



Department  
for Education

# Free school application form 2014

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

**BISHOP CHAVASSE SCHOOL**

## Contents

|   |                 |
|---|-----------------|
| Application checklist.....                            | 3               |
| Declaration.....                                      | 5               |
| Section A: Applicant details.....                     | See spreadsheet |
| Section B: Outline of the school .....                | See spreadsheet |
| Section C: Education vision .....                     | 6               |
| Section D: Education plan – part 1.....               | 15              |
| Section D: Education plan – part 2.....               | 15              |
| Section E: Evidence of need – part 1 .....            | 52              |
| Section E: Evidence of need – part 2.....             | 53              |
| Section F: Capacity and capability .....              | 59              |
| F1 (a) Pre-opening skills and experience .....        | 59              |
| F1 (b) Skills gap in pre-opening.....                 | 61              |
| F3 (a) Proposed governors.....                        | 74              |
| F3 (b) Skills gap for governing body.....             | 78              |
| Section G: Budget planning and affordability .....    | 85              |
| G3 Financial resilience to reductions in income ..... | 99              |
| Section H: Premises .....                             | See spreadsheet |
| Annexes.....  | 86              |

Application checklist

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

|  |                                     |                          |
|--|-------------------------------------|--------------------------|
| <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> within the window below?<br/>5 pm on 10 October 2014</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <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>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

*\*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*

| <b>Section I of your application</b>  |                                     |                          |
|---|-------------------------------------|--------------------------|
| <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 ‘Recorded Signed For’ post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?<br/>(See guidance for dates and deadlines)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

# 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:** 07.10.14

**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. | <input type="checkbox"/> |
|---|--------------------------|



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| Please provide the name of the proposed chair of the governing body, if known: | <Redacted> |
|--|------------|

**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 |
|---|----|

|                                      |    |
|--------------------------------------|----|
| Are you an approved academy sponsor? | No |
|--------------------------------------|----|

|  |   |
|--|---|
| How many existing free schools or academies are run by your group? | 1 |
|--|---|

|  |   |
|--|---|
| 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: | The Bishop Chavasse Trust (formerly Bennett Memorial Diocesan School Trust) |
|--|---|

|  |        |
|--|--------|
| 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: | 136603 |
|--|--------|

|   |             |
|---|-------------|
| 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: | Outstanding |
|---|-------------|

|  |   |
|--|---|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report: | <a href="http://www.ofsted.gov.uk/provider/files/2033263/urn/136603.pdf">http://www.ofsted.gov.uk/provider/files/2033263/urn/136603.pdf</a> |
|--|---|

|  |   |
|--|---|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years: | <a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136603">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136603</a> |
|--|---|

|  |   |
|--|---|
| How many free schools are you seeking to open in this application round? | 1 |
|--|---|

**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. | Yes |
|--|-----|

|   |  |
|---|--|
| If Yes, please provide the following information about each organisation:<br><ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul> | Members of the proposed academy trust are officers of the <Redacted>, and the <Redacted>. They will be responsible for the appointment of trustees. Diocese of Rochester registered charity number: 249339; RDBE registered charity number: 1031550. |
|---|--|

|   |                   |
|---|-------------------|
| 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.). | Church of England |
|---|-------------------|

|   |  |
|---|--|
| 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)? | Some help |
|--|-----------|

|  |    |
|--|----|
| 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: |  |
|---|--|



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> |  |
|--|--|

|  |      |
|--|------|
| In which local authority is your preferred location? | Kent |
|--|------|

|                        |      |
|------------------------|------|
| Proposed opening year: | 2016 |
|------------------------|------|

|            |      |
|------------|------|
| Age Range: | 4-11 |
|------------|------|

|                           |  |
|---------------------------|--|
| If 'other' please specify |  |
|---------------------------|--|

|                                    |    |
|------------------------------------|----|
| Will the school have a sixth form? | No |
|------------------------------------|----|

|   |                |
|---|----------------|
| Will your school be co-educational or single sex? | Co-educational |
|---|----------------|

|                               |              |
|-------------------------------|--------------|
| Is your school a hybrid type? | Not a hybrid |
|-------------------------------|--------------|

|   |     |
|---|-----|
| 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: | Yes |
|---|-----|

|  |    |
|--|----|
| Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? | No |
|--|----|

|   |              |
|---|--------------|
| If you answered yes to either of the above questions, please say which faith: | Christianity |
|---|--------------|

|  |                   |
|--|-------------------|
| If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify: | Church of England |
|--|-------------------|

|  |      |
|--|------|
| Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori? | None |
|--|------|

|                          |  |
|--------------------------|--|
| If other, please specify |  |
|--------------------------|--|

|   |     |
|---|-----|
| Maximum capacity of proposed free school: | 420 |
|---|-----|

|  |  |
|--|--|
| 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 | 420 primary places (Year R to Year 6, (2 form entry) |
|--|--|

|  |             |
|--|-------------|
| Please say which year groups the school will have in first year and the PAN for each | Year R - 60 |
|--|-------------|

|   |      |
|---|------|
| Date proposed school will reach expected capacity in all year groups: | 2022 |
|---|------|

|  |    |
|--|----|
| Will your proposed school include residential provision? | No |
|--|----|



|                                       |  |
|---------------------------------------|--|
| 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: | NA |
|--|----|

|   |    |
|---|----|
| 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: | 1-5 |
|---|-----|

**Use of freedoms**

|   |     |
|---|-----|
| Will you operate a non-standard school day? | Yes |
|---|-----|

|  |    |
|--|----|
| 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? | Yes |
|--|-----|

|  |  |
|--|--|
| Please list any other freedoms you intend to use |  |
|--|--|

## Section C: Education vision

### Section C1

Bishop Chavasse School will be a 4-11 Church of England two form entry primary free school located in and mainly serving Tonbridge South (postcode area TN9). It will be part of an Academy Trust also comprising Bennett Memorial Diocesan School (Bennett), located in nearby Tunbridge Wells. Bennett, an Outstanding secondary school, will be the sponsor of the new school and provide capacity and support for its development.

#### **Rationale**

The rationale for the school is threefold: high demographic growth in the area and projected insufficiency of primary places; weaknesses in primary education in the existing provision, both in terms of the proportion of children at schools which are less than Good, and the weaknesses identified within schools which overall are judged Good; and demonstrable demand for a high quality and effective Church of England primary school in an area where one does not exist. The school will be a two form entry school with a planned admissions number of 60 from year R, with capacity when full of 420. This is an economical unit size for a primary school, preferred by the Local Authority, and allows flexibility of achievement grouping for educational reasons.

#### **High projected demographic growth and a need for additional primary places**

Tonbridge as a whole has been identified as an area of high population growth with high demand for primary school places; the town has high targets for the delivery of new homes and also has the joint largest inward migration figures in Kent. It is on a fast rail link to central London and so attracts also large numbers of commuter families. In TN9, the South Tonbridge Town centre area, some 50% of workers are employed in managerial or intermediate occupations and fewer than 3% are long term unemployed (NS-SeC data). Accommodation costs are advantageous for young families in comparison with locations closer to or in London and other nearby towns, such as Tunbridge Wells.

Earlier this year the Borough of Tonbridge and Malling (of which Tonbridge is a part) published their Strategic Housing Market Assessment (SHMA), which seeks to identify the future quantity of housing needed, including a breakdown by type, tenure and size. The Objectively Assessed Need for housing in the borough of Tonbridge and Malling for the period 2011 to 2031 is for 13,000 new homes of which approximately 5,800 have either been built or have sites allocated. This leaves the borough with 7,200 dwellings or approximately 400 units a year to plan for up to 2031.

Between 2006 and 2013, 527 new homes were built in the central area of Tonbridge with another 597 currently planned for the next five years. As the Borough Council is still to determine where it will allocate the additional 7,200 homes, it is at least possible that a proportion of them will be built in the town of Tonbridge taking the number of new homes for the town over the 1,124 (527 + 597) previously planned.

All of this places significant pressure on infrastructure needs, in particular school places. It is for this reason that Kent County Council have set out their intention to commission for Tonbridge one additional primary intake class from 2015 and a further one from 2017, making a total of two classes from 2017. This is set out in the most recent Kent Commissioning Plan <https://democracy.kent.gov.uk/documents/s48606/Final%20Item%20C2%20-%20Appendix%20Commissioning%20Plan.pdf> pages 70 and 92 where the LA state their intention to commission as follows:

| District              | By 2015-16  | By 2016-17   | By 2017-18   | By 2018-19 and After                               |
|-----------------------|---|--|--|--|
| Maidstone             | 1FE in Maidstone North<br>1FE in Maidstone Central and South<br>2FE in Maidstone West                   | 2FE in Shepway and Parkwood<br>1 FE in Maidstone North<br>30 Year R (temporary) places in Maidstone Central and South<br>15 Year R (temporary) places in Maidstone Rural South<br>1FE in Headcom | 3.1FE across Maidstone   |  |
| Tonbridge and Malling | 1FE in Kings Hill<br>1FE in Leybourne<br>1FE in Snodland<br>1 FE in Tonbridge North/South/Hildenborough |  | 2FE Primary in the Medway Gap<br>30 Year R places in Tonbridge North | 2FE in Kings Hill                                  |
| Tunbridge Wells       | 1FE in Tunbridge Wells Town<br>30 Year R places in Paddock Wood   |  | 1.3FE in Tunbridge Wells South<br>2FE in Paddock Wood                |  |
| Totals                | <b>29.3FE permanent</b><br><b>195 Year R places</b><br><b>90 places Years 1-5</b>                       | <b>15.5FE permanent</b><br><b>275 Year R places</b>  | <b>21.4FE permanent</b><br><b>130 Year R places</b>                  | <b>46.5FE permanent</b><br><b>30 Year R places</b> |

| Tonbridge & Malling Borough planning groups (primary schools) | Year R capacity 2013-14 | Year R roll 2013-14 | Year R surplus / deficit capacity (%) 2013-14 | Total capacity 2013-14 | Total roll 2013-14 | Total surplus / deficit capacity (%) 2013-14 | Year R roll 2014-15 (F) | Year R roll 2015-16 (F) | Year R roll 2016-17 (F) | Year R roll 2017-18 (F) | Year R roll 2018-19 (F) | Total roll 2014-15 (F) | Total roll 2015-16 (F) | Total roll 2016-17 (F) | Total roll 2017-18 (F) | Total roll 2018-19 (F) |
|---|-------------------------|---------------------|---|------------------------|--------------------|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Aylesford and Ditton  | 129                     | 111                 | 14.0  | 891                    | 752                | 15.6   | 119                     | 110                     | 103                     | 116                     | 114                     | 774                    | 783                    | 796                    | 834                    | 830                    |
| Borough Green and Wrotham                                     | 131                     | 125                 | 4.6   | 917                    | 840                | 8.4  | 116                     | 123                     | 115                     | 107                     | 110                     | 837                    | 850                    | 859                    | 855                    | 857                    |
| Hadlow and East Peckham                                       | 60                      | 54                  | 10.0  | 395                    | 361                | 8.6  | 52                      | 57                      | 64                      | 49                      | 52                      | 364                    | 365                    | 378                    | 369                    | 371                    |
| Hildenborough   | 60                      | 60                  | 0.0   | 420                    | 414                | 1.4  | 47                      | 54                      | 62                      | 54                      | 54                      | 399                    | 396                    | 399                    | 394                    | 389                    |
| Kings Hill and Mereworth                                      | 210                     | 206                 | 1.9   | 1,170                  | 1,187              | -1.5   | 191                     | 190                     | 187                     | 164                     | 165                     | 1,257                  | 1,294                  | 1,334                  | 1,321                  | 1,308                  |
| Larkfield and Leybourne                                       | 120                     | 118                 | 1.7   | 856                    | 807                | 5.7  | 125                     | 121                     | 121                     | 142                     | 133                     | 836                    | 843                    | 852                    | 880                    | 895                    |
| Malling   | 150                     | 147                 | 2.0   | 1,008                  | 975                | 3.3  | 142                     | 131                     | 146                     | 147                     | 144                     | 1,017                  | 1,023                  | 1,036                  | 1,057                  | 1,053                  |
| Medway Gap  | 68                      | 67                  | 1.5   | 496                    | 411                | 17.1   | 62                      | 67                      | 67                      | 72                      | 76                      | 412                    | 437                    | 471                    | 513                    | 543                    |
| Snodland  | 150                     | 154                 | -2.7  | 990                    | 926                | 6.5  | 158                     | 167                     | 178                     | 162                     | 164                     | 975                    | 1,025                  | 1,066                  | 1,112                  | 1,143                  |
| Stansted and Trottscliffe                                     | 30                      | 19                  | 36.7  | 177                    | 132                | 25.4   | 19                      | 18                      | 23                      | 18                      | 19                      | 134                    | 134                    | 142                    | 136                    | 133                    |
| Tonbridge North   | 249                     | 225                 | 9.6   | 1,735                  | 1,663              | 4.1  | 269                     | 263                     | 252                     | 280                     | 268                     | 1,702                  | 1,756                  | 1,771                  | 1,818                  | 1,843                  |
| Tonbridge South   | 135                     | 135                 | 0.0   | 945                    | 903                | 4.4  | 152                     | 150                     | 140                     | 161                     | 153                     | 935                    | 962                    | 991                    | 1,025                  | 1,037                  |
| Tunbury   | 87                      | 89                  | -2.3  | 609                    | 602                | 1.1  | 72                      | 77                      | 85                      | 77                      | 78                      | 590                    | 582                    | 583                    | 575                    | 566                    |
| Wateringbury  | 36                      | 35                  | 2.8   | 246                    | 234                | 4.9  | 32                      | 30                      | 30                      | 33                      | 31                      | 237                    | 226                    | 222                    | 222                    | 217                    |
| <b>Total</b>  | <b>1,615</b>            | <b>1,545</b>        | <b>4.3</b>                                    | <b>10,855</b>          | <b>10,207</b>      | <b>6.0</b>                                   | <b>1,558</b>            | <b>1,557</b>            | <b>1,571</b>            | <b>1,582</b>            | <b>1,563</b>            | <b>10,470</b>          | <b>10,675</b>          | <b>10,899</b>          | <b>11,113</b>          | <b>11,186</b>          |
| Forecast Year R capacity / total capacity                     | -                       | -                   | -   | -                      | -                  | -  | 1,646                   | 1,675                   | 1,675                   | 1,675                   | 1,675                   | 11,008                 | 11,334                 | 11,513                 | 11,647                 | 11,709                 |
| Forecast surplus / deficit places                             | -                       | -                   | -   | -                      | -                  | -  | 88                      | 118                     | 104                     | 93                      | 112                     | 538                    | 659                    | 614                    | 534                    | 523                    |
| Forecast surplus / deficit capacity (%)                       | -                       | -                   | -   | -                      | -                  | -  | 5.4                     | 7.0                     | 6.2                     | 5.5                     | 6.7                     | 4.9                    | 5.8                    | 5.3                    | 4.6                    | 4.5                    |

In summary, these data, also presented in the Kent Commissioning Plan, indicate that the current total capacity for primary places in Tonbridge North and South, taken together, is 2680 places. The forecast primary rolls for 2016, 2017 and 2018 are respectively 2762, 2843 and 2880, leaving deficits in numbers of primary places of 82, 163 and 200 respectively. The new school's capacity in those three years will be 60, 120 and 180, closely matching the overall forecast deficit in places. In addition, it is the LA's policy in place planning to factor in a surplus of 5% of places, so in fact the number of places needed will exceed the demand figures by 5%.

The commissioning intentions in the Commissioning Plan are over and above temporary additional places created at Slade (one whole form of entry). In addition, St Margaret Clitherow admitted 15 children over its PAN of 45 in 2014 to accommodate needs which had not been anticipated in early forecasts. Early discussions with Kent County Council indicated that their wish for this proposal to be for a 2015 opening initially with one form, something which the timescales and practicalities made impossible.

Finally, the difficulty of parents accessing places in Good primary schools in South Tonbridge particularly is now acute. The catchment area for Slade (the Outstanding school in South Tonbridge) for non-sibling (so oldest child in the family) applications is now 0.2 mile, and for Sussex Road, the Good school in South Tonbridge, it is 0.37 mile. The consequence of this is that many South Tonbridge families cannot get a local school place for their child, and, in order to avoid year R pupils having to be allocated places in the neighbouring town of Tunbridge Wells in 2014, two TN9 schools admitted over-PAN.

On demographics alone, taking all indicators together, a compelling case for a new school emerges. The Local Authority have supported this view and encouraged us to make the bid for a new school in the South Tonbridge area.

**A high quality education to meet the entitlement of every child in Tonbridge to access education which is at least Good**

Throughout this proposal we have defined areas by post codes. TN9 is Tonbridge town centre mostly south of the Medway, TN10 is Tonbridge town centre mostly north of the Medway, and TN11 is a roughly crescent shaped area surrounding the two central areas to the east, north and west and comprising the proximate village areas.

The table below lists key data for the six primary schools located in the two central Tonbridge postcode areas TN9 and TN10 along with St Margaret Clitherow, which is in the boundary of TN11 and TN10, but considered a Tonbridge town school and included in LA planning data for Tonbridge North. Although there is pupil movement within the town across the North/South boundary, analysis of data by the Local Authority indicates that the most acute need for places is in TN9 (Tonbridge South).

| Name                                       | Type | 73%2013 % L4+ RWM | 91%2012 % L4+ RWM | % achieving 4B+ in r and m & 4+ in writing | 87%Reading % expected progress | 100%Writing % expected progress | 100%Maths % expected progress | Last inspection date | Last inspection grade | Number of pupils on roll | Number of boys on roll | Number of girls on roll | Percentage of pupils with SEN with statements or School Action Plus | Percentage of pupils with English not as a first language | Percentage of pupils eligible for free school meals | Number of pupils eligible for FSM at any time during the past 6 years | Percentage of pupils eligible for FSM at any time during the past 6 years | Postcode | 3 year rolling av % L4+ RWM all | 3 year rolling av % L4+ RWM FSM | 68 3 year rolling av % L4+ RWM non-FSM | in school gap | national gap |
|--|------|-------------------|-------------------|--|--------------------------------|---------------------------------|-------------------------------|----------------------|-----------------------|--------------------------|------------------------|-------------------------|---|---|---|---|---|----------|---------------------------------|---------------------------------|--|---------------|--------------|
| Long Mead Community Primary School         | C    | 73%               | 91%               | 53%  | 87%                            | 100%                            | 100%                          | Jan 2014             | 2                     | 154                      | 83                     | 71                      | 14.90%  | 6.30%   | 44.30%  | 78  | 59.50%  | TN10     | 66                              | 64                              | 68                                     | -4            | 5            |
| Woodlands Junior School                    | C    | 85%               | 82%               | 74%  | 91%                            | 98%                             | 93%                           | May 2011             | 1                     | 382                      | 190                    | 192                     | 4.50%   | 4.50%   | 9.90%   | 64  | 16.80%  | TN10     | 79                              | 60                              | 82                                     | -22           | 1            |
| Cage Green Primary School *                | C    | 54%               | 70%               | 41%  | 64%                            | 85%                             | 71%                           | Sept 2014            | 4                     | 388                      | 201                    | 187                     | 15.20%  | 5.60%   | 18.30%  | 94  | 24.20%  | TN10     | 64                              | 45                              | 69                                     | -24           | -14          |
| Slade Primary School                       | C    | 75%               | 75%               | 64%  | 80%                            | 95%                             | 82%                           | Sept 2011            | 1                     | 310                      | 152                    | 158                     | 8.10%   | 7.90%   | 6.80%   | 32  | 10.30%  | TN9      | 78                              | 55                              | 82                                     | -27           | -4           |
| St Stephen's (Tonbridge) Primary School ** | C    | 53%               | 64%               | 43%  | 85%                            | 89%                             | 85%                           | Sept 2014            | 3                     | 189                      | 102                    | 87                      | 11.10%  | 10.10%  | 28.00%  | 75  | 39.70%  | TN9      | 61                              | 52                              | 66                                     | -14           | -7           |
| Sussex Road Community Primary School ***   | C    | 67%               | 72%               | 58%  | 77%                            | 92%                             | 81%                           | Sept 2011            | 2                     | 403                      | 199                    | 204                     | 8.70%   | 10.20%  | 12.40%  | 75  | 18.60%  | TN9      | 66                              | 37                              | 75                                     | -38           | -22          |
| St Margaret Clitherow ****                 | A    | 98%               | 93%               | 87%  | 93%                            | 98%                             | 93%                           | June 2007            | 1                     | 319                      | 143                    | 176                     | 3.10%   | 16.10%  | 4.70%   | 21  | 6.60%   | TN11     | 95                              | 92                              | 95                                     | -3            | 33           |

\* Cage Green: had been grade 4 and in Special Measures from October 2012 to September 2014, moved to RI in September 2014.

\*\* St Stephens: has had four successive grade 3 inspections: Satisfactory in Jan 2007 and Feb 2010; RI in Sept 2012 and July 2014.

\*\*\* Sussex Road: currently graded Good under pre-2012 framework; next inspection is imminent and data currently available indicate vulnerability to lower Ofsted grading

\*\*\*\* St Margaret Clitherow: included here because although postal address is TN11, school is on boundary of TN10 and physically in the town rather than surrounding area

The first quality-related justification for the new school is that of the 2145 pupils on roll at the seven central Tonbridge primary schools in TN9 and TN10, 577 pupils are currently being educated at schools which are less than Good. If Sussex Road is re-graded RI at its next (imminent) inspection this could increase to 980 children. The Ofsted histories of St Stephens and Cage Green, as indicated above, indicate that progress has been slow in both cases. It may therefore be some time before both schools are graded as Good. Bishop Chavasse School will have a total roll of 420 when full. Thus the number of places at a new school will be less than the number of pupils at schools currently less than Good, meaning that a quality of education which is at least Good can be offered to children who currently cannot access such an education.

### **Reasons for failure in Tonbridge primary schools, and how Bishop Chavasse School will address these**

The only school of the seven Tonbridge town centre primaries to achieve the government's post 2016 new floor target of 85% reaching the equivalent to level 4b in Reading and Mathematics and Level 4 in Writing, is St Margaret Clitherow. This school was last inspected in 2007 so it is difficult to draw specific conclusions from its inspection report in relation to its current practice. However, it is notable that it is a faith school with a strong shared identity and moral purpose. The headteacher identifies this as an important contributory factor in its success.

The two schools graded as Requires Improvement in Tonbridge, St Stephens and Cage Green, have a number of weaknesses which Bishop Chavasse School will address. At St Stephens, there is not enough good teaching overall, and not enough is done by middle leaders in analysing data about pupil performance and using it to improve teaching. Expectations are too low, especially of higher achievers, and the result of this is that outcomes at both KS1 and KS2 are too low. At Cage Green there are also weaknesses identified in the quality of teaching overall and the level of demand for higher achievers, according to the 2014 Ofsted report. Moreover, there are weaknesses in expectations of pupils' written work and in the quality of marking and feedback, and specifically in the achievement of boys, in comparison with girls. There is also evidence that subjects other than English and mathematics are not as strong as they should be.

Sussex Road was graded Satisfactory until its latest inspection under the old framework in September 2011, when it was classed as Good. The report of 2011 nonetheless picks up some areas for improvement in for example the speed of pupils' progress in writing and the need for clarity in teaching. Further, there is a recommendation that monitoring of teaching needs to be more sharply focussed on its impact on student progress.

Taken together, this short analysis of the two RI schools in Tonbridge, the other faith school (graded Outstanding), and the south Tonbridge primary graded Good, reveals that there is a need for a school with a strong cohesive ethos, consistently high quality teaching throughout

characterised by high expectations, especially for higher achievers, close monitoring of the impact of teaching on progress by middle as well as senior leaders, and effective use of this data to drive further improvement.

Bishop Chavasse School will emphasise these areas in its vision in order to meet the needs of primary age pupils in the area more effectively and ensure they are properly readied for secondary school. Bishop Chavasse will have a similar strong cohesive shared ethos and sense of moral purpose to that found at St Margaret Clitherow. A cornerstone of the new school's philosophy, shared with Bennett Memorial, will be the Dweck-inspired growth mindset. Emphasising the malleable mind, always open to growth, demands high expectations by teachers of pupils. It encourages an approach to teaching which encourages children to be prepared to take risks and make mistakes as part of their learning, and equips them with the resilience not to give up when they do make mistakes. It also gives particular importance to the quality of feedback which must always focus on process rather than ability. The importance of direct instruction as a central part of the teacher's repertoire addresses another area. Close monitoring of pupil progress through lesson observation and other progress data, including by middle leaders, and the use of the data to identify areas for rapid intervention, is an approach already well embedded at Bennett Memorial and one which will further enhance the quality of education at Bishop Chavasse. In addition, a rigorous approach to the teaching of reading through systematic synthetic phonics, and discrete daily teaching of English and mathematics for all, will enable Bishop Chavasse School to meet a target of 90% of students meeting the 'secondary readiness' threshold by 2023 when the first year 6 pupils will complete their primary education at Bishop Chavasse School.

Bishop Chavasse school will address other specific weaknesses in provision for the town's children through a longer school day, enabling enough focus on both the core subjects of English and mathematics and also the other subjects; through achievement grouping to make sure pupils at all stages of learning are stretched and progress as fast as possible; and through high expectations of behaviour and excellent teaching, to ensure one group, such as boys, does not become disengaged. It should be noted in this connection that at Bennett boys' progress is very strong: RaiseOnline indicates that in 2011, 2012 and 2013 it was significantly above national figures; in 2013 the Bennett figure for boys was 1028 and the national figure was 990.

### **Eliminating the achievement gap for disadvantaged pupils**

Bishop Chavasse School will focus relentlessly on eliminating the achievement gap between disadvantaged pupils and other pupils. The achievement gaps (rolling 3 year averages up to 2013) are set out in the table above for the Tonbridge town schools. It is noteworthy that the three located in Tonbridge South (TN9) all have significant in-school achievement gaps as well as negative gaps between the achievement of disadvantaged children in the school and nationally; of the seven schools across the whole of Tonbridge all have in-school gaps, although three compare positively with national figures. These are all in Tonbridge North. Bishop Chavasse School, ideally located in Tonbridge South, will break this pattern of comparative underachievement for the least advantaged and, with its specific focus on the direct teaching and practice of English and mathematics in particular, with early diagnosis of underachievement and smart and speedy intervention, will achieve equally strong outcomes for all pupils, regardless of home circumstances. There is a strong record for this already within what will be the academy trust to include the new school: under the same trusteeship, the RaiseOnline report for Bennett in 2013 shows a progress score for FSM students of 1018 compared with a national progress score for FSM students of 983.

### **A Church of England Primary School for Tonbridge Town**

The two postcode areas of the town of Tonbridge, TN9 (Tonbridge South) and TN10 (Tonbridge North) currently offer no Church of England primary schools. There are seven primary schools located in these two areas, which together comprise central Tonbridge. One of these is a Roman Catholic school, currently oversubscribed; the other six are non-church community schools. In the 2011 census 54% of the population of TN9 identified themselves as Christian and some 35% as being of no religion; in our demand survey half of those who said they would choose the school as their first choice identified themselves as being of another or no religion, above the proportion identifying themselves as such in the 2011 census. In the census, fewer than 3% identified themselves as being of another religion (of whom Muslims were the largest group), whilst the remainder did not answer the question on religion. This indicates that the school would, as a Church of England school, be in a position to serve the whole community and would actually be in demand from a wide range of members of the community of all and no faith backgrounds.

Bishop Chavasse School will be a Church of England school with a designated Church of England character and serving the local community; most places (75%) will be allocated on non-faith criteria. It will thus increase the range of choice for parents in the area, who, unlike in most other parts of Kent, are not able to choose a Church of England primary school. If the school is oversubscribed, a minority proportion of places, up to 25%, will be allocated on the basis of faith criteria framed within the guidance of the Code of Practice on Admissions for faith designated schools; this is to ensure that core supportive families are involved in the school from the start which will strengthen the school's prospects for success.

Our surveys indicate strong demand for a Church of England primary school in Tonbridge and expressions of commitment from parents are at over 100% of the places available for the first two years after only two weeks of local publicity. Details of this are set out in Section E. Demand is strong both from those parents who describe themselves either as Anglican or Christian, and also from those who describe themselves as being of no faith, or another faith, but who nonetheless would like their children to attend a Church of England primary school. It should be noted that in the area, outside Tonbridge itself, a high proportion of primary schools are Church of England primary schools, so it is a model to which local people are well used. In only two weeks, in excess of 120 parents of children who will reach school age in 2016 and 2017 have indicated that this school would be their first choice, roughly equally split between both years. There is also a strong spread of commitment to the school across both Anglican families and those describing themselves as non-religious (about half and half). Expressions both of interest and commitment are continuing to arrive as the proposal is submitted. Details are set out in Section E.

### **Based on the highly successful approach and record of Bennett Memorial Diocesan School**

Bishop Chavasse School will, once open, be an academy belonging to the same academy trust to which its 'parent' school, Bennett Memorial Diocesan School (Bennett), also belongs. This trust was established at the point where the school converted to become an academy in April 2011, and this same trust will become the multi academy trust which runs both Bennett and Bishop Chavasse School. The trustees of the multi academy trust will be drawn substantially from the existing Bennett trust. They are a stable and experienced team with a strong track record. For example, having become an academy in April 2011, Bennett was judged to be Outstanding by Ofsted in July 2012, including for governance, where the report said that "Governors bring rigour and a complementary mix of skills to their role. They are well informed and deeply dedicated to the continuous improvement of the school. They are meticulous in ensuring that safeguarding arrangements are effective." Under this same trust, Bennett has sustained outstanding educational outcomes since then. In 2013 the analysis of its outcomes undertaken for the DfE by FFT indicated that on the Progress 8 measure it would be in the top 1% of secondary schools nationally for this measure.

It should be noted for the avoidance of misunderstanding that both the Bennett Memorial Trust, as well as the new multi-academy trust to be established, are entirely separate from and independent of the Rochester Diocesan Multi Academy Trust.

There is a clear understanding that running a primary school will require a number of different skills to those required for running a secondary school. However, the trustees already possess primary expertise as well, set out in Section F. Examples include one trustee with long primary headship experience, one with primary teaching experience as well as governance experience in a primary school, and one with primary financial management experience. In developing the proposal for a new primary school under the same, continuing trusteeship, we have ensured strong proven primary expertise: as set out in Section F, we have recruited a primary headteacher to the core team, and have secured the services of a range of others within our wider consultative group. Moreover, membership of a large, primary-majority teaching school alliance will create capacity for further expertise to be identified as needs arise during the pre-opening phase and beyond. This will provide a blend of a proven track record in academy and school governance across primary and secondary schools, including in an Outstanding context and will provide a secure framework for the success of the new school.

Bennett's approach is founded on its Christian character and ethos and the belief in a demanding and traditional curriculum for all, with high value qualifications for all, and above all a strong belief in the 'open mindset' which insists that all young people can excel academically, regardless of supposed 'ability' on entry. Bennett also places a strong emphasis on the development of character, values, perseverance and practice within the taught curriculum and through extra-curricular activities.

Despite the association of Bishop Chavasse School and Bennett Memorial Diocesan School as Church of England schools sharing the same Trust and common educational approaches, for admissions purposes the two schools will be run separately. Post primary progression from Bishop Chavasse School will be open, and parents will be able to apply to any secondary school of their choice, including Bennett.

The close association between Bishop Chavasse School and Bennett will enable practical sharing of leadership, educational expertise, resources, and joint teacher professional development in the light of strong shared aims and approaches. This is set out in greater detail in Section D. It will secure a founding ethos and character for the new school in continuity with the proven success of Bennett.

Bishop Chavasse School would benefit from being part of a wider Teaching School Alliance covering West Kent and East Sussex, the TAWKE Alliance. This is a cross phase Alliance with strong founding primary membership (28 primary schools and three secondary schools), to which Bennett also belongs. This will enhance the quality and range of teacher development available to staff at Bishop Chavasse School, and the initial teacher education enabled by TAWKE will address the recruitment needs of the new school. Moreover, TAWKE is also focussing on leadership development, with a specific strand on Church school leadership, and this is also an area from which Bishop Chavasse school can benefit.

### **Vision and ethos**

Having established the need for a new school in the area, and analysed the weaknesses in the existing schools, we have a vision to create, in summary, an outstanding Church of England primary school where all pupils, regardless of background or supposed ability, achieve exceptional



standards in core subjects, as a result of outstanding teaching for all and high expectations at all levels, including for the highest achievers. The school will have a strong, inclusive and cohesive ethos reflecting the school's Church character, and students will learn values and character through additional activities for all which inspire them, enable them to grow in confidence and develop thinking skills and creative potential beyond typical expectations. This will enable them to be fully ready for secondary school academically and personally.

Key features of the school, many informed by the approach already embedded and successful at Bennett, are:

1. Inclusive Church of England collective worship will underpin the day, and Religious Education which both engages positively with the Christian faith and promotes knowledge and understanding of other world religions will be central to the school's approach
2. A commitment to the Dweck-inspired 'growth mindset' approaches to both teaching and learning, in other words the belief in one's own or one's pupils' ability to succeed, is fundamental to success. The success or otherwise of a school is determined first and foremost by the beliefs and dispositions which teachers and leaders bring to their role.
3. An approach to teaching which prioritises both mastery of the defined curriculum, in particular the fundamentals of mathematics and English and phonics, rather than scope of coverage, and the importance of practice to 'automatise' essential knowledge and process, as explained by the cognitive psychologist David Willingham.
4. Teaching which is informed by evidence on how to maximise impact of teaching on learning: a focus on the importance of 'direct instruction' and very frequent 'assessment for intervention' – early identification of even minor delays in progress or lack of comprehension of key concepts, and prompt one-to-one intervention. This is clearly illustrated in John Hattie's analysis of effect sizes, where the evidence is that the quality of instruction, and particularly the weight given to direct instruction and effective immediate feedback, have the most powerful effect sizes in determining pupil progress. Responding to identified inconsistencies in teaching quality in some other schools in Tonbridge, the quality of teaching will be closely tracked and monitored for impact, and frequent professional development will take place to improve and develop teaching quality.
5. Very tightly managed approaches to target setting and tracking of pupil performance, with 'joined up' reporting to parents, assessment, performance management of teachers and performance related pay awards.
6. A high value curriculum for all: in the Bennett secondary context this means high-value GCSE and A Level courses for a wider range of students than normally found. We will extend this approach to the primary context, where it will mean not only the full National Curriculum and Early Years Foundation Stage programme, but also access to specialist teaching in the core subjects, including English and mathematics from year 3 onwards.
7. A strong focus on other co-curricular activities, integral to the vision for young people's learning and development, specifically to complement the curriculum in building character, values and virtues as well as developing thinking skills and creativity
8. Music will play a particularly strong and distinctive role in the school – all pupils will be taught basic musical concepts from Year R onwards, the teaching of musical notation will begin in year 2, and from year 3 all pupils will be taught a musical instrument on a small group basis.
9. Competitive sport will be taught to all pupils by specialist and qualified sports teachers and coaches, with a specific focus on rugby, netball, hockey and curling. The critical age for sports development has been shown to be 6 to 8 years of age. Early access to club level training and competition will be targeted particularly in this age range
10. Thinking skills will be strongly promoted through the discrete teaching of philosophy from year 3 onwards, through the teaching of Latin to enable children to develop an understanding of

language structure and inter-relatedness, debating to foster confidence in constructive argumentation, and chess to help promote strategic thinking.

11. The two forms of entry will be set into three teaching groups for core subjects from year 3 onwards to enable students to progress faster or have additional reinforcement of concepts still requiring mastery. Hattie's research identifies acceleration as making a strong contribution to improving student progress, and this differentiation will facilitate such acceleration.

### **Aspirations and outcomes**

Our key aspirations and success criteria are:

1. To ensure that the School is meeting its aim of serving the families and young people of Tonbridge South, the school will be fully subscribed with children resident predominantly in TN9 postcode area whose parents desire a high quality Church of England school.
2. The school will have achieved Outstanding in all areas in its first Ofsted inspection by 2018, thus making it (based on current information) the only Tonbridge primary school to be graded Outstanding under a post 2012 inspection framework
3. Pupils are well prepared for secondary school on leaving Bishop Chavasse School because at least 90% will meet or exceed the 'secondary readiness' threshold score of 100 (equivalent to level 4b) in English and mathematics.
4. Progress targets at the end of KS2 will be for 100% of students to have made the expected progress from KS1 to KS2 on the post 2016 scoring system in both English and mathematics.
5. Interim year by year targets for progress will be put in place for every student extrapolated from these end of key stage targets and achievement will be monitored student by student against these targets.
6. There will be no achievement gap between disadvantaged and other students in national year 6 tests either in progress or attainment. Details of targeted outcomes are set out in section D1.2.

## Section D: Education plan – part 1

Table 1: Proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time

|           | 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   |
| Year 7    |  |      |      |      |      |      |      |      |
| Year 8    |  |      |      |      |      |      |      |      |
| Year 9    |  |      |      |      |      |      |      |      |
| Year 10   |  |      |      |      |      |      |      |      |
| Year 11   |  |      |      |      |      |      |      |      |
| Year 12   |  |      |      |      |      |      |      |      |
| Year 13   |  |      |      |      |      |      |      |      |
| Totals    |  | 60   | 120  | 180  | 240  | 300  | 360  | 420  |

## Section D1: Education plan – part 2

An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Table 2: Curriculum Overview

| Subject/other activity (e.g. enrichment)   | Hours per week | Mandatory/ Voluntary | Comments |
|--|----------------|----------------------|----------|
| <b>Early Years Foundation Stage (Reception)</b>                                      |                |                      |          |
| Total 23 hours + minimum 1 hour enrichment per week                                  |                |                      |          |
| 8.40 – 15.30 (with optional start at 8.00 for breakfast club and finish up to 18.00) |                |                      |          |

| <b>for after school clubs or guided supervision)</b>   |             |           |                         |
|--|-------------|-----------|-------------------------|
| Mathematics  | 5           | Mandatory |                         |
| Literacy   | 5           | Mandatory |                         |
| Expressive Arts and Design   | 2           | Mandatory |                         |
| Personal, Social and Emotional Development (PSED)  | 1           | Mandatory |                         |
| Understanding of the World (UoW)   | 5           | Mandatory |                         |
| Religious Education  | 1           | Mandatory |                         |
| Music  | 2           | Mandatory |                         |
| Languages  | 0.5         | Mandatory |                         |
| Physical Education   | 1.5         | Mandatory |                         |
| Enrichment   | 1           | Mandatory | See Section 1.6 Table 4 |
| Out of Hours Activities  | As taken up | Voluntary | See Section 1.6 Table 4 |
| <b>Key stage 1 (Years 1 and 2)</b>   |             |           |                         |
| <b>25 hours 30 minutes + minimum 1 hour enrichment per week</b>  |             |           |                         |
| <b>8.40 to 16:00 (with optional start at 8.00 for breakfast club with guided learning activities and finish up to 18.00 for after school clubs and homework)</b> |             |           |                         |
| Mathematics  | 5           | Mandatory |                         |
| English  | 5           | Mandatory |                         |
| Phonics  | 2.5         | Mandatory |                         |
| Science  | 2           | Mandatory |                         |
| ICT/Digital Literacy/Computer Studies  | 1           | Mandatory |                         |
| History  | 1           | Mandatory |                         |
| Geography  | 1           | Mandatory |                         |
| Art and Design   | 1           | Mandatory |                         |
| Design Technology  | 1           | Mandatory |                         |
| Religious Education  | 1           | Mandatory |                         |
| Music  | 1.5         | Mandatory |                         |
| French   | 1           | Mandatory |                         |

|  |                 |   |  |
|--|-----------------|---|--|
| Physical Education   | 2               | Mandatory                                       |  |
| PSHE   | 0.5             | Mandatory                                       |  |
| Enrichment   | 1               | Mandatory                                       | See Section 1.6 Table 4  |
| Out of hours Activities  | As taken up     | Voluntary                                       | After school and lunchtime co-curricular activities<br>See Section 1.6 Table 4 |
| Mathematics and/or Literacy Catch-up   | Up to 1.5 hours | As required – withdrawal with qualified teacher |  |
| <b>Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6)<br/>Total 25 hours 30 minutes + minimum 1 hour 1 enrichment per week<br/>8.40-16:00 (with optional start at 8.00 for breakfast club with guided learning activities and finish up to 18.00 for after school clubs and homework)</b> |                 |   |  |
| English  | 5               | Mandatory                                       |  |
| Mathematics  | 5               | Mandatory                                       |  |
| Science  | 2               | Mandatory                                       |  |
| Design Technology  | 1               | Mandatory                                       |  |
| Computing  | 1               | Mandatory                                       |  |
| History  | 2               | Mandatory                                       |  |
| Geography  | 2               | Mandatory                                       |  |
| Art and Design   | 1               | Mandatory                                       |  |
| RE   | 1               | Mandatory                                       |  |
| Philosophy   | 1               | Mandatory                                       |  |
| Music  | 2               | Mandatory                                       | To include individual or small group instrumental tuition                      |
| French   | 1               | Mandatory                                       |  |
| Latin  | 1               | Mandatory                                       |  |
| PSHE   | 0.5             |   |  |
| Enrichment   | 1               | Mandatory                                       | See section 1.6 Table 9  |
| Out-of-hours activities  | As taken up     | Voluntary                                       |  |
| Phonics and mathematics catch-up   | Up to 1.5 hours | As required – withdrawal with qualified teacher |  |

**An understanding of the expected pupil intake and their needs**

The Tonbridge and Malling borough of Kent County Council has a population of 120,805. Figures from the Office for National Statistics show that the population of Tonbridge & Malling is predominantly white and has the lowest proportion of the black and ethnic minority (BME) population in the West Kent area, although this is expected to increase. There is a growing, but comparatively small, Polish community and a considerable number of people from the Gypsy and Traveller community that have cultural needs that are different from the White British population. The population of postcode area TN9 at the 2011 census comprised fewer than 3% who described themselves as being of a religion other than Christianity, and 1% of the population spoke little or no English at that point. The borough is relatively affluent. The percentage of children under 16 years living in poverty in the district is 13.1%, which is lower than the Kent and national average. Levels of unemployment and the number of families in receipt of benefits are below average for the county, only 2.1% at the end of 2013.

The six schools nearest to the preferred location (the six located in TN9 and TN10, excluding St Margaret Clitherow in TN11) for Bishop Chavasse School (see Table 3 TN9 and TN10 area) have varying indicators of deprivation. The figure for pupils with English as an additional language is lower than 10% across the board, whereas the percentage of pupils eligible for free school meals at any time during the past six years varies between 10% in one school to 59% in another. Therefore, it is clear that whilst Tonbridge and Malling is relatively affluent, the pupils in the area which Bishop Chavasse School will serve come from a mixed socio-economic demographic.

The most recent Ofsted reports show similar variation. Two schools have been judged to be outstanding (although their inspections date from 2011), two are good, two require improvement, one of which has recently come out of special measures.

Bishop Chavasse School will have the advantage of being able to access the specialist teachers and resources of its secondary partner academy, Bennett Memorial Diocesan School, an outstanding all ability mixed school in Tunbridge Wells, particularly in Key Stage 2, to ensure consistently outstanding teaching. From our contact with parents in the area, it is clear that there is a real commitment to, and belief in, the benefits of a high quality education. Parents from all backgrounds are very ambitious for their children to succeed academically. Through high quality, specialised teaching, Bishop Chavasse School will offer a curriculum that will challenge pupils who come into the school with higher starting points whilst at the same time supporting and developing those pupils who need more individual attention.

### **Early Years Foundation Stage Profile**

In 2013 69% of children in Kent were assessed as reaching a 'good level of development' (GLD) by the end of their Reception year, which is higher than the national average (2013 figure) of 52% (74% 2014). However, Kent County Council (KCC) has set itself a goal to reach 80% by 2017, demonstrating the continuing need for improved standards in this area. Bishop Chavasse School, through a structured curriculum in the Reception year, will ensure that its pupils are provided with an excellent foundation for their learning.

### **Overall Needs Analysis (see also Section C1)**

#### **Local Achievement Outcomes**

An analysis of outcomes derived from a range of national and local data demonstrates that the general pattern of the six nearest schools (TN9 schools) is to show a reduced or the same

percentage from 2012 to 2013 in pupils achieving level 4+ in reading, writing and mathematics. This general trend towards falling achievement levels in all three areas suggests that standards are not being maintained, despite some good progress in some areas amongst individual schools.

In grammar, punctuation and spelling achievement is average on the whole. No school has achieved above 77% and all are in the middle or bottom for both similar schools and nationally. In writing the picture is inconsistent. Although there have been some gains within some schools, there has also been a significant downward trend both in achievement and progress. Ensuring that we focus on the technicalities of writing as well as the creative aspects of it will therefore be essential.

In reading, achievement has fallen across the board and again no school has achieved the top 20% either in similar schools or nationally. Effective teaching of phonics as a discrete subject will be necessary to ensure that pupils understand the construction of language and are equipped to tackle a range of literature of increasing complexity. Reading for pleasure, to encourage and sustain pupils in their reading journey will also be essential.

Mathematics has fallen or stayed the same for both achievement and progress. This is a cause for concern and will require a relentless focus on raising standards. Specialist support will help to ensure that basic mastery of mathematical principles is strongly embedded before pupils progress to secondary school.

Regarding high achievers, only three out of the six schools have achieved above the national average of 21% at level 5 and above, again showing inconsistency. The grouping system to be used at Bishop Chavasse School, together with high quality enrichment opportunities, will stretch and challenge the highest achievers and develop their thinking skills. This will be essential to ensure that we exceed this figure by a greater margin.

It will be of crucial importance to achieve a consistently high level of teaching across all four areas. There is a marked discrepancy between student profile and achievement in the six schools despite their geographical proximity to each other. It will therefore be important to ensure an inclusive approach to admissions and to serve the whole of the South Tonbridge area, and ensure high quality teaching and aspirational outcomes for all pupils.

### **Pupils in Particular Groups**

*Table 3: Pupils in Particular Groups*

|                                    | <b>Total No</b> | <b>Boys</b> | <b>Girls</b> | <b>%Eligible for Free School Meals</b> | <b>%First Language Other Than English</b> | <b>%Statement or School Action Plus</b> |
|------------------------------------|-----------------|-------------|--------------|--|---|---|
| Cage Green Primary School          | 388             | 201         | 187          | 18.3                                   | 5.6                                       | 15.2                                    |
| Long Mead Community Primary School | 154             | 83          | 71           | 44.3                                   | 6.3                                       | 14.9                                    |
| Slade                              | 310             | 152         | 158          | 6.8                                    | 7.9                                       | 8.1                                     |

|   |     |     |     |      |      |      |
|---|-----|-----|-----|------|------|------|
| Primary School                          |     |     |     |      |      |      |
| St Stephen's (Tonbridge) Primary School | 189 | 102 | 87  | 28   | 10.1 | 11.1 |
| Sussex Road Community Primary School    | 403 | 199 | 204 | 12.4 | 10.2 | 8.7  |
| Woodlands Junior School                 | 382 | 190 | 192 | 9.9  | 4.5  | 4.5  |

From an analysis of the data above and local knowledge we have identified the following key areas of need locally in the primary phase:

The data above indicate that approximately 10% of pupils in the area have special educational needs at the level of statement or school action plus (using the pre September 2014 system). It will therefore be important to ensure that pupils at Bishop Chavasse School are taught appropriately for their needs and that a high quality level of SEN support is available to those pupils who require it. We believe that smaller groups for SEND pupils will enable us to give pupils the support they need whilst at the same time enabling them to participate in mainstream education.

As reflected in Tonbridge and Malling generally and across Kent LA, the proportion of pupils with a first language other than English is relatively low, not rising much above 10% in any school. The 2011 census indicated that only 1% of respondents in TN9 could not speak English well. We will need to be aware, however, of the rapidly growing Eastern European population in the area and be prepared to put support measures in place for pupils who may have limited access to spoken English at home and to ensure that we have been genuinely inclusive in welcoming these children into the school by giving them opportunities to celebrate their culture and language within school.

The percentage of pupils eligible for free school meals varies widely across the six schools, rising from less than 10% in the highest achieving school to 44% (64 pupils) in the smallest, and, as noted in Section C, all of the schools have large gaps between the achievement and progress of these pupils in comparison with other pupils. Bishop Chavasse School can expect at least 10% and probably more pupils to come from disadvantaged backgrounds and will need to be prepared to put the pupil premium to effective use by providing additional support to ensure pupils eligible for it make at least as rapid progress as other pupils, and offering enrichment opportunities that they would not be able to benefit from without financial support.

**A rationale for the type of curriculum proposed which is consistent with the vision, explaining how it meets the needs of the expected intake, whilst having an ambitious approach to meeting those needs**

Bishop Chavasse School will offer a curriculum which is of high quality in a number of key ways. It will have at its core for Key Stages 1 and 2 the subjects and content set out in the 2014 National Curriculum, and in Reception we will apply the areas of learning and the early learning goals set



out in the Statutory Framework for the EYFS. Our curriculum will be broad and balanced but will also focus on ensuring that pupils gain depth of mastery of a well-defined curriculum which will form a strong basis for progressing to the next level. We will also take full advantage of the freedoms accorded by our Free School status to provide significant extension and enrichment activities, extending beyond the National Curriculum ('National Curriculum Plus'). We will do this by having a longer school day to enable us to provide at least one hour of enrichment activities as well as additional learning opportunities such as mathematics and reading support and extension. This will enable us to address the local problems with literacy and mathematics and produce high outcomes through focused, personalised tuition to address areas of weakness, as well as to ensure that the number of pupils leaving primary school with high levels of attainment (the equivalent of level 5 and 6) increases. We will use a 'precision teaching' approach to address intensively specific, identified misunderstandings or weaknesses both for individuals and groups.

We intend to introduce foreign language study from Early Years onwards because our experience at Bennett Memorial has shown us that the younger children start languages the further they progress in them later. We have a strong conviction in the benefits of speaking a foreign language for increasing cultural awareness of other societies, for increasing native language understanding and for sharpening cognitive skills. Initially in year R this will be through songs and roleplay, with French introduced more formally during Year 1 and Latin from Year 3. We have chosen French because all the local secondary schools teach it and therefore it will give the pupils an advantage on transfer to secondary. We have chosen Latin because it is an effective vehicle for teaching language structure and grammar, for demonstrating links between languages and because it opens the door to an important area of historical and cultural knowledge. We also know that there is capacity at Bennett to support the teaching of these subjects through the provision of secondary specialists. Music and physical education will also be priorities. In addition to this we will introduce a range of challenging enrichment subjects such as chess, debating and poetry recital, which will serve to stimulate and extend our pupils' capacity to memorise, think and reason. It will also increase confidence in listening and communicating, all of which we believe are essential for pupils whatever the context; we also believe it will help to address the dip in achievement in reading, writing and mathematics through improving thinking skills and enabling pupils to cope with challenging material with resilience.

There will be particular focus on mathematics, English and science. This will be intensified by use of appropriately qualified graduates as much as possible in those subjects from Key Stage 2 onwards with additional support from specialists from Bennett Memorial School, appropriately trained, in Years 4, 5 and 6. Emphasis will be on depth of knowledge and mastery of key concepts in order to ensure that pupils meet or exceed expected levels, as defined by the new national curriculum, by the end of Key Stage 2, thus demonstrating their readiness for secondary school. Our target will be for 90% of pupils to reach the new secondary readiness floor standard (100 in the end of Key Stage 2 test: the equivalent of at least a level 4b).

As well as reinforcing both English and mathematics across the curriculum, ICT will be taught discretely and reinforced and applied in other curriculum areas.

Religious Education will be a separate subject throughout and will foster an understanding and rigorous knowledge both of the Christian faith and other world religions. Using the expertise of subject specialists based at Bennett, who will support the planning of the RE curriculum, we will address the weaknesses identified in much RE teaching in primary schools (see recent Church of England report *Making a difference?* which contrasts weakness in primary RE with significant strengths in secondary, in Church of England schools). RE will also contribute to building open mindsets and positive attitudes. We will also ensure that our RE curriculum offers pupils not only

a strong academic focus, but also effective support through enrichment and opportunities for investigation and enquiry, as well as empathy and reflection. At the core of this will be our Christian principles of inclusivity and tolerance which will underpin the curriculum in all aspects.

Teaching Assistants will be trained and deployed with care, ensuring that the mistakes of TA deployment in many primary schools are avoided. Using research in the Institute of Education DISS report (2009) we will ensure TAs do not find themselves in a pedagogical role for which they have not been properly prepared. Their role will not be to teach but rather to help pupils internalise and practise valuable knowledge and skills taught by teachers, acting at all times as 'guides' rather than teachers..

## **Key Curriculum Areas**

### **English**

In EYFS, literacy will cover the core area of Communication and Language and will consist of speaking and listening, reading, writing, phonics and spelling and handwriting. This will enable our pupils to reach the early learning goals for literacy. 30 minutes a day will be given to discrete phonics teaching and differentiated practice, and phonics covered will be systematically reinforced throughout the day and the week in other parts of the curriculum. There will be both discrete practice of handwriting as well as cross curricular handwriting practice. We will place particular emphasis on phonics and reading for pleasure in all Key Stages in order to not only embed the skills necessary to decode a text effectively, but also to foster love of reading to last a lifetime.

The explicit teaching of phonics will include introducing pupils to the concept of 'nonsense words' so that they are able to practise their phonics knowledge in this skill as well.

In Key Stage 1 pupils will be exposed to an ever widening variety of high-quality books in order to understand the structuring of narratives. They will be encouraged to discuss books, poems and other forms of writing in increasing depth. As grammar, punctuation and spelling is the weakest strand locally and nationally, this will also be a key focus. Thorough teaching in this area by suitably qualified graduates will be a major priority. Spelling will gradually become more word-specific over the two years with growing knowledge of word and spelling structures, and of root words, supported in KS2 by Latin to increase knowledge of grammar. There will be discrete phonics teaching for 30 minutes a day with continued development of GPCs and common exception words. As with EYFS, there will be opportunities to practise handwriting, including the confident formation of letters, for both left and right handed children.

In lower Key Stage 2 the discrete teaching of phonics and writing will be continued, but from year 3 pupils will be beginning to read independently, supported by continued teaching of reading, shared reading, and the acquisition of new vocabulary, accurate pronunciation and understanding. Higher order skills such as inference and precis will be explicitly taught and practised. Research skills and information retrieval will be taught both through use of reference books and the internet. Pupils will be given many opportunities to discuss their reading and choices of books. In order to ensure that we address the local inconsistency in writing, we will focus not only on continued improvement in presentation but also on the process of drafting and rewriting to ensure that pupils can understand the importance of purpose and audience and are able to work with a variety of forms and structures in their own work. Carefully deployed scaffolding techniques will be used to improve writing ability. Detailed focus on spelling, punctuation and grammar will continue throughout Key Stage 2. Pupils in Year 4, 5 and 6 will be increasingly taught by subject specialists

from Bennett Memorial School, who will also collaborate with teachers at Bishop Chavassee to support planning, thus ensuring that their teachers have the necessary depth of knowledge

Activities both integrated into the curriculum, and beyond it, such as role play, drama, public speaking, poetry recital and debating will encourage pupils to become confident in speaking and listening; pupils will also have many opportunities to discuss and role play across all curriculum areas. Crucially, reading will be promoted in all other curriculum areas, including history, geography, science.

While catch-up opportunities for phonics and reading will be provided as required through withdrawal, taught by qualified teachers, we will aim to minimise the need for this: our focus will be on 'keeping up' rather than having to 'catch up'.

## **Mathematics**

We will relentlessly focus on high standards in mathematics in order to ensure that pupils leave Key Stage 2 ready to tackle the formal teaching of mathematics at secondary level. Using mathematical language and problem solving using appropriate application will be priorities. Mathematics will also be integrated across the curriculum in science, design and technology and geography, amongst other subjects. In addition, we will provide catch-up opportunities for pupils identified as needing more support as well as extension for those who are high achievers in mathematics. This will be provided by a subject specialist and will be individualised tuition on a one-to-one or small group basis.

In EYFS mathematics will incorporate the core areas of sorting, counting, addition and subtraction, basic fractions, shape, measures, time and money. Throughout Key Stages 1 and 2 pupils will become increasingly confident in adding, subtracting, dividing and multiplying and use of fractions, and will develop these skills through practical and recorded work on numbers, calculation, problem solving, measure, shape and space and handling data.

In Upper Key Stage 2, as with English, we will introduce teaching by subject specialists from Bennett Memorial School who will be trained to deliver mathematics to older primary children as well as younger secondary ones, with a view to managing the transition from primary to secondary mathematics seamlessly and preventing any dip in progress at transition. There will be focus on increasing facility in using the four operations and in carrying out mental calculations. Fractions, ratio, conversion, geometry and statistics will be taught with increasing focus on assessment objects for the end of Key Stage 2 tests.

## **Science**

Science in the early years will be integrated into the curriculum with understanding of the sciences of biology, physics and chemistry being developed as pupils progress through the school. Our aim is to develop the ability to ask probing questions about the world, both natural and man-made. We believe it is essential that pupils lay down a strong basis of scientific knowledge and understanding in life early on in order to begin secondary science at a high starting point. Science is an area in which pupils often lose momentum during the primary-secondary transition and we believe it is essential that the excitement and curiosity which pupils have about the world around them and its processes are nurtured and grown throughout their time in school. Being able to use scientific processes as well as using appropriate terminology accurately in both writing and orally is of crucial importance. Links made with other areas of the curriculum will play a strong part in the

success of our science teaching, which will be increasingly managed and led by subject specialists.

## **Music**

Bishop Chavasse School will have the great advantage of being able to share the resources of the Bennett Music Academy to provide all pupils with an excellent musical education. From Reception upwards pupils will have increasing involvement with music, beginning with singing and simple musical terms and concepts such as rhythm and tempo, and then progressing to simple musical instruments such as the xylophone, glockenspiel, marimba and keyboard.

Throughout all key stages, emphasis will be on building skills in playing instruments, as well as performing, composing, listening and appraising. From Year 3 onwards pupils will learn an orchestral instrument with both instrument and tuition provided by the school for pupils whose parents cannot afford to pay for it themselves. They will be taught in small groups of six by specialist teachers initially with progression to one-to-one tuition throughout Key Stage 2 with the opportunity to take grades.

A wide range of musical opportunities will also be provided through enrichment and co-curricular activities.

Our aim is that all pupils should have the opportunity to play a music instrument and to be able to participate in musical performance with increasing skill, enjoyment and expression. We believe that learning to read music and to understand musical theory is of great benefit to the development of thinking skills – it challenges and expands the brain but also brings enormous pleasure and confidence. From our experience of developing the Bennett Music Academy, we know that music tuition is very popular with parents and that they place a high value on the performing arts.

## **Latin**

We believe that Latin is of crucial importance both as a body of historical and cultural knowledge in its own right and as a vehicle for language awareness and transferable language skills. From year R foreign language will be introduced through songs, games and role play, and use of language for some routine instructions and greetings, focussing on French until the end of Year 2. Latin will be taught to all pupils by a subject specialist as the main foreign language from Year 3 onwards. French will continue as a 'subsidiary' foreign language throughout Key Stage 2 in addition. This will ensure that the pupils will be well-prepared for the study of languages on starting secondary school.

## **Physical Education**

A full programme of physical education will be provided throughout pupils' time in the school, with increasing focus on developing skills and techniques such as speed, agility, quickness, balance coordination and stamina. Rules of games will be taught and practised rigorously, and competitive sport will be played both within school and in local primary leagues. There will be a particular focus on (age appropriate, tag) rugby and netball with qualified coaches being employed to run co-curricular activities at lunch time and after school. In all Key Stages indoor and outdoor physical education will be provided. Dance will also be taught alongside games as part of the PE curriculum. Older students, for example from Bennett, will be involved in training younger children in sports leadership.

## Curriculum Delivery

We will provide a high quality education for all pupils at Bishop Chavasse School, but will ensure that this is rigorously tailored to meet the distinctive needs of different groups of pupils.

In the Reception and Key Stage 1, pupils will be taught through mixed ability, with differentiation on an individual or small group basis as appropriate. In the Early Years, emphasis will be on a structured curriculum together with opportunities for free learning through directed play. A central objective for the Reception year will be to ensure pupils are 'school ready', so through the year R the classroom and teaching approaches will change to this end. For example, we will move from a 'free flow' approach towards more formalised learning, and increasingly children will use formal tables for work activities.

In Key Stage 1 pupils will be organised within their classes for mathematics and literacy in flexible groups based on potential to progress. Teaching will be mainly provided by the class teacher with some opportunities for input from specialists, either from within the existing teaching staff or through one-off events. Other opportunities will be provided through enrichment activities. It is envisaged that the one hour allocated to enrichment will take place in the first half hour of school with another half-an-hour during the afternoon. Further co-curricular activities will be provided after school and at lunchtime. These will be on a voluntary basis, but attendance will be audited to ensure that all pupils are accessing the activities most appropriate for them, and pupils will be actively recruited.

From Key Stage 2 onwards learning will be organised through class groups based on the level of support needed by each pupil in order to progress to the highest level possible in each subject area and the potential they demonstrate. We do not believe in using the term 'ability' as we believe that this is a limiting concept, suggesting that only children born with particular talents can progress to high standards of achievement. We believe that there is no ceiling on achievement and that outstanding teaching, particularly when children are young, can develop and extend their learning much beyond that which may be narrowly circumscribed by innate predisposition. By combining 'precision teaching' techniques with the grouping of pupils according to their needs, this will enable curriculum structure, pace and teaching styles to be appropriately focused so that all can make rapid and sustained progress towards challenging achievement targets. To support this precision teaching, frequent assessment will be undertaken which will inform planning and contribute to regular and frequent needs audits, again feeding into teacher planning.

In John Hattie's meta-analysis of 800 strategies (Hattie, *Visible Learning* 2009), acceleration ranked fifth. It is consistently one of the most highly effective strategies schools have for increasing achievement and most specifically for decreasing achievement gaps. To this end we have developed a system of 'pathways' which enables pupils to be differentially grouped for English and mathematics teaching. Proportions in each pathway will vary from year to year and will be decided through assessments developed and administered in school at the end of Key Stage 1, together with aspirational targets and expectations based on personal knowledge of the pupils by their main class teacher and others.

Our intention is that approximately 50% of pupils in each year group will follow an *Accelerated Pathway*. They will be targeted to achieve significantly above local and national achievement levels; all will achieve the equivalent of level 5 or above and 25% will achieve the equivalent of level 6. They will be pupils who have high potential and will therefore benefit from following a fast-paced academic curriculum.

40% of the cohort will follow a *Standard Pathway*. Pupils following this pathway will benefit from challenging expectations and a steady pace of learning. They will be given more time to consolidate learning and to experience a phased development as independent learners. Emphasis will be on ensuring that they have truly mastered each stage of their learning before progressing on to the next stage. They will all be expected to achieve above national expected attainment levels at the end of Key Stage 2 by achieving the equivalent of level 4B and above.

10% of pupils will be in a *Supported Pathway*. These pupils will be given intensive small group teaching in order to ensure that at least half of them achieve the equivalent of level 4 by the end of Key Stage 2.

### **Organisation of the Pathways**

Progress in these pathways will be assessed continuously throughout the academic year, to allow for movement between the groups if appropriate either because they are performing above the expected level for their current pathway, or need additional support. This will ensure that all pupils are appropriately taught at all points throughout their time in the school. Parents will be kept fully informed about pupils' progress and in particular about changes in pathways.

Class sizes will vary but we envisage 25-30 pupils in the accelerated pathway, 20-24 in the standard pathway and 6-15 in the supported pathway.

Pupils will continue in their main class in all other subjects. We believe that it is important for pupils to form relationships across the whole cohort in order to be properly integrated into the life of the school and to foster a sense of belonging. We also appreciate that younger children need the continuity of one teacher who knows them well and has an overview of their learning. Therefore, in Year 3 they will be taught mainly by the teachers and support staff allocated to their year group at Bishop Chavasse and from Years 4-6 they will have increasing contact with subject specialists from Bennett Memorial School, who will also assist in planning learning in specialist subjects at Bishop Chavasse. This model also offers the potential to set across year groups, once the school has enough pupils in each year group or should we recruit lower than anticipated numbers. This would mean that pupils who have made strong progress in one subject area could work with more advanced, older pupils.

We believe this model will work particularly well for Bishop Chavasse School because of the range of learning needs likely to be evident in the school's intake. We believe clearly differentiated pathways are popular with parents who can see that the needs of all pupils are being addressed. A similar structure has been introduced at Bennett Memorial School with great success. It offers the best opportunities for achievement to be maximised, enabling each pupil to have a personalised curriculum appropriate to their needs. The pace of learning can be tailored to the group ensuring that learning is thorough and in depth. Expectations and targets can be set and reinforced effectively and pupils can be challenged and supported at the right level.

### **Homework**

Formally set, age appropriate, homework will play a role in KS1 and KS2. Learning and practising spellings, and practising writing, will be an important part of KS1 homework, and at all levels the emphasis will be on reinforcing concepts and knowledge taught at school in a targeted way. In years 5 and 6 pupils will be prepared increasingly for homework in secondary school so that they are promptly secondary ready in this respect on transfer.

## **A strategy to assess and meet the needs of all pupils including looked after children, those requiring literacy recovery/intervention (including English as an additional language), the most able (gifted and talented) and those with different degrees of SEND**

### **Pupils in Particular Groups**

The differing needs of the majority of pupils will be met through the three pathways but there will be some for whom additional individual support will be needed. Some disadvantaged pupils may not have had opportunities to develop at the same level as their peers from more affluent backgrounds. Our firm belief in the benefits of education to lift children out of poverty will ensure that their potential is not overlooked, and that they are placed in the accelerated pathway if that is appropriate or supported by smaller group teaching until such time as they can move on to a faster pace of progress and greater independence as learners. Therefore, pupil premium children will be carefully screened to ensure that they are being placed in the right group for their needs. Although the proportion of EAL pupils in the local area is relatively low, it will be important to ensure that their potential is not masked by communication difficulties and that appropriate support is put in place for them whilst acknowledging that bilingual pupils have potential to progress rapidly. We will if necessary, commission the support of ESOL teachers from local providers to deliver intensive personalised teaching on an individual and small group basis until the pupils are sufficiently proficient. We will also ensure that those pupils who speak more than one language are offered appropriate enrichment activities. For example, we will ensure that they have opportunities to develop their knowledge of their home language through writing as well as speaking, and that their home culture is celebrated by giving them the opportunity to share it in a positive way with other pupils. Similarly, traveller children, and others who have had their education interrupted, will receive effective, well-targeted support individually or in small groups. We will also be conscious of the relative underachievement of boys in the area and will take care to ensure that the materials we use for assessing pupils enable both sexes to demonstrate their potential to achieve.

### **SEND Pupils**

SEND pupils will be provided with appropriately individualised action plans to ensure that their needs are met. Bishop Chavasse School will develop inclusive policies and practices to meet the needs of all pupils with SEN and disabilities. We will follow the new SEN Code of Practice, working in collaboration with parents and their children. Identification and provision for SEND pupils will be supported by the expertise available from Bennett, which has an experienced team of SEN specialists, and through specialists contracted from the Kent SEN team.

Our provision will also cater for the requirements of pupils with physical and sensory disabilities. Bishop Chavasse School, in keeping with its Christian principles of fairness and tolerance, will promote access for, and encourage positive attitudes towards, disabled people. Pupils with disabilities will be able to participate fully in the life of the school, both within the curriculum and through enrichment activities which will be adapted according to need. We will ensure that disabled pupils are not treated unfavourably by providing specialist adaptations to the physical features of the school site if necessary or by providing extra support and aids (such as specialist teachers or equipment). If the school is a new build, we will be able to take into account the needs of SEND pupils in our initial design by allowing for a range of teaching spaces to meet their varied learning needs; if not, then by the adaptations we will make.

We will take care to ensure that pupils with speech and language difficulties will have individual support of a qualified professional in order to ensure that their communication skills are developed to a high standard. We will buy in services of appropriately qualified professionals such as speech

therapists as required as well as working with local authority provision. This will include the use of sign language interpreters for parents with hearing impairments

## **Children in Care**

Tonbridge and Malling has low numbers of Children in Care compared to other districts. In February 2013 there were 94 CIC of all ages known to Kent County Council, 36 of whom were the responsibility of other Local Authorities. Children in Care will have personalised support plans covering both academic and pastoral needs and the pupil premium will be used to provide additional support including counselling and academic tutoring as required. The school will liaise closely with local authority support services to ensure the needs of children in care are met. Each pupil in this category will have a designated member of staff as his or her first port of call if advice, guidance or help is needed (the Headteacher or the SENCo). Strengths and weaknesses and any barriers to learning will be identified. High learning targets will be set; personal and emotional needs will also be taken into account. All members of staff will be expected to promote the learning and achievement of CIC children and to be fully informed about any safeguarding concerns surrounding the child.

## **Gifted and Talented ('High Achievers')**

We believe that all pupils have the potential to excel. We do not subscribe to the view that only pupils born with an innate talent can reach high standards of achievement; our teaching will be organised in such a way as to ensure that all pupils have equal opportunities to access high quality experiences in a range of areas. We also believe that expertise grows over time, that children develop at different stages, that learning is lifelong and that excelling is not only about aptitude but also attributable to hard work and practice. As well as high standards of academic teaching which will be appropriately differentiated to set challenging targets, we will seek out fulfilling enrichment opportunities for high achievers both inside and outside school. Pupils with strong potential will be identified through on-going internal assessments and teacher observation. It is important to remember that high achievers in some areas may still have barriers to learning and that additional support to realise potential might be required.

High achievement can also manifest itself through excellence in music, dance, drama and sport. For pupils for whom this is the case, provision will be made to ensure that they are able to attend local training events and join under-12 sports teams locally and nationally, as well as attending workshops and residences with professional practitioners.

Bishop Chavasse School will benefit from being able to send high achievers to Bennett Memorial School to participate in its popular Easter Schools which focus on a range of topics from sport to music to computing, and to take part in its school productions and performances. We will encourage and support these pupils in their participation in outside events by ensuring that they are given opportunities to catch up with work missed while participating. We will also take full advantage of local opportunities to work with other schools in the cluster to provide high quality enrichment activities for high achievers.

## **Identification of SEND Pupils**

The school will use appropriate screening and assessment tools, to ensure that needs are addressed and support provided at the earliest opportunity. Identification will be drawn from a range of evidence, such as nursery provision, where available, teacher observation/assessment and tracking, progress in relation to literacy and numeracy targets. Involving parents will be of



utmost importance to ensure that we work in partnership with all agencies involved. Members of staff will be appropriately trained so that they are fully conversant with the new SEN Code of Practice from 2014.

### **The role of the Special Educational Needs Coordinator (SENCo)**

The SENCo's key areas of management responsibility will be overseeing the day-to-day operation of the school's SEN policy. His/her role will be as follows:

1. To lead on all aspects of inclusion across the school, including SEND, High Achievers, Pupil Premium, and other identified groups
2. To promote and lead on a 'quality first' approach to teaching so the needs of all identified groups in the school are met
3. To ensure that all members of staff are fully conversant with the most recent SEN Code of Practice and that they implement its requirements through effective teaching approaches for pupils with SEND.
4. To train members of staff in the strategies that will develop their pupils' skills in working independently, including arranging training opportunities outside of school.
5. To manage the teaching assistants, ensuring they are used effectively to reinforce learning and support pupils, and are not asked to undertake responsibilities for teaching
6. To identify resources needed to meet the needs of groups of pupils and advise the head teacher on priorities for expenditure.
7. To liaise with other settings and schools, particularly secondary schools and feeder nurseries, to ensure continuity of support and learning during and after transition.
8. To liaise with parents to fully involve them in their child's provision and progress.
9. To liaise with external agencies, Kent County Council support services, local health services as required and to work with voluntary bodies.
10. To collect and interpret specialist assessment data in order to set targets for raising achievement among pupils with SEND, and in order to update the head teacher and governing body on the effectiveness of SEN provision.

There will be a link local governor for SEND.

### **The Role of the Class Teacher and the Subject Specialist**

It will be essential for all teachers to be skilled practitioners with a firm grasp on strategies for teaching SEND pupils, including knowing how to differentiate learning materials effectively. Teachers will be expected:

- a) to understand the school's procedures for identification, assessment and provision for SEND pupils, and to collaborate with the SENCo in deciding on appropriate strategies to ensure progress;
- b) to generate and collect appropriate data and other information on all pupils, with a view to advising of potential areas that will need to be addressed, and to set learning targets;
- c) to have an overview of the pupil's progress and to forge constructive relationships with parents in order to ensure a joined-up approach to the child's education.

In summary, the main types of provision made available by Bishop Chavasse School for pupils with SEND will be as follows:

1. As much as possible full-time education in class. There will also be additional support as required through one-to-one or paired withdrawal by qualified personnel.
2. Clearly structured lessons, with appropriate pace to support pupils who need to reinforce basic learning and reach key threshold levels. Particular emphasis will be placed on reaching the required levels in mathematics and English to progress to the next stage of education.
3. If appropriate, an Educational Health Plan will be provided which sets out the individual needs of the pupil and strategies to implement the plan within the classroom and elsewhere.
4. Help with physical activities as required through the dedicated services of a teaching assistant or other support worker.
5. An inclusive environment with classrooms of sufficient space to give easy access for wheelchairs and which enable pupils to access ICT either from a desktop or handheld technology. Low level ICT workstations will be installed. Inductive loops for pupils who have impaired hearing, and large print and magnified computer screens for visually impaired pupils will be made available to ensure that pupils with physical disabilities can remain with their peers.
6. Specialist programmes will be provided for pupils with specific conditions. For example, we have access to the Kent Early Support Programme which supports children with disabilities from birth to age 7. The Specialist Teaching and Learning Service (STLS) also supports schools to improve provision and outcomes for children and young people with SEN or who are disabled. In addition a County Professional Lead for Sensory Impairment and two County Coordinators, for hearing and visual impairment, provide professional leadership for sensory staff.
7. For times when pupils need to work quietly away from their peers we will provide a quiet, supervised space for withdrawal.

### **Links with External Organisations**

Bishop Chavasse School will build on the excellent links already made by Bennett Memorial School, to work with external organisations and agencies to ensure the best possible outcomes for its pupils. The following support services will be commissioned as and when necessary to work with SEND pupils:

1. Educational psychologists
2. Medical professionals
3. Speech and occupational therapists
4. Physiotherapists
5. Hearing and visual impairment services
6. Child and family consultation services such as CAMHS
7. Counsellors such as Fegans and Burrswood
8. The Kent Attendance and Behaviour Service (EWO services)
9. West Kent pupil referral services

### **Safeguarding**

The Headteacher and Assistant Headteacher will both be Designated Child Protection Officers and will also be first point of contact for looked after children (CIC). This will ensure that one or other is always present in school.

They will be supported by Bennett which has an already established, experienced welfare team. Bishop Chavasse School will be committed to providing a safe and secure environment for pupils, members of staff and visitors. This will promote a climate where children and adults will feel

confident about sharing any concerns which they may have about their own safety or the well-being of others.

Particular vigilance will be exercised in respect of pupils who are included on the Child Protection Register and any incidents or concerns involving these pupils will be reported immediately to Social Services, and will also be brought to the notice of the DCPO. It will be of crucial importance that members of staff are properly trained to recognise the signs and symptoms of abuse. The Bennett school nurse (full time, employed directly) will be available for medical support and for the training of teachers and other staff in first aid and other health and medical needs.

There will also be a Family Liaison Officer who will be a point of contact for parents. Pupils will have access to a Pastoral Support Assistant. We will employ the services of a qualified part-time counsellor. Parents and pupils will also be able to talk to the Chaplain, who will be shared with Bennett. The people working in these posts will make strong connections between the school, the parents and the children to ensure a cohesive approach to supporting and advising families; a link governor will oversee these areas of the school's work.

## **Strategies in place to support pupils to be successful when they enter and leave the school**

### **Entry to Reception**

The term before entry each child will have a home visit from the class teacher so that they can meet in their home setting and become acquainted before they start school. Teachers will also make a second visit to the child in their nursery setting should they be attending a nursery. These visits will help build the bond with the teacher and ensure that familiarity is established. They are also an ideal opportunity to gather information about the child's stages of development in key areas and any special needs/involvement of outside agencies.

In the term before they start full time at the school children will be invited to attend story time at the end of the school day on a number of occasions to acclimatise themselves to the school environment. This will also provide an opportunity for key staff to get to know their parents. They will also be invited to attend several morning-only sessions, during which they will get to know each other and make new friends as well as experience the classroom setting in a more prolonged way.

Parents will be given a welcome pack which explains all the practicalities of starting school and will be invited to a parents' meeting at which the class teacher will go through the curriculum topics that their child will be learning and explain in more detail what their child will be doing at school.

The class teacher will keep close contact with parents throughout the early years. Parents will be able to speak to the teacher (and indeed the FLO and PSA) at the beginning and end of the day and can make an appointment to have a more formal discussion with appropriate members of staff such as the SENCo or Headteacher. We believe that home-school liaison is particularly crucial at this point.

### **Mid-Phase Admissions**

A home visit will take place regardless of the start date of the pupil. Parents/carers and child will also be invited to visit the school to meet the class teacher and go through the school's welcome pack. The school will also contact the pupil's previous school/setting to obtain full information about stages of development in key areas and any special needs/involvement of outside agencies.

All children who join the school after normal entry time to Reception will be allocated a 'buddy' – a pupil from their year group - to help them get familiar with the school routine.

## **Transition to Secondary**

We will present parents with all the options available for secondary education in the area through an evening briefing and through information on our website which will enable them to make informed choices, together with their child, as to the best secondary pathway. Kent LA has a 'transition day' when pupils in Year 6 visit their new secondary school; we will work in partnership with secondary schools in the area with materials they provide, to ensure that our pupils are well-prepared and feel secure and confident in attending this day and in making a move to secondary school.

We anticipate that all children leaving Year 6 will be "secondary ready" in the sense that they are fully prepared to make a smooth transition to a secondary school with a record of achievement to build on over their secondary career. Data on their progress will be maintained throughout their school career, will inform the goals that they are set and will be passed on to secondary colleagues.

We are confident that the close links between Bishop Chavasse School and Bennett, will mean that all children will be familiar with a secondary school setting even if they do not progress to Bennett in Year 7. Through shared teaching in both schools we will ensure that Y6 pupils have experienced taster sessions and benefited from high quality specialist facilities and teaching which will equip them well wherever they choose to go. The involvement of subject specialist departments from Bennett in the planning and delivery of key curriculum areas in the primary school, particularly at KS2, will enable primary pupils to be well-prepared for teaching styles and curriculum content at any secondary school in the area.

All Year 6 pupils will be offered a residential visit of four nights, five days at an activity centre to undertake a range of challenging and enjoyable physical and cultural experiences in order to further develop qualities which we think are valuable such as resilience, determination, working with others, working in a team and developing independence. We feel this is an excellent way to round off a successful primary school career and will set pupils on their new path with confidence.

From managing the transition from Key Stage 2 to 3 in a secondary school over a number of years, we understand how difficult it can be if records are not transferred swiftly from one school to another, and the importance of the secondary school having a full range of data available in order to manage setting and grouping. We will therefore ensure that the transition from Y6 to Y7 will be helped by the consistency of pupil records and data which will be transferred between Bishop Chavasse School and the secondary schools our pupils transfer to. All information regarding Special Needs, behaviour support or other relevant issues will be readily transferred using the MIS systems which are widely used in Kent.

## **An appropriate enrichment programme**

In addition to the National Curriculum we want pupils at Bishop Chavasse School to enjoy the opportunity to explore new challenges beyond their existing range of experience. We believe this is particularly important for children from disadvantaged backgrounds, in order to develop the key qualities of confidence and resilience needed to succeed in their future lives.

As well as the mandatory enrichment which will be catered for during the school day, all pupils will be encouraged to take part in co-curricular activities chosen from a wide range of options. The list is enhanced by opportunities for Bishop Chavasse School to join pupils at Bennett Memorial School in many of their after-school activities, including opportunities to take part in sporting activities which will challenge and develop the talents of younger children. This will be organised as appropriate for pupils of different ages. We have arranged a slightly longer day for Key Stage 1 and 2 pupils to leave time within the school day for the mandatory enrichment.

Whole-school projects will be organised, some of which will be planned to have a relevance to the local community and engage parents and residents. Projects of commemoration and celebration will involve art and design as well as literacy, numeracy and research. In addition projects will have a 'business' or enterprise element to educate children in real world issues.

We will be inclusive in our provision, whilst appreciating that guidance towards the most appropriate choices may be necessary for certain pupils, particularly high achievers and those needing intensive extra support.

*Table 4: Proposed Enrichment and Out of Hours Activities*

| Academic Extension and Support  | Music  | Sport and Arts   |
|---|--|--|
| Reading Recovery including phonics<br>Advanced Mathematics<br>Computer programming<br>Advanced Science<br>Astronomy<br>Chess<br>Creative Writing<br>Debating, public speaking and poetry by heart<br>Philosophy Club<br>Book Club<br>French | Choir<br>Orchestra<br>Recorder Group<br>Song Writing<br>Keyboards<br>Other specific music groups eg brass wind, guitar | Art and Animation<br>Craft Club<br>Sewing Club<br>Drama<br>Athletics<br>Cricket<br>Curling<br>Dance<br>Fitness<br>Football<br>Gymnastics<br>Hockey<br>Netball<br>Rugby<br>Table Tennis<br>Tennis<br>Trampoline |

Note: The list above is a proposed offer for when the school is operating at full capacity: in the years leading up to this a reduced set of options will be available.

In addition access to learning resources, library, ICT and Homework Support will be available every day before school from 8.00am, during breaks, at lunchtime and Monday – Thursday after school until 6.00 pm.

A range of other co-curricular opportunities will be available during the year, including charity work, theatre/music/dance performances and educational visits.

### **D 1.7 Nursery**

Whilst our current proposals for Bishop Chavasse School do not include nursery provision, we nevertheless aspire to develop this as soon as possible after opening, subject to consultation with existing providers and the Local Authority in respect of current provision and demand.

## Section D2: Measuring pupil performance effectively and setting challenging targets

### Targets

Our targets have been benchmarked against local and national data published by Kent County Council, by the nearest schools (see Section C and Section D1) on their websites, by the Ofsted data dashboard and the DfE performance tables and area. Our targets are ambitious but achievable within the context of the curriculum and standards of teaching we intend to provide. These targets will need to be adjusted to reflect the DfE's floor targets of 85% and above (score of 100 in Key Stage 2 test) from 2016. For the purposes of this illustration we are taking 100 to be the equivalent of Level 4A.

Table 5: Key Performance Indicators

| <b>End of EYFS</b>   |                             |       |          |
|--|-----------------------------|-------|----------|
|  | Bishop Chavasse School      | Local | National |
| GLD  | 95%                         | 69%   | 74%      |
| Phonics Screening Check  | 85% (100% by end of Year 2) | 68%   | 69%      |
| <b>End of Key Stage 1</b>  |                             |       |          |
| <b><i>Meeting expectations in NC for end of KS1 (Level 2 and above)</i></b>  |                             |       |          |
| Reading  | 95%                         | 81.7% | 89%      |
| Writing  | 95%                         | 69.5% | 85%      |
| Mathematics  | 98%                         | 81.5% | 91%      |
| <b><i>Exceeding expectations in NC for end of KS1 (Level 3 and above)</i></b>  |                             |       |          |
| Reading  | 50%                         | 32.4% | 29%      |
| Writing  | 50%                         | 16%   | 15%      |
| Mathematics  | 50%                         | 25%   | 23%      |
| <b>End of Key Stage 2</b>  |                             |       |          |
| <b><i>Meeting expectations in NC for end of KS2 (Level 4 and above)</i></b>  |                             |       |          |
| Reading  | 95%                         | 89%   | 89%      |
| Writing  | 95%                         | 86%   | 85%      |
| Mathematics  | 95%                         | 86%   | 86%      |
| <b><i>Exceeding expectations in NC for end of KS2 (Level 5 and above)</i></b>  |                             |       |          |
| Reading  | 75%                         | 50%   | 49%      |
| Writing  | 75%                         | 36%   | 33%      |
| Mathematics  | 75%                         | 43%   | 44%      |
| <b>Meeting expected progress targets KS1-KS2 (2 levels in former NC)</b>   |                             |       |          |
| Reading  | 100%                        | 91%   | 91%      |
| Writing  | 100%                        | 93%   | 93%      |
| Mathematics  | 100%                        | 89%   | 89%      |
| <b>Particular Groups</b>   |                             |       |          |
| <ul style="list-style-type: none"> <li>• Pupils in receipt of the Pupil Premium will progress at the same rate as other pupils.</li> <li>• SEND pupils will make excellent progress in line with expectations. At least 50% of them will reach the equivalent of a Level 4.</li> </ul> |                             |       |          |

|   |
|---|
| <ul style="list-style-type: none"> <li>• Gifted and Talented – 80% of high achievers will achieve significantly above the DfE floor standard (the equivalent of achieving Level 5A+ or 120-30 in KS2 tests)</li> <li>• Level 6: we would anticipate setting targets for very high achievement, equivalent to current level 6. On current level 6, these would be 35% in mathematics and 15% in English, which is benchmarked against very high performing primary schools nationally</li> </ul> |
| <b>Attendance Target</b>  |
| Above 97% for all pupils.   |
| <b>The Co-curriculum</b>  |
| <ol style="list-style-type: none"> <li>1. All pupils to participate in at least two co-curricular activities per term.</li> <li>2. All KS2 pupils to have at least two residential visits between Years 3-6.</li> <li>3. Each class to have two day trips out per year.</li> </ol>  |
| <b>Parental and Pupil Satisfaction</b>  |
| <p>One survey per year on each of the following, to show 90% satisfaction levels:</p> <ol style="list-style-type: none"> <li>a) Transition</li> <li>b) Safeguarding and well-being, including health and safety monitoring</li> <li>c) Worship and ethos</li> <li>d) Inclusivity</li> <li>e) Teaching and learning</li> <li>f) Enrichment</li> <li>g) Quality of communication</li> </ol>   |

## Assessment

Our assessment framework will:

1. Measure whether pupils are on track to meet or exceed end of key stage expectations
2. Set very clear age related expectations for progress to enable us to gauge proportions of pupils making good or better progress
3. Enable the identification of aspects of the curriculum in which pupils are falling behind.
4. Identify any performance gaps between groups of pupil.
5. Support the planning of appropriate teaching for all pupils.
6. Enable regular and effective reporting to parents (termly = 6 times a year).
7. Provide, where pupils move, clear information to other schools about strengths, weaknesses and progress towards end of key stage expectations.
8. Ensure that assessments are used effectively by teaching members of staff and pupils to identify strengths and weaknesses, set challenging targets and prompt intervention.
9. Monitor attendance to ensure that it remains above 97%
10. Monitor attendance at co-curricular activities to ensure that pupils are participating in appropriate activities and to ensure an inclusive approach, particularly for pupils in particular groups.
11. Assess the development of qualities such as resilience, determination and an open mind set, contribution to the school community and approach to learning.

## Early Years Foundation Stage

Bishop Chavasse School will carry out the Reception Baseline Assessment (information to be released in March 2015) on entry, to identify needs and set challenging end of EYFS progress targets.

As well as a 'settling in' report in the autumn term, we will implement tracking systems to measure progress towards end of EYFS targets, with termly "progress judgements" for each pupil in each of the key areas of learning. These will show whether pupils are meeting expected levels of development, exceeding expected levels or not yet reaching expected levels (emerging) for each pupil. At the end of the EYFS, we will use the Reception Baseline Assessment, which will be reported to the local authority as required.

Our final assessment will also take into account the three characteristics of effective development: playing and exploring; active learning and creating and thinking critically. The information included in the assessment will be collected through on-going observation, teacher's records of assessments, and notes on discussions with parents and other adults. This will provide a well-rounded picture of the pupil's knowledge, understanding and achievements, progress against previously set targets and readiness for Year 1. This report will be produced in Term 5 to tie in with parent consultation sessions in Term 6.

## **Key Stages 1 and 2**

Bishop Chavasse School will set individual end-of-Key-Stage expectations for each pupil - based on meeting or exceeding challenging expected rates of progress. We will conduct termly tests/tasks in English and mathematics. Teachers will use a mixture of test papers (such as those produced by the NFER and the DfE) and moderated assessment tasks devised internally. We will also produce termly "progress judgements" for each pupil on the basis of whether teachers judge the pupil to be on track to meet targets.

For Key Stage 2 pupils these assessments will be used to enable movement between pathways as appropriate. The end of Term 6 assessment will decide the pathway for the following September.

In between these formal assessments all work will be marked in accordance with the programmes of study devised by the school in line with the new National Curriculum. Marks will be recorded by the classroom teacher using his/her preferred system (electronic or paper) and be referred to when responding to information requests from school members of staff (such as the SENCo), external agencies and the pupil's parents.

Pupils at the end of Year 1 will also take the Phonics Screening check (repeated at the end of Year 2 if not successful). At the end of Key Stage 2 they will take the statutory tests. We will also prepare pupils whose parents wish to apply to a selective school requiring an entrance test.

## **Liaising with and reporting progress to parents**

Parents will receive reports on their child listing end-of-key-stage targets and current progress judgements every term for English and mathematics which will be accompanied by a full explanation of how to understand the reports. There will be further opportunities for parent training in using the assessment tracking systems of the school throughout the year. They will also be informed if their child is to move pathways. They will receive a full written report in Term 4 (Years 4, 5 and 6) and Term 5 (Years 1, 2 and 3). This will comment on each subject individually and will give a full picture of the pupil's achievement, progress, approach to learning and personal development, including his or her enrichment and co-curricular activities, contribution to the school community and attendance. The production of this report will tie in with the programme for parent consultation sessions in Term 5 and 6.



All reports will also be available online with paper copies provided for those parents who request them. Parents will be asked to respond to the report with a brief comment.

Parents will be invited to two parent consultation evenings a year, one in term 1 or 2 and another in term 5 or 6, during which each parent and child will have a timed meeting with the class teacher to discuss progress and agree targets for improvement. There will, of course, be many opportunities for parents to discuss their child's progress informally at the beginning and end of the day when the class teacher will be available for discussion, as will the family liaison officer and the pastoral support assistant. The main class teacher will be the first point of contact for parents wishing to discuss academic progress.

*Table 6: The Cycle of Assessment*

| <b>Early Years Foundation Stage</b> |   |
|-------------------------------------|---|
| <b><i>Reception Year</i></b>        |   |
| <b>Term 1 (Early)</b>               | Reception Baseline Assessment   |
| <b>Term 1 (Late)</b>                | Term 1 Assessment<br>'Settling In' Report<br>Parent Consultation  |
| <b>Terms 2-4</b>                    | Termly Assessments  |
| <b>Term 5</b>                       | Full Report   |
| <b>Term 6</b>                       | Parent Consultation<br>Baseline Assessment  |
| <b>Key Stage 1</b>                  |   |
| <b><i>Years 1 and 2</i></b>         |   |
| <b>Terms 1-4</b>                    | Termly Assessments Mathematics, English   |
| <b>Term 1</b>                       | Parent Consultation   |
| <b>Term 5</b>                       | Full Report   |
| <b>Term 6</b>                       | Parent Consultation<br>Y1 Phonics Screening Check / End of End of Key Stage 1 Statutory Assessments<br>Key Stage 2 Pathways Decisions |
| <b>Key Stage 2</b>                  |   |
| <b><i>Year 3</i></b>                |   |
| <b>Terms 1, 3</b>                   | Termly Assessments Mathematics, English   |
| <b>Term 1</b>                       | Parent Consultation   |
| <b>Terms 2, 4</b>                   | Termly Assessments Mathematics, English   |
| <b>Term 5</b>                       | Full Report   |
| <b>Term 6</b>                       | Parent Consultation<br>Final Mathematics, English Assessment  |
| <b><i>Years 4 – 6</i></b>           |   |
| <b>Term 1, 3</b>                    | Termly Assessments Mathematics, English   |
| <b>Term 2</b>                       | Termly Assessments Mathematics, English<br>Parent Consultation  |
| <b>Term 4</b>                       | Full Report   |
| <b>Term 5</b>                       | Termly Assessment Mathematics, English<br>Parent Consultation   |
| <b>Term 6</b>                       | Final Mathematics, English Assessment (Y4 and 5)<br>End of Key Stage 2 Statutory Assessments (Year 6)                                 |

## **The Assessment System**

### **Tracking Pupil Achievement and Progress**

We will use the 'School Pupil Tracker' software or a similar secure system to track pupils' progress (<http://www.spto.co.uk/schoolpupiltracker/index.php>) (or the 'Essex Target Tracker' which has a facility to share data between similar schools, allowing for comparative analysis) across all stages from Reception to Year 6. We already have expertise in using the secondary online reporting and assessment system 'PupilTracking' at Bennett, so we know the benefits of keeping all assessment data in one place, readily accessible to teachers, parents and leaders. This primary tracking system will enable us to store all our assessment information in one place and to use a range of information for analysis of progress and to set targets throughout the school.

This system is very motivating for pupils because it enables them to track their own progress. Pupils and parents can log in and see where the pupil has reached in each subject in relation to his or her targets which will be in language accessible to pupils and parents. Not only does this have the attraction of retaining all data on pupils in one, easily accessible place, it is also visually appealing and interactive, enabling pupils to be fully involved in monitoring their own progress. The system is linked to our rewards system, whereby pupils can see how their achievements have been rewarded by 'House Points'. Attendance is also shown on the system, not just in class but also in co-curricular activities, all of which attract House Points. Bishop Chavasse School will use the ICT Technical Services team of Bennett Memorial School to create and develop additional features of the software.

The language we will use in our assessments will avoid the use of numbers or levels. Each assessment objective will contain statements of attainment, for example, "I can form lower case letters in the correct direction, starting and finishing in the right place". These statements will be of increasing challenge the further a pupil progresses.

When assessing pupils against their targets in each subject we will use the terms, 'Working Towards', (WT) 'Working Within', (WW), 'Working Beyond' (WB) and Excelling (EX); teachers will be able to set new, more challenging, aspirational targets for pupils as they progress. All assessment objectives will be closely linked to the new national curriculum and will demonstrate a progressive approach to learning which will ensure that pupils experience deep learning in each area and a real mastery of the key concepts involved before moving to the next, but will also be flexible to enable pupils to rapidly progress to higher levels of achievement.

### **Attendance**

Bishop Chavasse School will track and monitor attendance, absence, persistent absence and punctuality on an individual, class, year and pupil group basis through effective use of the school's MIS. We will record any instances of poor behaviour and consequences through the MIS. We will employ strategies to ensure that a high level of attendance (above 97%) is maintained throughout the school year. Fixed penalty notices and fines will be used in any case where unauthorised absence exceeds 5 days. Medical evidence will be required for pupils who are persistent absentees.

We will use a first day absence contact system such as text messaging to contact parents whose child does not come to school if no initial information is received within the first 45-60 minutes of the school day beginning. We will work with the Kent Attendance Service to ensure that a multi-

agency approach is taken to pupils with attendance problems in order to integrate them effectively back into the school, and we will provide reintegration strategies to ensure that pupils can make a smooth transition back into school following protracted absence.

### Reviewing success measures and targets regularly to improve the school's performance

In order to measure and improve the quality of teaching in the classroom there will be a rigorous and developmental system of monitoring and evaluation focussing on whole school, phase, subject and individual members of staff performance. These processes will focus on both academic and non-academic targets.

Table 7: The Evaluation Cycle

| <b>Whole School</b>                |   |  |   |
|------------------------------------|---|--|---|
|                                    | <b>By Whom?</b>   | <b>Of What?</b>  | <b>Actions?</b>   |
| <b>Term 1</b>                      | Governors;<br>SLT; Middle<br>Leaders                              | Published results<br>against targets; analysis<br>by subject, rates of<br>progress and pupil<br>groups | Academic target setting for the year<br>School Development Plan<br>Target setting for performance<br>management cycle   |
| <b>Terms 1-6</b>                   | Governors<br>and SLT of<br>BCS; SLT of<br>BMS                     | Whole school progress<br>benchmarked against<br>Ofsted criteria  | Ensuring the school is Outstanding in<br>all areas when Ofsted inspected<br>Preparation of termly reports to<br>Governing Body.<br>Pupil voice initiative launched with<br>targets<br>Surveys to parents throughout the<br>year |
| <b>Subject and Phase</b>           |   |  |   |
| <b>Term 1</b>                      | Middle<br>Leaders   | Self-evaluation of<br>performance data   | Subject and phase development plans<br>including setting measurable targets   |
|                                    | SLT; Middle<br>Leaders  |  | Ofsted-style scrutiny of subject and<br>phases data to apply objective<br>judgement to self-evaluation  |
| <b>Individual Members of Staff</b> |   |  |   |
| <b>Terms 1-6</b>                   | SLT; Middle<br>Leaders;<br>line<br>managers;<br>teaching<br>staff | Programme of lesson<br>observations of<br>individual teachers,<br>using Ofsted criteria                | Targeting of areas for improvement<br>including re-observing with support to<br>improve performance   |
|                                    | Bennett<br>Memorial<br>School                                     | Intensive and effective<br>programme of CPD  | Feeding into the appraisal and<br>observation cycle   |
| <b>Term 1</b>                      | Line<br>Managers  | Rigorous annual<br>appraisal of each<br>individual member of<br>staff                                  | Targets based on all members of staff<br>achieving 'Overall Teacher Grades' of<br>Good or Outstanding   |

## **Whole School**

At the beginning of the Autumn Term there will be a senior leadership internal review of end of Key Stage published results against targets, with analysis by subject, by rates of progress and by pupil groups (gender, ethnicity, language, SEN, Pupil Premium), feeding into a concise whole school development plan with measurable targets. This would be moderated by securing an external 'health check' with an independent advisor/consultant to ensure that standards are securely benchmarked against the highest performing schools nationally.

There will be a termly meeting between the senior leadership team and an external 'critical friend' (from a local school) to provide an objective review of whole school progress using Ofsted criteria. Internal analysis of published achievement data by senior leaders will take place as soon as it is available. Termly reports to the Governing Body will take place. Use of the Pupil Council and other sources of pupil voice will inform evaluation from the pupils' perspective. There will be use of surveys for parents to evaluate teaching and learning activities and other aspects of school life, such as co-curricular, worship and transition.

### **Subject and Phase:**

There will be structured annual subject and phase self-evaluation processes, based on Ofsted criteria and grading, feeding into concise subject and phase development plans including measurable targets. There will be an annual cycle of internal Ofsted-style inspections by senior leaders, judgements from which will triangulate with the self-evaluations. There will be termly meetings of each subject and phase leader with the Headteacher to review current Ofsted grading, latest internal and/or external pupil achievement data, pupil voice data and progress towards development plan targets.

### **Individual members of staff:**

There will be a senior leadership annual review of individual teacher results by class group, giving Ofsted grades for progress and achievement. There will be a programme of classroom observations using Ofsted criteria, by middle and senior leaders, coupled with pupil voice outcomes.

Each teacher will be awarded an 'Overall Teacher Grade', based on assessment both of results and of observation outcomes, using Ofsted grading. The national Teacher Standards will inform this process. Our target will be that 100% of teachers will be Good and 75% will be Outstanding. Teachers who achieve Requires Improvement will be re-observed within three weeks. More than two observations resulting in Requires Improvement will trigger a 'Cause for Concern' and a programme will be implemented to enable the teacher to improve. Ultimately this may result in capability procedures if improvement is not secured with one term (six weeks). There will be a rigorous annual appraisal cycle for each individual member of staff, with targets based on all members of staff achieving 'Overall Teacher Grades' of Good or Outstanding.

Teaching Assistants and other support workers will also have performance management by their line manager. Training opportunities will be available to support staff as well as teaching staff to ensure high quality outcomes in all areas of the school. There will also be a programme of observations for teaching assistants and high quality feedback to ensure that their work is effective in supporting learning for all pupils.

## **Improving the quality of teaching in the classroom**

In order to improve the quality of teaching we will implement staff training on continual improvement in teaching and learning to include an intensive and effective programme of CPD, delivered alongside Bennett Memorial School, covering topics such as assessment, good to outstanding, use of data, classroom management. In addition we will ensure that the following strategies are used:

1. Focussed peer observations
2. Coaching and mentoring programmes to support members of staff requiring improvement to reach Good or Outstanding
3. Robust competency procedures to address any under-performing members of staff in a timely manner

### **Section D3: A staffing structure that will deliver the planned curriculum within the expected income levels**

Bishop Chavasse School will be linked with Bennett Memorial School as its secondary academy partner and sponsor, and will draw on its policies, practices and expertise in its start-up phase. This will provide a very cost-effective model for addressing many skills gaps.

### **Senior Leadership structure prior to and at point of opening**

In the first year of operation (September 2016) we intend to admit 60 pupils into the two Reception classes. We therefore intend to start with a very slim leadership team, consisting of Executive Headteacher and Business Manager, shared with Bennett Memorial School, and, specific to Bishop Chavasse School, a Headteacher and an Assistant Headteacher (who will also be the SENCo). The Headteacher will be involved in all matters concerning the development of the school, including the design of the site and recruiting pupils for the first intake as well as members of staff. Once the school is open in September 2016, the Headteacher will take responsibility for all day-to-day operational matters, including the curriculum and assessment systems. The Assistant Headteacher will be responsible for inclusion, behaviour and safety, and attendance.

Members of the Governing Body with significant educational expertise will play a direct role in recruitment, selection, interviewing and performance management of staff, in order to ensure that we secure the highest possible calibre of candidates from the outset. Our goal is to attract individuals who are highly ambitious, strategic thinkers, with excellent people management and collaborative working skills, and a demonstrable commitment to the ethos of the school. This applies at all levels of responsibility, as the intention is to develop a management structure that encourages innovation within a clear developmental and pedagogical framework. In order to ensure that the Christian character of the school is embedded from the start it will be essential that Headteacher will be personally committed to the Church of England designation of the school.

### **Executive Head roles and responsibilities**

The Executive Head is a member of and accountable to the Trust Board for the performance of both schools and would give one to two days per week to Bishop Chavasse, depending on the need, once it is at full capacity. Specifically with respect to Bishop Chavasse School, the Executive Head is accountable for:

1. The maintenance and development of the school's Christian character and designation

2. Overall strategic direction and development of the school.
3. All strategic aspects of the school, working with and through the school headteacher, including:
  - a. Curriculum
  - b. Quality of teaching
  - c. Pupil Achievement
  - d. Marketing and Pupil Recruitment
  - e. Evaluation and Quality Assurance
  - f. School Improvement
  - g. Budget
4. Relations with external partners, including the local community, the local authority, local schools and colleges, DfE, voluntary sector providers and employers.
5. Ofsted and SIAMS inspection
6. Developing the school site so that it is an outstanding educational environment

Table 8 Staffing Structure at Full Capacity

Common to both BMS and BCS

Bennett Memorial Only

Bishop Chavasse Only

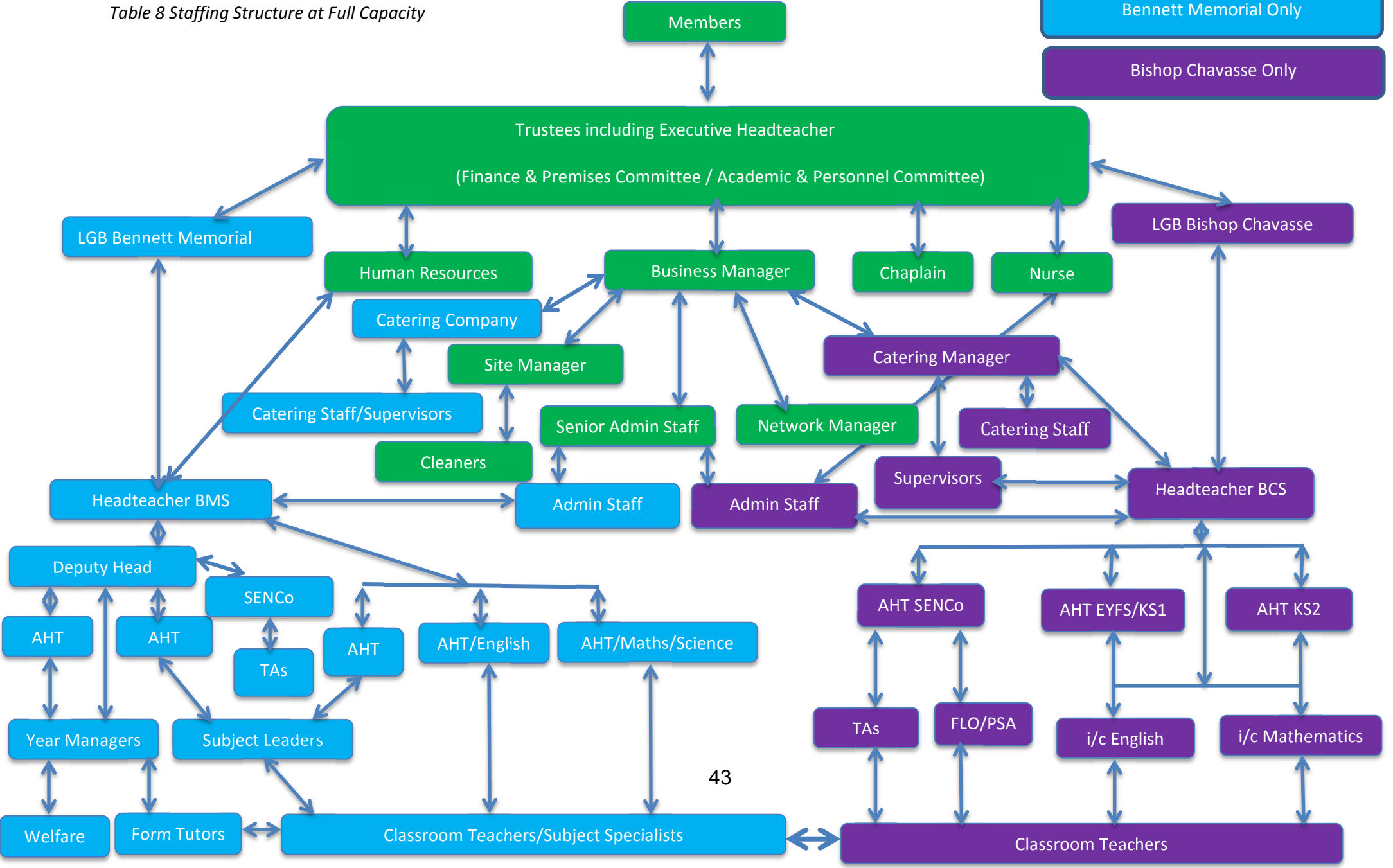


Table 9: Staffing structure from opening to full capacity

|  | Sept 2016 | Sept 2017 | Sept 2018 | Sept 2019 | Sept 2020 | Sept 2021 | Sept 2022 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of Pupils                                 | 60        | 120       | 180       | 240       | 300       | 360       | 420       |
| <b>Posts shared with Bennett Memorial School</b> |           |           |           |           |           |           |           |
| Executive Head                                   | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| Business Manager                                 | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| Site Manager                                     | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| Human Resources Manager                          | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| Chaplain   | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| School Nurse                                     | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| Senior Admin Staff                               | 4         | 4         | 4         | 4         | 4         | 4         | 4         |
| Network Manager                                  | 1         | 2         | 2         | 3         | 3         | 3         | 3         |
| <b>Posts specific to Bishop Chavasse School</b>  |           |           |           |           |           |           |           |
| Headteacher                                      | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| Assistant Headteacher (SENCo)                    | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| Assistant Headteacher EYFS/KS1                   |           |           | 1         | 1         | 1         | 1         | 1         |
| Assistant Headteacher KS2                        |           |           |           |           | 1         | 1         | 1         |
| TLR English                                      |           | 0.5       | 0.5       | 0.6       | 0.6       | 1         | 1         |
| TLR Mathematics                                  |           | 0.5       | 0.5       | 0.6       | 0.6       | 1         | 1         |
| Teacher Reception                                | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| Teacher Year 1                                   |           | 2         | 2         | 2         | 2         | 2         | 2         |
| Teacher Year 2                                   |           |           | 2         | 2         | 2         | 2         | 2         |
| Teacher Year 3                                   |           |           |           | 2         | 2         | 2         | 2         |
| Teacher Year 4                                   |           |           |           |           | 2         | 2         | 2         |
| Teacher Year 5                                   |           |           |           |           |           | 2         | 2         |
| Teacher Year 6                                   |           |           |           |           |           |           | 2         |
| Teacher (Enrichment)                             | 0.4       | 0.4       | 0.4       | 0.4       | 0.4       | 0.4       | 0.6       |
| Teaching Assistant Y1 x 2                        |           | 0.6       | 0.6       | 0.6       | 0.6       | 0.6       | 0.6       |
| Teaching Assistant Y2 x 2                        |           |           | 0.6       | 0.6       | 0.6       | 0.6       | 0.6       |
| Teaching Assistant Y3 x 2                        |           |           |           | 0.6       | 0.6       | 0.6       | 0.6       |
| Teaching Assistant Y4 x 2                        |           |           |           |           | 0.6       | 0.6       | 0.6       |
| Teaching Assistant Y5 x 2                        |           |           |           |           |           | 0.6       | 0.6       |
| Teaching Assistant Y6 x 2                        |           |           |           |           |           |           | 0.6       |
| Teaching Assistant General                       |           |           |           |           |           |           | 0.5       |
| Teaching Assistant – Extended Day x 2            | 0.4       | 0.4       | 0.4       | 0.4       | 0.4       | 0.4       | 0.4       |
| FLO/PSA x 2                                      | 0.3       | 0.3       | 0.3       | 0.4       | 0.4       | 0.4       | 0.4       |
| <b>Support Staff</b>                             |           |           |           |           |           |           |           |
| Admin Officer                                    | 0.6       | 0.6       | 0.6       | 0.6       | 0.6       | 0.6       | 0.6       |
| Admin Officer                                    |           |           |           | 0.6       | 0.6       | 0.6       | 0.6       |
| Admin Officer                                    |           |           |           |           |           |           | 0.6       |
| Site Manager                                     | 0.7       | 0.7       | 0.7       | 0.7       | 0.7       | 0.7       | 0.7       |



|                       |     |     |     |     |     |     |     |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|
| Cleaner               |     |     | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Cleaner               |     |     |     | 0.3 | 0.3 | 0.3 | 0.3 |
| Catering Manager/Chef | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 |
| Catering Assistant    | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| Catering Assistant    |     |     |     |     |     | 0.3 | 0.3 |
| Supervisors x 2       | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Supervisor x 3        |     |     | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Supervisor x 5        |     |     |     | 0.2 | 0.2 | 0.2 | 0.2 |
| Supervisor x 6        |     |     |     |     |     | 0.2 | 0.2 |
| Supervisor x 8        |     |     |     |     |     |     | 0.2 |

### **Headteacher roles and responsibilities**

The Headteacher of Bishop Chavasse School will be responsible to the Executive Headteacher, and through him to the Trustees, for all aspects of the day to day operation of the school, including:

1. The maintenance and development of the school's Christian character and designation
2. Setting and communicating high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
3. Ensuring a school-wide focus on pupil achievement, using data and benchmarks to monitor progress in every pupil's learning.
4. Establishing creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
5. Ensuring a culture that supports and facilitates pupil engagement in, and ownership of, learning.
6. Implementing strategies to secure high standards of behaviour and attendance.
7. Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance and ensuring corrective action.
8. Ensuring effective planning, coordination, support and evaluation, clear delegation of tasks and devolution of responsibilities.
9. Developing and maintaining effective strategies and procedures for the induction, professional development and performance review of all members of staff, working with the executive headteacher and trustees, and with Bennett
10. Managing the school's financial and human resources effectively and efficiently within the parameters set out by the trustees and executive headteacher
11. Recruiting, retaining and deploying staff appropriately.
12. Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
13. Co-operating and working with relevant agencies, parents and other partners to ensure the well-being of children.
14. Safeguarding and promoting the welfare of children

### **Arrangements for Senior and Middle Leadership in the transitional period between opening and full capacity**

We will gradually increase senior and middle leadership capacity as the school grows, to balance the increasing demands on the team with financial efficiency, reaching a 'steady state' position from September 2022, when there will be 420 pupils on roll. We will appoint two further Assistant Headteachers, one to manage Reception and Key Stage 1, the other to manage Key Stage 2. Each of these will be appointed at the point that the first cohort reaches the appropriate stage.

The Headteacher and the Assistant Head (SENCo) will not have a teaching allocation although the SENCo will need to provide catch-up for English and mathematics with SEND pupils and others. The other Assistant Headteachers will not have full teaching timetables but will be expected to cover planned PPA time, and to support class teachers in the delivery of the Key Stage 1 and 2 curriculum.

During this period we will fill any skill gaps in the leadership team by buying in consultancy expertise, either from Bennett or from high quality external providers. We will also employ from September 2017 and 2019 respectively two additional roles at 0.5 FTE initially to manage English and mathematics. These teachers will be class teachers, will liaise with subject specialists from Bennett and elsewhere, provide specialist teaching in Key Stage 1 and 2, including the teaching of the three pathways in each year group for English and mathematics, and manage the curriculum in English and mathematics across all key stages. They will gradually increase to full time as the school grows.

We will be looking to develop the leadership capacity of our own members of staff so that as many as possible are able to take on leadership roles as they become available, but we will also look to recruit the highest quality leaders from outside the school as well.

### **Class Teachers**

We plan to recruit newly qualified and experienced, flexible ambitious class teachers who show the potential for rapidly taking on additional responsibilities. Overall pedagogical direction and leadership for these teachers will be provided during the early years of the school's development by the Headteacher with increasing input from the Assistant Heads and subject specific TLR holders.

As the school moves towards full capacity we will gradually increase the number of class teachers, employing a mix of subject specialists and generalists, ensuring effective curriculum coverage and enough staff to cover the pathways, whilst achieving a cost-effective pupil teacher ratio.

### **Teaching Assistants**

We will appoint two Teaching Assistants for each year group at 0.6 plus two further TAs at 0.4 to help with the co-curriculum and the extended day. Their job will be to work with individual pupils under the direction of the class teacher; support learning more generally within the classroom, particularly pupils with learning difficulties or disabilities; support the teachers in the provision of resources and preparing the classroom; creating displays; helping on school visits and supporting events, and supporting other co-curricular activities. We will be clear from the start that the prime responsibility for all teaching and learning lies with teachers, not TAs, and will ensure that TA deployment never reduces or filters pupils' access to direct high quality teaching from a qualified teacher.

## **Support Staff**

We will take the same strategic approach to recruiting, leading, managing, motivating, supporting and challenging support staff as with teaching members of staff.

The Business Manager will have overall senior leadership responsibility for all support staff, with appropriate leaders within Bishop Chavasse School taking day to day line management responsibility for teaching assistants and other support staff working at the school on a daily basis. The Business Manager will have direct line management responsibility for administrative members of staff and for the Site Manager, who in turn will manage all facilities related members of staff, both permanent and those bought in from external organisations. The Business Manager will also have direct line management responsibility for the catering that takes place at the school and the management of members of staff responsible for ICT systems.

## **Subject Specialists**

Part of our vision for teaching and achievement is the part played by subject specialists. The effectiveness of our partnership with Bennett rests on our conviction that shared resources, including the use of subject specialists from Year 4 onwards both for direct teaching and supported planning and training, will result in a much higher quality of teaching and stronger outcomes. Notwithstanding the fact that Bishop Chavasse School will at all times aim to recruit graduates qualified in the areas we wish to focus on, we also appreciate that this may not always be possible. By using secondary teachers who have specialised in only one subject, we believe that we can bring a level of expertise to the delivery of these subjects which would otherwise be difficult to access. It will be important to ensure that they are properly trained to understand the needs of the primary curriculum and pupils. Once this is accomplished, they will be exceptionally well prepared to deliver high outcomes.

Our model is to have teachers within Bishop Chavasse who are responsible for each of the key subjects, English and mathematics. Their role will be to manage their subject specialism throughout the school from Reception to Year 3. From Years 4 to 6, they will liaise with subject specialists at Bennett Memorial School on planning, teaching and leading lessons in the subject, with a mixture of lessons taught within school by the subject leader, activities planned for the general classroom teacher to deliver, enrichment activities and co-curricular opportunities. The subject specialist from Bennett will have the role of mentoring, coaching, modelling and facilitating the delivery of the subject, as well as visiting the school to teach the subject themselves. Bennett has in the past recruited primary teachers to deliver Key Stage 3 mathematics with good outcomes, and the mathematics department at Bennett already comprises some experienced trained primary teachers. We would consider recruiting teachers who might be Key Stage 2 and 3 specialists to work across both phases. This would also facilitate a smoother transfer between primary and secondary learning.

## **Section D4            How the needs of all children will be full provided for within the curriculum**

Bishop Chavasse School will be a Church of England faith designated primary school. Like Bennett Memorial School, the school will be founded on its strong Christian character and inclusive ethos. Christian collective worship and traditions, including the services of a chaplain, will be part of the religious character of the school. As well as providing a unifying shared story,

set of traditions and identity, we will emphasise the importance of developing a personal morality which is referenced to a wider religious and ethical tradition.

All employees will be required to support the Christian designation of the school in their professional life, in the tradition of the Church of England, although not necessarily as practising members of the Church. An assurance of this willingness will be elicited at interview if not stated in application. Personal and public commitment to Christian belief and practice is a specific occupational requirement for the Executive Headteacher, the Headteacher and Chaplain in order to ensure that the Christian designation of the school is established and maintained. Admissions policies will be formulated in accordance with the Code of Practice for Admissions to faith schools as outlined in Section C.

### **How the school will be welcoming to pupils of all faiths/world views and none, and how the school will meet the needs of these pupils**

Spiritual Moral Social and Cultural education (SMSC) underpin all aspects of the life and work of the school and, alongside RE, will enable pupils to create and contribute to a strong sense of community encompassing all faiths and cultures. In addition to promoting and securing positive behaviours pupils will learn how to recognise, risk assess and safeguard themselves and others; making them confident, respectful and resilient learners. These broader aspects of achievement will be taken into account in the evaluation of all key areas of the school's work and, in particular, when considering pupil's starting points, ages and the complexity of each individual's life experience to date. This knowledge will inform additional support pathways and interventions where necessary.

The school's core Christian values will be both implicit and explicit, promoting the ultimate worth and dignity of every human being and their entitlement to develop, learn and work in an environment free from discrimination. Pupils will, therefore develop and apply an understanding of right and wrong in their school life and life in the outside world. They will take part in a range of activities and skills-based learning requiring emotional intelligence, linked to social interaction, and develop awareness of and respect for diversity. No member of the school community shall suffer unfair direct or indirect discrimination on the basis of religious faith, world views or indeed for holding none. Allegations of victimisation or harassment associated with discrimination shall be investigated and pursued in line with the school's grievance and discipline policy.

Bishop Chavasse School will actively encourage pupils to become reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning. Furthermore, pupils will gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training. We will not only manage this through the curriculum, which will be carefully developed and monitored to ensure that no element of discrimination exists within them, but also in the following ways:

1. By monitoring and analysing pupil achievement by different groups and acting on any trends or patterns in the data that suggest additional support is required.
2. By ensuring that displays and resources promote both the distinctive nature of the school and diversity in terms of religious faith and world views, and by ensuring that the curriculum promotes role models that reflect diversity

3. By ensuring that all pupils are given opportunities to make a positive contribution to the life of the school through participating in school assemblies and class worship; this can include parents from different cultural or religious traditions.
4. By ensuring that our worship is age appropriate, and that it enables pupils of all cultural, spiritual and religious backgrounds, or indeed pupils from backgrounds with no spiritual or religious beliefs, to participate without feeling embarrassed, awkward or excluded.
5. By making alternative arrangements for pupils who prefer not to or are not able to participate in some activities or who may need alternative or additional facilities in order to practise their religious faith, for example a prayer space
6. By ensuring that our School Uniform Policy takes into account the dress codes of other faiths.
7. By ensuring that the catering staff are aware that some pupils and members of staff will require special dietary requirements, for example, by providing vegetarian and vegan alternatives to the standard menus.
8. By ensuring that all pupils are given the chance to participate in co-curricular activities and enrichment opportunities and to regularly review opportunities available to ensure that they encourage inclusivity.
9. To respond to incidents, be they overt or implied, which demonstrate a lack of acceptance of people from other faiths and world views by working with the pupils and parents involved in a positive and developmental way.
10. By marking cultural events throughout the year to increase pupil awareness and understanding of different communities and their faiths.
11. By arranging social events for the whole school community at which people of different faiths and world views can forge relationships.
12. By modelling welcoming and accepting attitudes towards all people in the school community by being friendly, open and respectful at all times.
13. By encouraging an approach where pupils learn for and on behalf of others, willingly communicating their learning to other pupils and parents at key times of the year.
14. In addition, learning opportunities will develop an appreciation of the arts and enable pupils to respond positively to a range of artistic, sporting and other cultural opportunities.

## **Roles and Responsibilities**

### **The Governing body**

The Governing Body is responsible for:

1. Making sure that the fundamental Christian belief in the value of each person regardless of background or circumstances permeates the school's ethos.
2. Promoting equality as an explicit aim in all the school's policies, and ensuring it underpins all aspects of its work.
3. Making sure that the school complies with all appropriate equalities legislation, statutory and non-statutory guidance.
4. By ensuring all role descriptions include a commitment to equality and diversity as part of their specifications.
5. By ensuring that all recruitment, employment, promotion and staff development policy and practice reflect the ethos and requirements of equalities legislation.
6. By ensuring that no pupils will be discriminated against in the provision of services available to them as members of the school community.

7. By incorporating equality targets into the School Improvement Plan where necessary to ensure all individuals and groups, including those of different religious faiths and world views, or of none, achieve their potential and make good progress.
8. By ensuring that the school's Equal Opportunities Policy is produced, reviewed and implemented in the following ways:
  - a. By ensuring the Policy reflects belief in diversity that embraces individuals and promotes community spirit.
  - b. By ensuring that the Policy is developed through wide consultation in school and with the wider community.
  - c. By ensuring that the disciplinary procedures as outlined in the Policy are implemented as and when the need arises in a fair and conscientious way.

### **The Headteacher and Leadership Team**

The Headteacher and leadership team are responsible for:

1. Ensuring that employment practices, promotions and staff development are fair and actively non-discriminatory.
2. Making sure the Equal Opportunities Policy is delivered and reviewed, producing regular information for members of staff and governors about the Policy and how it is working, and providing training for them on the Policy.
3. Making sure all members of staff know their responsibilities and receive training and support in carrying these out.
4. Taking appropriate action in cases of religious harassment and/or religious discrimination.
5. Overseeing the RE curriculum to ensure that it is not only academically rigorous but also inclusive.

### **All Members of Staff**

All members of staff are responsible for:

1. Promoting equal opportunities, positive attitudes, and avoiding discrimination against anyone on the grounds of religious belief, world views or for having none.
2. Being aware of the importance of equality and fairness as a staff body, and drawing attention to any areas or events which may cause concern.
3. Dealing with harassment incidents, and being able to recognise and tackle bias and stereotyping, particularly with regard to religious groups or those who hold certain world views or none.
4. Keeping up to date with the law on discrimination, and taking up training and learning opportunities.

### **Collective Worship**

These are our aims for the Governing Body of Bishop Chavasse School once it has been formed with regard to collective worship:

1. The Governing Body accepts its responsibilities for Collective Worship as set out in the 1944 Education Act (re-enacted 1988 Education Reform Act) and DfEE Circular 1/94. It aims to ensure that worship is of as high a quality as possible, as set out in the Statement of Aims, below. The Governing Body will also comply with the legal requirement to make parents aware that they have a right of withdrawal from collective worship and alternative arrangements will be made to ensure that children who are of other faith backgrounds or none shall be provided with meaningful activities at this time.
2. The content of the collective worship will be say in accordance with the teaching of the Church of England.
3. The 2008 Diocese of Rochester guidance sets out a framework for understanding the nature of collective worship in a Church of England school which seeks to distinguish Anglican worship; the Governing Body accepts this definition of the character of worship.
4. The Governing Body will have a complaints procedure for collective worship issues under which the final arbiter will be the Bishop of Rochester..

### **Statement of Aims**

School worship at Bishop chavasse School will

- enable children and staff to explore and celebrate the variety of forms of worship in the Anglican Christian tradition
- use celebration, silence, stilling, reflection, contemplation, meditation, prayer, song, symbols and imagery as vehicles for worship and spiritual growth;
- use a vocabulary of worship that encourages the whole school community to attend, participate and lead worship
- encourage all present to explore their own beliefs and understanding of God within a Christian framework by learning more about the Christian faith and by encountering Christ through worship; it will wherever possible reference the RE curriculum and will always be appropriate to the participants
- raise awareness through reflection of the ultimate questions of life relating to matters of faith
- reaffirm, strengthen and practise key Christian values. (e.g. love, peace, compassion, forgiveness, self giving) and celebrate each unique individual member of the school community as made in the image of God
- seek to provide opportunities for spiritual, social and moral development that is characterised be feelings such as awe, wonder, being uplifted, elation, appreciation, gratitude, respect, and reverence
- develop a sense of community within the school, and involve members of the wider community, such as local clergy and youth workers and parents
- foster a concern for the needs of others.

### **D4.5 Inclusivity in the Curriculum**

#### **Religious Education**

The following principles will form the basis for our teaching of Religious Education:

1. Strong subject expertise of teachers – from Year 4 onwards pupils will have input from the RE Department of Bennett Memorial School for at least some of their RE teaching. Bennett Memorial School will also provide effective CPD to teachers within Bishop Chavasse School to ensure that the lower years also receive strong teaching in RE. External CPD opportunities will be maximised as well. This will enable us to promote professional dialogue about the teaching of RE.
2. Christianity will underpin all teaching of RE at Bishop Chavasse (although other world religions will also be taught). The richness and diversity of the Christian experience in the Anglican and other denominational forms will be at the heart of all our teaching whilst also actively involving learning about other faiths and world views.
3. Thinking and discussing will be of utmost importance. The introduction of Philosophy into the RE curriculum will develop in pupils the skills of critical enquiry and debate. We will develop in our pupils the skills of investigation, interpretation and analysis as well as empathy and reflection.
4. Our high quality enrichment programme will support learning in RE. We will include debating in our programme to ensure that pupils have the linguistic skills to discuss important topical issues within RE. Our programme will include visits and inviting people of other faiths into school to talk about their beliefs or practices. The importance of maintaining an inter faith dialogue will be crucial in this respect. We will also manage one-off events such as cross-curricular learning days on topics of importance, involving visiting facilitators from local churches in the delivery of a range of topics.
5. Our teaching of RE will be subject to the same rigorous assessment and monitoring systems as other curriculum areas (see Section D2). This will ensure its place as an important academic subject, and that the quality of teaching and learning is maintained at a high level. The most important aspect of this will be the dialogue it stimulates with pupils about their progress.
6. We will ensure that RE is embedded into the wider curriculum as well as being taught as a separate subject. This will ensure that RE makes a significant contribution to the curriculum and wider aspects of learning.
7. Pupils whose parents choose to withdraw them from RE will be given meaningful learning activities as an alternative which will be agreed with the parent. These activities will be delivered by a trained member of staff. Facilities will be available for pupils who wish to practise their own faith within school such as prayer rooms and quiet areas for reflection, with appropriate supervision for safety.

## **Section E: Evidence of need – part 1**



|                  | 2016 |   |    |      | 2017 |   |     |      |
|------------------|------|---|----|------|------|---|-----|------|
|                  | A    | B | C  | D    | A    | B | C   | D    |
| <b>Reception</b> | 60   |   | 67 | 112% | 60   |   | 68  | 113% |
| <b>Year 1</b>    |      |   |    |      | 60   |   | 67  | 112% |
| <b>Year 2</b>    |      |   |    |      |      |   |     |      |
| <b>Year 3</b>    |      |   |    |      |      |   |     |      |
| <b>Year 4</b>    |      |   |    |      |      |   |     |      |
| <b>Year 5</b>    |      |   |    |      |      |   |     |      |
| <b>Year 6</b>    |      |   |    |      |      |   |     |      |
| <b>Totals</b>    | 60   |   | 67 | 112% | 120  |   | 135 | 113% |

Parental response to the proposal for an inclusive Church of England School providing much needed primary school places has been extremely positive. Responses to the survey show that all of the places in the first and second years of opening will be filled and there have been many positive comments received regarding the need for a school of this type. We have also had 19 positive responses from parents whose children will be eligible to start in September 2018. As the promotional launch for the new school was on the 17<sup>th</sup> September we have managed to collect a large number of signatures in less than 3 weeks. We fully expect to receive more signatures as the school becomes more widely publicised.

## Section E: Evidence of need – part 2

Bishop Chavasse School will be a 4-11 Church of England primary free school located in and mainly serving Tonbridge South (postcode area TN9). The Local Authority have verified the need for such a school and have encouraged us to make the bid for a new school in the South Tonbridge area. The reasons for this are as follows.

### Evidence of a basic need for places

Tonbridge as a whole has been identified as an area of high population growth with high demand for primary school places; the town has high targets for the delivery of new homes and also has the joint largest inward migration figures in Kent. It is on a fast rail link to central London and so attracts also large numbers of commuter families. Accommodation costs are advantageous for young families in comparison with locations closer to or in London and other nearby towns, such as Tunbridge Wells.

A detailed analysis of the demographic growth and need for additional primary places is set out in section C, pages 6-7. In summary, the data indicate that the current total capacity for primary places in Tonbridge North and South, taken together, is 2680 places. The forecast primary rolls for 2016, 2017 and 2018 are respectively 2762, 2843 and 2880, leaving deficits in numbers of primary places of 82, 163 and 200 respectively. The new school's capacity in those three years will be 60, 120 and 180, closely matching the forecast deficit in places.

On demographics alone, taking all indicators together, a compelling case for a new school emerges.

### **Evidence of low standards in local schools**

The table on page 8 in C lists key data for the six primary schools located in the two central Tonbridge postcode areas TN9 and TN10 along with St Margaret Clitherow, which is in the boundary of TN11 and TN10, but considered a Tonbridge town school and included in LA planning data for Tonbridge North.

Detailed quality-related justification for the new school is laid out in section C page 9 but in summary, of the 2145 pupils on roll at the seven central Tonbridge primary schools in TN9 and TN10, 577 pupils are currently being educated at schools which are less than Good. Bishop Chavasse School will have a total roll of 420 when full. Thus the number of places at a new school will be less than the number of pupils at schools currently less than Good, meaning that a quality of education which is at least Good can be offered to children who currently cannot access such an education.

The analysis of the two RI schools in Tonbridge, the other faith school (graded Outstanding), and the south Tonbridge primary graded Good, reveals that there is a need for a school with a strong cohesive ethos, consistently high quality teaching throughout characterised by high expectations, especially for higher achievers, close monitoring of the impact of teaching on progress by middle as well as senior leaders, and effective use of this data to drive further improvement.

The map opposite displays the postcodes of the parents who responded positively to the survey.

The survey used to elicit support for Bishop Chavasse School is available on-line as part of our website that we have used to inform the community of our proposal [www.anewschoolfortonbridge.com](http://www.anewschoolfortonbridge.com) and also as part of our promotional leaflet that was distributed to key groups in the target area. The survey was also made available as a hard copy for those parents who may not have access to the internet.

The content of the website, promotional leaflet and survey is shown on the following pages.

A new Church of England school

**Bishop Chavasse School** in Tonbridge

BISHOP CHAVASSE SCHOOL

## Bishop Chavasse School

A Church of England primary school with an inclusive Christian ethos serving the local community in South Tonbridge

It will have two forms of entry with sixty places in each year group

It will prepare children to transfer to any secondary school of their choice

Bishop Chavasse School will be an outstanding school, supported by Bennett, the outstanding sponsor school

Although the new school will share some resources and specialist expertise with Bennett, it will be run as a separate school with its own headteacher, who will be an experienced primary specialist

What will the new school be like?

A caring Christian environment, where your child will feel valued and safe, and enjoy coming to school

Enjoyable and engaging Christian assemblies and RE teaching, and learning the importance of valuing and helping others

An emphasis on excellent mastery of the important basics, especially in reading, writing and mathematics

Fully qualified specialist teachers in all the core subjects, and top quality teachers at all stages

The full Early Years programme and National Curriculum for all children

Outstanding individual support to make sure every child keeps up; prompt intervention and support for all

Opportunities for fun, creativity and the arts, especially through a music programme and individual music tuition for all

A strong emphasis on physical activity and sports, taught by specialist teachers, from the start

Excellent, frequent communication between parents and school, and opportunities for parents to be involved in their children's learning

Children's learning will be enhanced by extra opportunities, for example chess, Latin and debating

### The school day

The proposal is for the school day to start from 8 am with an optional breakfast club where children will engage in meaningful learning activities. The formal school day will then begin at 8.45 and end at 3.30, with the option of after school club for those who want it until 6.00.

### Admissions

The new school is designed to provide additional places to serve a community where we know there are not going to be enough places to meet the number of children reaching school age in the next few years.

It will be a Church of England school, and we hope that parents who want a Church of England primary school for their child will choose to send their children to us, whether they are specifically Anglicans or not.

We propose that 25% of places will be allocated on the basis of parental church attendance, and 75% of places will be open enrolment, available to those of all faiths or none in the local community



## A call to action!

Time is short if we are to secure this exciting new school for Tonbridge. The application needs to be submitted to the Department for Education by **10<sup>th</sup> October 2014**. We need to collect at least **120 signatures of parents** who have children who will be starting school in 2016 and 2017 to say that, if the proposal is approved by the Department for Education, **they would name this new school as their first choice**.

**Remember: we need your support if Tonbridge is to get the new primary school we desperately need for the town.**

Please visit our website at [www.anewschoolorfortonbridge.com](http://www.anewschoolorfortonbridge.com)

You can also access this through a link on the Bennett website on [www.bennett.kent.sch.uk](http://www.bennett.kent.sch.uk)

On the website you will find a form you can fill in to express your support. If you don't have the internet, please fill in the form below and return it to the address given or the Bennett school office. Follow us on Twitter @BCSTonbridge – please retweet our tweets to help keep Tonbridge informed of our plans!

### EXPRESSION OF INTEREST FORM – Return to: Bishop Chavasse School

St Stephen's Church Office 37 Waterloo Road Tonbridge Kent TN9 2SW

Full name (parent /guardian) .....

Date of birth of child .....

Post code .....

E-mail .....

**I would select Bishop Chavasse School as first choice for my child (ren)**

Signature.....

To ensure the school serves the whole community, please indicate

no faith  Anglican  other faith

Please send me more information

This signature does not commit any parent to making this choice: that will be up to you when the time comes. However the Department for Education need to be convinced that there is demand in Tonbridge for a new primary school of this sort.

The parental survey available through the website is shown below.

Further information was available through Twitter @BCSTonbridge and a press release published in The Kent and Sussex Courier on the 26<sup>th</sup> September, 2014. Website link [www.courier.co.uk/Tonbridge](http://www.courier.co.uk/Tonbridge)

## Section E2 – Successful engagement with the local community

In an effort to reach as many families as possible, we directed our marketing at parents of pre-school and nursery school aged children and to maximise impact, we decided to set a launch date for making our proposal public.

**17<sup>th</sup> September 2014** –Launch date. We displayed posters and leaflets at local nurseries and pre-schools, focussing on establishments with a TN9 or TN10 postcode. Posters and leaflets were also displayed in the local churches, library, sports centres and medical centres.

Establishments visited include:

- Happy Faces Pre-school, Hectorage Road, TN9 2DS
- Teddies Nursery and Pre-School, TN9 2JB
- Oakland Day Nursery, TN9 2PJ
- Tonbridge Day Nursery, TN9 2PW

- Little Cricket Pre-School, TN10 3TD
- South Tonbridge Children's Sure Start Centre, Teen and Twenty, TN9 1EP
- North Tonbridge Children's Sure Start Centre, Little Foxes Children's Centre, TN10 3JU
- The Angel Centre Creche, TN9 1QH
- Tonbridge Swimming Pool, TN9 1HR
- Tonbridge Medical Group, TN9 2JG
- St Stephen's Church, Tonbridge TN9 2SW
- Tonbridge Methodist Church TN10 4JG
- St Peter and St Paul Church, Tonbridge TN9 1HD
- Tunbridge Wells Islamic Centre and Mosque, TN1 2QR

**19<sup>th</sup> September – article in the Kent and Sussex Courier –** Tonbridge set for new free school in September 2016, with Bennett Memorial, Tunbridge Wells as sponsor. On-line article.

**26<sup>th</sup> September - article in the Kent and Sussex Courier -**Head of Tunbridge Wells academy explains plans to open free school in Tonbridge. Front page article.

**19<sup>th</sup> September- 3<sup>rd</sup> October-** As a follow up to our preliminary visits, we have started to attend a variety of events, such as 'Who let the Dads out?', 'Rhyme Time', NCT group, and 'Toddlers' that all serve the wider community of South Tonbridge, to meet with parents and explain our vision for our new school face to face. We will continue to canvas support from local parents throughout the submission of the bid.

**3<sup>rd</sup> October onwards** – in order to gather further demand during the bid process and to ensure that this transforms into children actually attending the school on opening, we will continue to visit organised groups and events in the local area. We will also work closely with the local newspaper to include articles on the progress made and will explore other means of publicity through local media. Further to this, we intend to further enhance the content of our website and twitter accounts, making sure they are up-to-date with all progress. Enrol the help of the many people who have offered to support our proposal to further publicise the school and keep all survey respondents up-to-date with progress. We will ensure the wider community are also updated regularly and include Bishop Chavasse in any LA publications.

### **Efforts to engage hard to reach groups**

In an attempt to reach the more disadvantaged and low income families we communicated our vision to staff at the local Sure Start Centres in both north and south Tonbridge, as they have contact with a large number of more disadvantaged and low-income families, and displayed leaflets and posters in both centres. Additionally, we ensured that we targeted any institution that provides its service without additional fees to parents. This was a conscious attempt to reach out to disadvantaged and low income families, who tend to frequent these particular establishments. We also ensured that the manager of Happy Faces pre-school in particular was fully aware of our plans to enable her to explain and promote the proposed school as this pre-school serves an area in which more disadvantaged families reside. Further to this, we have promoted the new school with parents from the area that are known to already have support through the CAF process for older siblings.

## Engagement with the wider community

In order to engage with the wider community, we also wrote to:

- The headteachers and chairs of governors of the seven local primary schools identified in C1. We also visited Woodlands Primary School and St Margaret Clitheroe and met with the headteachers to share our vision.
- The leaders of local churches and the local mosque
- Local MP and prospective candidates

## Demand for a Church of England school from parents of other faiths or no faith

Bishop Chavasse School will be a Church of England school with a designated Church of England character and serving the local community. In order to encourage applications from all parents in the local area regardless of faith, most places (75%) will be allocated on non-faith criteria. It will thus increase the range of choice for parents in the area, who, unlike in most other parts of Kent, are not able to choose a Church of England primary school. If the school is oversubscribed, a small proportion of places, up to 25%, will be allocated on the basis of faith criteria framed within the guidance of the Code of Practice on Admissions for faith designated schools; this is to ensure that core supportive families are involved in the school from the start which will strengthen the school's prospects for success. It was made clear that Bishop Chavasse is intended to serve the whole community in all the promotional materials used including the leaflet, website and press releases. Whilst we included church based groups when distributing our promotional materials and carrying out visits, we were also careful to ensure that we targeted non-faith based groups to ensure that the project will serve the whole community. We have also established a good relationship with the local Iman, who is keen to support our proposal.

Our surveys indicate strong demand for a Church of England primary school in Tonbridge both from those parents who describe themselves either as Anglican or Christian, and also from those who describe themselves as being of no faith, or another faith, but who nonetheless would like their children to attend a Church of England primary school. In the 2011 census 54% of the population of TN9 identified themselves as Christian and some 35% as being of no religion; in our demand survey 39% of those who said they would choose the school as their first choice identified themselves as being of no religion, in line with the proportion in the population of the area. 13% identified themselves as being of another religion (of whom Muslims were the largest group). This indicates that the school would, as a Church of England school, be in a position to serve the whole community.

|                              | Anglican | Other faith | No faith |
|------------------------------|----------|-------------|----------|
| No. of respondents in survey | 66       | 17          | 52       |
| Percentage                   | 49%      | 13%         | 39%      |

## Section F: Capacity and capability

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

*Note on terminology: we have used the three terms members, trustees and governors. The members are the owners of the academy trust; trustees are members of the board of trustees and are therefore the directors – we have preferred this term to ‘governors’ for this role; governors are members of the two local governing bodies and are appointed by the trustees.*

| Name       | Member of core applicant group (Y or N) | Where live (town/city) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|---|------------------------|------------------------|-------------------------------|---------------------------------|
| [REDACTED] | Y                                       | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 7                               |
| [REDACTED] | Y                                       | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 5                               |
| [REDACTED] | Y                                       | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 5                               |
| [REDACTED] | Y                                       | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 6                               |

|            |   |            |            |            |   |
|------------|---|------------|------------|------------|---|
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | 7 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | 5 |
| [REDACTED] | Y | [REDACTED] | [REDACTED] | [REDACTED] | 1 |
| [REDACTED] | N | [REDACTED] | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | N | [REDACTED] | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | N | [REDACTED] | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | N | [REDACTED] | [REDACTED] | [REDACTED] | 1 |



|            |   |            |            |            |   |
|------------|---|------------|------------|------------|---|
| [REDACTED] | N | [REDACTED] | [REDACTED] | [REDACTED] | 7 |
| [REDACTED] | N | [REDACTED] | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | N | [REDACTED] | [REDACTED] | [REDACTED] | 2 |

In addition to the people listed above, we have undertaken a number of visits and interviews with other educational advisors, including [REDACTED], [REDACTED], Bramley, Surrey, a 4-18 GSA independent school, in order to gain understanding of best practice in the independent sector and incorporate this into the vision for Bishop Chavasse School.

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

| Skills/experience missing     | How you plan to fill the gap  |
|-------------------------------|---|
| Marketing                     | <p>We have some expertise in marketing within Bennett Memorial Diocesan School which we will share, particularly relating to the marketing of the school to parents and in the local community; we will additionally contract Mango Marketing (<a href="http://www.mangomarketing.com/">http://www.mangomarketing.com/</a>) to undertake a review of our communications and marketing strategy and recommend ways of optimising our messaging in the first two years of the school's opening in order to ensure that its aims and identity are successfully communicated to the local community</p>   |
| Additional HR                 | <p>For operational HR needs we will use shared services with Bennett Memorial Diocesan School and extend contract already in place between that school and SPS (<a href="http://the-sps.co.uk/">http://the-sps.co.uk/</a>) to provide a full HR package and support at Gold level; we will also seek and contract an experienced HR consultant to support the strategic dimension of HR planning and management</p>   |
| Additional Project Management | <p>We will recruit and employ an experienced project manager using part of the Project Development Grant of [REDACTED]. We have identified and secured the support of a professional project manager, [REDACTED], who has offered his services pro bono. This will increase our capacity for managing professional project management services and ensuring that such professional support delivers the project as conceived by the group.</p>  |
| Public relations              | <p>Although we believe that this free school meets a genuine demographic need in the area, free schools remain controversial in some quarters and we are under no illusions that the school will be under intense public scrutiny, which will probably manifest itself in local and possibly national media interest, at both pre and post opening stages, and public interest for example through higher numbers than average of FOI requests. Linked to the consultancy services we will contract for our PR, we will need to seek professional support in ensuring that the risk to the school's reputation is minimised through careful preparation and well organised messaging and responses to interest in the school, locally and nationally.</p> |

|                |   |
|----------------|---|
| Legal services | We will certainly require legal services and advice in the initial period and on an on-going basis. Bennett already has experience of using two legal firms, [REDACTED] and [REDACTED], both of whom [REDACTED]   |
| Education      | Although we have a strong educational team of consultants, in the phase leading up to and overlapping with the appointment of the headteacher we are likely to need additional advice from specialists in aspects of primary education which cannot be adequately covered by our existing expertise. These may relate particularly to planning aspects of early years curriculum and assessment. However, we anticipate that this will be a relatively short lived need, as the complementary skills and experience of our existing team with those of the newly appointed headteacher will address the majority of needs. Additionally, we will draw on the network of professional practice available through the Teaching School alliance to which we belong, and to which the new school will belong – this comprises 28 primary schools and so provides a considerable reservoir of expertise. |

**The capacity of Bennett Memorial Diocesan School to play a sponsorship role**

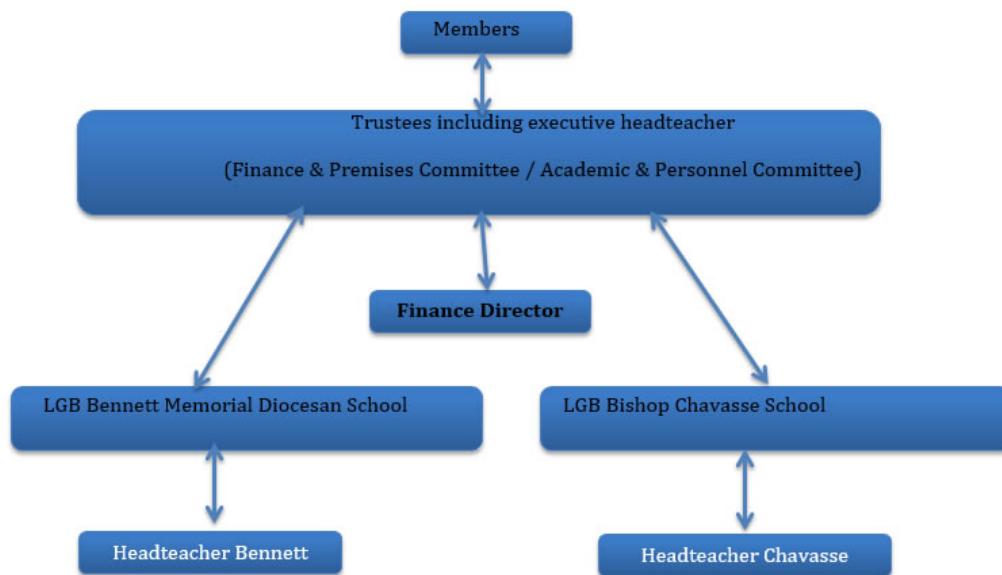
A prime consideration in preparing this project has been a consideration of the capacity of Bennett to sponsor a new school without in any way jeopardising the very high standards achieved at Bennett. This has been assessed at a number of levels. At governance level, we have a strong and experienced governor team with primary as well as secondary capacity, and most current governors have flexibility in terms of time, as well as genuine commitment, to expand the scope of their responsibilities. At leadership level, the capacity of the Bennett team has grown markedly over the past 2½ years since the headteacher’s involvement in education at national level. He was seconded away from school for a full school year 2013-14 and the leadership arrangements in place for that year are still in place. This includes an associate headteacher providing the leadership required at Bennett, effectively enabling the headteacher to take a strategic role, which will be compatible with the executive leadership of the multi-academy trust. The team is experienced and capable and ambitious: professionally ready for a new challenge. We have also built capacity at middle leader level, and have several middle leaders now ambitious for more strategic roles, thus ensuring that we could expand the Bennett leadership team if we needed to further expand capacity there. At teacher level, the school has considerable capacity in mathematics and English. In mathematics, in particular, there is an outstanding, large team of mathematics graduates led by an outstanding head of mathematics. Again, there is capacity there for a new challenge. In a range of other areas there is the scope for shared teachers between the two schools as outlined elsewhere in the bid.

The governing body take seriously the importance of maintaining and further enhancing standards at Bennett and will ensure that this is equally prioritised with the achievement of outstanding educational outcomes at Bishop Chavasse. They have taken into account the very high level of motivation the school and the leadership team have for this project.

We formed a strong partnership with the other open free school in the area, the Wells Free School, the bid for which was parent led and which is now open from years R to 3. Both the headteacher and the chair of governors (who was the bid lead) have offered their services and advice in supporting the pre opening and immediate post opening phases. The chair is willing to be formally involved on a regular basis and to serve on a pre opening group if we need her input. This will enable us to learn directly from the experience of another similar local project.

## Section F2

### Structure



## **Single to Multi Academy Trust Transition**

Bennett Memorial Diocesan School Trust was approved as an academy sponsor at the point of single academy conversion on 1<sup>st</sup> April 2011. Up to this point, the Trust has not sponsored any other schools, but has retained its sponsor status as the Trust's long term plan was to undertake a sponsorship when a suitable local need was identified.

Although the Bennett Memorial Diocesan School Trust is linked to the Diocese of Rochester in that its members are office holders or corporate bodies of the Diocese, it has no direct relationship whatsoever to the Rochester Diocesan Multi Academy Trust, other than the work the headteacher does, separately to his leadership at Bennett, to support the board of the RDAT. The new multi academy trust for both Bennett and Bishop Chavasse will have similarly no formal link with RDAT.

## **Members**

The Bishop Chavasse Trust will consist of five trust members:

- the Bishop of Rochester represented by a nominated representative other than a trustee or the Diocesan Director of Education;
- the Rochester Diocesan Board of Education (as a single corporate member) represented by the Diocesan Director of Education;
- the Archdeacon of Tonbridge;
- the Chair of the Board of Trustees;
- the Rural Dean of Tunbridge Wells

The members will have the responsibility for the overall performance of the academy trust and its strategic direction. They will discharge this responsibility by the judicious appointment of trustees, by strategically shaping the trust's direction, and by scrutinising reports of its academic and financial performance. The members will appoint six trustees, each for a four year term, who will serve on a board of seven trustees (one trustee will be ex officio the executive headteacher). The members will meet twice annually, and part of each meeting will be a presentation of a written report by the trustees to the members covering the academic and financial performance of the academies, and the trustees' strategic plan and annual improvement plans which will be interrogated by the members. In cases where they are dissatisfied with the financial or academic performance of the trust, or its constituent academies, they may require further interim reports on performance and/or may use their power to terminate the term of office of any trustee appointed by them, and to veto any co-option proposed by the trustees.

## **Trustees**

The executive headteacher will be an ex officio trustee, in addition to the six trustees appointed by the members. In addition to the board of seven trustees, the trustees will have the power to co-opt a further two trustees for four year terms to fill any skills gaps. The chairs of local governing bodies of both member schools will attend trustee meetings, subject to there being no conflict of interest from time to time. The trustees will elect their chair annually, who may be any trustee except the ex officio executive headteacher.

The trustees will appoint between 3 and 5 members of Local Governing Bodies for each of the two member schools, Bennett Memorial Diocesan School (existing secondary academy) and Bishop Chavasse School (proposed primary free school). The trustees will also nominate the chair for each of the Local Governing Bodies, who will always be an appointed, not an elected, local governor.

The trustees will meet four times per year as a full board. However, specifically during the pre opening phase, the trust board will meet at least six times per year and be available for additional extraordinary meetings if required. The full board will receive reports of individual committees listed below, and will corporately take responsibility for improvement and strategic planning.

Trustees will retain overall responsibility and accountability for setting the budget, including identifying the right percentage of top slice for shared services (see below) and producing three year budget plans based on benchmarked income and expenditure forecasts, determining budget headings (including staffing) and allocations of budget to each heading, monthly monitoring of spend under each heading, all capital projects and bids, decisions over senior staff appointments above a specified level, HR, performance management and performance related pay arrangements, and specifically the pay of all senior staff, and signing off individual spends in excess of a specified level. All the trust's finances will be managed centrally, and the trust financial director will be accountable directly to the board of trustees, and in attendance at finance and premises committee meetings.

Furthermore, the trust will retain responsibility for approving the curriculum for each academy, and for external benchmarking and approving academic targets and interim targets and identifying key performance indicators for reporting purposes. They will receive reports on academic performance against these targets three times per year from each academy local governing body. They may from time to time appoint an independent advisor to verify the accuracy of these reports.

In addition, the trustees will retain direct responsibility for the admissions policies of each academy, and for health and safety and safeguarding in each academy.

The trustees will discharge these responsibilities through two main committees, each meeting four times per year: finance and premises committee, and academic and personnel committee. These committees will be scrutiny committees which will be required to report to the full trustee board. The committees will each consist of three trustees plus one non-trustee member of the schools' or trust's senior staff, who may vary according to the matters in hand. However, the trust's finance director will always attend the finance and premises committee.

Academic and personnel committee will receive reports on teaching, achievement, professional development from the two local governing bodies, each of which will have achievement as its principal focus. It will also oversee performance management and performance related pay, and specifically agree pay for senior staff, taking advice from the executive headteacher (and from an external consultant in the case of the executive headteacher's performance). The role of the trust board academic and personnel committee will be differentiated from the LGBs in the area of student achievement in that it will focus on target and vision setting, whereas the LGBs will focus on ensuring the school headteachers are making progress towards meeting those targets.

In addition to the two main committees, there will be a further sub-committee on admissions, again acting as a scrutiny group and reporting to the full trustee board. Admissions committee will determine the admissions policies of each academy in line with the Code of Practice for Admissions, and will be accountable to the full trustee board for their effective and accurate implementation.

Trustees will also act as appeals committees for pupil and staff discipline, and staff capability, after cases have been heard by local governing bodies. Dismissal of staff and permanent exclusion of students will be powers reserved to trustees.

Reports will be presented at each full trustee board meeting on, at a minimum, the following areas:

- Spend against budget under each heading and for each academy
- Capital income and expenditure
- Academic performance against targets for each year group in each academy
- Performance of all students with diagnosed special educational needs
- Performance of all students eligible for the Pupil Premium at any point the previous six years
- Updated forecasts of end of key stage academic performance
- Reports on quality of teaching from each member academy, and interventions to improve quality
- Staff professional development quality and access for each member academy's teaching and non-teaching staff
- Student destinations
- The distinctive Christian character of each member academy
- The quality and range of and participation in appropriate co-curricular activities in each member academy
- Any complaints brought by parents to each member academy, and how the academy's leadership has addressed them

- Attendance, behaviour and fixed term exclusions

Each of these will have been previously scrutinised by the relevant committee and will regularly be subject to external verification, for example through auditors or through the commissioning of independent experts. Where there are areas of concern, or deficits in KPIs against agreed targets, the trustees will, through the executive headteacher and the chair of the local governing body, ensure that focussed interventions are put in place to address the shortfall, which will be monitored through the appropriate committee or link trustee, and reported formally at the next full trustee board meeting.

### **Local Governing Bodies**

The local governing body for Bennett Memorial Diocesan School will consist of one elected parent governor, one elected staff governor, and three further governors appointed directly by the trustees. In addition the trustees may appoint up to two further members of the local governing body to extend the expertise of the governing body. The chair of the local governing body will be appointed annually by the trustees. The school headteacher will attend local governing body meetings but will not be a governor. There will in this way be two elected parent governors across the trust, one for each of the two schools.

The local governing body for Bishop Chavasse School will consist of one elected parent governor, one elected staff governor, and three further governors appointed directly by the trustees, of whom at least one will be a trustee. In addition the trustees may appoint up to two further members of the local governing body to extend the expertise of the governing body. The chair of the local governing body will be appointed annually by the trustees. The school headteacher will attend local governing body meetings but will not be a governor.

In cases where local governing bodies do not discharge their responsibilities effectively, the trustees have four main options available to them

- to put in place additional training for all local governors, or for particular individual governors, or for the chair;
- to remove the chair from their role and appoint a new chair;
- to terminate the term of office of one or more local governors and appoint new local governors better equipped to fulfil the role;
- to expand the number of local governors by co-opting additional expertise to complement that already present.

In some cases more than one of these courses of action may be followed.

Local governing bodies will be accountable to trustees for the governance of the member schools within the parameters of delegation set by the trustees. The trustees will be answerable to the members for the performance of schools in the trust.

Local governing bodies will meet six times per year as whole group. They will not work as separate committees. This is because their principal focus will be the quality of teaching and student achievement in the schools. They are therefore working as 'academic and standards



committees' for each school. The responsibilities have been configured in this way to ensure that there is no distraction from this critical governance task, hence the relatively low level of delegation from the trustees to the local governing bodies. Specifically, the local governing bodies will oversee and hold to account on the following areas:

- Decisions on staff appointments other than of senior staff (though staffing numbers and salaries will be determined at trustee level)
- Holding the headteacher to account for the monitoring academic performance six times per year of all students against targets set by the trust, and reporting that performance to the trust board
- Holding the headteacher to account for the monitoring of the quality of teaching through observations of lessons and other aspects of pupil performance, benchmarking it against Ofsted standards, and reporting on it to trustees in an agreed format
- Holding the headteacher to account for interventions required to improve or address deficits in student achievement or quality of teaching
- Ensuring that professional development needs of staff working at each academy receive appropriate professional development to enable them more effectively to meet the academy's aims and objectives, and that such training is properly evaluated and impact-assessed
- Ensuring that the performance management and performance related pay policies of the trust are accurately and fairly administered in line with the trust policies
- Holding the school's leadership to account for behaviour, exclusions and attendance
- Scrutinising the RaiseOnline report and identifying specific areas of strength and relative weakness and ensuring that action to address identified weaknesses is planned
- Ofsted and SIAMS: local governors will be supported by at least one trustee during Ofsted and SIAMS inspections; issues for action identified as a result of inspection will be addressed jointly by local governing bodies and trustees, according to the nature of the issue
- Staff discipline and capability first stage (with appeals and powers of dismissal, on LGB recommendations, reserved to trustees)
- Pupil discipline and fixed term exclusions (with appeals permanent exclusion, on LGB recommendation, reserved to trustees)
- Allocating the 'capitation' budget to the needs of the school (learning resources, stationery etc) - any individual spend of over £5k from the new school will require trustee/finance director sign-off
- Maintaining and developing the school's distinctive Church of England character

## **Rationale for composition of trustee board and local governing bodies**

The relatively small board of trustees and local governing bodies have been designed to ensure effective decision making and tight accountability, which have been considered to be critical to the trust's success. Governors appointed by the trustees are in the majority in both local governing bodies to ensure that the trust's educational priorities and accountabilities remain at the top of the agenda at all times in the local governing bodies. The elected representatives on each local governing body ensure additionally an element of representation. The ability of the trustees to co-opt further trustees or to nominate further local governing body members ensures that skills gaps which emerge can be promptly addressed. The requirement that the chairs of local governing bodies be appointed directly by trustees, not elected by the local governing body, is a further safeguard that the strategic priorities of the trustees remain at all times the priority for the local governing bodies.

## **Governor and trustee induction and training**

All trustees and local governors will receive training on their roles and responsibilities, including appropriate financial training, in greater depth for those trustees on the finance committee with specific financial responsibility, and for all governors training on the rigorous monitoring of academic standards and student progress. In particular, they will be trained on the use of RaiseOnline to hold school leaders to account for the performance of students. There will also be legal training on areas including exclusions and admissions, and training on identifying and avoiding conflicts of interest.

There will be a full introductory induction programme for each new trustee or governor to ensure a threshold level of understanding of the role, responsibility and accountability, and ability to discharge, is in place from the start. This will be facilitated through a bespoke programme run by an external provider.

The two tier structure of governance will be used to provide opportunities for building capacity and succession planning for trustee board membership: it is intended that members of local governing bodies would gain experience of school governance in a relatively structured context and after gaining expertise and knowledge be equipped to take on the role of greater accountability which trustee board membership represents.

Professional and trained clerks will support both LGBs and trustees as required.

## **Meetings cycle**

The meetings cycle will be designed in the following sequence:

1. Local governing bodies
2. Main trustee committees
3. Full trustee board

#### 4. (Member meeting)

In this way a logical sequence of accountability can be assured.

#### **Governor and trustee roles outside formal meetings**

There will be local governor 'link' roles for the progress of students with SEND, the use and effectiveness of the Pupil Premium in raising standards for students in receipt of it, and the distinctive Christian identity of the school. For each of these roles liaison will take place six times per year with the nominated senior member of staff in the academy so that the link governor is able to deepen understanding of the work of the academy, where necessary challenge it, and report to the local governing body meeting on it.

All local governors are additionally to their link role expected to undertake a half day visit to the academy at least three times each year, with a specific agreed theme which relates to local governors' responsibilities.

Trustees will each visit each member school at least once per year, again with a distinctive focus which will better equip them to challenge and hold to account the academy for its performance in the designated area, and better inform the trustee board in its plenary or committee work.

The executive headteacher will meet monthly with the chair of trustees. The school headteachers will meet monthly with the chair of the local governing body.

#### **Delegation of responsibilities to Leadership and Management Teams**

Local governing bodies will normally delegate the discharging of some of their responsibilities to the school headteacher and leadership and management teams of the schools. However, reporting on the way in which these responsibilities are being discharged will be expected from the school headteacher to the local governing body at each local governing body meeting. Areas which may be delegated include:

- Some staff appointments
- Administration of the budget within the budget headings and allocations set in place by the trustees
- Day to day administration of the school site
- Implementation of the health and safety policies and risk assessments (up to a specified level of risk, beyond which governor scrutiny and sign off will be required)
- Performance management and performance related pay determinations

## Conflicts of interest

Identifying and managing both real and perceived conflicts of interest will be a high priority at headteacher/senior staff level, local governing body, trustee and member level. The members and trustees will be familiar with and have regard to the seven principles of public life established by the Nolan Committee, and openness to scrutiny and transparency will be viewed in a positive way. No decisions from which a trustee, governor or the headteacher (or a relative or partner) may benefit financially or otherwise to be taken with the potential beneficiary participating in the decision. The process will at a minimum include:

- Formal annual written declaration of business and personal interests
- Publication of members' and trustees' pecuniary or business interests on the trust's website
- Declaration of interests at the start of every meeting, formally recorded
- Any individual who may benefit, or whose relative may benefit, from a decision under consideration, must absent themselves from discussion of the decision, and ensure that it is clearly recorded and witnessed that the individual played no part in and did not influence the decision
- Where a decision is nonetheless taken from which any individual in a governance, trustee, member or leadership role will or may benefit (or any relative or business associate), a clear review of and written justification for the decision, explaining why it represented the best value for public money, must be prepared and agreed by those party to the making of the decision, and submitted for approval to the board of trustees, or, in the case of a member benefiting from the decision, to other members.
- No employee, including the headteacher, may be present in a meeting which will be determining that employee's pay
- Any transactions likely to be of particular public interest, including those involving the chair of trustees or accounting officer, will be subject to particular caution and scrutiny
- Any novel or contentious transactions will be referred to the EFA for advice before being finalised
- A robust whistle-blowing policy will be in place about which all levels of governor and senior leader are briefed annually
- The value for money statement and the audited annual report, with trustees' report, regularity statement and governance statement, will be published in accordance with AFH requirements.

The proposed members and trustees of the new multi academy trust have been audited for conflicts of interest. They (including relatives) have no current interests which would put them in a position to benefit financially from any foreseeable transaction or decision to which they may be party as members or directors.

At all times members and trustees will observe the Nolan principles for public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

### **Shared services**

In addition to the intensive support already detailed the following services will retained centrally by the proposed MAT:

- Executive head teacher who will provide the overall strategic leadership for the MAT
- SENCO and safeguarding support
- Back office including finance, IT, attendance, HR, payroll administration and site maintenance
- Support and teaching by Bennett teachers for enrichment opportunities and specific subjects including mathematics, English, RE, music, Latin, chess and sport
- Access to the Bennett Music Academy
- Finance and facilities management by the Finance Director (current Bennett business manager)
- Shared staff development programme
- Chaplaincy and counselling
- Support for PSHE
- Bennett school nurse
- Specialist education welfare support

**F3 (a) Proposed governors**

| Name       | Where live (town/city) | Role on governing body | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|------------------------|------------------------|------------------------|-------------------------------|---------------------------------|
| [REDACTED] | [REDACTED]             | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 4                               |
| [REDACTED] | [REDACTED]             | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 2                               |
| [REDACTED] | [REDACTED]             | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 3                               |
| [REDACTED] | [REDACTED]             | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 2                               |
| [REDACTED] | [REDACTED]             | [REDACTED]             | [REDACTED]             | [REDACTED]                    | 2                               |

|            |            |            |            |            |   |
|------------|------------|------------|------------|------------|---|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 3 |
|            | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 2 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 3 |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 2 |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  | 2 |
|--|--|--|--|--|---|

The composition of the board of trustees uses exclusively personnel who have proven experience as effective governors in the outstanding academy which is already open. Each of the local governing bodies has a blend of governors including some with proven experience as governors in an outstanding academy and those with less governance experience but whose capacity to work effectively as governors will be developed. In this way, and through specific training for governors, capacity for the succession planning of governors can be assured.

### F3 (b) Skills gap for governing body

| Skills/experience missing    | How you plan to fill the gap  |
|------------------------------|---|
| SEN                          | Although there is significant educational expertise on the trustee board and the local governing body, we would like to strengthen the SEN experience and expertise specifically of the local governing body of Bishop Chavasse. To this end we will recruit, through professional networks, a SEN advisor to work on a consultancy basis with the LGB of Bishop Chavasse and report on issues for action identified to the trustee board.  |
| Premises and building issues | We have sufficient experience and expertise for managing small scale capital projects, and have done so up to a total project cost of c [REDACTED] at Bennett using governors and staff who will all still be in place in the new proposed arrangements. We also have sufficient capacity for the oversight and maintenance of premises once open, and have done so for many years at Bennett (formerly a VA and GM school, prior to academy conversion). However, for a larger project, for example the building of an entire school, we would require additional experience, and would seek to source this professionally as part of the new build project. |



| Skills/experience missing           | How you plan to fill the gap  |
|-------------------------------------|---|
| Legal knowledge                     | The governing body does not have sufficient legal knowledge for all purposes, and, as now at Bennett, we would source this professionally from one of the two specialist legal firms with whom we have established working relationships, [REDACTED] and [REDACTED].  |
| HR                                  | Because we are proposing an experienced body of trustees, all of whom have extensive experience of governance in a large, outstanding secondary school, there is considerable expertise in this area already. Once up and running, we anticipate having the capacity to apply this to the new school. However, we are aware that for the set up period, including for example the creation of new staffing structures in a primary school, we may require additional advice to enable the governors to discharge their responsibilities in this area, both at trustee and LGB level, effectively. To this end we would seek professional consultancy and specific training from a good quality HR consultancy provider. |
| Education                           | NLE [REDACTED] who is in the pre-opening group has agreed to be available as a consultant post opening as education needs are identified. He has also agreed to provide services to governors to enable them to secure an external view on the quality of education being provided.   |
| Marketing and communications and PR | See notes on this area in F1  |

When determining which governors or trustees should be appointed either to fill vacancies on the local governing bodies or the board of trustees, a skills audit will be used, such as the following, which has been completed for the proposed governing body for Bishop Chavasse School. Alternatively, a fuller skills audit may be used, such as the National Governors Association version at [www.NGA\\_Skills\\_Audit-Final-1.pdf](http://www.NGA_Skills_Audit-Final-1.pdf).

|                      |     |     |     |  |
|----------------------|-----|-----|-----|--|
|                      |     |     |     |  |
| Time commitment      | √√  | √√  | √√√ |  |
| Curriculum planning  | √√  | √√√ | √√√ |  |
| School leadership    | √   | √√√ | √√√ |  |
| School finance       | √   | √√√ | √√  |  |
| School governance    | √√√ | √√√ | √√√ |  |
| Recruitment/HR       | √√  | √√√ | √√√ |  |
| Project management   | √√  | √√  | √   |  |
| Procurement          | √   | √   | √   |  |
| Media/communications | √√  | √√√ | √√  |  |
| Marketing            | √√  | √√  | √√  |  |
| Legal                | √   | √   | √   |  |

**Key:**

**Time commitment:**

Extensive  
> 4 hrs a week     √√√

Moderate  
< 4 hrs a week     √√

Limited/oversight  
capacity     √

**Skills:**

Direct relevant  
experience     √√√

Strong relevant  
experience     √√

General  
background/experience     √



## Section F4

### Recruiting the headteacher for Bishop Chavasse School

We have not yet identified a headteacher designate. However, the outline of the process we intend to follow is set out below.

If the new school is able to open by its target date of September 2016, we will seek to have a headteacher appointed from January 2016. The costs of this will be taken from the initial grant.

We will begin the recruitment process almost a year before the appointment is due to start. The reason for this is that it is a relatively difficult area for headteacher recruitment and it may be necessary to run the process more than once if a suitable candidate cannot be identified at the first attempt. We will use a range of sources of support and advice for this process. The headteacher of Bennett is an experienced external headship appointment consultant, and his expertise will be important; we will also reference guidance such as the NGA *A guide to recruiting and selecting a new headteacher*.

#### Timeline for recruitment

| Recruitment Activity   | Dates   |
|--|---|
| Confirmation of role description and person specification; confirmation of salary range  | February-March 2015                               |
| Preparation of advert  | March 2015  |
| Advertisement placed and appears in TES print and online, and Kent Teach website   | March 2015  |
| Closing date   | April 2015 (working around school Easter holiday) |
| Applications received  | April 2015  |
| Shortlisting meeting   | April 2015  |
| References sought  | April 2015  |
| References received  | April 2015  |
| Candidates' visit to meet core team / HR consultant  | Mid/Late April 2015                               |
| Interviews   | Late April/Early May                              |
| Successful candidate is able to resign from current post by May/June 2015, amply meeting the three month notice periods many current |   |

headteachers have

If unsuccessful first time, process repeated advertising in May 2015 and interviewing in June/July 2015. This would still meet the maximum three month notice period for serving headteachers.

### **The recruitment and selection process**

After advertising, shortlisting will be undertaken against a set of competencies derived from the job description and person specification. Evidence may come from the application form which will be used, or from the letter or statement the candidate will be asked to produce. The latter will be focussed on a particular theme (for example: 'set out three central ways in which you believe your experience and professional abilities equip you for the challenges of being the founding headteacher of this school').

Once shortlisting is completed, successful candidates will be invited to the interviews and have references called.

The interviews will consist of a three day process. This is likely to be structured as follows:

- Day 1 Familiarisation – meetings with trustees and governors, also members of proposer group; introduction to a group of teaching staff at Bennett and opportunity to make a short presentation to them on their background and career achievements. The candidate may be asked either to offer formal evidence of their teaching abilities, or may be asked to teach an assessed lesson with a year 7 class from Bennett, or a primary age class from The Wells Free School, who have agreed to assist in this. All this will be scored by each person with whom the candidates come into contact.
- Day 2 Tasks and interviews – there will be two formal interviews with groups of trustees and governors covering in more depth key aspects of the role, in particular the specifics of setting up a new school, and establishing and maintaining high standards in teaching and achievement. There will also be an interview with a panel of teachers (from Bennett – selected because they have primary age children or experience of primary governance) and with a group of Bennett year 7 students, or students from the Wells Free School. There will also be a formal presentation on a topic given on the day (a simulated address to prospective parents), and at least one written task, probably analysis of an unseen primary Raise and identification of issues. All of this will be separately scored according to agreed criteria and triangulated with scores from day 1.
- Day 3 At the end of day 2, the group of candidates may be reduced (eg from 5 to 3). Day 3 will consist of a second presentation, this time on a professional topic (for example a simulated address to teaching staff on expectations), and a formal panel interview involving those trustees formally appointed for the task. It may be desirable at this stage to seek the input of an advisor external to the process to offer a fresh input.

The tasks and interviews in the selection process will be mapped against the competencies identified in the job description to ensure that all important competencies are assessed at least in one way, and preferably in more than one way. For example, the ability to lead staff may be matched against one of the presentations or the talk to all staff; the ability to use performance data to analyse performance and identify interventions may be assessed by the Raise task and a

subsequent interview on it; the ability to lead professional development may be assessed through a presentation or probed through an interview with a set of questions covering this area.

At the end of the three day process, all references, scores and feedback will be considered, and the trustees will determine if it is possible to offer the post to one candidate. If not, the post will be immediately re-advertised as above.

### **Job description and person specification**

Note: new revised national standards for headteachers are due to be published – [REDACTED], [REDACTED] and project lead for this application, was a [REDACTED]. They are currently confidential and have been submitted by the group for ministerial approval, so have not been reflected directly in the notes which follow. However, once they are approved and published, this draft job description and person specification will be revised to align with the new standards.

### **Job description**

The founding headteacher will be responsible to the governors and trustees for the strategic direction and outcomes of this new Church of England school. Central to the school's philosophy is a belief in the potential of all young people to progress and succeed, achieving exceptional standards, and to develop into confident, well rounded young people.

Bishop Chavasse School will provide an outstanding academic and co-curricular education to its students, informed and underpinned by a strong Christian ethos.

The job description will additionally cover, with more detail, areas including:

### **Strategy**

- To be accountable for the strategic development of the new school and to formulate, in collaboration with governors and trustees, the aims and objectives of the school, the strategic plan and the performance indicators.
- To lead and inspire staff by example and encourage them to achieve and demonstrate the highest personal and professional standards at all times.
- To work collaboratively in generating the Christian ethos and values which will underpin the School.
- To ensure that the management, finances, organisation and administration of the School are robust and support its vision and aims.

### **Teaching and Learning**

- To monitor and evaluate quality of teaching, learning, standards of students' achievement and behaviour, and to set targets for improvement, ensuring that outstanding standards are established from the start, and maintained
- To provide all students with a curriculum which meets their needs and which includes particular support for those with special educational needs or those who make rapid progress, promotes strong SMSC and prepares students to be positive citizens able to contribute to our society

### **Leadership and management**

- To participate in the recruitment and selection of teaching and non-teaching staff
- To implement and sustain effective systems for the management of staff performance, incorporating appraisal and target-setting to ensure good or outstanding teaching and learning

- To lead, co-ordinate and monitor the continuing professional development (CPD) of staff

### **The Management of Resources**

- To work alongside the Governing Body and Trustees to oversee the design and build of the School.
- To allocate, control and account for the financial and material resources within the framework established by the trustees

### **Accountability**

| <b>Qualifications &amp; Training</b>                             | <b>Essential</b> | <b>Desirable</b> |
|--|------------------|------------------|
| Qualified teacher status   | x                |                  |
| Experience of at least 3 years of primary headship               | x                |                  |
| NPQH Award   | x                |                  |
| Experience of leading and managing a variety of teams            | x                |                  |
| A thorough knowledge and understanding of the primary curriculum | x                |                  |
| Further degree eg Masters or Doctorate                           |                  | x                |

- To create and develop an organisation in which all staff recognise that they are accountable for the success of the School.
- To present a coherent and accurate account of the School's performance in a form appropriate to the range of audiences, including Governors, Trustees, the DfE, the local community, Ofsted, and others to enable them to play their part effectively
- To ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the School's targets for improvement

The recruitment and selection process will use a person specification setting out which qualities, qualifications and abilities are essential or desirable. For the purposes of illustration, a short extract of this is drafted below:

| <b>Work-related personal requirements</b>                                      | <b>Essential</b> | <b>Desirable</b> |
|--|------------------|------------------|
| A proven personal commitment to leading a Christian / Church of England school | x                |                  |
| Personal impact and presence   | x                |                  |
| Integrity and self confidence  | x                |                  |

### **Salary and affordability**

The starting salary proposed for the headteacher is [REDACTED] pa. This has been determined by benchmarking against other local primary school salaries and recent appointments, and it is believed it will recruit a founding headteacher of the right calibre and experience.

We will seek to appoint the headteacher from January 2016, and the salary costs, with on costs, for the period January to August 2016, based on the above salary, will be [REDACTED]. This is well within the start up funding allocation and will therefore be affordable.



## **Section G: Budget planning and affordability**

### **Section G1**

██████████.

| Budget Line (area of expenditure) | Description of how expenditure would be modified/plans adapted – top [10] changes | Year(s) savings would apply | Savings in each year against original budget (£k) |
|-----------------------------------|---|-----------------------------|---|
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |
| [REDACTED]                        | [REDACTED]  | [REDACTED]                  | [REDACTED]  |

### G3 Financial resilience to reductions in income

[REDACTED]

### Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals; and

- should be submitted as part of your application, i.e. as one Word document.

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 <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible. | The school is to serve primarily Tonbridge South, which is the postcode area TN9. An ideal location would be somewhere in TN9 or closely adjacent to it in TN10 (Tonbridge North). No specific site has been identified. However the Local Authority has recently undertaken a site search for a relocation of a Special School and in that process over 40 potential sites were identified. The LA were clear that this recent site search should be the starting point. The document considering the 40+ sites is available at <Redacted> and is entitled 'Green Belt Report'. Additionally, there is considerable new housing development taking place at several locations and we have discussed with the Borough Council the possibility of working with a development company to secure a school site. The Borough Council we willing to assist in this process. |
|--|--|

|  |            |
|--|------------|
| 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, <i>not</i> SW1: | <Redacted> |
|--|------------|

|   |      |
|---|------|
| Your calculated building space using the EFA formula. See section H in the free schools criteria booklet. | 2072 |
|---|------|

|   |  |
|---|--|
| Any comments on your calculated building space: | While a single storey construction would be preferable, it would also be possible to reduce the footprint of a new building by opting for a two storied structure. |
|---|--|

**Preferred site**

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

|                                       |      |
|---------------------------------------|------|
| In which local authority is the site? | Kent |
|---------------------------------------|------|

|   |               |
|---|---------------|
| 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: | Please select |
|----------------------------|---------------|

|                                   |  |
|-----------------------------------|--|
| If other, please explain further: |  |
|-----------------------------------|--|

|   |  |
|---|--|
| Please include information on purchase or lease price if known: |  |
|---|--|

|                    |               |
|--------------------|---------------|
| Who owns the site? | Please select |
|--------------------|---------------|

|   |               |
|---|---------------|
| Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available) | Please select |
|---|---------------|

|                                    |  |
|------------------------------------|--|
| Name and contact details of owner: |  |
|------------------------------------|--|

|  |  |
|--|--|
| Name and contact details of agent or local authority representative where available: |  |
|--|--|

|   |               |
|---|---------------|
| 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? | Please select |
|--------------------------|---------------|

|                          |               |
|--------------------------|---------------|
| What is the current use? | Please select |
|--------------------------|---------------|

|  |  |
|--|--|
| If government building or 'other' - please describe: |  |
|--|--|

|   |  |
|---|--|
| Why have you chosen this site? What makes it suitable for your free school? |  |
|---|--|

|   |  |
|---|--|
| 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: |  |
|---|--|

|  |  |
|--|--|
| 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: |  |
|--|--|

**Second choice site**

|  |  |
|--|--|
| Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1: |  |
|--|--|

|                                       |               |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

|   |               |
|---|---------------|
| 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: | Please select |
|----------------------------|---------------|

|                                   |  |
|-----------------------------------|--|
| If other, please explain further: |  |
|-----------------------------------|--|

|                    |               |
|--------------------|---------------|
| Who owns the site? | Please select |
|--------------------|---------------|

|   |  |
|---|--|
| 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: | Please select |
|---|---------------|

|                                    |  |
|------------------------------------|--|
| Name and contact details of owner: |  |
|------------------------------------|--|

|  |  |
|--|--|
| Name and contact details of agent or local authority representative where available: |  |
|--|--|

|   |               |
|---|---------------|
| 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? | Please select |
|--------------------------|---------------|

|                          |               |
|--------------------------|---------------|
| What is the current use? | Please select |
|--------------------------|---------------|

|  |  |
|--|--|
| If government building or 'other' - please describe: |  |
|--|--|

|   |  |
|---|--|
| Why have you chosen this site? What makes it suitable for your free school? |  |
|---|--|

|  |  |
|--|--|
| 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.freescchools@education.gsi.gov.uk: |  |
|--|--|

|   |  |
|---|--|
| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freescchools@education.gsi.gov.uk: |  |
|---|--|

**Third choice site**

|   |  |
|---|--|
| Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1: |  |
|---|--|

|                                       |               |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

|   |               |
|---|---------------|
| 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 |
|---|---------------|

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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: |  |
|--|--|

|                            |               |
|----------------------------|---------------|
| Please confirm the tenure: | Please select |
|----------------------------|---------------|

|                                   |  |
|-----------------------------------|--|
| If other, please explain further: |  |
|-----------------------------------|--|

|   |  |
|---|--|
| Please include information on purchase or lease price if known: |  |
|---|--|

|                    |               |
|--------------------|---------------|
| Who owns the site? | Please select |
|--------------------|---------------|

|  |               |
|--|---------------|
| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freescchools@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: |  |
|--|--|

|   |               |
|---|---------------|
| 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? | Please select |
|--------------------------|---------------|

|                          |               |
|--------------------------|---------------|
| What is the current use? | Please select |
|--------------------------|---------------|

|  |  |
|--|--|
| If government building or 'other' - please describe: |  |
|--|--|

|   |  |
|---|--|
| Why have you chosen this site? What makes it suitable for your free school? |  |
|---|--|

|  |  |
|--|--|
| 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.freescchools@education.gsi.gov.uk: |  |
|--|--|

|   |  |
|---|--|
| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freescchools@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? | Please select |
|---------------------------------------|---------------|

|   |               |
|---|---------------|
| 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: | Please select |
|----------------------------|---------------|

|                                   |  |
|-----------------------------------|--|
| If other, please explain further: |  |
|-----------------------------------|--|

|   |  |
|---|--|
| Please include information on purchase or lease price if known: |  |
|---|--|

|                    |               |
|--------------------|---------------|
| Who owns the site? | Please select |
|--------------------|---------------|

|  |               |
|--|---------------|
| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freescchools@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: |  |
|--|--|

|   |               |
|---|---------------|
| 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? | Please select |
|--------------------------|---------------|

|                          |               |
|--------------------------|---------------|
| What is the current use? | Please select |
|--------------------------|---------------|

|  |  |
|--|--|
| If government building or 'other' - please describe: |  |
|--|--|

|   |  |
|---|--|
| Why have you chosen this site? What makes it suitable for your free school? |  |
|---|--|

|  |  |
|--|--|
| 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.freescchools@education.gsi.gov.uk: |  |
|--|--|

|   |  |
|---|--|
| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freescchools@education.gsi.gov.uk: |  |
|---|--|

**For independent school convertors**

|  |               |
|--|---------------|
| Please say whether you will be increasing PAN when becoming a free school: | Please select |
|--|---------------|

|                            |  |
|----------------------------|--|
| if yes, from what to what? |  |
|----------------------------|--|

|  |  |
|--|--|
| Please confirm the size of your existing site: |  |
|--|--|


|   |  |
|---|--|
| Please confirm the size of your existing buildings: |  |
|---|--|

|   |  |
|---|--|
| Please confirm the tenure of your site/buildings including details of any loans or mortgages: |  |
|---|--|

| CV template |  |            |
|-------------|--|------------|
| 1.          | Name   | ██████████ |
| 2.          | Area of expertise (i.e. education or finance)  | ██████████ |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | ██████████ |
|             |  | ██████████ |
|             |  | ██████████ |
| 4.          | <b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>   |            |




**CV template**



|     |   |   |
|-----|---|---|
|     |   |   |
| 5.a | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li><li>▪ school's best 8 value added scores for the years you were in post, if applicable</li></ul> |  |
| 5.b | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ Your subject/department’s results for the years you were in post, compared to your school’s averages – these should include, as</li></ul>  |   |

**CV template**

|    |   |            |
|----|---|------------|
|    | appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications |            |
| 6. | Brief comments on why your previous experience is relevant to the new school  | ██████████ |
| 7. | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  | ██████████ |
| 8. | Reference names(s) and contact details  | ██████████ |

| CV template |  |            |
|-------------|--|------------|
| 1.          | Name   | [REDACTED] |
| 2.          | Area of expertise (i.e. education or finance)  |            |
| 3.          | Details of your last three roles including:  | [REDACTED] |
|             | <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul>  | [REDACTED] |
|             | <ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p> | [REDACTED] |

| CV template |  |   |
|-------------|--|---|
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>  |   |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in</li> </ul> |  |

| CV template |   |   |
|-------------|---|---|
|             | post, if applicable   |   |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |   |
| 6.          | Brief comments on why your previous experience is relevant to the new school  |  |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  |  |

| CV template |  |            |
|-------------|--|------------|
| 8.          | Reference names(s) and contact details | [REDACTED] |

| CV template |  |            |
|-------------|--|------------|
| 1.          | Name   | [REDACTED] |
| 2.          | Area of expertise (i.e. education or finance)  | [REDACTED] |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | [REDACTED] |
|             |  | [REDACTED] |
|             |  | [REDACTED] |
| 4.          | <b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your</li> </ul>   |            |

| CV template |  |  |
|-------------|--|--|
|             | <p>qualifications are maintained</p>   |  |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> |  |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years</li> </ul>   |  |

**CV template**

|    |   |            |
|----|---|------------|
|    | you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications |            |
| 6. | Brief comments on why your previous experience is relevant to the new school  | ██████████ |
| 7. | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  | ██████████ |
| 8. | Reference names(s) and contact details  | ██████████ |



| <b>CV template</b> |   |            |
|--------------------|---|------------|
| 1.                 | Name  | ██████████ |
| 2.                 | Area of expertise (i.e. education or finance)   | ██████████ |
| 3.                 | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four | ██████████ |
|                    |   | ██████████ |
|                    |   | ██████████ |

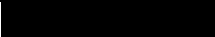


| CV template |   |            |
|-------------|---|------------|
|             | years. If not, please include additional roles  |            |
| 4.          | <b>For finance only</b>   |            |
| 5.a         | ██████████  |            |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |            |
| 6.          | Brief comments on why your previous experience is relevant to the new school  | ██████████ |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all  |            |

| CV template |  |            |
|-------------|--|------------|
|             | of your three previous roles.          |            |
| 8.          | Reference names(s) and contact details | ██████████ |

| CV template |  |            |
|-------------|--|------------|
| 1.          | Name   | ██████████ |
| 2.          | Area of expertise (i.e. education or finance)  | ██████████ |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | ██████████ |
|             |  | ██████████ |
|             |  | ██████████ |
|             |  | ██████████ |
| 4.          | <b>For finance only:</b> details of professional qualifications, including:  |            |

| CV template |  |  |
|-------------|--|--|
|             | <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> </ul> <p>how your qualifications are maintained</p>   |  |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> |  |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where</p>   |  |

## CV template

|    |   |   |
|----|---|---|
|    | <p>available):</p> <ul style="list-style-type: none"><li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li></ul> |   |
| 6. | Brief comments on why your previous experience is relevant to the new school  |  |
| 7. | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  |  |
| 8. | Reference names(s) and contact details  |  |

| <b>CV template</b> |   |            |
|--------------------|---|------------|
| 1.                 | Name  | ██████████ |
| 2.                 | Area of expertise (i.e. education or finance)   |            |
| 3.                 | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> | ██████████ |
|                    |   | ██████████ |
|                    |   | ██████████ |

| CV template |   |
|-------------|---|
|             | This should cover the last four years. If not, please include additional roles  |
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>   |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value</li> </ul> |

| CV template |   |              |
|-------------|---|--------------|
|             | added scores for the years you were in post, if applicable  |              |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |              |
| 6.          | Brief comments on why your previous experience is relevant to the new school  | • [REDACTED] |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  | • [REDACTED] |
| 8.          | Reference names(s) and contact details  | [REDACTED]   |



| <b>CV template</b> |   |
|--------------------|---|
| 1.                 | Name <span style="background-color: black; color: black;">[REDACTED]</span> |

| CV template |   |  |
|-------------|---|--|
| 2.          | Area of expertise (i.e. education or finance)   | ██████████   |
| 3.          | Details of your last three roles including:   | ██████████   |
|             | <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul>   | ██████████   |
|             | <ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>  | ██████████   |
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul> | <ul style="list-style-type: none"> <li>• ██████████</li> </ul> |
| 5.a         | <b>For education only:</b> if you are in a leadership position in your latest school (where   | ██████████   |

## CV template

|     |   |  |
|-----|---|--|
|     | <p>available):</p> <ul style="list-style-type: none"><li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li><li>▪ school's best 8 value added scores for the years you were in post, if applicable</li></ul> |  |
| 5.b | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</li></ul>   |  |

| CV template |  |  |
|-------------|--|--|
|             | English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications     |  |
| 6.          | Brief comments on why your previous experience is relevant to the new school   | <ul style="list-style-type: none"> <li>• [REDACTED]</li> </ul> |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | [REDACTED]   |
| 8.          | Reference names(s) and contact details   | [REDACTED]   |

| CV template |  |                              |
|-------------|--|------------------------------|
| 1.          | Name   | ██████████                   |
| 2.          | Area of expertise (i.e. education or finance)  | ██████████                   |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | ██████████                   |
|             |  | Name:<br>Position:<br>Dates: |
|             |  | Name:<br>Position:<br>Dates: |
| 4.          | <b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> </ul>  | N/A                          |

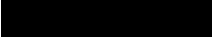
| CV template |  |     |
|-------------|--|-----|
|             | <ul style="list-style-type: none"> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>  |     |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> | N/A |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should</li> </ul>   | N/A |

| CV template |   |            |
|-------------|---|------------|
|             | include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications |            |
| 6.          | Brief comments on why your previous experience is relevant to the new school  | ██████████ |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  |            |
| 8.          | Reference names(s) and contact details  | ██████████ |

| CV template |   |                              |
|-------------|---|------------------------------|
| 1.          | Name  | ██████████                   |
| 2.          | Area of expertise (i.e. education or finance)   | ██████████                   |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul> | Name:<br>Position:<br>Dates: |


| CV template |   |   |
|-------------|---|---|
|             | <ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>  | <p>Name:</p> <p>Position:</p> <p>Dates:</p> <hr/> <p>Name:</p> <p>Position:</p> <p>Dates:</p> |
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>   |   |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to</b></li> </ul> |   |



| CV template |   |   |
|-------------|---|---|
|             | <p><b>19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>   |   |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |   |
| 6.          | Brief comments on why your previous experience is   |  |

| CV template |  |            |
|-------------|--|------------|
|             | relevant to the new school   |            |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.   | ██████████ |
| 8.          | Reference names(s) and contact details   | ██████████ |
| 1.          | Name   | ██████████ |
| 2.          | Area of expertise (i.e. education or finance)  |            |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | ██████████ |
|             |  | ██████████ |
|             |  | ██████████ |
| 4.          | <b>For finance only:</b> details of professional qualifications, including:  | N/A        |


**CV template**

|     |  |   |
|-----|--|---|
|     | <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>   |   |
| 5.a | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> |  |
| 5.b | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p>   |   |

| CV template |  |            |
|-------------|--|------------|
|             | <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |            |
| 6.          | Brief comments on why your previous experience is relevant to the new school   | ██████████ |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.   | ██████████ |
| 8.          | Reference names(s) and contact details   | ██████████ |

| CV template |      |            |
|-------------|------|------------|
| 1.          | Name | ██████████ |

| CV template |  |            |
|-------------|--|------------|
| 2.          | Area of expertise (i.e. education or finance)  | ██████████ |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | ██████████ |
|             |  | ██████████ |
|             |  | ██████████ |
| 4.          | <b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>   | ██████████ |
| 5.a         | <b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should</li> </ul>   | ██████████ |

| CV template |   |   |
|-------------|---|---|
|             | <p>include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>  |   |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> | Not Applicable  |
| 6.          | Brief comments on why your previous experience is relevant  |  |

| CV template |  |            |
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|             | to the new school  |            |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ██████████ |
| 8.          | Reference names(s) and contact details   | ██████████ |

| CV template |   |            |
|-------------|---|------------|
| 1.          | Name  | ██████████ |
| 2.          | Area of expertise (i.e. education or finance)   | ██████████ |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please | ██████████ |
|             |   | Name:      |
|             |   | Position:  |
|             |   | Dates:     |
|             |   | Name:      |
|             |   | Position:  |
|             |   | Dates:     |

| CV template |  |  |
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|             | include additional roles   |  |
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>  |  |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |  |

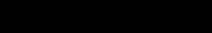
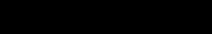
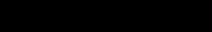


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|-------------|---|-----------------|
|             | <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>  |                 |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> | See attached CV |
| 6.          | Brief comments on why your previous experience is relevant to the new school  | See attached CV |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  |                 |

| CV template |  |
|-------------|--|
| 8.          | Reference names(s) and contact details |

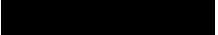
| CV template |  |
|-------------|--|
| 1.          | Name   |
| 2.          | Area of expertise (i.e. education or finance)  |
| 3.          | Details of your last three roles including:  |
|             | <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul>  |
|             | <ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p> |
| 4.          | <b>For finance only:</b> details of professional qualifications, including:  |

| CV template |  |  |
|-------------|--|--|
|             | <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>   |  |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> |  |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your</p>  |  |

| CV template |  |   |
|-------------|--|---|
|             | <p>latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |   |
| 6.          | Brief comments on why your previous experience is relevant to the new school   |  |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.   |  |
| 8.          | Reference names(s) and contact details   |  |

| CV template |  |            |
|-------------|--|------------|
| 1.          | Name   | [REDACTED] |
| 2.          | Area of expertise (i.e. education or finance)  | [REDACTED] |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | [REDACTED] |
|             |  | [REDACTED] |
|             |  | [REDACTED] |
| 4.          | <b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> <li>▪</li> </ul>                              | [REDACTED] |
| 5.a         | <b>For education only:</b> if you are in a leadership position in  |            |

| <b>CV template</b> |  |
|--------------------|--|
|                    | <p>your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> |
| 5.b                | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</li> </ul>  |

| CV template |  |  |
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|             | English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications     |  |
| 6.          | Brief comments on why your previous experience is relevant to the new school   |  |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles. |  |
| 8.          | Reference names(s) and contact details   |  |

| <b>CV template</b> |  |            |
|--------------------|--|------------|
| 1.                 | Name   | [REDACTED] |
| 2.                 | Area of expertise (i.e. education or finance)  | [REDACTED] |
| 3.                 | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | [REDACTED] |
|                    |  | [REDACTED] |
|                    |  | [REDACTED] |



| CV template |  |  |
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|             |  |  |
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>  |  |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> |  |

| CV template |   |   |
|-------------|---|---|
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 10px;"></div> |
| 6.          | Brief comments on why your previous experience is relevant to the new school  | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 10px;"></div> |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 10px;"></div> |
| 8.          | Reference names(s) and contact details  | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 10px;"></div> |


**CV template**

| CV template |   |            |
|-------------|---|------------|
| 1.          | Name  | [REDACTED] |
| 2.          | Area of expertise (i.e. education or finance)   | [REDACTED] |
| 3.          | Details of your last three roles including:   | [REDACTED] |
|             | <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul>   | [REDACTED] |
|             | <ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>  | [REDACTED] |
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul> | [REDACTED] |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in</li> </ul>   | [REDACTED] |



| <b>CV template</b> |  |  |
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|                    | <p>post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> <li>▪</li> </ul>  |  |
| 5.b                | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point</li> </ul> |  |

| CV template |  |            |
|-------------|--|------------|
|             | score per entry and per student for level 3 qualifications   |            |
| 6.          | Brief comments on why your previous experience is relevant to the new school   | ██████████ |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ██████████ |
| 8.          | Reference names(s) and contact details   | ██████████ |

| <b>CV template</b> |  |            |
|--------------------|--|------------|
| 1.                 | Name   | ██████████ |
| 2.                 | Area of expertise (i.e. education or finance)  | ██████████ |
| 3.                 | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | ██████████ |
|                    |  | ██████████ |
|                    |  | ██████████ |

| CV template |  |   |
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|             |  |   |
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>  |  |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |   |



| CV template |   |   |
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|             | <ul style="list-style-type: none"> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>  |   |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul> |   |
| 6.          | Brief comments on why your previous experience is relevant to the new school  |  |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three  |  |

| CV template |  |
|-------------|--|
|             | previous roles.                        |
| 8.          | Reference names(s) and contact details |

| CV template |  |
|-------------|--|
| 1.          | Name   |
| 2.          | Area of expertise (i.e. education or finance)  |
| 3.          | Details of your last three roles including:  |
|             | <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul>  |
|             | <ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p> |

| CV template |  |  |
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| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>  |  |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> |  |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your</li> </ul>  |  |

| CV template |  |            |
|-------------|--|------------|
|             | subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications |            |
| 6.          | Brief comments on why your previous experience is relevant to the new school   | ██████████ |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.   | ██████████ |
| 8.          | Reference names(s) and contact details   | ██████████ |

| CV template |   |            |
|-------------|---|------------|
| 1.          | Name  | ██████████ |
| 2.          | Area of expertise (i.e. education or finance) | ██████████ |
| 3.          | Details of your last three                    | ██████████ |

| CV template |   |
|-------------|---|
|             | <p>roles including:</p> <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p> |
| 4.          | <p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>                     |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were</li> </ul>  |

| <b>CV template</b> |  |  |
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|                    | <p>in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>  |  |
| 5.b                | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point</li> </ul> |  |




| CV template |  |            |
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|             | score per entry and per student for level 3 qualifications   |            |
| 6.          | Brief comments on why your previous experience is relevant to the new school   | ██████████ |
| 7.          | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ██████████ |
| 8.          | Reference names(s) and contact details   | ██████████ |

| CV template |  |            |
|-------------|--|------------|
| 1.          | Name   | [REDACTED] |
| 2.          | Area of expertise (i.e. education or finance)  | [REDACTED] |
| 3.          | Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles | [REDACTED] |
|             |  | [REDACTED] |
|             |  | [REDACTED] |
| 4.          | <b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body</li> </ul>   | n/a        |



| CV template |  |     |
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|             | <p>membership number</p> <ul style="list-style-type: none"> <li>▪ how your qualifications are maintained</li> </ul>  |     |
| 5.a         | <p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul> | n/a |
| 5.b         | <p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where</p>   | n/a |

## CV template

|    |   |   |
|----|---|---|
|    | <p>available):</p> <ul style="list-style-type: none"><li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li></ul> |   |
| 6. | Brief comments on why your previous experience is relevant to the new school  |  |
| 7. | <b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.  |  |
| 8. | Reference names(s) and contact details  |  |

**██████████ (Nominated representative of the Diocesan Board of Education, a proposed corporate member**

**Pen Portrait**

**██████████**

[REDACTED]

Mobile: [REDACTED] Email: [REDACTED]

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## Profile

[REDACTED]

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## Employment

[REDACTED]

## Education

- [REDACTED]
  - [REDACTED]
- 
- 

*References are available on request.*

# St. Stephen's Church

Tonbridge

St Stephens Vicarage  
6 Brook Street  
Tonbridge  
Kent  
TN9 2P

Tel: 01732 353079

e-mail: [REDACTED]

3<sup>rd</sup> October 2014

The Free School Bids Team  
Department of Education

To whom it may concern

I am writing on behalf of St. Stephen's Parochial Church Council in support of the proposed new Church of England school in Tonbridge.

St Stephen's is a large and growing church in the south of Tonbridge with a congregation of approximately 400, made up of all age groups. As a rough estimate these can be averaged out as follows:

|             |     |
|-------------|-----|
| Under 30    | 15% |
| 30-39       | 15% |
| 40-49       | 20% |
| 50-59       | 20% |
| 60-69       | 15% |
| 70 and over | 15% |

Because Tonbridge has fast train links into London and good road links to the M20 & M25 motorways, it is very popular with commuters many of whom have young families and live in the parish of St Stephen and attend our church, either as congregants or as members of one of the many outreach groups we provide which include Bumps & Babes, (for pre walking children), Toddlers, Who let the Dads out, (for male carers and their children), as well as groups for older children including after school drop ins and a youth group. All of these are in addition to the usual church groups. St Stephen's also has a pre-school which is attended by 60 children.

The news of a proposed new school has been enthusiastically received by all those we have spoken to about it. The lack of local school places is a source of worry to many and I have had to write appeal letters on behalf of parents who are finding that siblings are being split due to lack of space at the school of their choice. Some children from our parish who are just starting school, and are given a place outside their locality, have a bus journey to take, which can mean a financial burden on parents who wish to travel with them, and for those who have the use of a car it means a stressful start to the day, negotiating the heavy traffic in the town and not always being sure of being able to park close to the school when they arrive, and of course they add to the congestion in our locality. Working parents also find their day is impacted by additional travelling time.

St. Stephens Church Office, 37 Waterloo Road, Tonbridge, Kent TN9 2SW.

Tel/Fax: 01732 771977

e-mail: [enquiries@ststephenstonbridge.org](mailto:enquiries@ststephenstonbridge.org)

Web Site: [www.ststephenstonbridge.org](http://www.ststephenstonbridge.org)

We are very keen to be involved in our local community and our youth and children's team visit all of the primary, and most of the secondary schools in our parish where we run lunch clubs and deliver religious education lessons. We have also welcomed schools visiting us as we help deliver part of the RE curriculum and as we host Christmas celebrations, our staff working with the teachers to help provide a quality service for the pupils and their parents/carers.

We recently worked with the local council and Royal British legion hosting an exhibition on the contribution members of our local community and St Stephen's in particular made to World War 1 which was open to schools and the wider community.

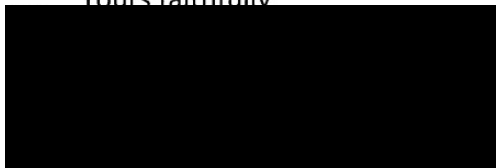
To be able to grow this ministry in a new school, and to see the ongoing impact this would have, is an exciting prospect and one we look forward to being involved in.

Many of our young people in church (and some of the not so young!) are, or have been , pupils at Bennett Memorial Diocesan School and the general opinion is that Bennett is the ideal school to sponsor this project. Their years of experience and their excellent Ofsted report in 2012 would confirm this. For a primary school to be able to call on the resources and experience of such a well-established school can only be an added bonus.

The St. Stephen's Parochial Church Council, and the wider church, are therefore strongly supportive of this proposed new Church of England School, not just in the preopening stage but also in terms of support from the church community post opening, including at governance level – the church has many professional people who would provide a source of strong governors into the future.

We do feel that the proposed new school would prove to be very popular and would be an excellent, and indeed necessary, asset to the south of Tonbridge.

Yours faithfully

A large black rectangular redaction box covering the signature and name of the sender.A smaller black rectangular redaction box covering contact information, likely a phone number or email address.

## Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e.  $D = ((B+C)/A) \times 100$ .

|           | 2016 |   |    |      | 2017 |   |     |      |
|-----------|------|---|----|------|------|---|-----|------|
|           | A    | B | C  | D    | A    | B | C   | D    |
| Reception | 60   |   | 82 | 137% | 60   |   | 79  | 132% |
| Year 1    |      |   |    |      | 60   |   | 82  | 135% |
| Year 2    |      |   |    |      |      |   |     |      |
| Year 3    |      |   |    |      |      |   |     |      |
| Year 4    |      |   |    |      |      |   |     |      |
| Year 5    |      |   |    |      |      |   |     |      |
| Year 6    |      |   |    |      |      |   |     |      |
| Totals    | 60   |   | 81 | 135% | 120  |   | 161 | 134% |

Parental response to the proposal for an inclusive Church of England School providing much needed primary school places has been extremely positive. Responses to the survey show that all of the places in the first and second years of opening will be filled and there have been many positive comments received regarding the need for a school of this type. We have also had 22 (19) positive responses from parents whose children will be eligible to start in September 2018. As the promotional launch for the new school was on the 17<sup>th</sup> September we have managed to collect a large number of signatures in less than 3 weeks. We fully expect to receive more signatures as the school becomes more widely publicised.



## Section E: Evidence of need – part 2

Bishop Chavasse School will be a 4-11 Church of England primary free school located in and mainly serving Tonbridge South (postcode area TN9). The Local Authority have verified the need for such a school and have encouraged us to make the bid for a new school in the South Tonbridge area. The reasons for this are as follows.

### **Evidence of a basic need for places**

Tonbridge as a whole has been identified as an area of high population growth with high demand for primary school places; the town has high targets for the delivery of new homes and also has the joint largest inward migration figures in Kent. It is on a fast rail link to central London and so attracts also large numbers of commuter families. Accommodation costs are advantageous for young families in comparison with locations closer to or in London and other nearby towns, such as Tunbridge Wells.

A detailed analysis of the demographic growth and need for additional primary places is set out in section C. In summary, the data indicate that the current total capacity for primary places in Tonbridge North and South, taken together, is 2680 places. The forecast primary rolls for 2016, 2017 and 2018 are respectively 2762, 2843 and 2880, leaving deficits in numbers of primary places of 82, 163 and 200 respectively. The new school's capacity in those three years will be 60, 120 and 180, closely matching the forecast deficit in places.

On demographics alone, taking all indicators together, a compelling case for a new school emerges.

### **Evidence of low standards in local schools**

The table below lists key data for the six primary schools located in the two central Tonbridge postcode areas TN9 and TN10 along with St Margaret Clitherow, which is in the boundary of TN11 and TN10, but considered a Tonbridge town school and included in LA planning data for Tonbridge North.

|                       |            |      | Postcode area | 2014 %L4 RWM | 2013 %L4 RWM | 2012 %L4 RWM | 2013 L4b RWM | 2013 Reading Exp Prog | 2013 Writing Exp Prog | 2013 Maths Exp Prog | Last inspection | Last inspection grade | NOR | Boys | Girls | % Statements or SAP | % English nat as first language | % eligible FSM | Number FSM ever 6 | % FSM ever 6 | 3 year rolling av L4+ RWM | 3 year rolling av L4+ RWM FSM | 3 year rolling av L4+ RWM non FSM | in school gap | national gap |
|-----------------------|------------|------|---------------|--------------|--------------|--------------|--------------|-----------------------|-----------------------|---------------------|-----------------|-----------------------|-----|------|-------|---------------------|---------------------------------|----------------|-------------------|--------------|---------------------------|-------------------------------|-----------------------------------|---------------|--------------|
| Longmead              | Community  | TN10 |               | 7.3%         | 9.1%         | 5.3%         | 8.7%         | 100%                  | 100%                  | 1/14                | 2               | 154                   | 83  | 71   | 14.9% | 6.3%                | 44.3%                           | 78             | 59.5%             | 66           | 64                        | 68                            | -4                                | 5             |              |
| Woodlands             | Community  | TN10 |               | 8.5%         | 8.2%         | 7.4%         | 9.1%         | 98%                   | 93%                   | 5/11                | 1               | 382                   | 190 | 192  | 4.5%  | 4.5%                | 9.9%                            | 64             | 16.8%             | 79           | 60                        | 82                            | -22                               | 1             |              |
| Cage Green            | Community  | TN10 |               | 5.4%         | 7.0%         | 4.1%         | 6.4%         | 8.5%                  | 7.1%                  | 9/14                | 3 *             | 388                   | 201 | 187  | 15.2% | 5.6%                | 18.3%                           | 94             | 24.2%             | 64           | 45                        | 69                            | -24                               | -14           |              |
| Slade                 | Community  | TN9  |               | 7.5%         | 7.5%         | 6.4%         | 8.0%         | 9.5%                  | 8.2%                  | 9/11                | 1               | 310                   | 152 | 158  | 8.1%  | 7.9%                | 6.8%                            | 32             | 10.3%             | 78           | 55                        | 82                            | -27                               | -4            |              |
| St Stephens           | Community  | TN9  |               | 5.3%         | 6.4%         | 4.3%         | 8.5%         | 8.9%                  | 8.5%                  | 7/14                | 3 **            | 189                   | 102 | 87   | 11.1% | 10.1%               | 28.0%                           | 75             | 39.7%             | 61           | 52                        | 66                            | -14                               | -7            |              |
| Sussex Road           | Community  | TN9  |               | 6.7%         | 7.2%         | 5.8%         | 7.7%         | 9.2%                  | 8.1%                  | 9/11                | 2               | 403                   | 199 | 204  | 8.7%  | 10.2%               | 12.4%                           | 75             | 18.6%             | 66           | 37                        | 75                            | -38                               | -22           |              |
| St Margaret Clitherow | RC Academy | TN11 |               | 9.8%         | 9.3%         | 8.7%         | 9.3%         | 9.8%                  | 9.3%                  | 6/07                | 1               | 319                   | 143 | 176  | 3.1%  | 16.1%               | 4.7%                            | 21             | 6.6%              | 95           | 92                        | 95                            | -3                                | 33            |              |

Detailed quality-related justification for the new school is laid out in section C but in summary, of the 2145 pupils on roll at the seven central Tonbridge primary schools in TN9 and TN10, 577 pupils are currently being educated at schools which are less than Good. Bishop Chavasse School will have a total roll of 420 when full. Thus the number of places at a new school will be less than the number of pupils at schools currently less than Good, meaning that a quality of education which is at least Good can be offered to children who currently cannot access such an education.

The analysis of the two RI schools in Tonbridge, the other faith school (graded Outstanding), and the south Tonbridge primary graded Good, reveals that there is a need for a school with a strong cohesive ethos, consistently high quality teaching throughout characterised by high expectations, especially for higher achievers, close monitoring of the impact of teaching on progress by middle as well as senior leaders, and effective use of this data to drive further improvement.

The map opposite displays the postcodes of the parents who responded positively to the survey.

The survey used to elicit support for Bishop Chavasse School is available on-line as part of our website that we have used to inform the community of our proposal [www.anewschoolfortonbridge.com](http://www.anewschoolfortonbridge.com) and also as part of our promotional leaflet that was distributed to key groups in the target area. The survey was also made available as a hard copy for those parents who may not have access to the internet.

The content of the website, promotional leaflet and survey is shown on the following pages.



### A Call to Action!

Time is short if we are to secure this exciting new school for Tonbridge. The application needs to be submitted to the Department for Education by 10th October 2014. We need to collect at least 120 signatures of parents who have children who will be starting school in 2016 and 2017 to say that, if the proposal is approved by the Department for Education, they would name this new school as their first choice.

[Click Here to complete our online demand survey.](#)

### Latest News and Information


14

Sep

#### Announcing a new Church of England school in Tonbridge

Tonbridge has a growing population and there will soon not be enough places in the town's primary schools for children reaching school age. We are excited to announce we are

### Twitter Feed @BCSTonbridge

 **BCSTonbridge** @BCSTonbridge 4 Oct  
Why some kids can't spell and why spelling tests won't help [theconversation.com/why-some-kids-...](http://theconversation.com/why-some-kids-...)

 **BCSTonbridge** @BCSTonbridge 4 Oct  
Class assistants' standards reviewed [bbc.co.uk/news/education...](http://bbc.co.uk/news/education...)

## A new Church of England school



## Bishop Chavasse

# Bishop Chavasse School

**A Church of England primary school with an inclusive Christian ethos serving the local community in South Tonbridge**

It will have two forms of entry with **sixty places** in each year group

It will **prepare children** to transfer to any secondary school of their choice

**What will the new school be like?**

**A caring Christian environment, where your child will feel valued and safe, and enjoy coming to school**

Enjoyable and engaging Christian assemblies and RE teaching, and learning the importance of valuing and helping others

**Outstanding individual support** to make sure every child keeps up; prompt intervention and support for all

**Opportunities for fun, creativity and the arts,** especially through a **music programme** and individual music tuition for all

**A strong emphasis on physical activity and sports, taught by specialist teachers, from the start**

## Admissions

The new school is designed to provide additional places to serve a community where we know there are not going to be enough places to meet the number of children reaching school age in the next few years. It will be a Church of England school, and we hope that parents who want a Church of England primary school for their child will choose to send their children to us, whether they are specifically Anglicans or not. We propose that 25% of places will be allocated on the basis of parental church attendance, and 75% of places will be open enrolment, available to those of all faiths or none in the local community.

**Bishop Chavasse School will be an outstanding school, supported by Bennett, the outstanding sponsor school**

Although the new school will share some resources and

## A call to action

Time is short if we are to secure this exciting new school for Tonbridge. The application needs to be submitted to the Department for Education by **10<sup>th</sup> October 2014**. **We need to collect at least 120 signatures of parents** who have children who will be starting school in 2016 and 2017

**Remember: we need your support if Tonbridge is to get the new primary school we desperately need for the town.**

An emphasis on **excellent mastery** of the important basics, especially in **reading, writing and mathematics**

**Fully qualified specialist teachers** in all the core

Please visit our website at [www.anewschoolfortonbridge.com](http://www.anewschoolfortonbridge.com)

You can also access this through a link on the Bennett website on [www.bennett.kent.sch.uk](http://www.bennett.kent.sch.uk)

On the website you will find a form you can fill in to express your support. If you don't have the internet, please fill in the form below and return it to the address given or the Bennett school office. Follow us on Twitter [@BCSTonbridge](https://twitter.com/BCSTonbridge) – please retweet our tweets to help keep Tonbridge informed of our plans!

Excellent, **frequent communication** between parents and school, and opportunities for parents to be involved in their children's learning

Children's learning will be enhanced by extra opportunities, for example chess, Latin and debating



**The school day**  
The proposal is for the school day to start from 8 am with an optional breakfast club where children will engage in meaningful learning activities. The formal school day will then begin at 8.45 and end at 3.30, with the option of after school club for those who want it until 6.00.

**EXPRESSION OF INTEREST FORM – Return to: Bishop Chavasse School**

**St Stephen's Church Office 37 Waterloo Road Tonbridge Kent TN9 2SW**

Full name (parent /guardian) .....  
Date of birth of child .....  
Post code .....

E-mail .....  
.....

**I would select Bishop Chavasse School as first choice for my child (ren)**

Signature.....

**To ensure the school serves the whole community, please indicate  
no faith    Anglican    other faith**

**Please send me more information**

**This signature does not commit any parent to making this choice: that will be up to you when the time comes. However the Department for Education need to be convinced that there is demand in Tonbridge for a new primary school of this sort.**

October 2014. We need to collect at least 120 signatures of parents who have children who will be starting school in 2016 and 2017 to say that, if the proposal is approved by the Department for Education, they would name this new school as their first choice.

This signature does not commit any parent to making this choice: that will be up to you when the time comes. However the Department for Education need to be as sure as possible that there is demand in Tonbridge for a new primary school of this sort.

Your Name \*

Your Postcode \*

Child's Date of Birth \*

Further information was available through Twitter @BCSTonbridge and a press release published in The Kent and Sussex Courier on the 26<sup>th</sup> September, 2014. Website link [www.courier.co.uk/Tonbridge](http://www.courier.co.uk/Tonbridge)

I would select Bishop Chavasse School as first choice for my child (please select yes or no do not leave blank)

OR

I am interested in finding out more information

To ensure the school serves the whole community, please indicate \*

 No Faith  Anglican  Other Faith

Your Email \*

Remember: we need your support if Tonbridge is to get the new primary school we desperately need for the town.  
Follow us on Twitter [@BCSTonbridge](#) – please retweet our tweets to help keep Tonbridge informed of our plans!

## Section E2 – Successful engagement with the local community

In an effort to reach as many families as possible, we directed our marketing at parents of pre-school and nursery school aged children and to maximise impact, we decided to set a launch date for making our proposal public.

**17<sup>th</sup> September 2014** –Launch date. We displayed posters and leaflets at local nurseries and pre-schools, focussing on establishments with a TN9 or TN10 postcode. Posters and leaflets were also displayed in the local churches, library, sports centres and medical centres.

Establishments visited include:

- Happy Faces Pre-school, Hectorage Road, TN9 2DS
- Teddies Nursery and Pre-School, TN9 2JB
- Oakland Day Nursery, TN9 2PJ
- Tonbridge Day Nursery, TN9 2PW

- Little Cricket Pre-School, TN10 3TD
- South Tonbridge Children's Sure Start Centre, Teen and Twenty, TN9 1EP
- North Tonbridge Children's Sure Start Centre, Little Foxes Children's Centre, TN10 3JU
- The Angel Centre Creche, TN9 1QH
- Tonbridge Swimming Pool, TN9
- Tonbridge Medical Group, TN9 2JG
- St Stephen's Church
- Methodist
- St
- Mosque

**19<sup>th</sup> September – article in the Kent and Sussex Courier** – Tonbridge set for new free school in September 2016, with Bennett Memorial, Tunbridge Wells as sponsor. On-line article.

**26<sup>th</sup> September - article in the Kent and Sussex Courier** -Head of Tunbridge Wells academy explains plans to open free school in Tonbridge. Front page article.

**19<sup>th</sup> September- 3<sup>rd</sup> October-** As a follow up to our preliminary visits, we have started to attend a variety of events, such as Who let the Dads out?, Rhyme Time, NCT group, and Toddlers that all serve the wider community of South Tonbridge, to meet with parents and explain our vision for our new school face to face. We will continue to canvas support from local parents throughout the submission of the bid.

**3<sup>rd</sup> October onwards** – in order to gather further demand during the bid process and to ensure that this transforms into children actually attending the school on opening, we will continue to visit organised groups and events in the local area. We will also work closely with the local newspaper to include articles on the progress made and will explore other means of publicity through local media. Further to this, we intend to further enhance the content of our website and twitter accounts, making sure they are up-to-date with all progress. Enrol the help of the many



people who have offered to support our proposal to further publicise the school and keep all survey respondents up-to-date with progress. We will ensure the wider community are also updated regularly and include Bishop Chavasse in any LA publications.

### **Efforts to engage hard to reach groups**

In an attempt to reach the more disadvantaged and low income families we communicated our vision to staff at the local Sure Start Centres in both north and south Tonbridge, as they have contact with a large number of more disadvantaged and low-income families, and displayed leaflets and posters in both centres. Additionally, we ensured that we targeted any institution that provides its service without additional fees to parents. This was a conscious attempt to reach out to disadvantaged and low income families, who tend to frequent these particular establishments. We also ensured that the manager of Happy Faces pre-school in particular was fully aware of our plans to enable her to explain and promote the proposed school as this pre-school serves an area in which more disadvantaged families reside. Further to this, we have promoted the new school with parents from the area that are known to already have support through the CAF process for older siblings.

### **Engagement with the wider community**

In order to engage with the wider community, we also wrote to:

- The headteachers and chairs of governors of the seven local primary schools identified in C1. We also visited Woodlands Primary School and St Margaret Clitheroe and met with the headteachers to share our vision.
- The leaders of local churches and the local mosque
- Local MP and prospective candidates

### **Demand for a Church of England school from parents of other faiths or no faith**

Bishop Chavasse School will be a Church of England school with a designated Church of England character and serving the local community. In order to encourage applications from all parents in the local area regardless of faith, most places (75%) will be allocated on non-faith criteria. It

will thus increase the range of choice for parents in the area, who, unlike in most other parts of Kent, are not able to choose a Church of England primary school. If the school is oversubscribed, a small proportion of places, up to 25%, will be allocated on the basis of faith criteria framed within the guidance of the Code of Practice on Admissions for faith designated schools; this is to ensure that core supportive families are involved in the school from the start which will strengthen the school's prospects for success. It was made clear that Bishop Chavasse is intended to serve the whole community in all the promotional materials used including the leaflet, website and press releases. Whilst we included church based groups when distributing our promotional materials and carrying out visits, we were also careful to ensure that we targeted non-faith based groups to ensure that the project will serve the whole community. We have also established a good relationship with the local Iman, who is keen to support our proposal.

Our surveys indicate strong demand for a Church of England primary school in Tonbridge both from those parents who describe themselves either as Anglican or Christian, and also from those who describe themselves as being of no faith, or another faith, but who nonetheless would like their children to attend a Church of England primary school. In the 2011 census 54% of the population of TN9 identified themselves as Christian and some 35% as being of no religion; in our demand survey 39% of those who said they would choose the school as their first choice identified themselves as being of no religion, in line with the proportion in the population of the area. 14% identified themselves as being of another religion (of whom Muslims were the largest group). This indicates that the school would, as a Church of England school, be in a position to serve the whole community.

|                              | Anglican | Other faith | No faith |
|------------------------------|----------|-------------|----------|
| No. of respondents in survey | 77       | 22          | 62       |
| Percentage                   | 48%      | 14%         | 39%      |