the key advisory groups will be a Secondary phase advisory group, advising on curriculum for the secondary schools within the MAT, and a Primary phase advisory group, doing the equivalent for the primary schools. The headteachers of each member school will be expected to form the core members of these advisory groups. We recognise the need to have separate advisory groups for each phase as the curriculum is very different and the schools face different issues which are necessarily linked cross-phase. In addition, there will be a Finance and Audit advisory group which will report to the trust board, which will include the bursars from each of the member schools. Ad-hoc committees can be established especially for the purpose of meeting the needs of a particular situation, and it should not be necessary to have large governing bodies in order to facilitate committee membership. The latest Governors' Handbook (September 2014) is quite clear that "smaller governing bodies are more likely to be cohesive and dynamic, and able to act more decisively."

### **Senior Leadership Team (SLT)**

The Board of Directors, via the LGB, will delegate to the headteacher the task of appointing the Senior Leadership Team (SLT). Further details of the can be found in Section D3.

### **Conflicts of Interest**

The MAT will need to manage any potential conflicts of interest. Two types of conflicts must be considered; benefits to directors and people related to them but also the question of managing interests and loyalties. This is why we consider it important to be able to appoint an independent director as a primary expert.

All such conflicts of interest will need to be declared at the start of each meeting. The directors, are accountable for the spending of public money, and any decisions they take must be transparent and give sufficient assurance that there is correct stewardship of public funds and that value for money is achieved.

### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre- opening	Summary of relevant expertise	Available Time (hours per week)
					4 (Expected to be working closely with the newly appointed Headteache r in the early stages.
					4 – 10 hours,

					pending establishe nt of a new SMT at his school
██████████	██████████	██████████	██████████	██████████	4 hours
██████████	██████████	██████████	██████████	██████████	10 hours (retired; has extensive knowledge of property issues, been chair of governors for over 15 years)
Mark Pickering	██████████	██████████	██████████	Governor, Hawes Down Infant School	2 hours
██████████	██████████	██████████	██████████	██████████	2 hours
TBA	██████████	██████████	██████████		

TBA					
TBA					
					14 hours
					4 hours – part of his remit is strategic partnership s with other schools in the MAT
					Expected to be available full-time
					4 hours
					10 hours; is a retired solicitor and an expert on

					<b>SEN issues</b>
					<b>20 hours; expected to play a role in establishing the curriculum</b>
<b>Governor</b>	<b>Beckenham</b>	<b>Parent member of Local Governing Body</b>	<b>Local community links</b>	<b>To be elected by parent body</b>	
<b>Governor</b>	<b>Beckenham</b>	<b>Parent member of Local Governing Body</b>	<b>Local community links</b>	<b>To be elected by parent body</b>	
<b>Governor</b>	<b>?</b>	<b>Staff member of LPPS</b>	<b>Education</b>	<b>To be elected by staff</b>	

The powers of the Local Governing Body (LGB) will be set out in the Scheme of Delegation, as it will be for all the other LGBs within the MAT which will be set by the Board of Directors of the MAT.

During the pre-opening stages of the free school, we expect there to be a project group, made up of some of the MAT Directors, the proposed members of local governing body and the MAT Business Director. They will need to meet regularly to discuss progress and any potential problems. The project group will need dedicated expertise to the primary school to ensure that there is sufficient time allocated.

<b>F3 (b) Skills gap for governing body</b>	
Skills/experience missing	How you plan to fill the gap
Marketing	We recognise that this is one major area that the proposer group lacks, both pre- and post- opening, although one of our core members, [REDACTED], has led the marketing campaign in the pre-application stage.. As with the pre-opening stage, it is proposed that the trust buys in the expertise of an external consultancy with previous experience to lead on marketing issues, as we recognise that it will be essential to maintain the high profile of the new primary school even after it has opened its doors to the first cohort of students.
Parent governors	In the first year of opening, the school will only have 60 students, and therefore the pool from which a parent governor is to be elected is restricted. It has been proposed therefore that the term of office for the first few years should be limited to one year (instead of the usual four years) to allow for a wider representation on the governing body once the school has gained more students. We are conscious that being parents / carers new to the school environment, it may be difficult to recruit parent governors initially, and we will be working with our consultants to try and organise events such as information evenings for parents to explain and encourage them to join the governing body.
Staff Governors	As with parent governors, in the first year of opening, there will only be a handful of staff members employed by the primary school, and so the staff will need to elect a governor from a very small pool. It is therefore proposed that the term of office for the first few years for a staff governor should also be limited to one year (instead of the usual four years) to allow for a wider representation on the governing

	body once the school has gained more staff members.
--	---

Langley Park Primary School has already identified some of its new governing body post-opening, and we believe that we have a very strong group of people with the skills, experience, track record and commitment to drive improvement in a free school and to manage the trust effectively.

The make-up of the proposed governing body is set out in the attached schedule, and CVs show this to be a very strong team of governors who are already experienced in areas of school governance. If the proposed governing body has one area of weakness, it is in having experienced marketing and communications expert. However, there are several existing governors of partner secondary schools who could act on behalf of the primary school – possibly on a co-opted basis, or as a member of an Advisory Board to help out as and when required. One of these governors has been instrumental in gaining publicity through the use of local media for the launch of our campaign. The other option, as discussed in the table F3 (b) above, would be to buy in this expertise.

The other gap in our proposed list of governors is the parent governors, which will not be filled until there are children registered to attend the school. We do not anticipate this being a problem, as the two partner secondary schools have not had any difficulties recruiting parent governors who are willing and who have the time to make a useful contribution to the governing body.

Time commitments of some of the key governors could be an issue, as some have roles in other educational establishments that will require their time and effort in addition to the new primary school. We aim to over-come this issue by ensuring that meetings are run smoothly and chaired efficiently. The Local Authority, London Borough of Bromley, runs an effective Governor Services unit, which offers governor training and forums, which inexperienced governors can use alongside online training and newsletters from the National Governors Association (NGA). The Department for Education also publishes a Governors' Handbook which is regularly updated with any changes in legislation, and this is a very useful source of information for all governors.

Once the governing body is established, we will carry out a skills audit which will identify any skills gap - possibly that on the NGA website at [www.gatesheadgovernors.org/Skills-Audit%5B1%5D.doc](http://www.gatesheadgovernors.org/Skills-Audit%5B1%5D.doc)

Where there are still identifiable gaps in the skillset of our governors, we could consider approaching the School Governors One Stop Shop (SGOSS), which is a national charity set up by the Department for Education that recruits volunteers to become school governors. As is explained in F2, governors may also draw on stakeholder expertise.

## **Section F4**

### **Recruiting a High Quality Principal**

The appointment of a high quality headteacher to Langley Park Primary School is one of the key factors to its success. We plan to start our recruitment campaign as soon as practicable in Summer 2015 to enable appointment of the principal , ideally to start in the spring Term of 2016 and then see through the remaining planning stages. Once in post, the headteacher will also lead on the marketing and the recruitment of the rest of the staff to start the school. A brief timeline is outlined at the end of this section.

Whilst we have a potential candidate who could be regarded as the headteacher designate, we will still go through the recruitment process to ensure that we appoint the best candidate for this position. The headteacher designate is an existing assistant headteacher, and whilst she lacks experience as a head of a school, she will be supported by the [REDACTED] in place who could effectively run the school on a day to day basis, so long as the headteacher has a visible presence within the school. She will also be supported by a retired deputy headteacher who will be on the local governing body.

The proposer group has a number of members who have previous experience of recruiting a head teacher, and we will use all the expertise to hand to ensure a successful recruitment drive. In summary, this will involve:-

- Placing an advert in the Times Education Supplement (TES) Online using the ' gold' package.
- We would also consider the use of a 'headhunter' if it was felt necessary.
- We will also advertise in the local authority (London Borough of Bromley)'s jobs page.
- We would expect the job to attract ambitious, high calibre candidates who relish the challenge of starting a primary school from scratch but with the support of all the schools within the MAT



- The advert will highlight the 'Langley' brand name, which the local community equate with outstanding teaching
- We are committed to upholding the national School Teachers' Pay and Conditions Document (STPCD).
- As such, the new primary school will fall into the relevant head Teacher Group and Pay Ranges as outlined in the STPCD. In the case of a new school, by the end of four years from opening, it will be expected to have a maximum of 240 children on roll (60 in each year group x 4 year groups), and this will put the school in Head Teacher Group 2, with the salary [REDACTED]  
[REDACTED] Eventually this could equate to a Head Teacher Group 3 with a salary [REDACTED]
- Ideally new Head Teacher should have the National Professional Qualification for Headship (NPQH) or at least working towards this; in any case, we would expect to see a proven track record as a member of a leadership group.

It will be useful for the candidate to be an existing head teacher as the challenges of starting up a brand new school are enormous, even for an experienced headteacher. However, we would be open to appointing a strong deputy headteacher to their first headship, who will be able to count on the support of both headteachers from the Hawes Down schools. The key is to appoint a person who will best lead the whole school, who is a visionary, yet still is committed to the MAT and the principles and vision of the MAT.

***Person Specification:***

**PERSONAL QUALITIES AND APTITUDES**

- A strategic leader able to plan and articulate a clear direction for the school
- An engaging and compelling manner that inspires confidence and commitment
- A strong analytical capacity linked to the ability to lead successful change
- A collaborative leader who builds teams and enables others to succeed
- Integrity, flexibility, resilience and warmth

**EDUCATION/QUALIFICATIONS**

- Qualified teacher status
- Good Honours graduate
- Evidence of on-going professional development (NPQH desirable) and recent leadership training

## EXPERIENCE

- Recent experience of successful primary school Headship, or Deputy Headship at primary level for a minimum of 3 years
- Experience of working with the full range of primary level provision including special educational needs, across all key stages including EYFS, KS1 and KS2 and to develop curriculum continuity and progression between each key stages
- Proven record of success in teaching and leadership management
- Proven track record of raising standards in learning and teaching, through monitoring, evaluation, challenging poor performance and celebrating and sharing success
- Experience of successful budgetary control with positive educational outcome
- Evidence of leading successful innovation
- Evidence of effective collaboration with a range of stakeholders and organisations
- Experience of providing professional advice to stakeholders

## KNOWLEDGE & SKILLS

- Up-to-date knowledge of curricular requirements and opportunities for development together with experience of planning and implementation
- Demonstrable ability to evaluate key aspects of an organisation's needs, and develop proposals, including setting challenging targets, for an effective response
- Demonstrable commitment to high quality of educational provision across all abilities
- A strong record of ensuring ongoing professional development for all
- Demonstrable ability to communicate effectively with stakeholders and partner organisations
- A good understanding of, and ability to implement assessment systems and student target setting
- Up-to date knowledge of the use of all forms of data, and the ability to analyse information to solve complex problems and disseminate any necessary intervention and/or solution
- Demonstrable understanding of all statutory and legislative requirements of the school/academy and education sector
- Demonstrate understanding of schools finances and responsibility as the Accounting Officer of the trust.
- Demonstrable understanding of Safeguarding
- Demonstrable understanding of Equality and Diversity legislation with regard to schools

### ***Timeline for Recruitment of Head Teacher:***

Date	Action Plan
June 2015	Advert placed in suitable publication such as TES

July 2015	Candidates' Short listing
July 2015	Candidate Interviews
July 2015	Head teacher appointed
01/01/2016	Head teacher starts employment
01/09/2016	School opening

The selection process will include observations of the candidates teaching children in the Reception and Year 1 classes at Hawes Down Infant School, a member of the MAT; a challenging in-tray task; interviews with pupil and an interview with an expert panel advised by a consultant, preferably an experienced School Improvement Partner. The interview and in-tray tasks will assess the extent to which the candidates embrace and understand our vision for LPPS. Whilst the job description outlined above is relevant once the school is up and running, a key indicator of how suitable the candidate will be lies with their ability to show that they have the drive and determination to get the school off the ground within two terms of taking up the post. This will include the tasks of recruiting key staff; building relationships with local schools and feeder pre-school organisations, as well as the local community as a whole.

## **Section F5 EDUCATIONAL TRACK RECORD:**

### **LANGLEY PARK SCHOOL FOR GIRLS**

Links to latest Ofsted inspection report and data dashboard:

<http://dashboard.ofsted.gov.uk/dash.php?urn=137006> (April 2012 inspection under then a new framework judged school to be **'Good'** overall. A more detailed SEF is available on request. )

<http://frog.lpgs.bromley.sch.uk/user/59/98015.pdf>

### **EDUCATIONAL TRACK RECORD: LANGLEY PARK SCHOOL FOR BOYS**

Ofsted report: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/101668> (Last inspection report judged school to be **'Outstanding'**. Links to data dashboard: <http://dashboard.ofsted.gov.uk/dash.php?urn=136586>

### **EDUCATIONAL TRACK RECORD: Hawes Down Junior School** Links to the data dashboard:

<http://dashboard.ofsted.gov.uk/dash.php?urn=101590> and the latest inspection report judged to be **'Good'**

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/101590>

**EDUCATIONAL TRACK RECORD: Hawes Down Infant School** Links to the data dashboard <http://dashboard.ofsted.gov.uk/dash.php?urn=101591> and the latest inspection report judged to be **‘Good’**  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/101591>

## EDUCATIONAL TRACK RECORD LANGLEY PARK SCHOOL FOR BOYS

<b>GCSE results</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>5 or more A*-C</b>	94%	98%	90%
<b>5 or more A*-C inc' EM</b>	70%	83%	82%
<b>English A*-C</b>	84%	87%	82%
<b>Maths A*-C</b>	74.5%	91%	91%
<b>Ebacc</b>	21%	37%	46%
<b>AS level results</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>A</b>	?	17.1%	17.2%
<b>A-B</b>	40%	40%	41.7%
<b>A-C</b>	64.9%	64.5%	64.4%
<b>A-E</b>	88.2%	92.3%	92.1%
<b>A2 level results</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>A*</b>	6.7%	6.1%	7.3%
<b>A*-A</b>	29%	28%	25.1%
<b>A*-B</b>	57%	65%	57.7%
<b>A*-C</b>	81%	90%	82.8%
<b>A*-E</b>	99%	99%	99.4%
<b>KS2-4 Levels of Progress</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>English Expected</b>	77%	86%	80%
<b>English Expected +</b>	31%	39%	34%
<b>Maths Expected</b>	68%	85%	86%
<b>Maths Expected +</b>	33%	58%	46%

## EDUCATIONAL TRACK RECORD LANGLEY PARK SCHOOL FOR GIRLS

<b>GCSE results</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
5 or more A*-C	86%	95%	98%	89%
5 or more A*-C inc EM	77%	80%	83%	85%
English A*-C	87%	86%	88%	88%
Maths A*-C	83%	88%	88%	90%
Ebacc	45%	47%	59%	54%
<b>AS level results</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
A	15.8%	14.1%	11.7%	7.7%
A-B	36.8%	32.8%	32.0%	22.2%
A-C	59.9%	56.4%	55.7%	45.3%
A-E	88.2%	90.4%	89.7%	80.7%
<b>A2 level results</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
A*	3.6%	7.3%	3.8%	4.7%
A*-A	19.9%	22.0%	16.0%	17.1%
A*-B	57.2%	52.7%	47.5%	42.9%
A*-C	78.4%	76.9%	74.0%	70.4%
A*-E	98.5%	98.7%	98.5%	97.4%
<b>BTEC results</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
D*	0%	5.6%	10.0%	4.0%
D*-D	50%	44.4%	52.5%	40.0%
D*-M	100%	94.4%	95.0%	76.0%
D*-P	100%	100%	100%	100%
<b>KS2-4 Levels of Progress</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
English expected	81%	73%	81%	88%
English expected +	39%	32%	46%	49%
Maths expected	80%	87%	89%	88%
Maths expected +	51%	50%	53%	50%

## HAWES DOWN JUNIOR TRACK RECORD

Percentage achieving Level 4 or above in reading, writing and maths	2012	2013	2014
School	91%	85%	100%
LA	79%	80%	
England - All Schools	75%	75%	

<b>HAWES DOWN</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
% pupils attaining L4+ in Reading at KS2	78	92	96	100
% pupils attaining L4+ in Writing at KS2	70	83	87	100
% pupils attaining L4+ in Mathematics at KS2	75	95	98	100
% pupils achieving expected progress in Reading	83	97	98	100
% pupils achieving expected progress in Writing	86	97	94	97
% pupils achieving expected progress in Mathematics	74	84	100	97

## HAWES DOWN INFANTS TRACK RECORD

	2011	2012	2013	2014
% pupils attaining L2+ in Reading at KS2	95	88	92	92.2
% pupils attaining L2+ in Writing at KS2	97	94	91	92.2
% pupils attaining L2+ in Mathematics at KS2	95	92	94	95.3

## **F6 (existing providers and any new applicants seeking to open more than one free school)**

**Capacity to expand** Langley Park Primary School will be in a strong position as part of a MAT that includes two secondary schools ; (one rated Outstanding by Ofsted, the other rated Good with Outstanding features) and two former community schools – one infant (rated Good in January 2014) and one junior school (rated Good with Outstanding features in July 2014). The two secondary schools already share a common [REDACTED] whose role within the MAT will continue to expand as the MAT grows. . [REDACTED]

Throughout her time working in education finance, a good, professional relationship has been maintained with both the finance team at the local authority (London Borough of Bromley) as well as the EFA, where we worked closely with [REDACTED]

### **Key Financial Milestones Achieved**

- **January 2012** – filed first Annual Report and Accounts (with a clean audit report), FMGE Report and Annual Accounts Return to 31 August 2011 for Langley Park School for Boys to the EFA whilst the whole school was relocating to a brand new school building at the end of 2011.
- **Spring 2012** – provided advice to Langley Park School for Girls on post-16 funding (“Open Book” exercise).
- **Spring 2012** – Co-ordinated the two schools to challenge the Schools’ Forum and the Local Authority on DSG allocation following the introduction of the new funding formula.
- **September 2012** – start of agreement whereby the Business Director was to split her time between the two schools.
- **October 2012** – Langley Park School for Boys recruits a Finance Manager (a qualified accountant) to oversee the day to day running of the finance office in view of the Business Director’s increased responsibilities at the Boys School and also to cover her absence whilst at the Girls School.
- **October / November 2012** – external audits (with clean audit reports), production of Annual Report and Accounts and approval by each governing bodies, submission to the EFA for both LPSB and LPGS.
- **January 2013** – Submission of WGA Accounts and Annual Accounts Return to the EFA for both schools.
- **Spring 2013** – Provided advice to the recruitment panel on the appointment of a new headteacher at LPSB
- **Spring 2013** – Attendance at briefings, seminars, Schools Forum meetings with the LA / EFA on changes to the new funding formula; briefing headteachers and governors on pertinent facts.



- **June 2013** – Preparation of background papers and hosting visit by Peter Lauener, Chief Executive of the EFA to both schools.
- **Summer 2013** – Financial oversight of extension of the 6<sup>th</sup> form block at LPGS, funded by EFA's ACMF programme.
- **Summer 2013** – Author of key sections in the LPPS application bid document, attending all the feedback sessions at the NSN.
- **Autumn 2013 – external audits; production of Annual Report and Accounts and submission to the EFA**
- **December 2013 – Successful application to the ACMF for a £770k roof replacement project at Langley Park School for Girls**
- **Summer 2014 – Attendance at the NGA Summer Conference in London**
- **Summer 2014 – Present – key role in bringing together the schools to form a MAT, liaising with the four schools, their governing bodies, the DfE and legal advisors**

In order to increase the capacity for the [REDACTED] to spend time on the LPPS project, Langley Park School for Girls have placed an advert for their own finance and business manager to take over this role thus freeing up the 2 days per week spent at that school. In addition, the [REDACTED] at Langley Park School for Boys has gained sufficient experience to be able to take over a more active role in [REDACTED] at the Boys School, which will also free up her time. Once the MAT is fully operational, her salary will be covered by the central services charged to each member school to allow her to take a more strategic role within the whole of the MAT.

## **F6(a) Shared services**

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document. There are no central expenses to be funded from the individual schools who will simply pay their share of the costs.

<b>Name</b>	<b>Role in central service team by area(s) of</b>	<b>Other relevant area(s) of</b>	<b>Hours per</b>	<b>Cost £</b>
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	<b>expertise (e.g. educational, financial, etc.)</b>	<b>expertise</b>	<b>week</b>	
			1 day / month	
Payroll Function from LPGS	Financial (running of payroll)	Finance support where needed	1 day / month	
Independent Catering (subject to tender)	Catering			No cost to school apart from utilities
Grounds Maintenance (subject to tender)	Contract Grounds Maintenance		TBA	
Cleaning (subject to tender)	Contract Cleaning		TBA	
ICT Support (subject to tender)	Contract ICT Network Support		1 Technician 1/2 day / 2 weeks + remote support	

## Section G: Budget planning and affordability

<Redacted>

## SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk) if possible.

Ideally we would like LPPS to be located within the grounds of either <Redacted> Potential sites within our grounds have been identified but each has some access / potential planning issues. A further site has been identified very near by on <Redacted>. It is a <Redacted>

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, *not* SW1:

BR3 <Redacted>

Your calculated building space using the EFA formula. See *section H in the free schools criteria booklet*.

<Redacted>

Any comments on your calculated building space:

### Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:

<Redacted>, BR3<Redacted>

In which local authority is the site?

Bromley

If the preferred site is near to the boundary with another local authority, please say which:

If the preferred site is near to the boundary with a third local authority, please say which:

If the preferred site is near to the boundary with a fourth local authority, please say which:

Please tell us how you found the site:

<Redacted>

Please confirm the tenure:

Freehold purchase

If other, please explain further:

Please Include information on purchase or lease price if known:

<Redacted>

Who owns the site?

Other

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk) if available)

Not sure

Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	<Redacted>, London Borough of Bromley
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	<Redacted>
What kind of site is it?	Existing building
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	The location is ideal for us as it would enable a self-contained primary school with its own small grounds
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	BR3 <Redacted>
In which local authority is the site?	Bromley
If the preferred site is near to the boundary with another local authority, please say which:	
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	<Redacted>
Please confirm the tenure:	Already owned by the trust
If other, please explain further:	
Who owns the site?	Privately owned
Please Include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	<Redacted>

Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	<Redacted>
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What is the current use?	<Redacted>
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	See site plan attached.
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Please see agent's photos.
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Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>. BR3 <Redacted>
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In which local authority is the site?	Bromley
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If the preferred site is near to the boundary with another local authority, please say which:	<Redacted>
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	<Redacted>
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Please confirm the tenure:	<Redacted>
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If other, please explain further:	
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Please Include information on purchase or lease price if known:	
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Who owns the site?	<Redacted>
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	No
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Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	<Redacted>
What is the current use?	<Redacted>
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	See site plans attached
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	
If other, please explain further:	
Please Include information on purchase or lease price if known:	
Who owns the site?	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	

Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
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Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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