

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: 45 Maberley Road, London SE19 2JE
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: Paxton Academy Ltd	
14.	Company address: 45 Maberley Road, Anerley, London, SE19 2JE	
15.	Company registration number and date when company was incorporated: 7626303 Incorporated- 6 th May 2011	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 4	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	

Company directors

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

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: ██████████ - ██████████

2. Name: ██████████ - ██████████

3. Name: ██████████ 4. Name: ██████████ - ██████████ 5. Name: ██████████ - ██████████
 6. Name: ██████████
 7. Name: ██████████ 8. Name: ██████████ (Resources Committee)
 9. Name: ██████████ (CFC Committee)
 10. Name: Edna Dwomah (Resources Committee)

21. Please provide the name of the proposed chair of the governing body, if known: ██████████

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

	<p>██████████ - ██████████ - would tender for any building works</p> <p>██████████ - ██████████ - No role</p> <p>██████████ - ██████████ - No role</p> <p>██████████ - Crystal Palace Football Club Foundation- Charity No. 1125878- Would provide Sports Activities</p>
24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).
Existing providers	
25.	Is your organisation an existing independent school wishing to convert to a Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:

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



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

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

Signed:

Position: Member of company

Print name: XXXXXXXXXX

Date: 29.12.12

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

Section B: Outline of the school

1.	Proposed school name:	Paxton Academy Sports and Science
2.	Proposed academic year of opening:	2014/15
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

Section C: Education Vision

Summary

Paxton Academy will be three-forms of entry primary school serving the North Croydon community where there is a high level of social, health and educational need, a chronic shortage of Reception places and a demand for more outstanding schools. Paxton Academy will be known for academic and personal excellence, achieved through its innovative International Primary Curriculum (IPC) adapted to emphasise Science and Sports and Literacy and Numeracy (IPC Plus curriculum). Pupil achievement (particularly in the four Rs), well being, community engagement, and the instilling of core universal values will be at the heart of the curriculum. A focus on the acquisition of Personal Learning Goals, Subject Goals and International Goals through the IPC will ensure that pupils develop the knowledge, skills and attitudes that they will need to be successful in the 21st century.

Rationale for Paxton Academy Sports and Science Free School

We would like to establish a Free school in North Croydon for the following six reasons:

1. There is an acute shortage of primary places in the area. According to the Head of Pupil Admissions, in 2012, 18 bulge classes are being used across Croydon for Reception (16) and Y1 classes (2) and a further 10 bulge classes will be needed in 2013. This is a short term solution which will not be sustainable as local schools will not have the capacity to meet the increasing demand in subsequent years. *In a recent meeting with the [redacted], [redacted] (August '12) we received confirmation that the demand for Reception places in the area will continue to increase for the foreseeable future.*

Croydon Council are currently trying to project figures for beyond 2013 but are finding it difficult to predict the scale of inward immigration, from inner London Boroughs, while outward emigration, south to Surrey and Kent, has slowed down considerably due to high housing costs. Current expectations are for growth of 2%+ p.a. to continue. Therefore the need for primary places will become more acute, not less.

2. Croydon is ranked 84th in the 2012 Primary league tables. According to an Ofsted report 2011/12, in the borough of Croydon pupils are less likely to attend a good or outstanding primary school. Whilst performance is generally average across the Borough, thirty-nine schools failed to reach

this year's benchmark of 79% of KS2 pupils attaining a level 4+ in English and Maths; several of these schools fall within the geographical areas that we have targeted. 1 out of 13 of our comparator primary schools attained the national average of 27% of pupils being deemed as high attainers (i.e. level 5+).

At KS1, pupils achieving level 2 or above are also average across all skills however, once one looks in greater depth at Level 2B+ and Level 3 Croydon's, results fall away and look weak across the board, compared to other neighbouring London Boroughs. Croydon L3 and above results at KS1 2012: reading 25%; writing 11%; speaking and listening 21%; mathematics 19%; science 20%. Bromley and Sutton have the following L3+ results, respectively: reading 29% and 34%; writing 15% and 19%; speaking and listening 22% and 29%; mathematics 24% and 30%; science 22% and 29%.

Without good or better progress from KS1 to KS2 and secure KS2 SATs results pupils will encounter problems further up the educational ladder. In Croydon 13 out of 22 State secondary schools had students who achieved five good GCSEs (2012 league tables). **Despite average KS1 and KS2 SATs results, they are not functioning at a high enough level from the start in order to develop the skills to attain excellent results at 16 years+.** For example, Ofsted data indicates that around 58% of high attainers at KS2 (i.e. level 5+ in English) went on to achieve A*- A grade in GCSE English in 2011.

The area that we have targeted for our proposed Free school is one of the poorest areas in the country. We therefore need an education system that aspires to excellence, so that socially and disadvantaged children in our community have the skills, qualifications and resilience to achieve any goal they choose in life. Therefore, the community - who are predominantly aspirational immigrant stock, who are willing to make significant sacrifices to secure a better future for its children - need a new, innovative school which has, at the core of its vision, uniting the community and eradicating social disadvantage. A school which is run by the community, for the community, is critical to raising the aspirations of our children and instilling our whole community with the belief that we can achieve any target we set ourselves.

3. There is parental demand for a new good/ outstanding school in the area that can offer high quality education, as well as provision outside of usual school hours. Both factors are important in terms of improving children's life chances, broadening their learning experiences and raising their aspirations.

We intend for all our students to leave us with a strong foundation, so they can experience success at any Secondary school and, from there, take up places at a University, F.E. college or a training establishment. Coaching and mentoring will eventually become an integral part of the curriculum which will prepare our students mentally for life-long learning.

4. The well known pioneer in the Academies Movement, ██████████, has strongly recommended that primary schools develop specialisms. Paxton Academy will specialise in the teaching of science whilst delivering an inspirational sports curriculum for all year groups as well as sports provision for adults in the local community. In doing so, it will address issues of poor child development (Sheridan 1973) arising from low quality housing and poor environment (few green spaces, congestion, crowded public spaces). The Science curriculum will dovetail with the community's aspirations for a technology hub in Croydon. Croydon College has signed an agreement to develop technology courses with Surrey University in 2012 and Central Croydon residents, based at Matthews Yard, are promoting community projects to build up technology and enterprise skills.

5. In Croydon North, youth unemployment is rife. There is a high school drop-out rate of 64% at 16 years and 1 in 4 children live in poverty. 63.9% of Croydon students do not stay on at school Post-16. The percentage of NEETs in the borough is 6.9% compared to the London average of 5.9% as cited in LDA's 2011-13 Draft Programme. Although 39% of adults in the area have no or low qualifications, they aspire for their children to do far better, as lack of recognised formal qualifications traps people into low-skilled, insecure employment.

6. Many North Croydon residents are seriously affected by income deprivation which impacts on the quality of housing they can afford, their ability to provide the basics for their off-spring such as food, heating and lighting and therefore their ability to fully support their children's educational needs in preparation for a successful future.

Rationale for Sports and Science

Why Sports?

Residents have lower than average levels of participation in sports and active recreation (Croydon Summary of Key Facts and Drivers 2008). This is likely to be a contributory factor to the growing issue of obesity amongst children and adults. This is particularly a problem amongst the Black and Black British children for whom 30% were classified as overweight or obese in 2006-08. Sport in an area with few green spaces and over-crowded pavements is an essential component for a school that is going to improve the life chances of its pupils in addition to the following reasons:

- It is important to participate in sport and physical activity in order to maintain a healthy lifestyle and thus reduce the risk of developing life-threatening conditions such as coronary heart disease
- The proposed sites are located near to the National Sports Centre in Crystal Palace, Crystal Palace Football stadium (Selhurst Park) and a number of leisure centres. (We have developed partnerships with GLL, Crystal Palace Football Foundation and the Thornton Heath Leisure Centre).

- With the Olympics legacy 'sports' is topical and appears to be more appealing to a wider range of people in general
- Many parents who were surveyed favoured this subject.

Why Science?

Only a small percentage of children from working class backgrounds and/or ethnic minority groups, especially black Caribbean, enter a science related career. There is also a clear gender divide with the subject being seen by parents and children as 'for boys' (Archer et al, Journal of Women and Minorities in Sciences and Engineering, 12, (2-3)179-207). Access to high profile professions such as these for all pupils would promote social mobility and reverse the cycle of deprivation (the black population is growing in North Croydon). The following points are also pertinent:

- In January 2012 the Government announced its ambition to make the UK the best place in the world to do science (TES 27.1.12)
- Science is rated highly by the majority of 10-11 year olds, but fewer than 17% are interested in pursuing a career in science. Research suggests there is a lack of awareness in the general public about STEM careers and as such, the vast majority of 10- 11 year olds claim, 'science is not for me' (Aspire- 5 year longitudinal research, January 2012- Kings College London press release). We have actively formed links with STEM to enrich the curriculum
- Despite the above research findings, many parents who were surveyed favoured this subject.

Sports and science share many underlying life skills which we will actively teach through the discrete study of these subjects as well as via the International Primary Curriculum such as: Communication; the ability to work under pressure; teamwork; problem-solving/ enquiry; leadership; physiological awareness; organisation and self- discipline; self-motivation and self-management.

Background Factors

The majority of the Directors are [REDACTED] who play an active role in many community groups. They have a detailed knowledge of the needs of the community in a way that is not fully understood by policy makers, who do not live in the area (as witnessed by the failure of agencies to predict or fully understand the tensions that led to the 2011 riots).

Croydon was one of the worst affected boroughs in the 2011 London Riots with widespread looting and fire bombing in the areas of West Croydon and Broad Green. Local residents have come together in the riot affected areas to address the fundamental problems that undermine cohesive society in Croydon. This bid is supported by those residents groups and informed by their research.

According to Home Office data (2010/2011), crime rates, burglary, robbery, violence towards others, and unemployment are all above the national averages in Croydon. In addition, statistics show that, in terms of income and levels of employment, Croydon falls within the 10% most deprived authorities in the country (Home office data 2010/11).

Croydon is unlike any other Borough in London. It is divided into 3 clear areas:

(a) the prosperous South of the Borough described as “secure suburbia and symbols of success” by LSOA social classification. It is typified by having over 80% of the population White British; over 55% of the population are in the managerial and professional class; benefit claimants are below 10% and as low as 5% in one ward; there is considerable access to green spaces; tenure patterns are predominantly owner occupier, with Selsdon and Ballards Farm ward having a rate of 92.6%

(b) the Fieldway and New Addington Wards, “social dependents”, per LSOA Social classification. These wards are typified as being predominantly White British (75% and 85% respectively); less than 25% of the population are classified as professional and managerial; benefit claimants are over 20% of the working age population, Fieldway is the ward with the highest number of claimants, 26%; there is access to green spaces, but the community is isolated; tenure patterns are, unusually for Croydon, dominated by social rented housing (57% and 40% respectively), plus owner occupier accommodation, with very little private rented accommodation (5%)

(c) the rest of Croydon, described by LSOA social classification as “community perspectives and urban intelligence”. Croydon North is a large part of this area. It is typified by having a White British population as low as 31.08% in West Thornton ward and 32% in Bensham Manor ward; Croydon North is a multi-ethnic area. Professional and managerial workers make up 33% upwards of the population of each ward in North Croydon; benefit claimants are 10% to 20% of each wards’ working population; there are few green spaces in the area; tenure patterns reflect a relatively high level of private rented accommodation, most wards have about 19% private rented accommodation, low relative levels of social housing (9% to 27% depending on the ward), and the rest private owner occupier.

The huge variation between these sub-districts means that it is very difficult to generalise from any averages for the Borough of Croydon – it is important to focus on the specific sub-community’s needs and empower each community to achieve its aspirations.

Schools in Croydon North will bear the brunt of the burden of dealing with:

a) a rapidly increasing ethnic minority population

Croydon’s whole population is currently 67.6% White British but the school aged population is only 40.7% White British. Even without further immigration from other boroughs this will result in a changed population.

The [REDACTED] ethnicity and outlooks represent the local population and we feel we are therefore well placed to support their needs.

b) a rising school population with English as a second language

From Croydon Observatory Jan 2012: EAL pupils in Croydon primary schools was 32.3%; and in secondary aged pupils was 23%. EAL issues are increasing rapidly in Croydon schools.

[REDACTED], and the proposed principal is currently [REDACTED].

c) Issues surrounding housing deprivation in the Borough are more significant than other areas of deprivation in Croydon. According to the Croydon Borough profile, Barriers to Housing and Other Services domain is one of the most pressing issues in Croydon as can be seen below:

- According to the London Poverty Profile: “2010/11 Croydon had the highest number of households receiving repossession orders (around 550), about 1% of all mortgage holders.” Further, for Landlord repossessions Croydon had the highest level for any borough in Southern Outer London. 20-23 per 1000 households living in rented accommodation. Finally, Croydon had the highest level of local housing allowance recipients 2010/11 of any borough in London, being 16,290 households (compared to neighbouring similar boroughs: Southwark 5270; Lambeth 8420; Lewisham 10,780)
- The Croydon borough Profile 2009 records that 15% of privately rented houses are classed as unfit, which is a greater proportion than any other type of tenure. 16.8% of converted flats are classed as unfit, which is the largest proportion of all housing types in Croydon
- Discussion between residents associations (including a number of Directors) and the Council, since the riots, has highlighted that the Borough officers lack knowledge of housing and living conditions in Croydon. Issues include: the proliferation of houses with multiple occupancy; houses which have families living in each room; occupied extensions in gardens and at the back of, and above shops, without any provision for waste disposal etc.; increasing density of population with many blocks of flats being built, rather than affordable family houses
- Door to door campaigns by residents have noticed issues of overcrowding; family poverty; children being left alone at home whilst both parents work; second language parents and children being isolated in their homes, frightened to go out or answer the door; children spending long hours in unlit and unheated homes due to the cost of metered gas and electricity
- According to the DfE Statistical release 27 September 2012, income deprivation affects Writing by 16 percentage points and Mathematics by

10 percentage points.

It is well documented that poor accommodation impacts on all aspects of child development, from motor skills to language development to cognitive skills, due to lack of challenges in a restricted environment. These factors in turn will affect a child's success at school unless, they are specifically addressed – something at the heart of the Paxton Academy curriculum.

(See Appendix 1- social deprivation map- Croydon Borough Profile)

Vision Statement

We aim to establish an innovative school that excites and engages the local community, whilst inspiring, challenging and supporting all learners to achieve excellence in:

- Academic subjects-** so our pupils achieve above national expectations in Reading, Writing, Speaking and Listening and Maths
- Creative and personal development-** so our children develop a broad range of skills, talents and interests which will enrich their lives
- Science-** so our pupils develop an aptitude and passion for Science
- Health and Well-being promoted through participation in sports-** so our pupils are fit for life both physically and mentally
- International Mindedness-** so our pupils are fully prepared to live in a global world understanding the inter-connectivity between people, cultures and systems across the world

Our vision reflect the Subject Goals, Personal Goals and International Goals in our chosen curriculum, the International Primary Curriculum (IPC).

Ethos/Values

Values are deemed to be what individuals hold central to the purpose of an organisation and what an organisation stands for. In keeping with our international curriculum we have created a set of universal values which incorporate the seven Olympic/ Paralympics values. These core values will set the tone for the ethos of our school:

- 1) RESPECT-** Treat others how you would like to be treated. This will apply to everyone within the school community including pupils, staff and parents. Individuals will learn that everyone has equal rights, but with Rights come Responsibilities.
- 2) FRIENDSHIP-** We will strive to create a happy, supportive, caring 'family' environment where the importance of collaboration, support and teamwork is fully subscribed to by all.
- 3) EQUALITY-** 'Pupils with protected characteristics such as, religion/belief, race and disability may be disadvantaged for social or economic reasons to do with past or present discrimination.' (Equality Act, 2010). We are committed to identifying and eradicating barriers where they exist for all children so there are equal

opportunities in terms of access to learning and outcomes.

- 4) **EXCELLENCE-** Our mantra is 'Individually excellent, collectively brilliant.' Paxton Academy will be an outstanding school by only employing individuals who believe in the school's vision, aims and values and who have the potential to be excellent educators and role models. We believe every child is capable of achieving excellence. The ability to work effectively as part of a team and a commitment to working with external partners to achieve our outcomes is what we believe will make us brilliant.
- 5) **DETERMINATION-** We will never, ever give up on our vision! We are passionate about the future well-being and social mobility of the children and young people in our local community. We will work relentlessly to instil hope, confidence and a strong work ethic in our pupils. They will learn that hard work is a pre-cursor to success.
- 6) **COURAGE-** Christa McAuliffe was a brave teacher who followed her passion to be the first educational link between space and children on earth on the space shuttle, 'Challenger', losing her life in the process. We will adopt a 'can- do' attitude in everything we do; help our students to develop resilience and inspire them to have ambitious dreams.
- 7) **INSPIRATION-** Inspiration will ooze out of the fabric of the building. Inspirational quotes and images from well- known science and sports figures/ organisations will adorn the walls of the school and we aim to take these out of the school environment into the community by engaging in a range of community based activities and partnerships. The adults in the school including coaches, mentors visitors and our older pupils will act as role models modelling appropriate language, behaviour and aspirations. We aspire to 'high achievement for all pupils.'
- 8) **CHARITY-** We will develop a culture of 'caring and giving'- thinking about and supporting others, particularly those less fortunate than ourselves. This will be enabled through our links with other countries via the International Primary Curriculum and our engagement with local community groups and charities.
- 9) **MORAL PURPOSE-** Our rich, personalised IPC curriculum will help our pupils to develop a 'love of learning' which will not only prepare them for the next stage in their education or ultimately work, but for the contributions they will make to society. The International Goals and our RE/ PSHE will be an enabler for the teaching of ethics and moral education.

What will be distinctive about the curriculum at Paxton Academy?

The International Primary Curriculum (IPC) is a web- based thematic curriculum which provides a meaningful context for children to learn about learning as well as the traditional subjects of English, maths, science, history, geography, art, PE, design and technology, ICT and music. There are over 90 lively units of work or themes which include topics such as, 'Saving the World' and 'What's in the news?' The topics are designed to engage and inspire learners involving them from the outset on a journey of

enquiry through active learning. All units begin with an exciting launch activity which could take the form of an educational visit or something dramatic happening such as entering the classroom to discover it's the centre of a crime investigation with a local community police officer present together with a forensic scientist equipped with a range of identification tool kits.

The IPC is one of the fastest growing curriculums in the world and endorsed by schools, authorities and governments alike. The theories underpinning the curriculum draw upon the latest research in brain development and therefore many of the activities incorporate strategies to encourage children to see 'the big picture' (i.e. how the learning fits into the wider picture), to develop different learning styles and to develop their strengths in relation to Gardner's Multiple Intelligences.

The IPC is right for the children in North Croydon because they will be able to relate to the themes easily and the curriculum seeks to provide children with the essential knowledge, skills, understanding and dispositions that they will need to be able to function and be successful in the 21st century. Children will learn from first hand experiences using resources from the local community whilst interacting with their international peers. The IPC does not see learning as compartmentalised, and thus our children will be able to make connections in their learning which will promote deeper learning and higher- order thinking. The IPC will provide a rich context for learning including endless possibilities for the embedding of literacy, numeracy and scientific skills. The curriculum has been written with children in mind and therefore the titles of the themes have been carefully selected to appeal to children e.g. Dinosaurs, The Olympics, The Investigators and Fashion. There is plenty of scope for teachers and pupils to be creative in their thinking and planning as the units are designed to be adapted to match the needs and interests of learners no matter what their context.

Through the IPC, children will be able to develop their reading, speaking and listening, handwriting, writing and spelling skills through their work on a particular theme/ unit which will include independent research and reporting on the work they have undertaken. Some units will also encourage the application of a range of mathematical skills in a meaningful context.

The [REDACTED]. The curriculum has impacted significantly on the children's motivation (pupil questionnaires), enrichment in science (Ofsted 2012 subject inspection), teachers' enthusiasm and the school's latest KS2 SATs results where the school is currently ranked within the top 10 primary schools in the local authority.

Whilst the IPC curriculum provides opportunities for children to apply their mathematical and literacy skills and understanding to a context, it does not prescribe a specific programme. For this reason, most schools in the UK that adopt this curriculum have retained the Primary Strategies for the

teaching of Literacy and Mathematics and thus continue to have separate Literacy and Numeracy lessons.

The IPC Plus Curriculum

At Paxton a firm grasp of the basics will be fundamental to the success of our pupils giving their starting points and our aspirational targets. There will therefore be an emphasis on literacy and mathematics as well as our two specialism's sports and science. All four subjects will form a key part of our Core curriculum being taught either discretely, through the IPC Plus curriculum which is to be a 'local' curriculum created by the proposed Principal.

Approaches to Teaching

Teachers will deploy a range of teaching methods to match the subject or activity. Wherever possible, an enquiry based, problem-solving approach will be used where teachers and pupils construct a range of questions to be investigated. Teachers will ensure that all children have equal opportunities to access the curriculum by planning a range of visual, auditory and kinaesthetic learning experiences, suitably differentiated to match the needs of individuals. 'Talk for learning' will feature highly in all lessons so pupils learn how to communicate effectively and much of the learning in the IPC will be 'hands- on' given our pupils' need for real life practical experiences.

The Development of Key Skills for Life

There will be a focus on the following skills via the IPC and the IPC Plus Curriculum (please also refer to Section D1- 3 Curriculum Priorities):

(a) **Speaking and listening skills:** to bring all children up to a high level in their Reception year and continuing thereafter, thus increasing their confidence in speaking and listening, whilst also addressing the EAL issue. Without such a structured focus on language, children will not develop confidence in their speech or develop an extensive vocabulary which will help them to acquire higher level language skills which will impact long-term on their success in learning and in public examinations (OFSTED 1997). Adults will continually model, question and extend children's speaking and listening skills through discussion in all areas of the Early Years curriculum.

(b) **Reading Skills:** both in terms of decoding (phonics), and reading for meaning so that children are beginning to read by the time they leave Reception and go on to develop good comprehension skills, research skills, study skills and a passion for reading. This will be evident as they read for meaning across the curriculum and in how they choose to spend their leisure time.

(c) **Writing Skills:** ensuring that each child develops gross and fine motor skills as part of the PE and Early Years Curriculum so they develop the right

posture to learn effectively and are able to form letters correctly and write comfortably for increasingly sustained periods. Children will also need to have an extensive vocabulary, general knowledge, access to a stimulating environment and good decoding and encoding skills in order to express themselves clearly and creatively in their writing. The IPC will provide a meaningful context to develop a range of writing skills for different purposes e.g. writing to describe the kind of home they live in comparing it with a house of a peer in another country. Our pupils will be constantly immersed in language, particularly in the early years, a critical time for language formation. Our systematic phonics programme will also help pupils to develop their spelling skills.

(d) **Mathematical Skills:** using a holistic approach to ensure that the restricted home environments of many of the children do not impact upon their development of mathematical understanding and application. The IPC will provide context- embedded opportunities for children to apply their mathematical knowledge and understanding, for example looking for objects with symmetry when looking at materials or objects in the home.

(e) **Scientific Literacy and Enquiry Skills:** at the point of entry in nursery or Reception children will gain knowledge about the world in which we live via the Early Years Foundation Curriculum and the IPC. Children will be encouraged to formulate their own questions and hypotheses and solve problems. There will be a focus on scientific vocabulary and early concepts such as floating and sinking and force.

Cultural/Personal Development

In addition to the Personal Goals in the IPC all children will be expected to attend homework club/ independent learning on a daily basis. This will allow us to provide a range of cultural enrichment activities as well as opportunities for individuals to consolidate learning and develop independent study skills. An extended school day will provide our children with:

- A calm space in which to do homework
- A safe, spacious environment with varied challenges away from street gangs and isolation at home waiting for parents to return from work
- Room to develop
- An English speaking environment and the time to develop good English language skills (effectively, immersion English)
- Access to activities that they may never experience outside school.

Increasing Social Mobility

Where children are tracking below where they should be, there will be a requirement to attend additional Saturday morning classes as well as 'Summer School'. This will increase the chance of pupils achieving significantly higher than the national average. Out of hours opportunities will

be available over the summer and on Saturdays for all pupils, thus addressing the issues faced by children in restricted home environments, or with parents who work long hours, six days a week.

Working with Parents and the Local Community

Paxton will continue to work closely with parents, carers and other key individuals in the community, in faith groups and ethnic groups, to ensure that parents feel they are involved in the life of the school; that they are fully informed about their child's progress and that their contributions to the school are valued.

Parents will receive weekly information about their child's curriculum and how they can support learning at home. There is a letter for parents outlining the key areas for learning for every IPC unit.

Parents, in particular, will be given daily opportunities to contribute to the school life as volunteers and helpers, and through activities that bring them together as part of the community. They will also be given help to develop parenting skills and learning skills themselves.

Croydon BME community already deliver mother tongue classes. We will work with them to ensure that our pupils develop their language skills to the highest level, as pupils who achieve mastery of two languages tend to develop higher cognitive skills across the board (██████████ and ██████████, 2004).

Croydon has been identified by the government as a 'growth' borough and an area of opportunity (Imagine Croydon 2009). The residents of Croydon are determined that they are going to seize the opportunity to shape the future of their area and are working together to overcome the issues that triggered the riots. Part of that issue is promoting enterprise opportunities.

According to the Croydon Report cited previously, 'by 2020, 40% of new jobs will require graduate educated people and there will be an increasing need for people with 'environmental skills such as engineering or an applied science to help drive low carbon growth'.

If our students can compete for high status jobs in our increasingly competitive, global job market, this will mean higher earnings and a rise in social status, thus breaking the cycle of deprivation. Our students will therefore be in a position to give something back to their local community.

Paxton Academy will make a significant difference to the area as its distinctiveness is rooted in local need.

Key Performance Indicators

The KPIs below relate to the main strands of our Vision statement:

Academic Subjects

Foundation Stage

By the end of Reception/ the end of the EYFS:

97% of children will achieve 'a good level of development' as defined in the EYFSP which is 6+ points in each Assessment Scale (78 points overall) and in particular, the 3 prime areas (i.e. Communication and language, Physical development and Personal, social and emotional development). This is above the national average and reflects the additional time our reception children will spend in school and our focus in the curriculum on the 3 prime areas.

The majority of children will make good or better progress from their starting points in a nursery or pre-school setting to the end of Reception. We will expect the vast majority of children to move from Scale point 3 to Scale point 6 during this period.

Progress measures from the FS to KS1

Research has shown a strong correlation between children's performance at KS1 SATs and their prior attainment at the end of the Reception year (their EYFSP profile scores) (Fischer Family Trust). We will therefore aim for a 92-100% conversion rate of children scoring at the expected level in Reception (6+) to achieve the benchmark level 2+ in the KS1 SATS and for those achieving beyond or below the expected level to also make good or better progress.

Key Stage One

Year 1 Statutory Phonics Test

75% of pupils to achieve the 32 points+ threshold. This is significantly above the national average of 58% and reflects one of our core principles of children reading simple texts by the time they are 5, which is a year earlier than government expectations.

Key Stage One SATs (Teacher Assessment)

At Key Stage One we will set the following aspirational targets with pupils' prior attainment in mind (EYFS Profile results):

	Reading	Writing	Maths	Science
Level 2+	95%	92%	100%	100%
Level 2b+	86%	75%	86%	87%
Level 3	35%	25%	30%	30%

The above targets are based on the fact that most of the primary schools in the local area achieve average results for pupils at level 2+ but less than our neighbouring boroughs of Bromley and Sutton particularly at level 3+. Our targets therefore surpass the 'average' grade and reflect what other pupils are achieving in the wider community. We have also taken into consideration what schools have achieved nationally (Raise on line 2012), adding approximately 10-12 percentage points to each area in recognition of the bias in our curriculum for the learning of basic skills as well as the additional learning time of 16 hours per week which includes the compulsory extended provision (KS2- 34.5 teaching hours p/w). The challenging targets for level 2b+ and above reflect the desire for our pupils to achieve above grade 'C' in English and Maths at GCSE or its equivalent. We have varied our expectations for achievement in each subject based on national trends such as children achieving higher in reading than writing and higher overall in maths and science than literacy (see Raise on line 2012).

Key Stage Two SATs

At Key Stage 2 we will set the following targets:

	Eng + Maths combined (KS2 SATS)	English	Reading	Writing	Maths	Science
Level 4+	96%	95%	96%	92%	97%	95%
Level 5+	51%	51%	58%	44%	52%	50%

All targets are considerably above national (Raise 2012).

We believe that with extra time for learning, a unique learning focused curriculum, a tight focus on literacy and numeracy, access to innovative ICT programmes, close partnerships with parents and a culture of high expectations, our pupils will achieve significantly above the level of similar pupils nationally.

Progress measures from KS1 to KS2

	Maths	English
2+ Levels of progress	98%	98%
Lower prior attainment	95%	95%
Medium prior attainment	100%	100%
High prior attainment	100%	100%

Level 6

We will aim for at least 10% of the cohort to achieve a level 6 in Maths, Writing, Reading and Science (standard test or teacher assessment).

The above targets are credible and aspirational as they take into account what a few schools in the local area and neighbouring authorities are achieving as well as the track record of the proposed principal designate. If our students meet the above targets, they are more likely to go on to achieve a set of excellent results at GCSE.

Creative and Personal Development

The following performance indicators are just an indication of what our pupils will achieve via the learning goals in the IPC at different mileposts (ages) as well as through our enrichment programme:

- All children would have develop creativity and their imagination throughout the curriculum drawing inspiration from artists and musicians around the world
- All children will have learnt how to learn how to play at least one musical instrument
- Most children would have enjoyed participating in creative activities such as art, music and design technology and would have chosen to take up some of these activities as part of our enrichment programme and outside school
- The vast majority of children (75%) would be able to ask and consider searching questions related to the area of study (**Enquiry**)
- The vast majority of children would know about a range of views, cultures and traditions (**Adaptability**)
- From Year 3 pupils would have studied for the Lamda Drama examinations in: speaking verse and prose; reading for performance; using spoken English; and speaking in public. Throughout their time in school they would have been be encouraged to make progress to the highest levels in these courses. Each year they would have undertaken an individual or group examination
- Our pupils would have left the Academy as contented, responsible citizens who are confident, impeccably behaved, well-rounded and talented (as measured by students from the Institute of Education).

Science

- All children would have learned about the specific disciplines of biology, chemistry and physics as well as science through other subjects via the IPC
- All children would have developed an understanding of the nature, processes and methods of science through practical activity
- At least 85% of children would have developed a passion for science and would have rated the subject highly (all groups of children) in annual questionnaires
- Over 65% of pupils from different backgrounds (i.e. boys, girls, children of different abilities, children from different cultural backgrounds etc) would have attended science enrichment classes/activities
- Our pupils would have achieved significantly above the national average at level 4+ and level 5+

Health and Well- Being Promoted through Sports

- 90% of children would have participated in physical activities for at least 5 hours per week either through the core curriculum or the enrichment programme
- At least 85% of children would be able to swim a minimum of 25m and 50%, 50m by the time they leave primary school
- All children would have learnt about healthy lifestyles- the link between diet, physical activity and good health
- All children would have developed physical competence and confidence demonstrating knowledge, skills and understanding through activities which promote skills, planning, performance, evaluation, fitness and health
- All children would have participated in:
 - Gymnastics
 - Ball games (e.g. football, tennis, netball, basketball, squash etc)
 - Athletics
 - Dance
 - Swimming
 - Competitive and Non-competitive sports
 - Non- traditional sports such as fitness classes, karate, archery, fencing and karate
- At least 50% of children would have taken part in:
 - Orienteering, abseiling, hiking, sailing (via Scouting programmes and residential trips)
- 85% of girls would have rated sports/ PE as highly as boys
- Our pupils would have been successful in achieving sporting accolades for the Academy (Gold, Silver and Bronze medals) and will contribute to gaining prestigious local and regional awards

International Mindedness

International Goals are an integral part of the International Primary Curriculum and are subsumed in the Subject and Personal Goals. Examples of outcomes at different Mileposts (ages) include the following:

- Pupils would know that children in the class and school have different home countries
- Individuals would be able to identify activities and cultures which are different but equal to their own
- Pupils would be able to explain how the lives of people in one country or one group are affected by the activities of other countries or groups.

Other Performance Indicators

- The Academy would be over-subscribed
- Ofsted would have rated the Academy Outstanding
- Parents/ carers would have rated the school highly in annual questionnaires and mini- interviews at parents' evenings
- The Academy would have an outstanding reputation in the local community for all- round excellence
- There would be an impressive list of successful partnerships with local sports organisations, local businesses, local hospitals, community groups, universities, Science organisations, schools and Academies etc in our endeavour to provide a rich curriculum offer to our pupils
- The school facilities (especially halls and sports amenities) would be used by the community outside school hours (i.e. evenings and Sundays) on a regular basis.

Attendance/ Exclusion

- Absence trends would be consistently below the national average
- Persistent absenteeism would be less than 1% for 15% or more sessions
- The % of lessons missed due to overall absence would be 4% or less
- There would be Zero exclusions

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		90	90	90	90	90	90	90
Year 1			90	90	90	90	90	90
Year 2				90	90	90	90	90
Year 3					90	90	90	90
Year 4						90	90	90
Year 5							90	90
Year 6								90
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		90	180	270	360	450	540	630

In our inaugural year (2014) we aim to open with 90 Reception children. The school would continue to admit a cohort of 90 Reception children each year after reaching a capacity of 630 pupils (excluding nursery) in 2020.

Section D: Education plan – part 2

Section D1: Curriculum Rationale

Vision Statement

We aim to establish an innovative school that excites and engages the local community, whilst inspiring, challenging and supporting all learners to achieve excellence in:

-Academic subjects- so our pupils achieve above national expectations in Reading, Writing, Speaking and Listening and Maths

-Creative and personal development- so our children develop a broad range of skills, talents and interests which will enrich their lives

-Science- so our pupils develop an aptitude and passion for Science

-Health and Well-being promoted through participation in sports- so our pupils understand and value the importance of adopting a healthy life-style and are fit for life both physically and mentally

-International Mindedness- so our pupils are fully prepared to live in a global world understanding the inter-connectivity between people, cultures and systems across the world.

Our Principles

In order to achieve the above vision all staff will subscribe to seven underlying key principles:

- **All children have unlimited potential**
- **Excellent language, literacy and numeracy skills underpin success in learning**
- **High expectations and aspirations lead to high standards in learning and behaviour**
- **Happy, healthy pupils who are taught core knowledge, essential skills and attitudes with an international perspective will be successful in school and later in life**
- **Lessons should be stimulating, relevant to the pupils needs, abilities and interests and challenging, so all learners make good progress within lessons and over time**
- **Teaching should inspire all pupils to be ‘the best they can be’ and to aim high in life. We will aspire to all teaching being consistently ‘good’ with many lessons being ‘outstanding’**
- **Fully informed and engaged parents are essential for the success of the school**

Our 3 Key Curriculum Priorities:

- 1) **Raising Standards in Literacy and Numeracy Skills** so children make excellent progress and achieve above national expectations in order to increase social mobility
- 2) **Developing the Whole Child by Providing Extensive, Rich, and Purposeful Learning Experiences as part of a Core and Extended offer** so children feel fulfilled and are able to be successful in the next phase of education and later in life.
- 3) **Promoting Well- Being/ Personal development Through Shared Values, Sports, Scientific Literacy and a Responsibility Towards the Community** We want our pupils to feel happy, nurtured, safe, valued, confident, fit and healthy so they thrive academically and socially whilst developing meaningful relationships and making positive contributions both within the school and within the local community.

The above curriculum priorities directly relate to the Learning Goals in the IPC which are defined as Subject, Personal and International Goals (see Section C).

The Rationale for the Proposed Curriculum

The above Principles are borne out of the key themes highlighted in Section C: Educational Vision and Rationale. These can be summarised as:

- poverty/ average attainment in literacy and numeracy
- low aspirations/ expectations in some sections of the community
- perceived lack of opportunities and poor sense of belonging

We are endeavouring to solve these problems with the International Primary Curriculum (IPC) plus more time for sports, science, embedding literacy and numeracy skills and enrichment opportunities. Our educational, sporting and enrichment provision is designed to appeal to all children in the local community drawing upon their current needs (including health and social).

The profile of the community in North Croydon has been outlined in Section C (Rationale). We have selected the closest school to our preferred location (Beulah Infants) as a benchmark to reflect the likely intake of pupils to the Academy. At Beulah, the percentage of pupils eligible for FSM is 38.1 which is significantly above the national average of 26.2% (Raise on line 2012). The school's percentage of pupils with English as an additional language is also well above the norm at 42.1% compared with 17.5%. When the percentage of pupils with special educational needs and disabilities (SEND) is taken into account- 8.2% at SA+ and Statemented- the level of need of pupils in the area is unquestionable. The percentage of school aged black minority pupils in Croydon is currently 69.3% which is significantly higher than the national average. We expect our pupil profile to reflect these statistics and as such have designed our curriculum with these factors in mind.

The International Primary Curriculum (The IPC)

This is an internationally renowned world class, comprehensive and practical curriculum which is recognised by Ofsted as an innovative curriculum which can enrich children's learning experiences and raise achievement in maths and Literacy (Ofsted report, January 2012, St. Simon and Jude CE Primary School, Bolton). The curriculum goes beyond the requirements of the National Curriculum developing pupils' academic, personal and international learning across a range of subjects. The 90+ cross-curricular themes are exciting and motivate children to learn.

Through this curriculum we aim to give our pupils memorable learning experiences and a wealth of enrichment through trips and visits including high-quality, first hand experiences of the richness and diversity of the local community and communities in other parts of the UK and the wider world. The over-riding objectives are for our pupils to see learning as fun and for learning to be an active process where pupils see connections and 'the big picture.' Pupils will be given the chance to pursue their own questions within a topic/theme and develop key cross-curricular life skills such as problem-solving, communication, creativity, thinking and working as part of a team.

The international dimension of the curriculum will help pupils to develop a sense of 'self' and 'others' as they will be expected to undertake a range of tasks independently, with a partner, as part of a small group and as a whole class. In so doing, they will develop an awareness of how their views may be similar or different to that of their peers. The IPC will create a context for world peace by providing opportunities for many cultures to learn together with mutual understanding and respect. For a number of children the interesting Units of Work will provide much needed escape from the stresses of their home lives.

For children with English as an Additional Language and those who are deprived of cultural opportunities, the curriculum will provide a context-embedded, practical and visual approach to learning with a focus on starting from where the children are (i.e. their prior learning). The curriculum has been designed with the needs of the 21st Century learner in mind and is grounded in brain research which includes learning styles and multiple intelligences. This is important because Paxton aims to be a fully inclusive school which engages and challenges all pupils to achieve excellence in all that they do.

IPC Learning Goals

The IPC contains Learning Goals for every subject of the curriculum, for personal development and for the development of International Understanding. The goals draw upon the programmes of study in the National Curriculum.

The goals are organised into three groups, or Mileposts:

- five to seven year olds- Milepost 1
- seven to nine year olds- Milepost 2
- nine to twelve year olds- Milepost 3

In the Early Years all children will work towards the Early Years Foundation Stage learning goals but this will be delivered through the Early Years IPC programme for 4-5 year olds (Reception). This programme prepares children for transition to the IPC main

curriculum.

The Subject Goals- cover the knowledge (the facts and the information children will learn), skills (those practical abilities children need to be able to do) and the understanding (the deeper awareness of the key concepts which develop over time) that children will learn. There are subject learning goals for art, science, society, IT, DT, history, geography, language, physical education, music and maths. Although science and music are integrated into the IPC these subjects will also be taught outside the IPC programme by specialists to ensure the standard of teaching is consistently high.

An Example of a subject goal- History (Milepost 2)- To know about the main events, dates and characteristics of the past societies they have studied.

An example of a Language Arts subject goal (Milepost 1) is- To be able to recognise and use nouns, verbs, adjectives and adverbs.

The Personal Goals- seek to develop the individual qualities and dispositions children will find essential in the global technological economy. They help to develop those qualities that will enable children to be at ease with the continually changing context of their lives. They include personal goals for respect, resilience, adaptability, enquiry, morality, communication, thoughtfulness and co-operation.

An example of some IPC goals for Adaptability include: Children will learn about a range of views and cultures and Children will learn to be able to approach tasks with confidence.

The International Goals- aim to help children develop a sophisticated national and international perspective based upon a number of viewpoints.

Examples include:

A knowledge and understanding of one's own national culture. International is both inter and national and is vital for a child to develop a strong personal identity

An awareness and understanding of the independence and the interdependence between people (and between countries).

The International Primary Curriculum Plus

As mentioned previously, the IPC will form one part of the curriculum offer. The 'International Primary Curriculum Plus' provision (created by the Proposed Principal as a 'local' curriculum) will provide more time and focus for children to develop literacy, numeracy, scientific and physical skills as discrete subjects. We will use the pending National Curriculum for the teaching of English, Maths and Science in conjunction with the IPC. This means that these subjects will not only be taught in a cross-curricular way through the IPC, but will feature on the timetable as 'stand alone' lessons with specific aims and outcomes along with MFL, music, RE and PSHE. The proposed Principal Designate has experience in the delivery of a similar curriculum structure where the National Curriculum for Maths, Literacy, Science, RE/PSHE and French run alongside the IPC.

The 'International Primary Curriculum Plus' also incorporates our compulsory enrichment programme through extended hours at the end of each day. For 2 out of 5 days of the week the enrichment programme will include mandatory homework/ study

sessions. This is to ensure that all children have equal opportunities to complete homework in an appropriate learning environment with full access to adults who can support them. According to the YouGov/FPI Family Tracker survey- April 2012, 82% of parents want schools to give them support with their children's homework.

How The Curriculum and its Delivery will Improve Pupil Outcomes

The curriculum at Paxton will be broad, balanced, engaging and challenging. There will be a Core timetable incorporating the IPC and IPC Plus curricular and an extensive range of extra-curricular activities provided through a compulsory extended enrichment programme at the end of the day.

The curriculum has been designed to eradicate some of the barriers to learning that have been previously stated:

Poverty/ Average attainment in Literacy and Numeracy

We are going to improve attainment in literacy and numeracy by:

- putting the development of literacy and numeracy skills at the heart of the curriculum (one of our 3 curriculum priorities)
- allocating a minimum of 7 hours of literacy and numeracy a week plus opportunities to develop and extend these essential skills throughout the IPC Curriculum in a contextualised manner
- making homework/ study skills compulsory for all children for two after- school sessions per week
- targeting individuals for additional support e.g. Saturday mornings
- setting challenging targets for KS1 and KS2 SATs so our pupils attain significantly higher than the national average at L4+ and L5+

Low Aspirations/ Expectations

We are going to raise aspirations and expectations by:

- ensuring that every member of staff subscribe to our principles that a) all children have unlimited potential and b) high expectations and aspirations lead to high standards in learning and behaviour
- providing a breadth of learning experiences and opportunities as part of our core and Extended/ enrichment provision
- focusing on the development of the whole child as one of our 3 key curriculum priorities
- engaging parents and carers in the learning process and sharing our ambitions for their children with them

Perceived Lack of Opportunities and a Poor Sense of Belonging

We are going to provide a range of opportunities and create a sense of belonging for each child by:

- operating an extended day and year so learning time is maximised

- ensuring that the curriculum offer is broad, stimulating and accessible to all pupils
- ensuring that the environment is safe, secure, stimulating and nurturing with caring staff whom the children know they can depend on
- implementing our core universal values at every opportunity
- promoting well-being and personal development as one of our 3 key curriculum priorities

Common Values

As mentioned under the Education Vision Section C our curriculum will be underpinned by a set of universal values which incorporate the seven Olympic and Paralympics values. **Respect, Friendship, Equality, Excellence, Determination, Courage, Inspiration, Charity, Love, Moral Purpose, Humility and Peace** will form the foundations of our practice. They will be taught through the IPC themes as applicable, via core objectives devised by the staff. In addition they will be delivered through the 'hidden' curriculum such as adults modelling appropriate behaviour and language, displays, policies and how our pupils conduct ourselves within the school and local community.

Values will also be taught explicitly during assemblies (1 theme a month) and through whole school mini projects and fund raising events. For example, during Science week pupils could work together to design and make products (e.g. soap, perfume,) for particular groups within the local community, such as the elderly) thus promoting values which include charity, love, humility, inspiration, friendship and respect.

Transition Arrangements

To aid the transition from home or nursery to Reception, Early Years staff will aim to conduct home visits for all prospective children. The class teacher, accompanied by a teaching assistant, will use information gathered from each child's primary carer about his/her development to plan appropriate activities for the first few weeks. This visit will form the foundation for a) designing relevant learning experiences for our pupils and b) for building positive relationships with families demonstrating that we value children's backgrounds and their early learning experiences.

Children entering Reception will have a phased induction over a couple of days following the completion of the home visits. This will take the form of half days for the first two days followed by full time. Individuals will be permitted to bring a transitional toy from home until they feel settled. In a small minority of cases, parents may be requested to remain with a child for a period if the child is particularly distressed on separation.

We aim to use the revised Early Years Foundation Stage Curriculum for our children in Reception which is a good springboard for the IPC and the IPC Plus incorporating the pending National Curriculum when children make the transition to Year one (KS1). Where individuals have not met the expected standard by the end of the EYFS they will continue with the EYFS curriculum for the first half-term of Year one until they have achieved the required standard in all areas of learning. Teachers in Reception and Year One will be expected to work together by sharing records and carrying out joint observations and moderation of children's work to ensure consistency in judging standards, continuity in terms of children's learning experiences and opportunities for all

individuals to continue to make good progress in their learning.

The whole school will adopt the IPC which means that there will be continuity and progression as the children move up throughout the school as units are planned over a two year period (Mileposts). Time for teachers to plan and assess together within each Milepost will also facilitate continuity and progression in learning. To prevent the common dip in attainment from Key Stage 1 to Key Stage 2, Year 2 and Year 3 teachers will participate in moderating children's work, team teaching and peer observations.

Transition arrangements for KS2 – KS3 will be robust and will include a programme of academic and pastoral activities/ events as follows:

- Talks by the class teacher on what to expect in secondary schools, puberty etc
- Visits by secondary school transition teachers to meet prospective pupils, make observations and for teachers to share assessment information
- Visits to secondary schools for pupils and Year 6 teachers
- Completion of Records of Achievement for pupils to take with them to show their form tutor/ Head of Year
- Attendance at Secondary Open Evenings
- Attendance at any summer schools arranged by Secondary schools
- Peer mentoring programmes with Year 7 pupils
- Reciprocal SENCo visits to ensure that vulnerable pupils and those with SEND have as smooth a transition as possible
- Talks by the local community police on personal safety, peer pressure, gangs, carrying weapons, travelling on public transport etc
- A series of workshops for parents targeting areas such as: how to select the right secondary school; how to ask the right questions when visiting schools; preparing pupils for entrance exams e.g. verbal and non- verbal reasoning tests; computer literacy in view of the large number of secondary schools who operate a cash free environment and electronic forms of communication and managing expectations in terms of homework routines, independence, setting goals etc;
- A year 5 programme for vulnerable children and their parents/carers focusing on areas such as pastoral support systems in Secondary schools, developing independent study skills, self-organisation, celebrating their current achievements, positive role models.

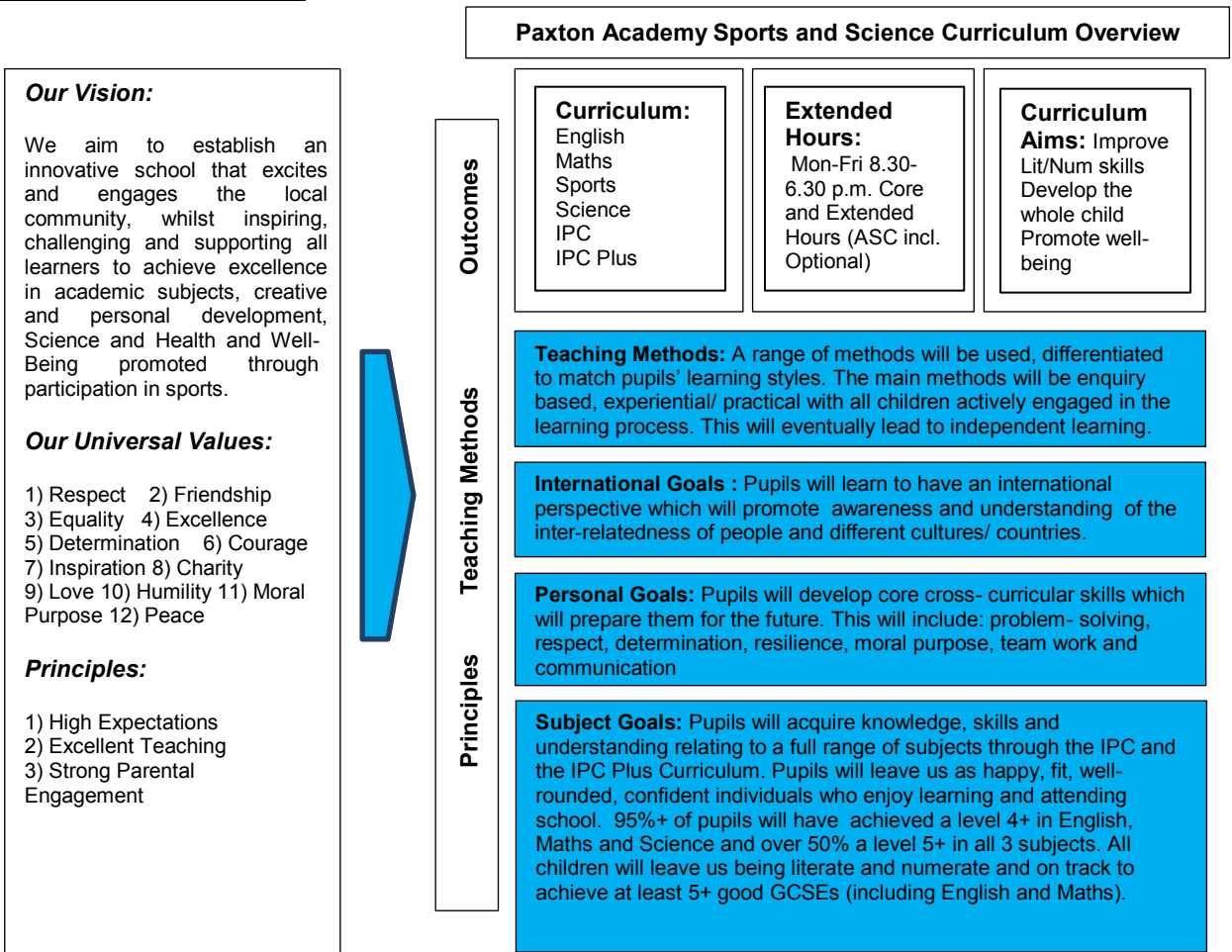
D2: Curriculum Plan

Type of Curriculum

We commit to meeting the accountability requirements applicable to all state funded schools, as set out in the model Free School Funding Agreement.

The curriculum at Paxton Academy will comprise of the International Primary Curriculum (IPC), the IPC Plus (incorporating literacy, numeracy, sports, science, music, PSHE, RE and MFL-key knowledge and skills to be drawn from the pending NC) and the Early years Foundation Stage Curriculum as described above. It will therefore by definition be broad and balanced. It will seek to promote pupils' spiritual, cultural, moral, social and physical development through a breadth of challenging, exciting learning opportunities where students will acquire key skills for life, essential knowledge, understanding and dispositions from an international perspective.

Curriculum Overview



Curriculum Model
Key Stage 1

	Subject	Lessons per Week	Equivalent hours/ wk
IPC Plus (Core)	English(including Speaking/Listening)	12 (28%)	9 hrs
	Maths	8 (19%)	6 hrs
	Science (discrete plus links with the IPC)	1 (2%)	45 mins
	Sports	5 (1hr lessons) (12%)	5 hrs
IPC	History Geography Science French Technology Art Music PSHE/ RS ICT International <i>Literacy Numeracy/PE</i>	9 (21%)	7 hrs
Other Discrete Subjects	French/MfL	1 (2%)	45 mins
	RE/PSHE (alternate ½ termly)	1 (2%)	45 mins
	Music	1 (2%)	45 mins
Enrichment/ Extended Hours	After School extra-curricular activities e.g. Latin (Yr5 +)	3	3 Hours
	Homework Support	2	
Total		43 lessons including 3 hrs Enrichment and 2 hours Homework support	34.5 hrs including 3 hrs Enrichment and 2 hours Homework support

Key Stage 2

	Subject	Lessons per Week	Equivalent hours/ wk (Approx.)
IPC Plus (Core)	English (includ. Drama)	9 (21%)	7 hrs
	Maths	9 (21%)	7 hrs
	Science	8 (19%)	6 hrs
	Sports	5 (12%)	5 hrs
IPC	History Geography Science Technology Art Music PSHE/ RE ICT International <i>Literacy/Numeracy/PE</i>	9 (21%)	7 hrs
Other Discrete Subjects	French/MfL	1 (2%)	45 mins
	RE/PSHE	1 (2%)	45 mins
	Music	1 (2 %)	45 mins
Enrichment/ Extended Hours	After School extra-curricular activities e.g. Latin (Yr5 +)	3	3
	Homework/ Independent Learning	2	2
Total		43 lessons (as above)	34.5 hrs (as above)

'I hear and I forget, I see and I remember, I do and I understand' Chinese Proverb

The main method of learning across the primary age range will be practical and enquiry based as discussed in the Educational Vision section. According to the famous Maria Montessori (doctor and educationist), 'the child who does not do, does not know how to.' From entry in nursery or Reception we will treat our children like 'mini- scientists'. We will teach them how to use their senses to explore and ask questions about their environment by providing the tools for learning to take place. There will be as much

emphasis on explaining what they have found out as doing the actual task as we believe if children can clearly articulate what they know, then they have understood.

The combination of 'active' learning with pupils being encouraged to 'talk' about their direct experiences, and being given sufficient 'time to reflect' should provide the tools for 'deep' as opposed to 'shallow' learning as advocated by educationists such as Sir Guy Claxton, Ian Gilbert and William Ord . The curriculum will seek to develop pupils a) cognitive skills which includes pupil questioning, memory, reasoning and creativity as well as the higher order thinking skills of synthesis, analysis and application b) affective skills, such as the affect of one's emotions on learning and vice versa (e.g. motivation, coping with failure and confidence) and c) Metacognitive skills which is about children's awareness of how they learn e.g. their ability to reflect on how they learn best and to be able to evaluate their own work.

Core Subjects

There will be an emphasis on the core subjects of English, maths, science and sports. Each subject will be taught discretely via the International Primary Curriculum Plus programme as well as in an integrated way through the International Primary Curriculum.

In keeping with our Sports and Science specialism's, as children enter the school in Reception they will be taught by subject specialists for Science and Sports to ensure the highest possible standards.

The Importance of Reading Skills

The Government's White Paper, 'The Importance of Teaching' 2010 states that, 'all children should have the chance to follow an enriching curriculum by getting them reading early.' It also states the case for the teaching of systematic synthetic phonics.

The development of children's reading skills will be fundamental to the overall success of our pupils. Without these essential skills, access to the curriculum will be severely restricted, particularly as individuals move up through the school. Therefore, a significant proportion of the timetable will be allocated to the teaching of reading through a language rich curriculum (via the IPC and IPC Plus curriculum). We expect all of our pupils to leave Primary school with a reading age at least in line with their chronological age. We envisage many of our pupils functioning above this level.

Our Approach to Reading

Our ultimate aim is for all children to enjoy reading and to choose this activity independently as a life- long interest, both as a hobby and as a vehicle for learning. Thus, at the heart of reading is developing an understanding of what has been read. In order to enhance comprehension skills, all children will have weekly Guided Reading sessions from Reception; An adult will guide the reading of a small group of children who will be of a similar reading ability. Each child will have his/her own copy of the text. Every lesson will have a different focus depending on the age and stage of development of the children in the group. This may include: grapheme- phoneme correspondences (i.e. letter/sound recognition); synthesising sounds for reading; segmenting sounds

when attempting to spell; and later inference and deduction and understanding the writer's style/ purpose.

Our pupils will be exposed to a range of literature and texts including myths, legends, traditional stories, those from the English literary heritage and from other cultures and traditions (including some reflecting their own cultural backgrounds) as recommended by the National Literacy Trust. Beginner readers will be supported by the use of published reading schemes incorporating both fiction and non-fiction books to appeal to all children. Reading will also be promoted throughout the IPC and will include focusing on skills such as researching, using dictionaries, thesauruses, atlases, encyclopaedias, newspapers, note taking, scanning, skimming and using the internet.

The reading programme that we will deliver will mainly be taken from the National Curriculum and the Primary Strategy's Assessing Pupil Progress (APP) grid. The programme of study will include the following:

KS1

- Pupils will recognise familiar words in simple texts and will use their knowledge of letters and sound relationships in order to read words and to establish meaning when reading aloud.
- Pupils' reading of simple texts show general understanding and is generally accurate, using a range of phonic, graphic, contextual, syntactic strategies in reading unfamiliar words.
- Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction, they show understanding of the main points and express preferences.

KS2

- In responding to a range of texts our pupils will show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining ideas.
- Pupils will identify key features, themes and characters and select sentences, phrases and relevant information to support their views.
- In reading and discussing a range of texts, some pupils will be able to identify different layers of meaning and comment on their significance and effect.

Teachers/ teaching assistants and volunteers will read out aloud to children on a daily basis. Those struggling with reading will read one to one with an adult on a daily basis and all other children will read to an adult at least three times a week in the Early Years and KS1 and twice a week in KS2. All parents will be requested to sign a Home –School Contract which sets out the expectations for children to read at home on a daily basis (initially, out aloud to an adult). Parents will be asked to sign their child's Reading Record Book where they are able to.

All classroom environments/ displays will be vibrant and will promote language and literacy development e.g. alphabet friezes, key words, grammatical words, writing walls depicting children's current learning, interesting vocabulary, punctuation pyramids etc).

The Teaching of Phonics

Early Years practitioners will plan lots of rich opportunities for children to develop their speaking, listening, early reading and writing skills. All staff in the Early years and KS1 will receive training on the teaching of phonics. On entry to Reception, all children will be taught a range of strategies in order to decode print (i.e. phonics, whole word recognition, contextual cues) but the main method will be the application of a synthetic phonics programme. Multi-sensory methods like making plasticene letters, picture mnemonics, rhymes and interactive whiteboard activities will be used to help children utilise as many senses as possible when learning the alphabetic code.

The [REDACTED] has been trained to use the popular Ruth Miskin, Read, Write, Inc programme, however, the materials are costly. Paxton will endeavour to adopt a Synthetic Phonics programme such as the model advocated by the DFE- Letters and Sounds as it is more cost effective. By the end of Reception, we expect all children to be able to read a range of simple fiction and non-fiction texts independently with increasing confidence.

By Year 1 our children will build on their phonological awareness by continuing with daily phonics lessons in ability groups. The majority will be successful in passing the Year 1 Phonics Screening Test.

The Importance of Writing

We want our pupils to value writing seeing it as an extension of their thoughts and ideas and as a useful way of communicating with others. It is our aim that the majority of children will enjoy writing, will be confident writers, and will write keenly for different purposes.

The ability to apply what they have learnt in reading to their own writing is an acquired skill that according to educational statistics, some children find easier than others (e.g. girls, non EAL pupils, non- SEN pupils). For example, in 2012 in Writing at L4+, girls attained an average points score of 28.1 compared with 26.4 for boys. At the school where the [REDACTED], there was a tiny gap of .1 between girls and boys in Writing and overall, boys performance in the KS2 SATs (2012) in English at both Level 4+ and level 5+ reached significance levels (Raise on line 2012). [REDACTED] attributes this in part to the highly engaging IPC curriculum which provides opportunities for children to write in context and for a purpose.

Our Approach to Writing

Raising standards in Literacy is one of our core curricular priorities given our children's starting points. The menu of different activities delivered through the IPC and the IPC Plus curriculum which includes our Enrichment programme (e.g. drama, debating club, creative writing, celebration of World Book day etc) will be the key to our pupils' success in writing.

Children need the right contexts in order to stimulate writing and the stimuli needs to appeal to all learners. The IPC with its extensive range of interesting topics provides the perfect back drop to inspire writing which is rooted in context and shaped thus owned by the pupils. The cross-curricular basis of the curriculum lends itself to the teaching of different genres of writing crossing all subject disciplines which includes; stories, re-

counts, narratives, arguments, poetry, letters, reports, documentaries and drama scripts. Teachers will plan carefully to ensure that there are plenty of opportunities for pupils to apply their writing skills across the IPC regardless of whether the topic is geography based or DT based. E.g. year 4 children studying the Fashion D/T based IPC unit may be asked to write a comparison of the fashion of a modern day child with that of a 19th century child.

We will place great emphasis on the use of Standard English (oral and written), spelling, punctuation, grammar and handwriting. The IPC Plus and IPC curriculum will allow sufficient time for children to write for extended periods of time (in some cases over several weeks) in order to create high quality writing that children are proud of. We are likely to implement a technique called 'Big Write' which emphasises the teaching of interesting vocabulary, connectives, varying the opening of sentences and punctuation (VCOP) in order to help children to make progress in their writing. This method, together with APP strategies, are affective ways for teachers to move learning on in a measurable way.

The following are key expectations that we will expect for our pupils in Writing as outlined in the National Curriculum:

KS1

- Pupils understand how spoken language can be represented in writing.
- Pupils' writing communicates meaning through simple words and phrases. Children begin to show an awareness of how full stops are used. Letters are correctly shaped and correctly orientated.
- Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, some demarcated by full stops and capital letters. Simple, monosyllabic words are spelt correctly.

KS2

- Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted for different purposes. The basic grammatical structure of sentences is usually correct, with spelling which is usually accurate, including, that of common, polysyllabic words. A wide range of punctuation is used accurately.

The Importance of Oracy Skills

'There is a compelling body of evidence that highlights a connection between oral development, cognitive development and educational attainment.' (DfE January 2012)

We will therefore do our utmost to ensure:

- all children are screened in language on entry (in partnership with the Institute of Education). This will include an assessment of their vocabulary, the extent to which they are able to express themselves verbally and their receptive language

skills (for EAL children with low levels of English fluency this will be in their first language). This will allow us to target appropriate interventions early on

- all children can express themselves clearly, using appropriate grammar (there will be explicit teaching of grammar from Reception, plenty of role play opportunities, weekly 'show and tell' type of activities (as the children get older this will take the format of presentations, recitals and debates)

From year 3 onwards individuals will participate in LAMDA's communication accredited programme leading to an examination. The programme enables learners to share a poem with others (reciting from memory), answer simple questions and gradually recite verses and prose. Underlying skills include interpretative skills, technical skills, knowledge of literature as well as confidence in oral communication and public speaking.

The Importance of Maths

We want our pupils to understand the value and importance of mathematics by seeing it as something which is part of our everyday lives and fundamental to their future and the success of the economy. We are determined for our pupils to be numerate by the time they leave us with a strong grasp of the core mathematical processes, the ability to apply knowledge and conceptual understanding to solve problems/ answer questions and the capacity to reason.

The success of our pupils in science will partially be linked to their success in maths as we accept that mathematical understanding underpins science (one of our specialist subjects) as well as engineering and economics.

In addition to discrete daily maths lessons based upon the NC (IPC Plus), our pupils will gain practical, first hand experiences of using and applying number and other mathematical concepts through the theme related IPC curriculum. For example, the theme, 'Inventions that changed the world' involves data handling and interpretation. Other priorities will include the teaching of mathematical language/vocabulary, depth before breadth (a full grasp of the basics such as number bonds to 20, tables, and place value), inverse operations taught simultaneously, the consistent application of a clear 'calculations policy' and problem-solving rooted in our enquiry approach to learning. We will strive to create a balance between repetition and practise, introducing new concepts and the application of ongoing learning, with challenge and high expectations.

From Year 5 our pupils will be grouped by ability for Maths. This is to ensure that all children get the chance to make good or better progress at the right level which in turn will improve their self- confidence.

Key learning in maths will comprise the 3 main areas of Number, Geometric shapes and Measures and Data. At least 50% of the timetable will be devoted to Number (i.e. whole numbers, fractions, decimals, number sentences, patterns and relationships). The programme will include the following:

KS1

- Pupils use mathematics use as an integral part of everyday activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship, usually based on their relationship
- Pupils count, read, write and order numbers to 100 and the 10s
- Pupils identify the value of the digit in two and three digit numbers and partition numbers into 1s, 10s and 100s
- Pupils understand multiplication and division and carry out the operations in practical contexts
- Pupils recognise 2-D and 3-D shapes in different orientations and describe their properties
- Pupils show understanding of place value up to 1000 and use this to make approximations. They have begun to use decimal notation and to recognise negative numbers, in contexts such as money, temperature and calculator displays
- In order to carry through tasks and solve mathematical problems, pupils will identify and obtain necessary information; they check their results, considering whether these are sensible

KS2

- Pupils partition two and three digit whole numbers into units and powers of ten, and in other ways
- Pupils carry out calculations for addition and subtraction using mental and written methods and known facts
- Pupils measure and record using metric units, identify and use right angles to compare angles
- Pupils make 3-D mathematical models by linking given faces or edges, draw common 2-D shapes in different orientations on grids, and identify congruent shapes and orders of rotational symmetry
- Pupils interpret scales, read and extract information in tables and charts; read time to the nearest minute
- Pupils use a range of mental and written methods of computation with the four operations, including mental recall of multiplication facts up to 10×10
- Pupils express the relationship between numbers and quantities as a fraction, percentage or ratio and add and subtract fractions with like denominators.

All children will be expected to make at least good progress in this core subject. Where this is not the case, individuals will receive additional support via our compulsory Enrichment programme (IPC Plus- either after the Core hours or on a Saturday morning).

The Importance of Science

Enquiry based learning.

Our young children will be taught how to think and behave like scientists right from the word go, by building on their natural curiosity about the world and their instinctive desire to explore (Piaget, Bruner etc). Early Years staff will encourage them to communicate

their findings in different ways such as through role play or a creative activity.

There will be an emphasis on investigative and practical science as a mechanism to teach knowledge, understanding and the skills of scientific enquiry. For example, children will plan and carry out science experiments to find answers to the questions they pose. As they mature they will be taught how to control variables and interpret data in response to their lines of enquiry.

Scientific enquiry will be taught through the delivery of content- both practical and non-practical. For example, in the process of peer review scientists develop theories that they accept as true until they are disapproved. Through IPC project work, for example there will be lots of opportunities for this type of independent and collaborative learning.

Teachers will model the use of skilful questions to deepen learning. Careful tracking of progress in scientific enquiry as well as in other areas of science will help to identify any weaknesses in teaching or need for specific intervention. We will make excellent use of our partnerships with our STEM ambassador, the Imperial College, Croydon College and CPD offerings from the Chesterton Teaching Alliance and Dulwich Prep.

Science is an essential part of our culture which is relevant, appealing and inclusive. We will strive to make Science accessible to all pupils by raising our children's aspirations, knowledge and skills in this subject and thereby reversing the myth that science is for 'boffins', 'for boys' or for certain cultural groups (research cited in section C). This will be important to us as the percentage of Afro- Caribbean pupils is set to rise in North Croydon over the next few years.

We will provide wider access to expert advice and guidance by: introducing scientists from different disciplines to enhance and enrich our core and extended curriculum; holding annual careers fairs for children from Year 1 upwards; developing partnerships with Croydon College, universities, food and health industries etc; actively recruiting scientists to act as mentors on a voluntary basis from selected backgrounds in order to challenge common stereotypes.

Scientific Literacy

In addition to carrying out science investigations, pupils will have opportunities to make presentations (developing their oral/written communication skills and self-confidence), engage in independent or collaborative research projects, participate in debates (including with science partners), reflect on their work and integrate ICT and design and technology.

Standards in Science

All teachers of Science will have an excellent understanding of the knowledge, understanding and skills that need to be developed across the entire age range. With the support of our specialist science teacher and the Chesterton Teaching Alliance, we will work towards the highest standard Primary Science Quality Mark (PSQM). The PSQM is a national scheme to improve the status of science in schools and to improve the quality of teaching and range of science experience. Teachers will therefore be supported in terms of securing their subject knowledge, skills and confidence to enable

our pupils to exceed national benchmarks. This would support Croydon Council's School Science Project which they have recently undertaken in partnership with the Wellcome Trust.

We envisage having a science pod (incorporating ICT) to broaden the experiences we can offer our children (especially the most able) as well as children in the local community through extended / holiday provision. We would like children to be exposed to the separate subjects of biology, chemistry and physics in addition to the cross-curricular approach of the IPC in order to influence their decisions when selecting subjects to study at GCSE.

Science Curriculum

At Paxton, Science will be taught via themes as part of the IPC as well as a discrete subject via the IPC Plus curriculum drawing upon the pending Primary Curriculum. This is in recognition of our specialist status and the fact that the IPC has certain limitations with regards to coverage in Science (there is a current drive to redress this imbalance with a number of science based units being released this year).

KS 1

The proposed Curriculum for 2014 covers the following areas in Years 1 and 2

- Basic structures and simple classification of common plants and animals
- Life processes, including growth, reproduction and feeding, and growing plants
- Habitats, including food chains
- Simple physical properties of everyday materials in relation to their uses
- Sources of light
- Night and day, and the movement of the Sun across the sky
- Forces that make things move, speed up and slow down, and change shape

Learners will work practically and conduct their own investigations as far as possible, guided by the teacher. The following skills will be developed through the delivery of content;

- Observing closely using simple equipment
- Performing simple tests
- Identifying and classifying
- Recording findings in various formats.

KS 2 (IPC Plus Curriculum)

The proposed Curriculum for 2014 includes the following areas in Years 3 and 4. The expectation is that pupils will be able to begin planning their own investigations – recording their results correctly with units. Results from investigations will begin to inform conclusions and predictions for further study. The content will become more abstract – introducing particles of matter as a concept. Pupils will be using scientific vocabulary to describe their investigations and results.

By year 5 we expect our pupils to be able to use equipment independently, such as

heart rate monitors and basic circuit equipment. They will also attend demonstrations led by the specialist science teacher and visiting scientists inside the science pod within each science discipline, for example on:

- The function of different parts of plants, and what plants need to survive
- Movement in vertebrates, including humans
- Everyday materials that are attracted to magnets, or that sink/float
- How to make a magnet and the properties of magnets
- States of matter and changes of state, with particular reference to water
- Sources of sound
- Light and shadows
- Solar systems and galaxies, including the motion of the Earth in relation to the Sun

The Programme of study for pupils in Years 5 and 6 will include:

- Life cycles, including reproduction and growth
- Testing everyday materials for: hardness, solubility, conductivity (heat and electricity), magnetic behaviour
- Types of force and measurement of forces
- The basic parts of a simple electric series circuit; short circuits
- The ray model of light.

The scheme of work and its conceptual topics will be interpreted using a series of investigations throughout the year. Each topic (drawn from those stipulated in National Curriculum KS2 Science Documentation) is associated with an investigation.

Students will prepare to answer a scientific question using scientific methodology and investigative skills. During the preparation, experimental design, completion and evaluation phases the students should meet the specific learning objectives laid out for each conceptual topic heading.

We aim to develop the following skills:

- Planning investigations, including conducting research controlling variables (fair testing)
- Taking measurements with increasing accuracy and precision
- Recording data and results of increasing complexity using various formats
- Reporting on findings from investigations, including predictions, written explanations, causal explanations and conclusions
- Presenting reports of findings in written form, displays and presentations
- Continuing to develop the ability to use test results to make predictions to set up further comparative and fair tests.

The Importance of Sports

“ Getting young people into Sports is not just a good sports policy, it’s a good education policy, it’s a good health policy, it’s actually a great policy for social inclusion” (Lord Sebastian Coe)

As a country, we are still basking in the success of the London Olympic Games. With the Olympic legacy in full force, the Youth Sport strategy in action and the UK winning the 2017 World Athletics Championship bid, the time has never been better to promote the importance and value of sport.

Our aim is for all of our pupils to have the opportunity to experience a full range of different games and sport in a supportive, inclusive environment that celebrates participation as well as achieving one's personal best. We want children to enjoy taking part in sport/ games; to develop good sportsmanship and moreover, to see physical activity as a way of improving their general health, fitness and well-being in the long term. There will be a focus on excellence and enjoyment, self- confidence, progress and achievement (both within and outside the Academy) and making a positive contribution to the school community. For talented pupils this will be at a regional or national level. Our goal is to develop a reputation for excelling in Sports. Once the Academy is established we will aim to run sports camps during holiday periods for children in the local community working closely with our partners. Core activities will include football, gymnastics, netball, multi-sports and basketball

We are keen to work with Sports England and our partners, the Crystal Palace Football Association, 365 Athletics and GLL to develop an unrivalled PE/Sports programme which in the future would lead to a community sports club. This would support the needs of the local community in terms of social inclusion, health and education as idealised by Lord Sebastian Coe. We will also embrace Sainsbury's School Games and Active Kids initiatives by putting competitive games at school, LA and regional level at the heart of our strategic planning for Sports.

We see Sports as a conduit to developing a wide range of skills which include critical thinking and scientific skills as described in Section C.

Sports Curriculum

We aim to provide a range of competitive and non-competitive sport/ physical education activities that will appeal to all of our children regardless of gender or ability. The provision will be delivered through the IPC Plus Curriculum as a discrete subject taught by a specialist (from Reception) as well as in a cross-curricular manner (IPC) where the theme being studied incorporates appropriate learning goals for PE. For example, in Year 2 (Milepost 1), pupils may study 'Transport' which will require them to repeat and develop simple actions such as investigating different ways of moving from one place to another, like, running, walking, skipping, sliding and jumping.

The provision will include daily PE which will incorporate elements of the programmes of study for PE in the NC. Part of the provision will hopefully be delivered at the nearby Thornton Heath Leisure Centre (Part of GLL) and other local provision such as the athletics track at the Sports Arena ground.

The programme will be delivered according to the requirements for each key stage, in half-termly blocks such as, swimming, volley ball or athletics. Lessons will be led by the specialist sports/ PE teacher. Enrichment opportunities may be delivered by our partners or other teachers.

KS1

There will be four main areas of activity: games, gymnastics, dance and swimming.

Examples of what pupils will be taught include:

- Simple competitive games, including how to play them as individuals and, when ready, in pairs and in small groups
- Different ways of sending (including throwing, striking, rolling and bouncing), receiving and travelling with a ball and other similar games equipment
- Elements of games play that include running, chasing, dodging, avoiding and awareness of space and other players

KS2

In addition to the IPC, pupils in KS2 will study PE for a minimum of 5 hours per week as a discrete subject and undertake six units of work: games, gymnastics, dance, athletics, outdoor and adventurous activities and swimming.

The teaching programme will include the following:

- Pupils will understand and play small- sided games and simplified versions of recognised competitive team and individual games, covering the following types- **invasion-** football, netball, basketball, hockey, tag rugby, **Striking/fielding-** rounders, cricket, **Net/wall-** short tennis, badminton, squash, volley ball
- Common skills and principles, including attack and defence, in invasion, striking/fielding, net/wall and target games
- In gymnastics, to practise, refine and repeat a longer series of actions, making increasingly complex movement sequences, both on the floor and using apparatus
- Learning a number of dance forms from different times and places, including some traditional dances of the British Isles
- In the area of athletics to develop and refine basic techniques in running, throwing and jumping using a variety of equipment. Athletics will become one of our main strengths through our partnership with the organisation 365 Athletics/ Bees Academy.
- To perform challenges of a physical and problem-solving nature, e.g. orienteering exercises, obstacle courses, abseiling
- Teaching all children, where possible, to swim unaided, competently and safely.

Our extra- curricular (Enrichment) activities will be delivered in partnership with the Crystal Palace Football Foundation who provide coaching in: Football, Cricket, Hockey, Basketball, Tennis, Tag Rugby and Multi Skills for children of all ages and ability. They also run 'girls only' sessions; a successful unauthorised absence programme targeting specific pupils either as a reward for good attendance or as an incentive to attend school and on time and an advanced programme for individuals identified by Foundation coaches as demonstrating ability. The advanced programme offers talented individuals a series of coaching sessions at their Player Development Centre. The primary aim of this centre is to offer players an opportunity to improve on their technical ability, mobility, and game understanding within a professional environment. Players identified as

demonstrating the required ability to possibly progress further within the Crystal Palace FC development programme are recommended to the club's Academy. Talented girls will be able to compete for the Crystal Palace Girls' football team.

In addition to the four core subjects, ICT will be taught as an integrated subject across the curriculum providing opportunities for children to express themselves clearly using different technologies and to use modern technology to support their learning and creative development.

Other Subjects

The Importance of Music and Modern Foreign Languages (MFL)

In terms of ensuring that our pupils receive a curriculum that offers breadth and balance with opportunities to develop into creative, well- rounded individuals with the potential to be successful at GCSE and in the EBacc, music and MFL will be an important part of the curriculum. They will both be taught in an integrated way through the IPC as well as being taught as discrete subjects on the timetable by subject specialists in recognition of the fact that a number of generic primary school class teachers can lack the skills and knowledge to teach these subjects to a high standard (anecdotal evidence).

The Importance of ICT

We have included a discrete section on ICT in line with DFE criteria.

As ICT continually evolves and new technologies emerge, we at Paxton Academy believe all our pupils should benefit from these changes to prepare them for their future transition to the wider world. Our pupils will require the confidence and ability to successfully move with these changes and by ensuring Paxton Academy is at the forefront of technology, we can ensure our pupils will be equipped to deal with the unforeseen.

The skills and opportunities offered by Paxton Academy will address performance, continually raise standards, inspire and motivate pupils to achieve their full potential.

ICT is an essential part of everyday life and will underpin everything that we do for our learners who will be at the centre of our vision; whose needs will drive our vision. Their requirements will influence our choice of equipment, and their desire to achieve will motivate us to continually review and improve.

Paxton Academy's ICT strategy will enable us to achieve our educational vision by providing a diverse ecosystem of technology enabled, people centred digital services and creative resources to meet current and future educational, business and community needs. This ecosystem will be developed within a robust risk management framework monitored by governors which will ensure that security, safety and sustainability are prioritised at all times.

Through the specialist subject goals of the IPC, provision will include:

KS1

- Using a variety of IT equipment and software, including computers, tablets and

ipads etc, to carry out a variety of functions in a range of contexts

- Exploring the use of computer systems and control technology in everyday life
- Generating and communicating ideas in different forms, using text, tables, pictures and sound
- Giving direct signals and commands that produce a variety of outcomes, and describing the effects of their actions

KS2

- Knowing that the lives of people in the host country are affected by the extent of technological advance
- Selecting suitable information and media, and classifying and preparing information for processing with ICT
- Exploring the effect of changing variables in simulations and other packages

The Importance of Religious Education

The development of our pupils' spiritual, moral and cultural awareness will be paramount and will be delivered in part via the IPC by mapping some of the concepts that need to be taught in adherence to the locally agreed syllabus for RE on to the selected themes. Through the International aspect of the IPC children will learn about different countries, cultures, religions and customs starting with themselves and people living in the local community e.g. Christians, Hindus, Muslims etc. For example, Light and Dark is a theme which children in Milepost 1 (Year1 /2) will study. This will be a perfect opportunity for children to learn about the festival of Light (Hinduism).

We will aim to establish links with different community groups, schools with different denominations and schools in other parts of the country or the world to enrich our children's learning experiences. Our approach to the teaching of RE will seek to go beyond the famous Five Fs (Flags, Food, Festivals, Fashion and Famous people) as International mindedness will form part of our ethos i.e. embedded in everything we do.

The Importance of Foundation Subjects via the IPC (history, geography, science, art, music, PE, International, Technology, ICT, Society)

The above subjects are referred to as Foundation subjects in the National Curriculum. Learning is organised over a two year period known as Mileposts (Early Years-Nursery/Reception; Milepost 1- Years 1 and 2; Milepost 2-Years 3 and 4 and Milepost 3-Years 5 and 6. This is to ensure coverage of all subjects over a two year period and that there is continuity and progression in learning in terms of specific Knowledge, Skills and Understanding to be acquired. Society addresses aspects of PSHE such as Health and Safety, Individuals and Groups, Citizenship and Celebrations.

The Foundation subjects will be taught via themes over 6-11 weeks using cross-curricular teaching methods. A draft yearly IPC Themes overview is presented below for illustration purposes only. We aim to include staff and pupils in selecting themes/ topics to be covered in line with our pupils' needs and interests.

Draft Yearly International Primary Curriculum Topics/Themes

Year	Autumn 1	Autumn 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	Family and Friends	Houses and Homes	Clothes	Bears	Food	Treasure
Year 1	Who Am I	The Stories People Tell?	Seeing the Light	Buildings	Hooray. Let's go on holiday	The Things People do
Year 2	Sensational	From A-B	Flowers and Insects	The circus is coming to town	It's Shocking	The First Olympians
Year 3	Footprints from the Past	Saving the World	Do You Live Round Here?	Painting Pictures and Photographs	Young Entrepreneur s	What's on The Menu?
Year 4	The Generation Game	Fashion	Time and Place, Earth and Space	Clean Water - Dirty Water	Bright Sparks	Inventions That Changed The World
Year 5	Mission to Mars	The Time Tunnel	What Price Progress?	Making New Materials	Drugs Education	The Holiday Show
Year 6	Making the News	Investigators	They see the World like this	Full Power	Growing Up	Weather and Climate

Themes can have a bias towards a specific subject in terms of the amount of teaching time, for example, the theme, 'Clean Water, Dirty Water' has a bias towards Geography. See example below for a mock Milepost 2 curriculum map where the following IPC themes are selected:

	Year 3	Year 4
Autumn 1	Footprints from the past	The Generation Game
Autumn 2	Saving the World	Fashion
Spring 1	Do You Live Around Here?	Time and Place, Earth and Space
Spring 2	Paintings, Pictures and Photographs	Clean Water- Dirty Water
Summer 1	Young Entrepreneurs	Bright Sparks
Summer 2	What's on the Menu?	Inventions that Changed the World

Sample IPC Curriculum Map (Milepost 2)

Subject	Art	Geo	His	ICT	Int	Mus	PE	Sci	Soc	Tec
Coverage	100%	100%	100%	88%	100%	100%	60%	80%	100%	100%
Knowledge	100%	100%	100%	100%	100%	100%	0%	79%	100%	100%
Skill	100%	100%	100%	75%	100%	100%	75%	73%	-	100%
Understanding	-	100%	100%	100%	-	100%	60%	100%	100%	-
Hours	60	72	67	10	44	20	8	128	40	84
Weeks	7.5	9	8.5	1.25	5.25	2.5	1	16	5	10.5

Where there is less than 75% coverage there will be opportunities to address any gaps either through our IPC Plus curriculum or through week long focus weeks e.g. an art week. There are special units for ICT to ensure key areas of learning are covered in depth. Phase and Subject leaders will monitor coverage on a regular basis making adjustments to planned themes where necessary.

Pupils will be taught specific knowledge, skills and attitudes through individual subject learning goals as outlined earlier. The learning goals have been extrapolated from the current national curriculum and therefore the age- related expectations for each subject in the IPC is consistent with the National Curriculum. This will ensure that our pupils are well prepared to study foundation subjects in depth in key stage 3.

Teaching methods will take a variety of forms but on the whole will be enquiry based engaging pupils actively in the learning process. Pupils (particularly as they grow older) will devise their own questions for exploration/ study with the teacher acting as the facilitator. For example, in the Year 1 topic, 'Hooray..Let's Go On Holiday' activities might include a visit to a travel agency, setting up a travel agency in the classroom as a follow-up (role play), interviewing a travel agent, writing information books/ brochures, post cards from 'different countries', researching (ICT-Espresso- video clips on different countries and climates) and teaching children games from around the world.

Our Enrichment Programme

As the school increases in size, we will aim to offer an increasing number of mandatory extra- curricular activities through the IPC Curriculum Plus programme so our pupils can develop their interests and skills. In line with our specialism's and our vision, sports, science, well- being, literacy, numeracy and the development of the whole child will be at the core of our enrichment programme. Clubs will mainly be offered after core hours at the end of the school day, although a small number may operate during lunch times. In addition there may also be a small number of clubs that operate on a Saturday morning as well as provision during our extended school year. All teachers will lead at least one club as part of their contractual hours. In addition clubs will be led by coaches, visiting professionals, gap year students, and some teaching assistants.

The Extra-curricular activities that we aim to provide over time will include the following activities subject to personnel:

Practical science
Tuition in a range of brass, woodwind and String Instruments
Junior Ensemble
Recorders
Drama
Choral singing
Dance (modern, ballet, tap, contemporary)
Art and Design
Photography
Media/ Digital Technology
Construction Club
A range of Sports (e.g. football, athletics, gymnastics, swimming, karate, squash etc)
Spanish, French, Latin
Cookery
Lamda
Creative Writing
Chess
Debating, philosophy for Children
Scouting
Everyday Maths

Where possible cost to families will be minimal with some activities offered free of charge. Where we need to charge will aim to keep costs at around £4 per hourly session as a number of parents surveyed expressed satisfaction with this amount. Children eligible for FSM will be supported through the Pupil Premium or other funding streams such as applying for specific grants.

The Reception Curriculum

According to the Statutory Framework for the Early Years Foundation Stage (EYFS) the EYFS seeks to provide:

- *Quality and Consistency* across the phase so that every child makes good progress
- *A Secure Foundation* through learning and development opportunities which are planned around the interests and needs of each individual child and are assessed and reviewed regularly
- *Partnership Working* with parents/ carers and between practitioners
- *Equality of Opportunity* and anti-discriminatory practice, ensuring that every child is included and supported

The framework (which we will adhere to) sets the standards for learning, development and care for young children.

In Reception, the Early Learning Goals of the Early Years Foundation Stage Curriculum are embedded in the Early Years section of the IPC.

The EYFS covers seven main areas of learning which are inter-connected:

Communication and Language
Personal, Social and Emotional Development
Physical Development

Literacy

Mathematics

Understanding the World and

Expressive Arts and Design

The areas in bold are referred to as the **three Prime Areas** which are deemed crucial for 'igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive' (EYFS).

At Paxton the day will operate as a typical Early Years Foundation setting with a mixture of unstructured and structured activities. There will be a balance of adult-led and child-led activities indoors and outdoors. Wherever possible children will be given opportunities to lead their own learning. The outdoor curriculum will be an extension of the indoor curriculum and will provide opportunities for children to have a natural context for their learning, to develop curiosity and to have sufficient time to develop a range of gross and motor skills, balance and coordination; important pre-cursors for the development of reading, writing and maths skills.

We will develop Early Communication, Language and Literacy Skills by:

- Providing daily opportunities for children to develop confidence in speaking across the EYFS curriculum and the IPC mainly through their play
- Actively building individual's vocabulary through activities such as listening to stories, general conversation, learning about the world we live in through the IPC project work and visiting local places of interests
- Adults modelling questioning during conversations
- Providing lots of opportunities for children to recite songs, simple rhymes and poems
- Encouraging children to listen to the views and opinions of others making contributions where appropriate
- Encouraging children to take turns to speak

We will develop Physical Skills (fine and gross motor skills) by:

- Providing daily opportunities for children to be active and interactive so they learn how to develop their co-ordination, control and movement with increasing agility and self-confidence
- Ensuring that they have continual access to the outdoor learning environment so that they can apply their learning to a real context developing a full range of physical skills and explore the natural environment taking risks along the way
- Providing a range of media and tools for children to manipulate so they develop good hand-eye co-ordination and cross bi-lateral movement which are important pre-cursors for drawing and writing
- Talking to children about the importance of a good diet and exercise in staying

healthy and teaching them how to manage their own hygiene and personal needs which includes dressing and using the toilet independently.

We will develop Personal, Social and Emotional Development by:

Promoting Self- Confidence and Self- Awareness

- We will ensure that all children have opportunities to develop holistically so they grow in confidence in their abilities. They will be encouraged to develop confidence in communicating their needs and opinions and to respect the views of others. The IPC will provide further opportunities for children to develop an awareness of 'self' and 'others'

Helping Children to Manage their Feelings and Behaviour

- One of our principles is that our pupils should show exemplary behaviour. Respect is also one of our core values. Our pupils will help to form the school rules and will learn about the consequences of their actions in accordance with the Academy's Behaviour Policy. Through the promotion of positive behaviour management strategies individuals will learn how to manage their feelings and behaviour and how to respect others so that they are able to contribute to our ethos.

Emphasising the Importance of Making Relationships

- 'Friendship', 'love' and 'equality' are three of our universal values that will guide our pupils as they play with their peers and form relationships. Increasingly, they will learn to show sensitivity to others' needs and feelings through their daily interactions with each other as well as through the study of different themes as part of the IPC.

We will Develop Literacy Skills by:

- Providing a language rich environment with a good selection of fiction and non-fiction books depicting children from different cultures and in different languages, stimulating displays and plenty of opportunities for our children to handle books, 'read' books and listen to stories read by volunteers from the local community, Croydon College and accomplished librarians, authors and story tellers. Children will also visit the local library on a regular basis, including in their own time
- Providing opportunities for children to 'mark make' and write for different purposes and for different audiences e.g. as part of the IPC theme on 'Homes' children are taught to draw a mind map illustrating what they already know about homes. We would also expect as the year progresses that children will be able to begin to use their knowledge of phonics and visual memory to write sentences with increasing clarity and begin to form letters and numbers accurately
- Introducing a synthetic phonics programme such as 'Letters and Sounds' where children learn how to sound out letters/ decode regular and some common irregular words and read them out aloud. We aim for the majority of children to be able to read simple texts by the time they leave Reception.
- Ensuring that children with English as an Additional Language (EAL) are given opportunities to develop proficiency in their first language (e.g. allowing them to converse in their home language) as this will help them to gain confidence and understanding in the acquisition of English

- Providing every child who joins the school in our first year of opening with a book to keep. Research by the National Literacy Trust (December 2011) highlighted that 1 in 3 children do not own a book and this is particularly marked for poorer children and boys. In acknowledgement of the causal link between owning books with being an above average reader and doing better at school, our gift to each child will be a symbol of our investment in their education

We will Develop Numeracy Skills by:

- Providing opportunities for children to count objects reliably up to 10 and then 20 and beyond, ordering numbers to at least 20, saying which number is one more or one less from a given number, adding and subtracting 2 single- digit numbers and counting on or back to find the answer. Pupils will also begin to learn how to solve simple word problems, including, doubling, halving and sharing during their play and through directed adult- led activities
- Also focusing on the teaching of Shape, Space and Measures through the IPC and EYFS providing meaningful contexts for children to use every day language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. The ability to recognise, create and describe patterns is an important foundation to mathematical and scientific understanding.

School Timetable, Calendar and Organisation of Students

Length of the School Day

Reception Pupils

At Paxton Academy, Reception children will attend school for 7 hours per day- **09.00-4.00**. The core hours will commence at 9.00 a.m. and end at 3.15 p.m. This will be followed by a compulsory enrichment activity which will run from 3.15 p.m. to 4.00 p.m. This will include opportunities for children to access additional support in early literacy/ numeracy activities.

An example of our proposed school day for a pupil in Reception is as follows:

Time	Duration	Activity	Description
09:00-10.15	75 min	All areas of the EYFS curriculum	A combination of Free Play and Structured Activities (e.g. ICT, Maths- patterns, sequencing etc) including free flow to the outdoor environment
10.15-10.30	15 min	Break/Story	Milk/ Fruit Listening to stories/ singing
10.30-11.15	45 min	Reading-Phonics lesson	Synthetic Phonics in ability groups
11.15-12.00	45 min	All areas of the EYFS Curriculum	A combination of Free Play and Structured Activities e.g. cutting out shapes, role play etc) including free flow to the outdoor environment
12.00-13.00	60 min	Lunch	Healthy eating, socialising, communicating
13:00-13.30	30 min (includes transition time)	French/ Spanish/Guided Reading/ Music	Learning key vocabulary Understanding how books work Music taught by a specialist teacher
13.30-15.15	90 min	EYFS and IPC curriculum Followed by a story and drink/snack	A combination of Free Play- indoors and outdoors and Structured Activities which include IPC topic work e.g. Houses and Homes
15:15-16:00	45 min	Enrichment Activities	Dance, music, art, sports, drama construction, Guided Reading/ Writing etc

Key Stage 1 and 2 Pupils

Children in Years 1-6 (Key Stage 1 and 2) will commence at 08.30 and the day will end at 17.00 which is 8.5 hours each day. This includes nine core lessons (typically 45 minutes long), supervised homework/ independent study time and mandatory extra-curricular activities.

An example of our proposed timetable for a pupil in Year 1 is as follows:

Time	Duration	Activity	Description
07:45-08:30	45 min	Breakfast club	Breakfast combined with fitness
08:30-09:15	45 min	Lesson 1	Phonics
09:15-10:00	45 min	Lesson 2	Writing/ Handwriting
10:00-10:15	15 min	Break	Play time and Fresh Fruit
10:15-11:00	45 min	Lesson 3	Practical Maths (calculations, shape etc)
11:00-12:00	60 min	Lesson 4	Sports
12:00-13:00	60 min	Lunch	Nutritional meal
13:00-13:45	45 min	Lesson 5	Guided Reading/ French (once a week RE/PSHE and Music)
13:45-14:30	45 min	Lesson 6	IPC (Project Work, including Science)
14:30-15:15	45 min	Lesson 7	IPC (continued including ICT)
15:15-15:30	15 min	Break or Assembly	Assembly to be held 3x per week
15:30-16:00	30 min	Lesson 8	Mental maths (learning number bonds etc) followed by Reflections on the day (key learning points)
16.00		End of Core Hours	
16.00-17.00	60 min	Homework Club or Enrichment club-compulsory	Support with homework (2 x per week) Pupils choose from a broad range of extra-curricular activities (3 x per week)
17.00-18.30	90 min	After School Care (optional)	Recreational Activities/ Quiet Time/ Evening Meal

An example of our proposed timetable for a pupil in Year 5 as follows:

Time	Duration	Activity	Description
07:45-08:30	45 min	Breakfast club (not compulsory)	Breakfast combined with fitness
08:30-09:15	45 min	Lesson 1	Mathematics (Number)
09:15-10:00	45 min	Lesson 2	English- Extended Writing (including grammar, spelling, punctuation)
10:00-10:15	15 min	Break	Break/ snack
10:15-11:00	45 min	Lesson 3	English- cont-d (3x per week) Maths (Shape, Measures/ Space etc) 2x per week
11:00-12:00	60 min	Lesson 4	Sports
12.00- 12.30	30 min	Lesson 5	Guided Reading (2 x per week)/ Handwriting Practise/ mental calculation (2x per week)
12:30-13:30	60 min	Lunch	Nutritional meal + Organised Sports
13:30-14.15	45 min	Lesson 6	IPC (Project Work) or Practical Science (twice per week)
14:15-15:00	45 min	Lesson 7	IPC Project Work/ Practical Science cont-d
15:00- 15:45	45 min	Lesson 8	PSHE/ RE (1 subject 1 day per week -half- termly) IPC/French/ Music/ Extra maths for the other 4 days of the week
15:45-16:00	15 min	Break or Assembly	Assembly to be held 3x per week/ Reflections on marking in books
16.00		End of Core Hours	
16.00- 17.00	60 min	Homework Club/Independent Learning or Enrichment – compulsory	Support with homework (2 x per week) Pupils choose from a broad range of extra- curricular activities (3 x per week)
17.00-18.30	90 min	After School Care (optional)	Recreational Activities/ Quiet Time/ Evening Meal

Saturday Morning Classes

There will be Saturday classes for the following students:

- 1) Those who have fallen behind in literacy and/ or numeracy and require an additional boost
- 2) Those who are preparing for standard assessment tests such as KS2 SATs who require additional support
- 3) Those who are deemed to have a special gift or talent in Science or Sports who will receive training from specialist teachers/tutors or coaches (provided by one of our partners such as Imperial College, Crystal Palace Football Association or Bees Academy (athletics)).

Sessions are likely to run for 1- 3 hours depending on the age/needs of individuals. Catch up sessions and booster classes will be free of charge. We aim to use teaching assistants for these sessions.

The School Calendar

We aim to open for 40 weeks of the year over three terms. The summer term will be extended for two weeks to lessen the length of time that pupils will be out of school over the summer. This will be reflected in staff contracts and will be on a rotational basis involving teachers and support staff (requirement to work just one of the two weeks). Staff will receive a 5% salary enhancement in recognition of the additional work load. It is a common perception amongst the teaching profession (Teach First) that there is a noticeable dip in performance when particular children have long holidays such as the six weeks holiday (Teach First). A popular hypothesis is that children from disadvantaged backgrounds miss out on essential stimulation during this period. The proposed Principal's own experience as a head teacher is that these children are less likely to engage in learning whilst out of school. For example, visits to the library are rare, they are less likely to visit museums, galleries or other places of cultural interest and are less likely to engage in literacy or numeracy activities when at home.

Once the school is established, we aim to offer sports and science 'camps' for children attending the academy and other local primary schools on an optional basis at a cost to parents who can afford it. The pupil premium will be used to support children who are eligible for free school meals. This provision will be offered by our partners Crystal Palace Football Foundation, Bees Academy- Athletics, Stemnet and other Science out-reach organisations.

Organisation of Pupils

- There will be three forms of entry with 30 mixed ability children in each class having a full-time teacher and a full-time teaching assistant. (It is envisaged that some TAs will support our extended provision)
- Teaching assistants will work closely with all children allowing the teacher to fully support children with special educational needs or English as an additional language. They will play a pivotal role in ensuring that there is quality support for

children as they engage in a range of learning activities, for example, practical science. It will also be their responsibility to observe key children, assess learning, embed key vocabulary and ask probing questions

- Children will be taught in mixed ability groups by their class teacher for most of the time until year 5 when children will be set by ability for maths, English and science. Setting is commonplace in many State and Independent schools at around this age as this is when the gap in ability tends to be at its widest in primary schools (anecdotal evidence)
- Children from Reception upwards will receive teaching by a specialist teacher for Sports, French (MFL), Science and Music (PPA cover)
- During the 2 additional weeks in the summer term, pupils will be taught by a team of staff (one team for each week). The curriculum may be adapted to incorporate focus weeks.

Houses

- Pupils from Year 1 upwards will be organised vertically into four houses (names to be decided at a later date as a marketing strategy. Likely to be sports or/ and science related)
- House systems are very popular, particularly, in the Independent sector. From the personal experience of the Proposed Principal, a house system can transform a school in terms of ethos promoting a strong sense of belonging, a healthy spirit of competition and a feeling of unity hence strengthening our community vision
- Pupils will collect merits (house points) for good behaviour, effort, attitude, achievement, supporting others (including in the local community), for undertaking leadership roles such as prefects, house captains and vice- captains and for outstanding attendance/punctuality
- There will be annual elections for House Captains (Year 6) and Vice captains (Year 5) where contenders will be required to prepare and deliver a manifesto.
- Merits will be collated each week by house captains and the winning house will be assigned the trophy for the week and be entered for a termly draw where there will be a reward (this will be negotiated with the pupils)
- There will be half-termly house meetings to review achievements, make comparisons with other Houses, plan events and to strategise. Meetings will be during an extended assembly
- Teachers and support staff will be appointed to a House and will be expected to co- lead meetings with Captains and Vice- captains

The Extended Day

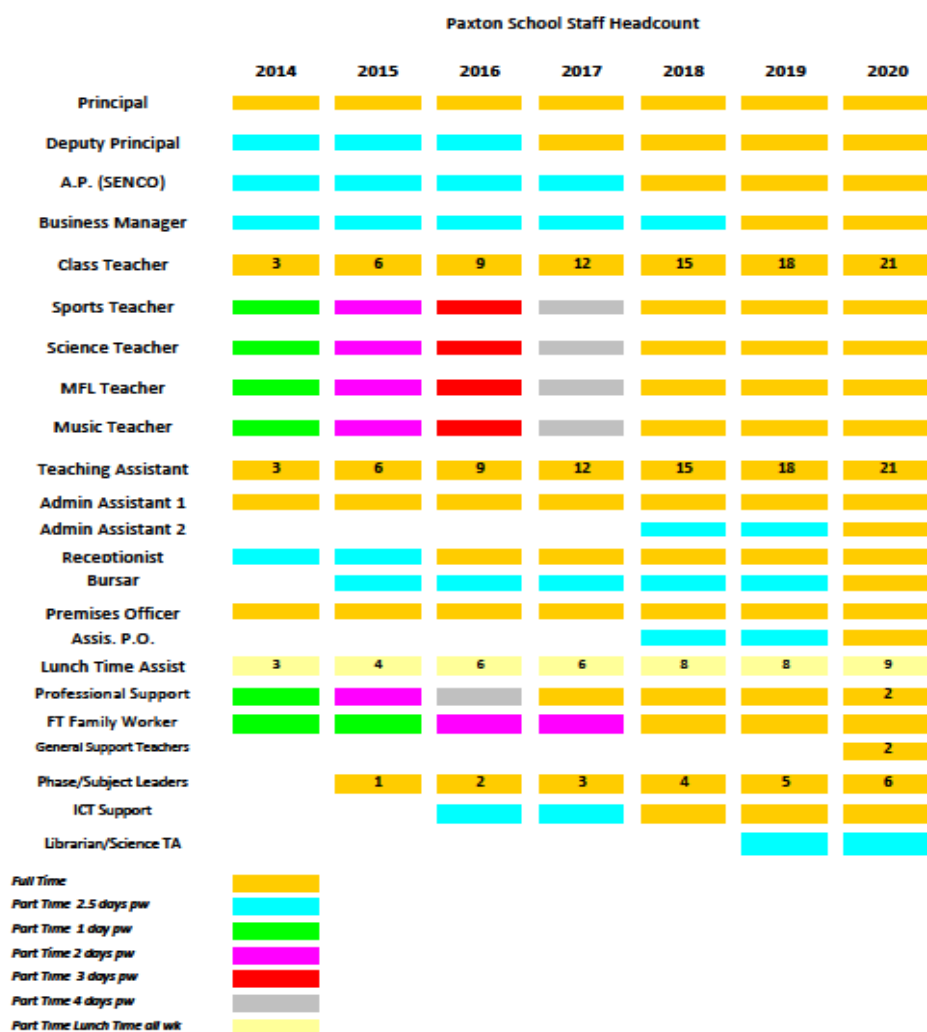
As mentioned in the Educational Vision section we believe an extended school day will be of enormous benefit to our students given their backgrounds, current levels of attainment and level of social disadvantage and the fact that a minority of them will be vulnerable to engaging in anti-social behaviour during out of school hours.

Pupils in Key Stage 1 and 2 will gain access to 34.5 hours of teaching time per week through the core hours as well as an additional 5 hours per week extra-curricular hours (Enrichment) where they can take advantage of the wide variety of sports, recreational, musical etc clubs on offer designed to stimulate, enrich and extend learning. This does

not include Saturday morning sessions for targeted pupils (i.e. gifted and talented or SEN). We aim to offer our students similar experiences to what they would receive in a fee paying school so they become well- rounded individuals who have the confidence to compete with students from all walks of life. In addition we will provide home work support for all students which will take some of the pressure off parents, especially those who lack the ability to support their children.

There is sufficient evidence on the benefits of an extended school day from KIPP schools in America to support our case. KIPP schools provide an average of 3 extra hours a day in curriculum time or compulsory extra-curricular activities.

D3: How The Staffing Plan Will Deliver The Curriculum (see also Sections D1, D2, D4, F5 and G)



The above diagram shows how the school will be staffed from the point of opening in September 2014 until the school reaches capacity in 2020.

In 2014- The proposed Principal Designate will be in post in January 2014 to oversee the opening of the school. Prior to the school opening in September 2014, with the support of governors, she will appoint a part-time (0.5) Deputy (responsible for SEN initially and Teaching and Learning), a part-time (0.5) School Business Manager (SBM), a full-time admin assistant, a full-time receptionist/ admin assistant, a full-time premises

officer, three Reception teachers, four part-time (0.2) science, sports, music and modern foreign languages specialists, three teaching assistants, a part-time (0.2) Family worker, and three mid-day meals supervisors. In addition, one day per week will be allocated for professional support (e.g. education welfare, educational psychologist, health professionals, EMA).

The above positions are consistent with the vision of the school, the planned curriculum and the financial templates. In the initial stages, the Principal will undertake a range of duties which will include being the designated person for Child Protection, curriculum development and the health and safety officer when the SBM is not working.

In 2015- a part-time SENCo will be recruited to take over the management of SEN which will include being the Designated Person for Looked After children and being the deputy Child Protection Officer. The SBM will be joined by a part-time bursar. Input from professionals will increase to the equivalent of 0.4 as will specialist teachers. Another mid-day meals supervisor will be recruited.

In 2016- The specialist part-time teachers increase to 0.8. and the professional support to 0.8. The family worker increases by an additional day. We will recruit a part-time (0.5) ICT technician.

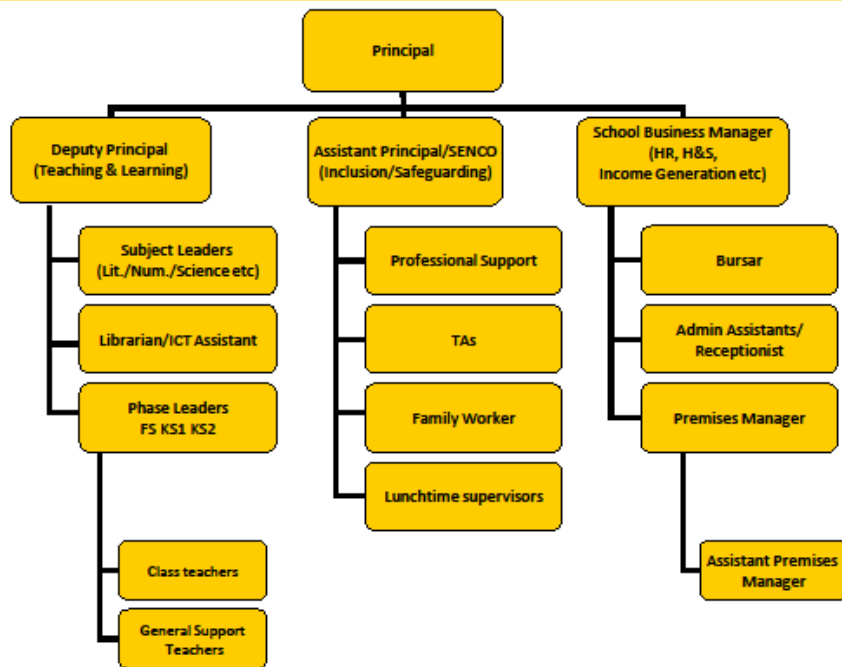
In 2017- The Deputy Principal will become full-time. We will employ a full-time family worker to support targeted families.

By 2018- (4 years after opening) most positions will be full-time to reflect the number of pupils on roll (i.e. 360). Our specialist teachers will increase to full-time. We will recruit two full-time support teachers who will work with specified groups in terms of narrowing the gaps, e.g. EAL pupils and children eligible for FSM.

In 2019- we will employ two further support teachers (full-time) to support specific year groups etc and another full-time admin officer.

By 2020- once the school reaches capacity, it will be fully staffed with a class teacher for every 30 children supported by a teaching assistant who will assist the teacher in ensuring that learning is maximised for every pupil within each lesson and additional teachers targeting support where required. Pupils will continue to be taught by specialist teachers for science, sports, music and modern foreign language and this will be used to cover class teachers planning, preparation and assessment (PPA) time as well as cover for key stage and subject leaders to monitor their areas. There will be an appointment of an assistant premises officer on a part-time basis and a full-time librarian/ ICT technician.

Paxton Academy Staffing Structure



Senior Leadership Team

The senior leadership team will comprise of the Principal, Deputy Principal, Assistant Principal (SENCo) and the School Business Manager (SBM). Their main role will be the strategic leadership, direction and operational management of the school. All positions will hold high levels of accountability with the Principal being ultimately responsible for ensuring that the school is run efficiently and effectively in all areas.

Principal

Paxton will be led by the Principal, who will be accountable to the Governing Body for

- the implementation of the vision of the school
- ensuring that the school meets its statutory requirements
- ensuring the school and its individual pupils are successful according to the agreed measurements
- knowing the school's strengths and weakness and implementing plans to address those weaknesses.

Deputy Principal and Assistant Principal (Senco)

From September 2014, the Principal will be supported by a part-time (initially) Deputy Principal who will oversee Teaching and Learning and SEN until the Assistant Principal for Inclusion is appointed the following year. Following the appointment of the Assistant Principal, the Deputy Principal will support the Principal in overseeing the development

of the curriculum and will lead teaching and learning.

The Assistant Principal will have responsibility for all aspects of SEN/ Inclusion which will include pastoral care (especially for vulnerable children), EAL and children who are gifted and talented.

Senior leaders will be line managers and will therefore be expected to carry out performance reviews for every individual working within their team ensuring equal access to continual professional development. A key part of their role will be to inspire and motivate others in line with the school's vision, values and principles.

In the first couple of years the Principal and Deputy will take on additional roles such as the management of SEN, EAL, Safeguarding, Assessment, Curriculum Development, ICT and Health and Safety. Once the school reaches capacity these roles will be re-assigned. The SBM will lead on all aspects of finance (initially, before the appointment of a bursar in 2015), marketing the school, contracts, payroll, income generation, lettings, the management of resources, health and safety, insurances, making orders etc).

Middle Leaders- Subject Leaders/Phase Group Leaders

Subject leaders and phase leaders are defined as middle leaders. Their main role will be to support senior leaders in achieving the targets and key outcomes that we have identified for the Academy in Sections C and D5.

- Heads of Phase Groups (FS, KS1, KS2) will be internally appointed over time as the school fills up, commencing with a FS manager in 2015; a KS1 leader in 2017 and a KS2 leader in 2019. They will be responsible for monitoring the progress of all pupils and their pastoral care. They will be line managed by the Deputy Principal for Teaching and Learning. They will line manage teachers working within their phase group.
- Subject Leaders (Literacy, Numeracy, Science)- In 2016 a Literacy subject leader will be appointed. This will be followed by the recruitment of a numeracy subject leader in 2018 and a science co-ordinator in 2020. In 2018 there will be an appointment for an IPC co-ordinator who will play a crucial role in monitoring the effectiveness of the IPC curriculum. This person will be responsible to the Deputy Principal.
- All will lead at least one extra-curricular activity.

Class teachers

- Responsible for planning, teaching, assessment, care and guidance and deployment of teaching assistants
- Responsible for providing extra-curricular activities and supporting our compulsory homework club
- Teachers will be line managed by the relevant phase leader.

Class teachers will be held into account for the performance of every child in their class across all areas of the curriculum. Through effective planning (taking into account pupils starting points), the delivery of excellent, exciting lessons using a range of teaching

methods and styles to appeal to all learners, on-going monitoring and regular assessment, all children will be expected to make good or better progress both within each lesson and over time. Teachers will also be responsible for the pastoral care of pupils which will include encouraging outstanding behaviour and the adherence to the school rules, universal values and inclusive ethos. They will also be the gate keeper to additional resources such as additional provision for children who have special educational needs. Class teachers will mark children's work regularly providing timely feedback on how they can improve and will build time into the timetable for children to respond to the feedback in their books.

Specialist Teachers/Coaches (sports, music, French, Science)

- Responsible for planning and the delivery of specialist subjects such as music, French/Spanish, Sports and Science as part of our IPC Plus curriculum
- They will provide cover for teachers' Planning, Preparation and Assessment time (PPA)

Teaching Assistants, Science Technician (TA)

- Teaching assistants (TAs) will be responsible for supporting the inclusion of pupils with SEN, EAL etc and assisting the class teacher with administrative tasks such as, photocopying, putting up displays etc. They will also be leaders for 'guided reading' sessions, intervention groups, phonics and the delivery of our Enrichment programme. TAs will be line managed initially by class teachers and from 2015 by the Assistant Principal for Inclusion/ SENCo (API).
- Some assistants will work in our extended school provision e.g. Saturday mornings or during holiday time. The science technician/ assistant will be responsible for the organisation of special resources/equipment for practical science investigations. This position will be occupied by a specialist TA who will be line managed by the Science subject leader.

Teaching assistants are integral to the vision of the school in terms of achieving all-round excellence. They will support learners inside the classroom, support teachers in the delivery of the curriculum, support our Enrichment programmes and provide access to the curriculum for those children who have barriers such as children with English as an additional language (EAL) and those with specific special educational needs such as a sensory loss, autism or children with dyslexia. Teaching assistants will be trained to support our systematic phonics programme and to support children who have EAL.

D4: Meeting the Needs of All Children

The Varying Needs of Individual Pupils

"The Best in Everyone"

One of the aims of Paxton Academy will be to maximise the academic attainment and personal achievement of all pupils by creating a culture of achievement in which all pupils can thrive. The Academy will strive to provide a broad and balanced curriculum which will be seen as an entitlement and should be accessible to all pupils regardless of their ability or background.

All teachers will therefore have a responsibility to ensure that their teaching meets the

needs of all learners at all times. Teachers' Planning and delivery will be carefully differentiated to enable least able, average and above average individuals to make at least good progress within every lesson and over time. There will be a focus on the use of higher-order questions to enable learners to assimilate information, develop discourse and to encourage the ability to generalise and adapt information.

Teachers will have knowledge of each child's current levels of attainment in the core subjects, in particular, and will be equipped with strategies for how to move learning on for every child, by using strategies such as 'Assessing Pupil Progress (APP). APP is a criterion- referenced assessment tool available for many subjects. In addition they will share learning objectives and success criteria with pupils so they understand what they are learning, why they're learning it and how success is going to be measured. Success criteria will be personalised to enable children with different abilities to be sufficiently challenged.

Teachers will regularly assess learning during lessons by conducting a mini plenary throughout the lesson, where appropriate and directing support to individuals who require it (teaching assistants or the teacher him/herself). Pupils with special educational needs (SEN) will have individual education plans or behavioural programmes with clear targets that will need to be included in planning and assessment.

Children who fail to meet their targets in literacy and numeracy will be targeted during the Enrichment programme and may be required to attend Saturday morning extension lessons.

Our enrichment programme will provide opportunities for our more able/ gifted and talented children to develop their strengths which will include working with specialist staff and our partners. We will also ensure that they have the chance to achieve their potential by setting by ability for English, maths and science when children enter year 5.

Our ICT Strategy

Strategic Educational ICT priorities:

To help us think about technology in a more dynamic way, beyond the traditional "dull" focus on Information and Communication, and most importantly, to support our schools focus in Personal Development, Sports and Science, we have identified the 6 pillars for our ICT strategy -

"Inclusion"	"Individualism"	"Internationalism"
"Confidence"	"Collaboration"	"Competition"

These pillars will inform our approach to ICT planning, design, procurement, deployment, training and support and provide the basis for evidence based outcomes assessment which we will use to continuously evaluate cost/benefits and added value of our ICT services and resources.

This "pillars" approach will ensure that we select technologies to support our

educational vision which will challenge the most gifted and talented, raise aspirations of disadvantaged pupils and meet the needs of pupils with disabilities, special educational needs and barriers to learning such as EAL.

Our ICT pillars will also ensure that Paxton Academy is building the attitudes, skills, knowledge and capacity of its pupils and the local community to keep pace with and benefit from the opportunities of fast changing increasingly globally connected worlds of life and work - especially through Science and Sport.

Desktop Virtualisation will be prevalent throughout the Academy which will enable us to provide the highest specification of applications such as Adobe CS5, to be installed on any workstation regardless of the workstation hardware specification.

The Academy will have a wireless network allowing the pupils to have a greater sense of flexibility as well as ensuring full access to all ICT provisions.

We will look to some of the leading market hardware manufacturers for providing us with competitively priced infrastructure products with life time warranties and provision to free software upgrades which ideally will lead to improving our total cost of ownership across the ICT board.

We aim to provide a guaranteed level of service whether this is using in-house support or a full managed service.

On the science specialism, we aim to make provision for digital science labs rather than the more generic computer labs which are increasingly considered to be *old fashioned* and make use of the Tablet devices such as the Apple iPads in order to view 3D modelling of molecular structures and the likes of, thus, encouraging and incorporating up-to-date technology into our pupil's everyday school life with an intention to bring this knowledge and practise into their working careers in the future and of course abiding by educational codes of practise.

With a safe and secure Learning Platform, pupils will be able to access materials online, 24/7/365. Staff and pupils will be able to manage their time more efficiently. Pupils can access their work when they want to, for example in the evenings, during periods of prolonged absence or during holiday periods. Easy access to additional materials can build confidence in pupils struggling with particular subjects, or stretch more able Pupils by encouraging them to research topics more widely.

Self-pace, independent and personalised learning will be achieved outside of the School's standard hours of opening.

Strategic Business ICT priorities:

We intend to prioritise investment in and support for ICT Continuing Professional Development (CPD) and training for governors, staff and teachers to ensure that they have the skills and confidence to realise the full potential of ICT. This will help to ensure that Paxton Academy is able to realise a full return in terms of savings and performance from any investment in ICT for business processes, performance management and reporting as well as for online assessment, digital learning portfolios etc.

Through partnerships with organisations like Hao2.eu who are Business Professional Accredited members of Intellect, trade association for the UK IT industry, we will keep abreast of the latest trends and developments in education/ICT/disability in both the UK

and internationally.

We will link with Small and Medium Enterprise's (SMEs) such as Technogym whose "Internet of Things" sports and health related equipment and cloud technologies offer potential to both support high quality sports and science learning but also to promote health and tackle obesity holistically.

We will ensure that through our school, parents and people in the community have access to training, advice, information and ICT resources that enable them to keep pace with and provide appropriate supervision and support of the technologies their children are using at school and at home. .

Aims of the ICT Vision:

1. To provide learning environments that supports the delivery of blended learning
2. To ensure that ICT form an integral part of the teaching and learning strategy across the School for all children regardless of background or ability
3. To use state of the art ICT resources to support stage not age curriculum delivery
4. To develop ICT as a tool to support personalised learning and the tracking of learner performance through the establishment of individual e-ILP's, especially for pupils with SEN
5. To empower staff in the School to access the use of learner data in driving standards
6. To develop a Learning Platform which is accessible by learners, staff, parents and the community and provide access to Teaching and Learning resources, internal and external communications and appropriate learner data
7. To ensure ICT systems support collaborative provision across South East London, Croydon
8. To contribute to the development of adult skills for life through community access to ICT
9. To deliver the greatest possible access to mobile technology
10. To deliver and support high quality Leadership and Management to drive up standards at all level
11. To establish security management programmes which focus on building security and e-security through physical and electronic protection strategies. The strategies will take account of the latest technological advancements and be responsive to statutory legislation including Data Protection and safety
12. To strengthen partnerships with organisations like Hao2.eu who are international leaders in education/ICT/ disability so our vulnerable pupils have access to the latest technologies where possible and
13. To link with Small and Medium Enterprise's (SMEs) such as Technogym whose 'Internet of Things' sports and health related equipment and cloud technologies offer potential to both support high quality sports and science learning but also to promote health and tackle obesity holistically

How the vision will be achieved

A set of resources and facilities will be deployed to support the addressing of a wide range of educational issues, including basic/essential skills recovery, extension of all pupils, motivation, managing, monitoring, recording and reporting of progress, independent learning, breadth of knowledge, quality of learning experience, access to experts and confident communication. An attainable vision will require a detailed strategic plan to map the various stages that will eventually lead to the completed vision. A key consideration at this stage is a starting point that is realistic, meets with the approval of its users, fits the budget constraints and delivers immediate benefit once operational. The Academy intends to ensure that its vision is inclusive, reaching out and meeting all the challenges of a wide and diverse educational and social community.

Once the various strands proposed in this first document have been agreed, a more detailed strategic plan will be developed that encompasses all the various elements proposed, followed by a comprehensive Functional Specification.

Meeting the Needs of Children who have English as an Additional Language

EMA Provision

Paxton Academy will welcome students from a range of cultural backgrounds and religions to reflect the local community as identified in Section D1. We know from our research that there is a growing number of children who speak English as an additional language in the Borough (55.3%- Jan '12). From the outset we will strive to remove all possible barriers to learning by focusing on excellent achievement for all children and hence achieve our pupil outcomes. To this end we will:

- work closely with parents to encourage involvement in their child's education
- develop and implement an effective induction policy for EMA pupils
- assess new arrivals to the country by using interpreters and appropriate assessment tools acknowledging that there are advanced bi-lingual learners and those new to English and thus their needs will need to be met in different ways
- ensure all teachers plan lessons with the needs of bi-lingual learners in mind so they can gain full access to the curriculum and make good to outstanding progress. This will include using simple language to address individuals, providing key vocabulary, scaffolds for writing and opportunities to work with peers and adults who can model good English
- ensure early and accurate identification of pupils' needs through quality first teaching (includes differentiation)
- insist that teachers cater for different learning styles (visual, auditory, kinaesthetic) acknowledging that students with English as an additional language need visual cues, a language rich environment and a context for learning. The curriculum that we have devised will provide all of these ingredients
- implement bi-lingual strategies such as encouraging students to speak in their mother tongue for specific activities (e.g. partner talk) to improve comprehension and build confidence
- develop systems to support vulnerable individuals e.g. children looked after,

children from black minority ethnic backgrounds, pupils at risk of exclusion and Refugees/Asylum seekers. This could include assigning mentors, working closely with relevant agencies as well as parents/ carers, weekly monitoring of progress, establishing a buddy system and providing access to our extended hours

- evaluate and disseminate practical strategies including research to narrow the achievement gap for pupils for whom English is an additional language and pupils from Black Minority Ethnic communities. This will include working with local voluntary organisations and other partners such as, the Institute of Education and Croydon College who have agreed to support us with action research and provide students to work with some of our children e.g. developing their reading skills
- promote the understanding of language acquisition, the strategies which support EAL Learners and ways of tackling underachievement in collaboration with other professionals through staff training
- ensure that the arrangements for tracking and monitoring individual progress and the impact of any interventions are systematic and rigorous
- strive to develop a learning culture where having more than one language is valued. Older students will be encouraged to teach others their language as part of our enrichment programme
- develop resources to use in school and at home, such as dual language signs and posts, writing frames, personalised vocabulary books, resource packs and translated documents
- meet the cultural, language and religious needs of students
- aim to use non- discriminatory assessment material
- identify and give appropriate support for those pupils who are both EAL and SEN
- raise awareness of race equality issues through on-going professional development
- All teachers will be responsible for meeting the needs of children with English as Additional Language. *Middle managers will monitor the progress of this group of children alongside other groups to ensure that they make expected progress against local and national benchmarks. Referrals to interpreters, translators, consultants and other advisors will be made as necessary by the Assistant Principal for Inclusion who will also monitor standards.*

Supporting SEN and Disabled Pupils

Paxton Academy aims to be a fully inclusive school catering for children with a range of abilities and disabilities thus complying with the duties of schools under Part 4 of the Disability discrimination Act 1995 (DDA, as amended by the Special Educational needs and Disability Act 2001) . We strongly agree with the belief that all children deserve the same life chances, hence we shall do everything within our power to promote equality of opportunity from the point of application to the Academy. Disabled pupils will not be treated less favourably and we will do our utmost to ensure that these pupils are admitted fairly, are free from harassment and participate fully in the life of the school.

At Paxton, we will recognise that all pupils have individual needs most of which can be met through effective quality first teaching where teachers set suitable learning challenges and respond to children's diverse needs. However, there will be some pupils whose needs are such that they require extra provision/support.

Our SEN policy will describe pupils with SEN as being those pupils who may have one, or a combination, of the following:

- A diagnosis of ASD (Autistic Spectrum Disorder)
- A diagnosis of ADHD (Attention Deficit Hyperactive Disorder)
- Speech and Language delay
- Literacy difficulties
- Numeracy difficulties
- Specific learning difficulty
- Physical disability /Mobility
- Visual Impairment
- Hearing Impairment
- Concentration difficulties
- Behavioural / emotional / social difficulties
- General learning difficulties

The four areas of need are generally defined as follows:

I Cognition and Learning

II Behavioural, Emotional and Social Development

III Communication and Interaction

IV Sensory and Physical

We will have regard to the Special Educational Needs Code of Practice and the pending reforms to legislation (Progress and Next Steps). We note the proposals for joint Education, Health and Care plans for certain pupils and will endeavour to work closely with parents and relevant professionals including local authorities in order to meet our children's needs. The code of Practice specifies the principles and policies that will shape our practice with pupils with SEN. At the root of the Code is the need for inclusion, early identification and the importance of collaborating with parents and relevant agencies in Education, Health and Social.

Strategies for Implementation

We aim to offer excellence and choice to all our children whatever their ability or need through our broad and balanced curriculum. Having high expectations for all children is one of our core principles. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel respected, valued, treated fairly and equally and that they are able to contribute to the school life. We understand that children:

- have different educational and behavioural needs and aspirations

- need a range of different teaching approaches and experiences
- require different strategies for learning
- acquire, assimilate and communicate information at different rates

Pupils may have special educational needs either throughout, or at any time during their school career. We will ensure that the curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

Teachers will be responsible for ensuring that pupils with SEN engage in the activities provided for pupils with non-SEN as far as reasonably practical; This also includes pupils who are gifted and talented. They will achieve this through effective planning, quality first teaching (with appropriate differentiation) and ongoing assessment. For example in the case of a child who is visually impaired, resources may need to be adapted such as print being enlarged, and increased access to an adult as well as a consideration as to where the child is positioned in relation to the teacher or the interactive white board. In severe cases, individuals may require support from mentors and other outside agencies such as counselling services. Both children with and without Statements of special educational needs or education, health and care plans will be involved in writing and reviewing targets (where age appropriate) alongside staff and their parent/ carer.

We will:

- ensure that the climate of the school reflects our universal core values, principles, and shared vision for all round excellence. All pupils with SEN will experience a sense of personal achievement and success in learning
- create an environment that meets the special educational needs of each child by offering full access to, or a sufficiently differentiated curriculum (the IPC, The IPC Plus, a modified NC and the EYFS curriculum) to allow inclusion at each of the key stages. All children will be enabled to understand the relevance and purpose of learning activities
- ensure that all children with SEN are class-based, with appropriate support
- have an effective accessibility plan which includes building modifications to allow access to the school for disabled pupils within the community
- identify the roles and responsibilities of staff in providing for children with special educational needs and ensure effective communication and the sharing of information
- ensure parents/carers play a vital role in their child's education, recognising their knowledge of their child and encouraging involvement in the decision making and support offered especially in the light of proposed Personal Budgets (i.e. where the level of a child's SEN is greater than the proposed £6000 that schools will need to fund from their own budgets, parents will have the powers to say how the 'top- up' amount would be spent)
- value Pupil Voice by ensuring pupils' views are sought and taken into account when target setting, planning interventions and reviewing their progress
- meet each pupil's SEN by thorough assessment, provision of appropriate resources via individual education plans, close monitoring and evaluation of pupil progress, along the continuum of needs and provision
- as far as possible, give the opportunity for all pupils to have their particular

learning needs met within the classroom setting, in teaching groups with their peers

- apply the School's Inclusion Policy
- raise self esteem by the use of positive reinforcement and the implementation of our universal values and core principles
- ensure that robust IT based tracking systems are in place to monitor and assess students with SEN as well as to set aspirational targets
- ensure access to our Enrichment curriculum and other extra-curricular activities and resources that will enhance pupil achievement at school, for example specific ICT resources as mentioned earlier
- Use the pillars of ICT to promote Individualism (personalised learning), Inclusion, Collaboration and Confidence enabling pupils with SEN to develop desirable attitudes, skills and knowledge
- collaborate with external partners where necessary in order to achieve the best possible outcomes for this group of pupils (e.g. speech and language therapists, literacy support specialists, educational psychologists, behaviour specialists, occupational therapists, social workers etc)
- monitor the effect of the implementation of the SEN and other related policies such as the Teaching and Learning policy.

Gifted and Talented Pupils

We will identify able pupils in all areas of the curriculum as early as possible (Year 1 upwards) and ensure that they are sufficiently challenged and enabled to achieve their full potential. Much of this will be achieved through the delivered IPC and IPC Plus curriculum by class teachers and subject specialists.

Gifted and talented pupils will be given further opportunities to work at their level and beyond by being in an appropriate ability group in Years 5 and 6 for English, Maths and Science. In addition, they will be encouraged to develop their strengths through our Enrichment programme (including Saturday mornings and any holiday provision) and through private study/ independent learning which is built into the timetable.

Wherever possible, opportunities to work with gifted and talented pupils in our partner schools as well as with mentors, coaches and relevant business partners both within the Academy and in the 'field' will be provided.

Management of Special Educational Needs(Roles and Responsibilities)

Directors/ The Governing Body

Paxton Academy will be Disability Discrimination Act compliant. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing an appropriate accessibility plan and strategy and all additional duties under the Equalities Act 2010. Through the Principal, they will monitor the effectiveness of the Academy's Special Educational Needs Policy and all other related policies

The Principal of the Academy will:

- Have overall responsibility for the provision for pupils with Special Educational Needs
- Keep the Governing Body/ Directors fully informed about the progress and achievement of pupils with SEN and the outcome of any monitoring and evaluation of standards
- Work closely with the Assistant Principal for Inclusion (API) and support agencies to ensure that pupils with SEN feel happy, safe, valued and included.
- Ensure that the Academy's Universal values (**Respect, Friendship, Equality, Excellence, Determination, Courage, Inspiration, Charity, Love , Humility and Moral Purpose**) are embedded throughout the school and that adults and children act as good role models
- Ensure that relevant policies , procedures and our 'guiding principles' inform our practice

The Assistant Head/ SENCO (initially, the Deputy Principal for Teaching and Learning or Principal) will:

- Be responsible for Child Protection and Social Service Referrals.
- Manage the identification and co-ordination of pupils SEN
- Be responsible for referrals to outside agencies, including any referrals to alternative provision and where required complete a common assessment framework (CAF).
- Attend and contribute, when necessary to Annual Reviews, for pupils with Statements
- Be responsible for ensuring that all pupils with SEN meet the challenging targets that will be set for them
- Work with class teachers to ensure all work is suitably differentiated for individuals
- Collaborate with parents to ensure their views are incorporated and that they are fully informed about their child's needs and progress.

The Deputy Principal for Teaching and Learning will:

- Be responsible for ensuring that the curriculum, teaching methods and teaching materials offer the greatest opportunities for providing a broad and balanced curriculum to all students, including those with Special Education Needs
- Ensure that assessment data is used rigorously to deliver appropriate material for identified students.
- Ensure lesson plans reflect the needs of identified students.
- Ensure that 'shared expectations' are recorded by teachers and LSAs
- Be accountable for the progress that SEN pupils make across the full curriculum

The Deputy Principal for Teaching and Learning (later on the SENCO) will:

- Use information provided by Parents, SIMSs, SATs results, reading scores, Fisher Family Trust Live, formative assessment and other data available to ensure pupils requiring extra support are provided for appropriately.
- Co-ordinate provision for pupils with Special Educational Needs at School Action, School Action plus and Statements (as defined in the present legislation).

- Carry out all necessary administration around Statutory Assessments and Annual Reviews of Statements
- Maintain the Academy's Special Education Register and oversee the records of all pupils with Special Education Needs and disseminate relevant information to all parties.
- Ensure all teachers implement individual education plans (IEPs)
- Oversee the implementation and review of the SEN policy, the Equality Diversity Policy and all other related policies
- Liaise with parents and external agencies
- Liaise with and advise colleagues.
- Contribute to the in-service training of all staff

Learning Support Assistants will:

- Support pupils with SEN in whole class lessons, in withdrawal group work, and one to one sessions depending on need.
- Act as a 'Buddy' to targeted students.
- Have support agreements with teachers clearly outlining roles and expectations
- Provide programmes of work to meet the needs of individuals or groups of children including as recommended by agencies such as the education psychology service
- Monitor pupil progress, keeping up to date records of progress against targets
- Contribute to writing and reviewing of targets for pupils at school action plus and with statements (under current framework)
- Contribute to reports for annual reviews for pupils with Statements and attend annual review meetings, case conferences etc when appropriate
- Liaise with other agencies when appropriate
- Encourage the use of ICT wherever possible to motivate students and develop skills that they can apply across the curriculum
- Report to the Deputy Principal/ SENCo regularly on pupil progress and curriculum issues
- Offer support for pupils requiring additional support for emotional/behavioural difficulties.
- where contracted, support pupils during enrichment hours and extended hours on Saturdays or during holiday periods

Admissions Arrangements

We will participate in local Fair Access Protocol arrangements to ensure that all pupils with SEN, including those who are 'hard to place' are admitted equitably to local schools.

- All pupils will be admitted to the School according to the School's Admission Criteria
- We will consent to Paxton Academy being named in a child's Statement unless in exceptional circumstances as outlined in the Education Act 1996, Schedule 27)
- All staff will ensure that pupils with Special Educational Needs admitted to the school will join in the ethos and activities of the school, together with other pupils far as possible

Pupils' successful induction to the school will be supported by:

- A parent/pupil 'interview' to determine any previous or continuing Special Educational Needs
- An Induction programme for all new pupils
- Liaison with external agencies (Social Services, Speech and Language Therapists, Educational Psychologists etc)
- Sharing information with teachers in order to facilitate a smooth transition

Pupils may be directed to Paxton Academy if it is the named school in Section IV of a pupil's Statement of Special Educational Needs as it stands currently. All Statements or Education, Health and Care plans for pupils who are requesting placement at Paxton will be considered by a Panel of directors prior to admission within the allocated time scales.

Special Facilities

There will be facilities for students with Physical Disabilities at Paxton Academy. The school building will permit easy access for physically disabled students with limited mobility e.g. wide doors, disabled toilets, braille signs. In addition the school will have a fully equipped SEN room with input from external specialists as required.

Pupils with learning difficulties will have access to a number of intervention programmes and support from an SEN teacher and/or a Learning Support Assistant depending on area of need.

Identification, Assessment and Review Procedures

As outlined in the Code of Practice (DFES 2001), a graduated approach will be used to identify, assess and provide for pupils with Special Educational Needs.

The early identification of Special Educational Needs is desirable to minimise difficulties later on. The process will be ongoing but concerns maybe identified at any time in the pupil's school career from any of the following sources:

- Information gained on entry, including casual admissions (information from other schools)
- Baseline testing
- Concerns raised by external agencies
- Concerns raised by pupils themselves
- Concerns raised by parents
- Referral from class teachers, SENCo, other teachers, learning support assistants and senior leaders

Other Vulnerable Groups

Other vulnerable groups, including children eligible for Free School Meals (FSM), Travellers, Refugees, Looked After Children and Young Carers will also be at the centre of our inclusion policy. The curriculum will be personalised as far as possible in order to meet their needs and overcome barriers. We will set aspirational targets, track their

progress closely at regular intervals and where appropriate plan specific interventions to make maximum use of Pupil Premium and any Dis-advantaged Subsidy funding. Any special programmes will be fully evaluated in terms of impact and communicated to stakeholders in line with government expectations.

We will work closely with their parents by sharing personal targets and provide scope within the timetable for extra time for literacy and numeracy should they fail to reach their targets. We will work in partnership with outside agencies in order to fully address their needs. We will measure the progress that each group makes against local and national benchmarks.

D5: Definitions and Measures of Success

Vision Statement

We aim to establish an innovative school that excites and engages the local community, whilst inspiring, challenging and supporting all learners to achieve excellence in:

-Academic subjects- so our pupils achieve above national expectations in Reading, Writing, Speaking and Listening and Maths

-Creative and personal development- so our children develop a broad range of skills, talents and interests which will enrich their lives

-Science- so our pupils develop an aptitude and passion for Science

-Health and Well-being promoted through participation in sports- so our pupils understand and value the importance of adopting a healthy life-style and are fit for life both physically and mentally

-International Mindedness- so our pupils are fully prepared to live in a global world understanding the inter-connectivity between people, cultures and systems across the world

A two year strategic school development plan will be written by the Principal, staff and governors identifying key school improvement areas, specific targets, time scales, funding implications and success criteria. In the initial stages of the Academy opening we will focus on the following KPIs:

Academic Outcomes

Raising Standards in Literacy and Numeracy Skills

The high achievement of pupils is of paramount importance to the success and status of the Academy and its standing in the local community. Croydon North needs more outstanding Academies to improve the life chances of the children in the community so they do not become another NEET statistic or end up living a life of crime or poverty. We want our children to leave us with above average literacy, numeracy and science skills so they have a better chance of achieving a minimum of 5 good GCSEs grade B or above (or its replacement) including English and Maths with the capability of studying beyond GCSE 'O' Level. We aim for the Academy to be among the top 25% of schools nationally for KS2 results.

We will have achieved our outcomes for academic achievement if we meet the following targets:

Foundation Stage

Assessment scale		Code	Paxton Academy	Comparisons
				England (2012)
PSED	Disposition & attitudes	DA	100%	95%
	Social Development	SD	95%	92%
	Emotional Development	ED	93%	90%
CLL	Language for communication & thinking	LCT	95%	91%
	Linking sounds & letters	LSL	95%	87%
	Reading	Read	90%	84%
	Writing	Wri	87%	80%
PSRN	Numbers as labels & for counting	NLC	98%	93%
	Calculating	Calc	90%	83%
	Shape, space & measures	SSM	95%	89%
Knowledge & Understanding of the World		KUW	93%	87%
Physical Development		PD	100%	95%
Creative Development		CD	97%	91%

Year 1 Phonics Test

Paxton Academy (32 points+)	National Average (32 points+)
75%	58%

Key Stage One SATs (Teacher Assessment)

	Reading	Writing	Maths	Science
Level 2+	95% (85%)	92% (81%)	100%(90%)	100%
Level 3+	35% (26%)	25% (13%)	30% (20%)	30%

Figures in brackets are the national averages
Science targets is for internal target setting only

Key Stage Two SATs

	Eng+ Maths combined (KS2 SATS)	English	Maths	Science
Level 4+	96% (74%)	95% (82%)	97%(80%)	95%
Level 5+	51% (21%)	51% (29%)	52% (35%)	50%

Figures in brackets are the national averages.

Science is not reported on nationally. The targets are purely for internal target setting purposes.

The above targets are aspirational and support our ambition for Paxton Academy to be a centre of excellence. Academic achievement is considered by many including Ofsted to be the most effective way of measuring how successful a school is. We have identified six fundamental strategies for achieving the above targets over time:

- 1) Establishing and implementing a clear vision for the school whilst promoting our universal values, shared beliefs and high expectations for the achievement of all children with a relentless drive to narrow the gaps in attainment whenever they occur
- 2) Ensuring that the vast majority of teaching is good or better (at least 90%) with at least 20% of teaching judged as 'outstanding' at any time)
- 3) Implementing a robust cycle of target setting (using challenging benchmarks such as FFT Type D- top 25% of schools nationally), review and evaluation with the School Development Plan as a key driver
- 4) Strong, moral Leadership and Management from senior leaders and directors with a clear focus on values, beliefs, learning, behaviour and pupil well- being
- 5) Strong stakeholder relationships (e.g. parents, networks and alliances)
- 6) A focus on the development of literacy and numeracy skills across the curriculum so children have an increased chance of becoming fully literate and numerate before moving on to secondary school.

Developing the Whole Child by Providing Extensive, Rich, Purposeful Learning Experiences as part of a Core and Extended offer

The over-riding target in this area is for every single child to participate in the full range of creative activities on offer throughout the Academy. This will mainly be achieved through the IPC and IPC Plus curricular which includes our Enrichment programme. Specific success measures include the following:

TARGET	SUCCESS CRITERIA
All children to learn to play an instrument	Every child can play at least one instrument to the best of their ability
All children to participate in singing and performing in front of an audience	All children can sing a range of songs from different cultures and have experience performing in front of audiences at different venues
All children to experience drama, design and technology, art and music as part of the core and extended curriculum	The vast majority (90%+) of children have age- appropriate knowledge, skills and understanding in these areas
Children will enjoy participating in creative Activities	The vast majority of children rate creative activities highly
Children from year 3 upwards to participate in LAMDA speaking/ listening and performing exams	The vast majority of children will be confident speakers with a good range of vocabulary and a repertoire of poetry, prose etc

Promoting Well- Being/ Personal development Through Shared Values, Sports, Scientific Literacy and a Responsibility Towards the Community

This particular curriculum priority is integral to the school’s character and ethos. Some of the main targets are:

TARGET	SUCCESS CRITERIA
All children will participate in at least 5 PE/ Sports lessons a week	Every child takes part in physical activities for at least 5 hours per week
All children will learn to swim	The vast majority of children can swim a minimum of 25 metres by the end of Year 6
All children will have a good understanding of our Universal Values	All children behave in accordance with the values and ethos of the school
All children will participate in non-competitive and competitive sport, some at a regional level	Every child has received either certificates, medals or trophies in recognition of their participation or achievement
The Academy will be noted for the high achievement of pupils in athletics, football and gymnastics	Pupils/teams will be first, second or third in local competitions on a regular basis
All children will receive high quality teaching in Science	By the end of KS2 95% of pupils will achieve a level 4+ and 50% of pupils will achieve level 5+ in Science
The school will achieve the Active Mark and Healthy Schools accreditation	The Academy has achieved the Active Mark and the Healthy Schools Award within the first 3 years of opening
Pupils will be happy, confident individuals who question things, engage in independent learning and who are creative problem-solvers	Teachers, support staff, leaders and partners rate the majority of pupils (75%) highly on these dimensions
The Academy will support a range of good causes such as Charities and community needs	All children have participated in at least 3 good causes each year which could involve fund-raising and campaigning

Assessment and Tracking Student Progress

Assessment

Assessment plays a vital part in the teaching and learning process. We will pay close attention to the progress of each and every pupil by using assessment for learning strategies as well as by analysing pupil and school level data.

Assessment will be both formative and summative allowing teachers to track the progress of pupils over time, measure the impact of teaching, set challenging targets and plan any necessary interventions for individuals causing concern.

Formative Assessment

Assessment for Learning (AfL) and Assessing Pupil Progress (APP)

AfL

AfL principles require assessment to be an ongoing, context- embedded, process which engages, enlightens and motivates each pupil. Children are considered as being equal in the learning process where learning objectives are shared, joint success criteria are devised and self and peer assessment is an expected process in all lessons, as is the need for students to reflect on their learning and respond to their teacher's marking and feedback. AfL supports our enquiry based curriculum, the focus on the development of children's oracy skills and our universal values (see Section C- Vision). The teacher, as facilitator, gives feedback in a sensitive and constructive manner, identifying next steps for learning and sharing attainment/scores. Teachers will be supported by the senior leadership team in terms of best practice use of data.

APP

Assessing pupil progress (APP) is an effective criterion- referenced system for tracking the progress of individuals within the National Curriculum (e.g. Literacy, numeracy and science). Teachers identify a cross-section of pupils of different abilities, for example 6 students (2 more able, 2 average and 2 below average) and use these as a benchmark for the rest of the class. In Reading, for instance, the teacher would select a particular Assessment Focus such as AF5- 'vary sentences for clarity, purpose and effect' and plan specific activities to determine whether an individual has achieved the objective. This system is dynamic in that it has the advantage of enabling the teacher to 'drill down' to the specific steps required to achieve an overarching goal and to select incremental targets towards the goal.

Summative Assessment

Summative assessment will be in line with the curriculum and will be benchmarked internally, locally and nationally in pursuit of personal best performance for pupils and continuous improvement for the Academy.

All pupil data, including attendance and behaviour will be analysed by Senior and Middle Leaders and disseminated to teachers to inform their planning. Teachers will be able to access information and data via a secure area of the school's website accessible only to staff. Older pupils (Years 5 and 6) will be expected to keep a record of their progress by compiling an e-Portfolio including work samples, self-assessment, moderated work and their own action planning together with target grades.

We will use a wide range of soft data, metadata and hard data to track progress exploiting best practice approaches to tracking including via MIS as outlined in the review publication "Management Information Systems (MIS) and Pupil Tracking: Users' Guidance: Using MIS to Support Pupil Attainment Tracking " from National Strategies. By way of illustration, pupils will be tested for Reading Comprehension using the NFER

scheme at the start of the school year. Similarly, spelling ability will be measured and tracked according to the Vernon Spelling Test at the start of the school year. These results, alongside NC test results (literacy, numeracy, science), IPC Skills rubrics (see below) and teachers' formative assessment, will inform planning and will facilitate the setting of differentiated tasks.

As mentioned in the Special Needs and EAL sections, particular attention will be given to vulnerable pupils including those from deprived backgrounds, not only directly, but also via family and community learning initiatives and links with wider children's services where applicable. A range of appropriate soft and hard Key Performance Indicators have been identified (see above) in order to assist with the measuring and tracking of pupil and school outcomes.

At an individual level, a prime measure of success will be the number of pupils who achieve and extend their personal best, in a rounded sense including but going beyond academic subject performance. This will include participation in our extensive enrichment programme.

Assessment in the Early Years

The early learning goals establish expectations for most children to reach by the end of the Foundation Stage, they are not a curriculum in themselves, but they provide the basis for planning and assessing children's learning.

Observation, assessment and planning are an integral part of the teaching & learning process in the Foundation Stage. All members of the Foundation Stage team will collect evidence of children's development through written observations, collection of work samples and taking photographs. Practitioners will observe children's play and learning; these may be targeted but will mostly take the form of an impromptu record of children engaged in self-chosen learning experiences. This evidence will be collated in scrapbooks, and used by the child's key worker to make informed judgements about a child's achievements. Children's achievements will be recorded in an individual "Learning Journey" which will be based on the EYFS Development matters statements and incorporates the Early Learning Goals.

Early Years staff will then use this information to highlight children's achievements, track children's progress & identify next steps in learning. Subsequently, the information will be fed into planning sessions to inform provision.

We will closely monitor each child's progress and development throughout the Foundation Stage to ensure that they are making progress. Early identification of special educational needs will be a priority. At the end of the Reception Year the children's achievements will be assessed against the Early Learning Goals. This crucial information will be shared and discussed with the Year 1 teachers as well as parents/carers.

Assessment in KS1 and 2

Pupils in Key Stage 1 and 2 will have termly assessments in Mathematics, Writing, Reading and Science. These may include teacher assessment as well as past SATs and QCA assessment papers in order to make comparisons within year groups, across year groups, across different subjects and with national averages. *Staff will input the results on a tracking database such as Classroom Monitor.* Teachers and leaders will analyse test results to identify areas where teaching could be improved and to identify children who are either exceeding expectations or under-performing. For example, a child in Year 3 whose reading attainment is below the expected level 2A/3C may require a further phonics intervention programme or an intervention such as 'Catch Up' which targets reading and comprehension skills.

Progress

Key stage 1 and 2 pupils will be required to make good or better progress within lessons and over time. We will use average points scores (aps) to measure progress. A child is expected to make 1 point progress (aps) each term which equates to 3 points a year and 12 points from a level 2B in KS1 to a 4B in KS2. In KS1 our target will be for the vast majority (85%+) of pupils to make at least 4.8 points gain over a year as opposed to 3.9 (average). We expect a number of pupils to make outstanding progress which would be an aps of 6.0 over three terms.

For pupils in KS2 the minimum expectation for the majority of pupils will be an aps of 3.6 over a year with an aspiration of 3.9 to reflect outstanding progress. Although robust targets will be set for all pupils, we acknowledge particular children such as those with severe SEN (e.g. a sensory loss) or children new to English may be slower in grasping concepts. These children will still be expected to make good progress over time.

Assessment in the IPC

IPC assessment and evaluation is about learning. It sets out to help children to reveal a range of their knowledge, skills and understanding. The IPC focuses on the essential elements of the learning goals and on the assessment of skills and understanding in particular.

There are assessments (known as skills rubrics) for every IPC subject. The IPC helps teachers to identify skills performance at the end of a Milepost as: 'beginning', 'developing' or 'mastering'. Rubrics are descriptions of what each level of performance looks like. Rubrics are in two different forms: a version for the teacher that closely corresponds to the language of the learning goals (Teachers' Rubrics) and a version for children that is easy for them to access (Children's Rubrics).

The children's rubrics are designed to allow children to participate in the assessment process identifying their own strengths and weaknesses. In this way they discover that learning is an interactive, on-going process and begin to develop an understanding of how they learn (meta-cognition).

An example of a Teachers' Rubrics

Skill to be learnt- **To be able to use a variety of materials and processes**

Beginning- The child chooses more than one type of material and process to produce a piece of art. He/she may require help to choose the materials and processes for his/her work e.g. suitable materials to make a collage.

Developing- The child chooses more than one type of material and process and successfully produces a piece of art. The child understands that materials are suited to different processes and chooses accordingly, with some help from the teacher.

Mastering- The child uses a variety of materials and processes in his/her work with success. The child understands that materials are suitable for different processes and chooses accordingly. The child needs little or no direction from the teacher.

An example of Children's Rubrics

Skill to be learnt- **To be able to use a variety of materials and processes**

I'm getting used to it (Beginning)- I know how to use some art materials e.g. paints, charcoal etc. I'm not sure when I should use each material and my teacher helps me with this. E.g. when I'm making a collage my teacher needs to help me collect the materials and make the collage.

I'm getting better (Developing)- I know how to use some art materials and I can choose the right materials for a process e.g. to produce a painting, I need paints, brushes etc. I can produce a piece of art using the materials and processes I have chosen.

I'm really getting it (Mastering)- I know many different ways of doing art and can use different materials without any help from my teacher. I can make different types of art and decide for myself what I need to do this.

There is a rubric for all specified skills within each subject. The teachers' rubrics are contextually identical to the children's rubrics as illustrated in the brackets above.

The Learning Stages- Beginning, Developing and Mastering

Skills are developmental and involve a progression through the learning stages but this may not be time- sensitive. For example, a child can be at the beginning stage of practising a skill over a six months period. Another child can be at a Mastering Stage and still make some mistakes and have room for improvement.

Rubrics will be used by teachers and children at the start of an activity so children develop an understanding of how to perform a particular skill- these will be portrayed as learning targets and referred to during the activity so children are able to be active participants in the assessment for learning process. The role of the adult during these sessions is to facilitate and observe learning.

We expect teachers to be familiar with the Assessment Programme before beginning a new unit or theme of work so they can map out the skills that they will be assessing in advance. Towards the end of a theme/unit teachers will complete an assessment of the children to show their progress and areas they need to work on. This will contribute to the End of Milepost Assessment procedures which summarises children's achievements over a two year period.

The record sheet will present a summary of progress in every subject within each Milepost for every child in the class (i.e. identify the subject, milepost and target skill and whether each child is at the 'Beginning' stage, 'Developing' stage or 'Mastering' stage. These records will follow each child as he/she moves up the school. Children will formally assess themselves using the rubrics towards the end of a milepost (e.g. 5-7 year olds- 2 year groups) to see how well they think they are learning. In between, at the end of each theme, pupils will reflect on what they have learnt since the 'Knowledge Harvest' (the initial introduction to a theme) using the rubrics for guidance.

Parental Engagement and Reporting to Parents

According to a survey by YouGov/FPI (April 2012) 71% of parents believe schools that actively involve parents achieve higher academic results.

We aim to offer a 'family friendly' environment where parental support and engagement is highly valued. We acknowledge that some sections of the community may be harder to work with than others but believe that the strong links that some of our confirmed governors already have with a number of community groups and voluntary organisations in the local area will break down some of these barriers. We will visit these parents wherever they feel most comfortable to discuss their children's learning, especially children with SEND. To this end we seek to employ a family worker and to work with the Institute of Education to deliver a supportive package which will include early intervention programmes for the under-fives, support with managing behaviour and meeting the needs of children with SEND.

Parent/ carer views on the curriculum and all aspects of the provision will be sought both formally (e.g. termly (where relevant) and annual questionnaires and informally (e.g. anonymous suggestion boxes, interviews at Parents' meetings, curriculum workshops etc) throughout the year.

Children's progress in learning in the IPC and IPC Plus will be reported to parents at Parent(s) Evening each term, regularly at year group coffee mornings and more formally on a yearly basis by way of an annual written report. Parents of targeted pupils will be expected to attend half- termly pupil progress meetings.

In celebration of our children's achievements parents will be invited to a prize giving ceremony at the end of each term.

Marking and Feedback

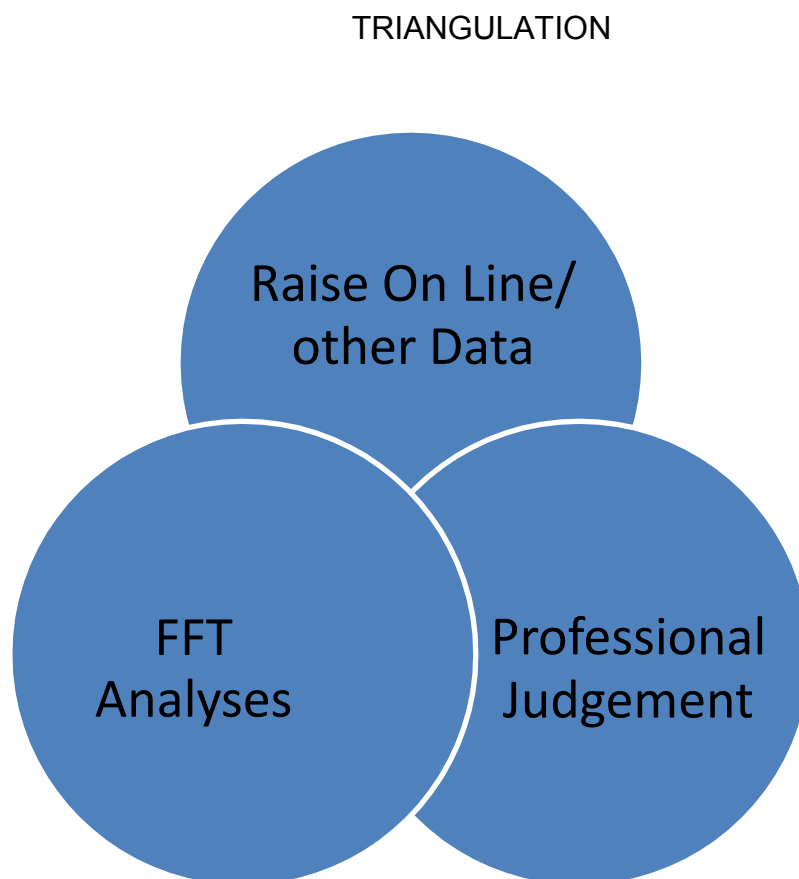
Marking children's work on a regular basis is crucial for motivating individuals and for helping teachers to assess the effectiveness of their teaching. Marking will usually be matched to the learning objectives or success criteria for a lesson. Staff will be expected

to follow the whole school Marking and Feedback policy to ensure consistency. Pupils will be given time to respond to marking and feedback in their books, thereby promoting ongoing dialogue and to work towards the next steps in learning. A robust assessment and monitoring database will be set up e.g. via SIMS or Classroom Monitor which will incorporate teacher assessment. This will integrate other data such as pupil attendance and behaviour.

Target Setting

It is widely accepted that Target setting is central to raising standards. We believe in aspiring to the best for our pupils and therefore we aim to set challenging targets. In addition to using invaluable norm- referenced pupil data from Raise on line, it would be our intention to adopt a target setting system such as Family Fischer Trust Live (FFT Live) which is an interactive database which uses the most recent Census data and children's prior attainment. Analyses are provided to support effective school self-evaluation and target setting in order to raise attainment.

The diagram below shows the Target Setting process that we will follow:



The database will provide estimates for what a particular child should be able to achieve once their prior attainment is taken into account. We will consider the estimate in light of the child's current attainment, make a prediction based on professional knowledge of the child and set an aspirational target based on what the top 25% of schools are able to achieve nationally (i.e. a Type D estimate). Children and parents will participate in setting termly or in some cases (pupils with SEN), half-termly targets in literacy, numeracy, science and personal development.

The FFT Live gives schools the flexibility of selecting both non-contextualised and contextualised estimates when setting targets. We would look at contextualised data for example, when comparing the performance of vulnerable groups. The FFT has the advantage of containing important information from the Early Years Foundation Profile scores which can be used to predict outcomes and inform planning/ target setting. The pupil estimates will allow us to set robust targets for **all** pupils from Year one.

All teachers and relevant support staff will participate in termly (or in some cases, half-termly) pupil progress meetings with members of the senior and middle leadership teams to review the progress of every single child in the school against the targets that we have set for them using FFT Live Type D Estimates. Where individuals are not on track to meet a target (including more able children) challenging questions will be asked about possible barriers, such as environmental factors in the classroom and the quality of teaching and support. Evidence from observations and work scrutiny will be used to gain a fuller picture. Low performing children will have half-termly targets and half-termly pupil progress meetings so their progress is under constant review. The over-riding objective will be to find a solution to the problem, e.g. an intervention such as additional maths support during the Enrichment part of the curriculum where we would; implement it, review progress and measure the impact on the child's learning.

D6: Admissions Policy

The Governors of Paxton Academy, as the Admissions Authority of the Academy are committed to providing an excellent education for a fully comprehensive intake. For this reason we would wish to be part of the Local Authority's co-ordinated procedures for admitting students. We are therefore committed to fair and transparent admissions practices. We will admit in accordance with the School Admissions Code, the School Admission Appeals Code and admissions law as it applies to maintained schools. We have selected an over-subscription criteria to assist us in trying to gain an intake which is reflective of the community that the school will serve prioritising places for children who need it the most.

Paxton Academy will be a non-denominational, non-selective, inclusive school for children primarily living within the CR7, CRO and SE19- SE27 post codes. The actual catchment areas will be dependent on the eventual location of the Academy. We will welcome applications from all members of the local community.

It is our intention that the Academy will open in September 2014 with an intake of 90 Reception pupils. Depending on the location of the school we may seek to open a 60 place nursery in 2015 or 2016. We will continue to admit 90 pupils to Reception each year until we reach capacity in 2020.

We anticipate being part of the Pan- London Admissions scheme from September 2014, subject to meeting LA timescales. In a telephone conversation with [REDACTED] we were informed that it might be possible to include our Academy as a proposed school in the Council's 2014 School Admission booklet for parents. This would help to publicise the school across the whole borough and beyond and thereby increase the number of parents requesting places. If that were not possible, the governors would manage this process themselves by requesting that parents apply

directly to the Academy using an application form downloadable from our website as well as applying via the Pan- London Admissions process. We would seek the support of an LA officer as an independent witness when allocating pupils to places. For parents without access to a computer, we would aim to work with the Family Information Service to support parents in completing hard copies of the form.

Paxton Academy will admit children with Statements of special educational needs, where the Academy is named on the Statement.

If the Academy is over-subscribed, priority will be given to applicants in the following order:

1. Children in public care or children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order)
2. Children attending the nursery at Paxton Academy which will be a state nursery
3. Children with a sibling (including step or half) attending the Academy at the time of admission who live at the same main residence
4. Children with an acute medical or exceptional social need who in the opinion of the GB would be suitably provided for in the school
5. Up to 80% of children living in one of the above priority postcodes
6. Up to 20% of children living outside the priority post codes

Where there are more applications in categories 5 and 6 than there are places, we will operate a lottery system where names are randomly drawn by an independent witness.

D7: Approach to Behaviour Management, Well-being and Attendance

We aim to create a calm, happy, stimulating and safe environment where staff, pupils and parents hold high expectations for learning and behaviour. At Paxton Academy, one of our primary goals is that every member of the school community feels valued and respected. We will actively strive to put this vision into practice ensuring that everyone (staff and pupils in particular) are treated fairly and well.

Our universal values (Respect, Friendship, Equality, Excellence, Determination, Courage, Inspiration, Charity, Love, Humility, Moral Purpose and Peace) are built on mutual trust and respect for all and pupil well- being is a central part of our vision. Our approach to behaviour management is designed to support the way in which all members of the community can live and work together in a supportive way so as to create 'a sense of belonging'. We aim to create an ethos where everyone feels happy, safe and secure and where children grow to become caring, responsible and increasingly, independent members of the school community.

We will achieve our aims by:

- Establishing clear boundaries of acceptable behaviour for everyone in the school community
- Encouraging children to be responsible for their own actions and behaviour and
- Employing a consistent approach to behaviour management throughout the school.

A central tenet of our approach to behaviour management is the importance of forming positive relationships which includes pupil to pupil, adult to pupil and the quality of relationships we will establish with our parents/ carers. 'Friendship' and 'Peace' are two of our universal goals and as such we will dedicate time in the curriculum to developing key skills in this area such as through assemblies, project work or fund-raising. We will expect every member of the school community to behave in a considerate way towards others demonstrating respect and courtesy. Consequently, parents will be expected to sign a Home- School Agreement on enrolling their child which will set out key expectations around behaviour and our school rules which will be generated once the Academy is open with the involvement of the primary stakeholders. We will also develop a staff charter depicting our vision, principles and universal values for all staff to commit to which will be followed by the development of a whole School Charter which will unite the whole school community, helping all to focus clearly on the vision we have for our pupils.

We will adopt a positive approach to behaviour management where we praise good behaviour more than punishing negative behaviour as we believe that this will be consistent with the values that we will be trying to promote.

School Rules

These will be developed with pupils and staff on the first day of opening. They are likely to incorporate elements of the following Golden Rules which tend to be adopted by many primary schools:

- Be Gentle- Do not hurt anybody
- Be Honest- Do not cover up the truth
- Work Hard- Do not waste your time or other people's time
- Listen to People- Do not interrupt or refuse to do what a member of staff asks
- Look After Property- Do not waste or damage things

Positive Reinforcement

As mentioned previously, we will operate a House System where every child will be allocated to one of four Houses (names to be based around our Specialism's and created by pupils once the school is open). Our House System will promote a sense of unity and belonging as pupils will meet regularly for motivational talks; to plan events (including raising funds) and to participate in competitive sports; spelling, reading, debating and times tables challenges etc. Students will be given the opportunity to become House captains, vice captains, prefects, vice- prefects, school council representatives, sports leaders, and mentors by learning about democracy. We believe that by giving students opportunities to lead they will be more responsible and accountable to their peers.

Teachers will award House Points for: excellent behaviour, effort, outstanding progress, acts of kindness, being helpful and personal achievement such as reaching a challenging target. House Captains will collate the merits across the school each week and the winning House will receive formal praise in an assembly as well as earn points over half a term for a bigger reward which could include a special visit to a place of interest. In addition, individuals with the highest number of merits in each class over a

term will receive a special invitation to the Principal's tea party.

Other rewards will include:

- Being nominated by the class teacher as 'Star of the week'. Each child will receive a certificate by a member of the Senior Leadership Team in a 'Star of the Week' assembly
- Stickers, certificates, trophies, medals for positive behaviour, making a positive contribution to the school community, effort or achievement
- Being appointed as a prefect (Year 6 pupils)
- Postcards home celebrating good behaviour or achievement
- Positive phone calls home
- Citizenship certificate
- Attendance and Punctuality awards
- Sports achievement certificates, trophies and medals.
- Termly Prize evenings
- Governor's award at Prize Evenings
- Principals' Certificates

Children will learn that as individuals we all have Rights, but with Rights, come Responsibilities. The whole school community will have the responsibility of adhering to our values, vision, School Charter and school policies. In the future we would seek to become a Rights Respecting School where children will learn about the UNESCO's United Conventions of the Rights of a Child.

Consequences to good and bad behaviour will be made explicit to all children. Our pupils will learn how to make the right choices in view of their behaviour, particularly through one of our core values, Moral Purpose. Adults will model how to resolve conflict with peers through talking through the situation and trying to understand the other person's point of view. We will teach our pupils how to be emotionally intelligent so they understand their feelings, other people's feelings and how their behaviour impacts on others. When individuals choose to make the wrong choice a range of sanctions will be applied.

Sanctions

As in all organisations, it is inevitable that some rules and expectations will be contravened at times, and sanctions will therefore be required. It is important that sanctions are not seen in isolation and that they are applied alongside our rules, expectations and rewards.

In order to ensure a safe and positive learning environment where individuals are free from bullying, harassment or exposure to anti-social behaviour, we will employ a number of sanctions to enforce the school rules and our universal values. Sanctions will be clear, consistently applied, fair and appropriate to each individual situation.

For minor misdemeanours such as calling out in class or distracting others, individuals will be given a verbal reminder. If the behaviour persists, a visual reminder will follow, such as, writing the child's name down on the board or putting the child's name underneath a symbol, such as, a sad face. If there is still little improvement, the child may be asked to have 'time out' inside the classroom, outside the classroom or in a

parallel class. At this point an adult will have a private word with the child to remind him/her of the rule/ value they are breaking and to explore the possible reason for the mis-behaviour.

In a small number of cases, individuals (KS2) may be given a detention either at morning break or over lunch time (not exceeding 30 minutes). Detentions may also be given for more serious poor behaviour like swearing, aggressive behaviour, fighting or refusing to comply with the request of an adult. The class teacher will notify parents whenever a child receives a detention. If a child receives three detentions in a half- term his/her parents will be informed in writing and requested to attend a meeting with the Phase leader.

We would expect to identify children with behavioural, social and emotional needs early on and ensure appropriate provision is in place to support them such as an individual education plan with clear targets, rewards and consequences. Where necessary, we may need to involve counsellors, behaviour specialists, mentors or mental health agencies to fully meet the needs of a child.

Exclusions

If the above sanctions fail, an internal exclusion where a child is placed in another class for up to a week, may be used. This sanction can be effective as the [REDACTED] has found that in her experience, most children do not like to be away from their peers. We will endeavour not to formally exclude individuals as this goes against the ethos of the school, however, situations where the safety of others is seriously put into jeopardy could lead to a fixed- term exclusion.

Permanent exclusion is not anticipated and will only be applied by the Principal or the deputising senior leader in her absence if, having taken into consideration all the circumstances, and having consulted appropriately surrounding the misbehaviour, they are satisfied that such a course of action is in the best interest of the Academy and of the pupil. During the first five school days of a permanent exclusion the school will send work home for the pupil to complete. During these initial five school days of exclusion parents will be informed that they must take all reasonable steps to ensure that their child is not present in a public place during school hours without reasonable justification.

The LA is statutorily responsible for ensuring that suitable full-time education is provided to pupils of compulsory school age and will be informed of permanent exclusions. Parents can appeal against a permanent exclusion to the Governing Body and will be informed of this right in writing. Arrangements will be made for an Independent Appeals Panel to hear appeals against any permanent exclusion where the Governing Body upholds the exclusion decision.

Bullying

We will operate a strict anti-bullying policy where any form of bullying (i.e. persistent targeted negative behaviour towards another child) will be taken seriously. In such cases both sides will be taken into account before deciding on who is responsible. Where cases of bullying are found, the victim and his/her family will be supported and re-assured with a clear action plan to prevent any future bullying; this could include isolating the bully for a short period, assigning a special adult or 'buddy' to the victim as

well as ensuring that the child knows how to get support in the future.

Any child who bullies will be perceived as requiring help with addressing self-esteem issues and may be required to participate in social skills or anger management interventions. We will keep a central log of all bullying episodes which will be monitored regularly by senior leaders, especially the Assistant Principal for Inclusion and by the governing body. Parents will be kept fully informed in all cases of bullying which could include cyber bullying.

Restraining Pupils

All members of staff will be made aware of the regulations regarding the use of force by teachers, as set out in the DFES Circular 10/98, relating to Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff will not hit, push, or slap children. Interventions will be used purely to prevent injury to others, or if a child is in danger of hurting him/herself.

Support for teachers

Senior leaders will be expected to observe behaviour within all classrooms, around the school building and outdoors regularly noting behaviour and giving feedback to teachers, governors, parents and pupils (including keeping on-line records over time). Support, including training and or coaching will be provided for teachers and other staff who struggle in this area. Teachers will be given opportunities to observe colleagues, including senior staff.

The extent to which a school is successful can be related to staff morale. We will endeavour to put learning first by adopting a zero tolerance to misdemeanours no matter how small, as many teachers will say that it is the persistent low level behaviour that gets them down.

Behaviour Policy

Under the Education Act 2011 it will be the responsibility of the Principal to implement the school's behaviour policy effectively throughout the school reporting on its impact to governors and if requested, to government officials. The Principal will ensure the health, safety and welfare of all pupils in the school.

Partnerships

We have already established a partnership with the Crystal Palace Football Association who manage a programme in partnership with the local police working with young people who are at risk of social exclusion by engaging them in a range of sports. This initiative is funded by Crime Intervention and is deemed a success at a local level.

Attendance and Punctuality

We expect all children to be in school and punctual every day if they are to make good or better progress and the school is to achieve its vision of becoming outstanding. We will therefore set targets for each class (and individuals if necessary) with a minimum expected target of 95% attendance.

To ensure that targets are met, the Principal will be responsible for monitoring attendance and punctuality data, liaising with the Education Welfare Service and working with families who fall short of our expectations.

Attendance and Punctuality data will be recorded systematically every day via SIMS and will be used during pupil progress meetings to measure the impact of poor attendance on learning.

Section E: Evidence of demand – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	90	115		128%	90	60		67%
Year 1					90	115		128%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	90				180			

Section E: Evidence of demand – part 2

E2- Evidence of Parental Demand

We have evidence of demand meeting DfE criteria for the first two years and indeed we confidently expect to be over-subscribed, especially when the LA's increasing demand for Reception places is taken into account.

The following questions were posed to prospective parents of Paxton Academy.

Parent survey

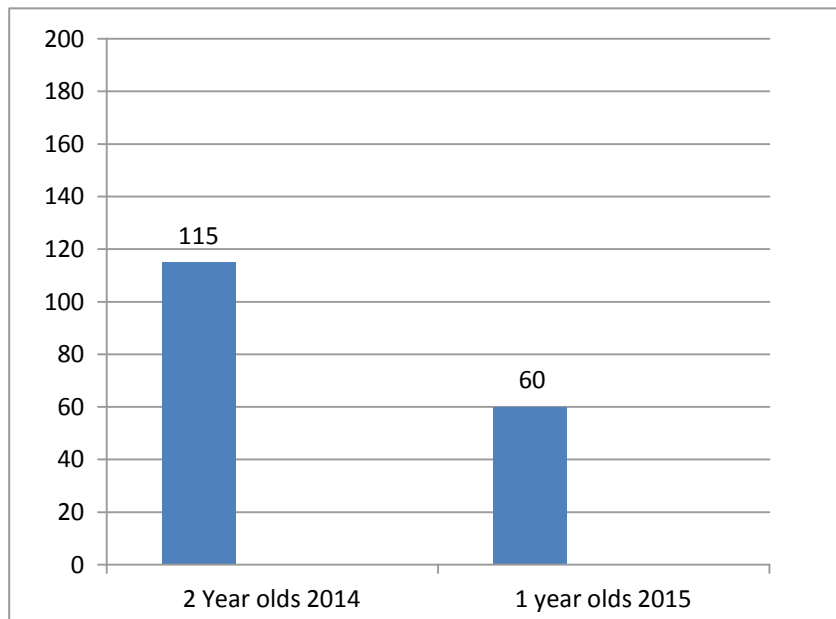
- 1) Do you think we need more outstanding schools in the area?
- 2) Do you want a school that will give local children a first class education?
- 3) Would you make use of the child-care services if prices were affordable (breakfast, after school and holiday provision.)?
- 4) Would you support an extended school day e.g. 8.30-5.00 in order to maximise time for learning?
- 5) As well as the core subjects, which two of the following subjects would you like Paxton Academy to specialise in?

Sports Science Enterprise Performing Arts Music
Languages The Visual Arts Other

- 6) Would you select Paxton Academy as your first choice?

In addition, we also collected postcodes, children's ages and where parents were willing to provide, dates of birth. We have further names of parents who are interested but were not willing to provide details of their children's dates of birth at this stage.

The graph below outlines the latest demand figures which are verifiable on paper and on-line applications.



Pupil Registration

Analysis

A total of 175 names were collected from the appropriate age range and many more from parents with children either under 1 years of age or over 2 years. In addition several people from the community without children or whose children were no longer of school age were keen to have their support for the proposed Academy acknowledged.

There are 115 positive responses from parents of 2- year olds (target year group for Reception in September 2014) and 60 responses from parents of 1 year- olds (our 2015 intake). Parents expressed overwhelming support for Paxton Academy with the vast majority of parents (over 95%) agreeing that a school with our specified characteristics would raise standards and add something new to the community.

All parents agreed that there is a demand for more excellent schools in the area given the lack of places available in more popular schools and the growing anxiety about the dearth of Reception places in the Borough as a whole.

All parents who expressed an interest would support a primary school with the specialist subjects Sports and Science, a focus on the basics and a strong moral ethos. In addition, a very large majority of parents surveyed were in support of an extended provision where learning would be maximised, individuals supported with homework and children would gain access to a range of good quality enrichment opportunities.

Paxton Academy aims to attract pupils from all over Croydon and the surrounding areas. The preferred sites for the school can be seen in Section H.

The steering group has organised a number of events in order to discuss and promote the proposed Free School. The requirement to make the school known and attractive to pupils from deprived or disadvantaged families has begun and will be fulfilled through community outreach programmes.

Consultation and Equality of Opportunity

Paxton Academy Sports and Science Free School will fulfil all statutory obligations in terms of consultation as outlined in Section 10 of the Academies Act 2010 and will meet its obligations in equality of opportunity to meet the requirements of the Equality Act 2010.

Engaging with the local community

We have engaged with the community in the following ways:

- door to door canvassing
- Marketing on High Streets and in the main shopping area (Croydon Town Centre)
- A stall inside local leisure centres (Thornton Heath and Crystal Palace)
- Targeting specific families through the Family Information Service
- Talking to parents at nurseries and play group settings
- Consultation meetings
- Liaising with community leaders
- Discussions with local parents outside nurseries/playgroups
- Speaking to congregations in local churches and the Islamic Centre in Thornton Heath
- Handing out leaflets across North Croydon
- Talking to parents inside hair salons and barbers shops
- Handing out balloons with the school website in exchange for a name
- Meetings with key LA officers
- Discussions with local councillors
- An option for parents to sign up to our web-site.
- Meeting with staff from PJ Services (local community hub) who will market the school to their families and parents with (36) children currently at their Nursery.
- Meeting with [REDACTED], an organisation which helps to bring together, and work alongside, Black leaders to encourage greater integration and participation with a number of statutory organisations in the borough

of Croydon. [REDACTED].

- Meeting with [REDACTED]
- Meeting with London Road Traders Association, they will promote the school to their members.
- Attended Thornton Heath Job Centre and Leisure Centre to promote the School.

Future Marketing

Pre-Opening

We will continue to meet with the above community groups over the next few months to update them on the progress of the application. In addition we will send out a monthly Newsletter to all prospective parents and keep in touch via our web-site, social media and visiting parents/ community groups who do not currently communicate using these methods.

Post- Opening

Once the Academy has opened we will employ a School Business Manager who along with the Principal will continue to advertise the school and build links with potential sponsors/ partners. There will be a regular program of marketing and communication with the community to ensure demand for places meets or exceeds the places available.

The School will carry out termly market research to ensure that the school is meeting the needs of our diverse community.

Reaching out to the Wider Community

Paxton Academy will act in accordance with the Equality Act 2010. The school will embrace students from all backgrounds and as you can see from the marketing strategy we have used to date we have attempted to reach families from disadvantaged backgrounds by targeting particular streets and postcodes (including flats on estates) and doing door to door canvassing. We have also visited local supermarkets (including cheaper household names), children centres, local hair salons and barbers, city centres, parks and fast food restaurants.

The next steps are to use the information provided to us by the Family Information Service to contact other children's centres and community groups to arrange parent consultations. In addition we have visited the Thornton Heath job centres to meet parents who are unemployed and target Croydon Council Buildings, such as the Thornton Heath Leisure Centre. In addition, we have visited the Salvation Army to raise awareness.

Key to the rebuilding of Croydon after the 2011 riots is the knitting together of all the communities throughout Croydon. Our Governors have taken a

lead role in the traders and residents groups across the Borough. They are already meeting regularly with representatives of all religions and ethnicities to find strategies to build stronger community bonds and raise achievement for all across the Borough. This will be key to their thinking in setting up the school.

We have already written to a number of local schools about our proposal and will pursue this by trying to set up consultation meetings with relevant stakeholders. We aim to forge strong links with local schools and look forward to the possibility of joint procurement for services such as catering, cleaning and ICT as well as opportunities for joint curriculum work, training or joint moderation.

We will do our utmost to ensure that all pupils learn how to become responsible citizens who make an active contribution to society by engaging in community based programmes such as Scouting.

The local environment and community will be used to enhance pupils' learning. Pupils will use the environment to gain first hand experiences and will show pride in their community by getting involved in improving the quality of life for all who reside or work there. Our IPC curriculum will incorporate mini projects such as fund raising for particular groups within the community or engaging in enterprise initiatives working alongside business partners. The contributions that students will make to their community will be substantial and highly regarded by stakeholders. We are already working with community groups across the Borough to produce a citizenship award for primary aged pupils to aspire to by contributing actively to community projects.

We will aim to develop effective relationships with parents, community organisations, local places of worship, the local MP, local councillors and the Local Authority; in particular we will report back each term to an open community forum and reflect on ways in which we can better serve the local community. In addition, in order to fulfil our vision and goals, partnerships with the National Sports Centre in Crystal Palace as well as leisure centres locally, local businesses, the Paxton museum, Dulwich College Prep School, educational institutions, the National College, medical and sports associations, professional organisations and charities will be forged for the mutual benefit of all parties.

We currently have an agreed partnership with GLL (Greenwich Leisure Services) which together with Sports England in the future should offer our students and the local community considerable benefits.

We envisage enlisting the support of representatives from these organisations to help us to deliver our challenging, extensive curriculum. The nature of their input would include coaching, mentoring, consultancy and giving presentations to pupils/ parents.

We have already established a partnership with two highly successful

schools, Dulwich Prep London school and the Chesterton Teaching Alliance. We anticipate sharing resources in the future, participating in joint training and providing opportunities for pupils from each school to work collaboratively, for example, debating clubs, the school council and various aspects of the curriculum, for instance, literacy- encouraging writing- pen pals and participating in joint charity work. In addition, Dulwich Prep has an outstanding reputation for sports which we hope to be able to rival in the future.

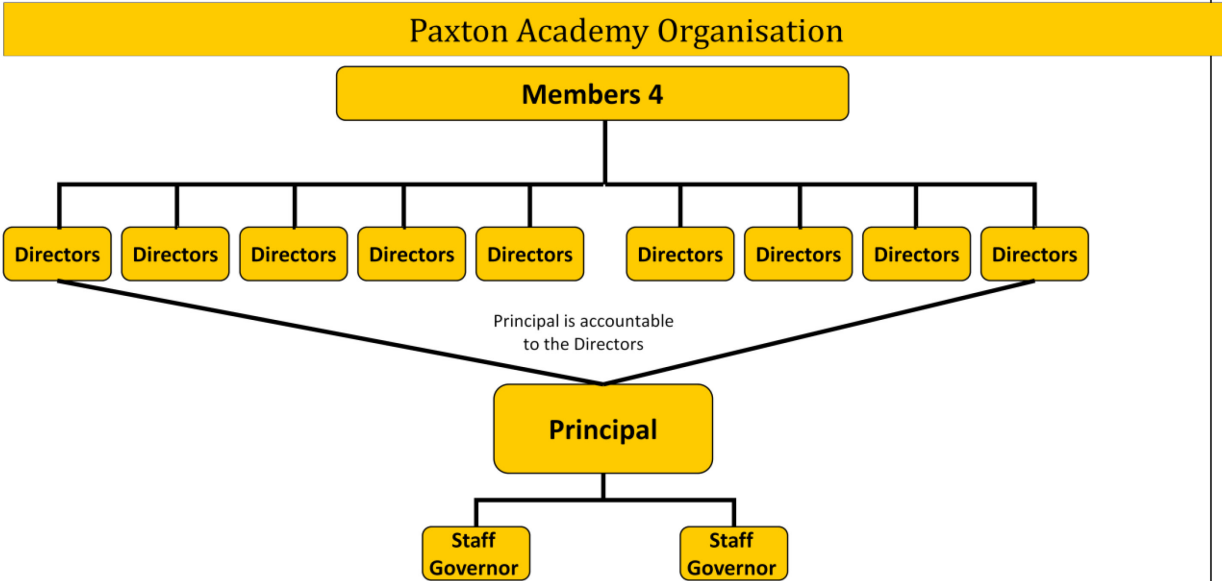
The Principal of Dulwich Prep has good connections with Sebastian Coe whom we aim to approach as a sponsor in the future. We have had ongoing communication with stakeholders in the council about our proposal and the feedback we have received with regards to our vision has been very positive in light of the shortfall of primary places. The council are confident that we would easily fill the 90 places for Reception and that there would be high interest in the Academy itself because it would bring something different to the area.

We aim to be an Academy rooted in local need and therefore we will support the Council's Children's and Young People Plan by incorporating their priorities in our school development plan. One of the issues as raised in the Educational Vision is around the health of the community (e.g. obesity rates and level of engagement in sports). We aim to hire out our sports facilities and if possible, in the future, to establish a community gym where individuals could take out a membership to encourage a commitment to keeping fit. We would also seek to hire out our hall spaces for a range of fitness classes for children and adults. Bees Academy (athletics) and the Crystal Palace Football Association are two established organisations that currently manage a range of sports activities for the community. Both organisations have pledged their support.

As mentioned in Section D, we have plans to work with various educational institutions which include the Chesterton Teaching Alliance, The Institute of Education, Croydon College, Kingston University and the University of Roehampton. In addition, [REDACTED], [REDACTED] will work with us to enhance our global ICT links. On 2nd February 2013 one of our directors will be taking a group of projects from Croydon to work with [REDACTED] 2013 conference to address how industry can more closely meet minority needs across the curriculum.

Section F: Capacity and capability

F1- The Respective Roles of the Company Members, Governing Body and the Principal



The Company

The Members are:

Name	Profession
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

The Members will oversee the Board of governors in its execution of the strategic management of the Academy.

The Board of Governors

The governors of the Academy are selected by the members of the company. The members have also appointed [REDACTED].

The Board of Governors act in their capacity as directors and trustees –under the

Companies Act and Charities Rules and are responsible for administration of the corporate affairs of the Academy. They are accountable to the Members.

The following Governors have been proposed as the interim governors for the Academy, and will continue when open together with additional governors mentioned later in this section (to represent parents, staff, and the local community):

Name	Proposed Role
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████

The governors will be responsible for the strategic management, direction and effectiveness of the Academy.

The Governors will appoint the Principal Designate and will formally appoint all other staff (see Organisational Diagram above).

The Board of governors have supplemented their experience by partnering with a number of experienced advisors and established education institutions (please see Section F2 and F3).

Pre –Opening

Prior to the school opening the role of the Interim Board of Governors will be to:

- Form the Executive Committee that will oversee the set up of the school – comprising of the Principal Designate, Governors, Members and Consultants and Advisers. This group will draw on external expertise as necessary to supplement their own experience and abilities
- Formally approve and appoint the Principal
- Oversee the set up of the school (e.g. organising statutory consultations, marketing the Academy, designing a school uniform, branding, communicating with prospective parents, forging strategic partnerships with local organisations, liaising with the Local Authority, and sourcing external providers (e.g. catering, After School Care etc,))
- Implement the proposed model of committees/ government structure

- Create a timetable and model of meetings
- Oversee and approve statutory policies and procedures
- Meet once or twice a month or more if required.

We believe that we have on the interim board of governors, sufficient skills and capacity to oversee the establishment of the school and then together with the further governors to be appointed on opening as listed later to oversee the management of a school of 630 pupils when it is operational. Of those persons previously identified, two governors have prior experience of acting on a school academy governing body and the proposed principal designate is a serving primary school head teacher with 8 years experience of running a successful school.

During the pre-opening stage the governors will meet formally once or twice per month depending on the level of activity required.

Conflicts of Interest

The Governing Body and Members contain people with a vast range of skill sets and experience in the Education, Finance, Human Resources, IT and Architecture sectors that are relevant. Whilst this expertise is very valuable and necessary for the school's development we are acutely aware of the potential of a conflict of interest, namely, when the Governing Body make the appointment of the Principal Designate and when the school will be issuing invitations for tender on various roles and projects during the schools pre-opening.

Therefore, all Governors are aware of the conflict of interest procedures in Articles 98, 99 and 6.2 to 6.9 of the Articles of Association. They are also aware that any tendering exercise shall be conducted in a fully open and transparent manner and only the relevant/allowed members of the Governing Body shall make the decision relating to any matter detailed under Article 6.6 and 6.7 in accordance with the procedures in Articles 6.8 to 6.9 and in what they consider is in the best interests of the school.

In addition, the governing body will draw up and adopt a conflicts of interest policy which will ensure that conflicts are identified at an early stage and appropriate action is taken to resolve them. This policy will include the keeping of a register of interests which will be open to the public.

Members, the Principal, and Governors will be subject to external scrutiny through a review process to take place annually, by which minutes of board meetings and decisions taken are reviewed by a panel of independent parties. It is anticipated that this panel will be filled by senior individuals from academic institutions referred to in section F2 who have pledged their support. They will bring expertise in running academic institutions, as well as independence from the day to day running of the school. In addition, we will publish minutes from GB meetings on the school's website for our parents as an added accountability measure.

Where a potential conflict of interest is identified, the relevant member of the governing body will complete a 'declaration of interest form' which will be used to compile the register of business interests. Governors will be asked to update the 'register of business interest' declarations on a yearly basis. In addition, 'declaration

of interests' will be a standing item at every committee meeting.

Post- Opening Responsibility

The Board of Governors will be responsible for the strategic direction of the school. They will focus on strategic issues such as:

- Providing an external view and providing sufficient challenge to the Principal and senior leaders
- The financial management of the school ensuring that the Academy stays within budget and the Head and Resources sub- committee remain within the defined limits of delegation (as decided at a later date). In addition any statutory frameworks relating to the financing of schools under the Academies Act will need to be adhered to
- Monitoring the school's vision and values, pupil well- being, School Development Plan, Self- Evaluation, target setting, and Ofsted action plans
- whether there is an effective Performance Management in place that ensures that all teachers, including the Principal, are appraised in accordance with statutory requirements
- Scrutinising reports from members of staff about issues specified in the relevant Terms of reference
- ensuring that Teachers' Pay and Conditions as outlined in their contracts have been implemented and procedures for the retention of the best staff are in place
- meeting government requirements in terms of safe recruitment and Safeguarding
- whether the Academy is delivering the right educational experience for its pupils;
- having a complaints procedure to manage complaints from parents or staff members
- ensuring that there is a Code of Conduct for all staff members, including the Principal which specifies expectations in terms of professionalism and conduct and outlines procedures if the Code is breached, such as disciplinary procedures (e.g. warnings, suspensions pending investigations and formal dismissal)
- ensuring that all statutory policies are in place and monitored with their input on a two-yearly basis (1 year for some policies such as Safeguarding)
- ensuring that there is an effective RE policy in line with statutory requirements for schools to teach RE and to hold regular acts of collective worship
- whether pupils are developing and progressing in accordance with identified targets as outlined in Sections C and D and have full access to the curriculum;
- whether the Academy is delivering value for money in its educational provision by using benchmarking data;
- the need for securing other potential sources of educational funding for capital or operational projects (we have an experienced assistant head teacher (finance) on the team who has copious experience fund-raising and applying for various grants which include the Big Lottery);
- the nature and form of the Academy's engagement with the wider community

(several members of the governing body belong to various community groups in Croydon and are therefore in a unique position to liaise with local businesses, community leaders, local people and town officials) and

- the extent to which the Academy is fulfilling its legal obligations regarding child protection, health and safety, SEN, Equality, disability and discrimination and the welfare of staff
- whether there is an active pupil voice. They will survey pupils once a year and feed back to them, invite school council reps to feedback to them and involve members of the School Council in recruitment processes
- keeping up to date with educational developments, changes to legislation etc by attending suitable training
- ensuring that all staff have equal value and have opportunities to discuss and/or report their work to them. We will implement link governors for key areas such as Safeguarding, EAL, SEN and our priority subjects. Governors will be expected to visit the school on a termly basis participating in joint observations and work scrutiny with their assigned subject leader
- the effectiveness of the Code of conduct for Governors

The interim board of governors will be enhanced when the school is open through the addition of two elected parent governors, two nominated members of staff and one representative from the local community.

Governors will be selected based on the following criteria:

- Sympathy with the ethos of the school
- Balance of skill sets
- Access to resource and expertise external to the school and not already present on the board
- Amount of time available to commit to the school sufficiently
- Availability to attend meetings, participate in some monitoring and willingness to attend any relevant training courses
- Relevant experience.

Parent governors will be elected by ballot by the parents of pupils at the Academy.

Structure of the GB

Governors will be organised into three committees of up to 7 governors:

- 1) The Curriculum and Achievement Committee
- 2) Resources Committee (Finance, Staffing, Premises)
- 3) Children, Families and Community Committee (Pupil Well- Being, Attendance, Safeguarding, Equality, Parents, Partnerships etc)

Each Committee will have its own terms of reference outlining key responsibilities, quorum number, statutory policies and documents to be reviewed. [REDACTED] will need to be present for a meeting to take place.

Sub-committees will take Minutes of each meeting which will be presented to the full GB on a termly basis. The full GB may delegate certain powers to the sub-committees and some actions may need to be formally ratified.

Financial Oversight

The role of Accounting officer will be undertaken by the Principal initially, with assistance and oversight from the finance professionals amongst the governors. The Principal together with the school business manager will be responsible for:

- Compiling the school's ongoing financial plans
- Compiling the annual budget and managing the annual audit, annual report and accounts and valuing assets and things such as staff levels, expenditure plans and VAT
- Securing appropriate financial IT systems and setting standards for financial management
- Ensuring the Academy's resources are protected and that an inventory check is carried out on an annual basis
- Ensuring that robust financial systems are in place

In keeping with the requirements of the Academies Financial Handbook the Principal will be accountable to the Board of Governors for the financial management of the Academy.

Section F2: Accessing Appropriate Educational Expertise

The proposal team for the Academy is comprised of representatives of the members, directors and proposed Board of Governors together with the confirmed business partners/ advisors.

We have assessed the following key skills as essential to our ability to effectively run the school:

- Experienced academic leadership, including a Head Teacher with proven abilities
- A wide range of academic specialism's from across the curriculum, and covering different pupil age groups across Primary and Secondary
- Expertise in school assessment and school effectiveness to ensure ongoing compliance with Ofsted inspections and general academic standards
- Expertise in HR to manage significant challenges involved in setting up a team to run the school
- Professional architecture input to manage design and delivery of suitable premises and facilities

The table below illustrates the capacity and capability of the Governing Body:

No.	Role	Background
5	Head-Teachers	Extensive experience of running successful State and Independent schools
1	Assistant /Deputy Head-Teacher	Considerable experience in a school environment-Business and Finance
4	Finance Professionals	Financial qualifications and administrative experience
1	HR Manager	Experience in contracts and employment law
1	Architect	Experience in designing buildings
1	ICT Manager	Experience in project management and ICT infrastructure
2	Science Specialists	Considerable experience at promoting science learning at a regional and national level
2	Former Ofsted Inspectors	Curriculum support such as training and advice re: strategic management (e.g. school self- evaluation), science and RE education
2	Sports Specialists	Experience in managing community sports, local and regional sports activities such as football and athletics
2	Secondary School Teachers	Expertise in Science, curriculum development, Economics and Enterprise

Individuals with multiple expertise are included in the table above.

As a group, as can be seen in the above table, the Proposal team has a wide range of education, business and financial experience. Additionally, several members of the team have particular expertise in working with dis-advantaged young people in the community we propose to serve.

In addition to the above personnel, significant assistance has been pledged by other academic institutions including:

- Roehampton University
- The Institute of Education
- Croydon College
- Kingston University
- Chesterton Primary teaching School Alliance
- Dulwich Preparatory School London

The members of the proposal team behind this project are expected to form the core of the governing body going forward. The team has committed to a minimum of four years.

Educational Expertise

The Board of Governors is assisted in the discharge of its responsibilities in this area by the Curriculum and Achievement Committee.

This Committee is led by the [REDACTED], [REDACTED]; She has therefore acquired an extensive range of appropriate skills and expertise which include the following key skills required to lead an effective Primary school:

- Strategic Leadership and Management including writing vision statements, mission statements, aims, values, School Improvement Plans, Self-Evaluation Forms , Staff Charters, and various action plans
- Developing Governance
- The Management of resources (managing a budget in excess of [REDACTED]), recruitment ,deployment and development of staff, efficient use of resources, managing premises etc
- Curriculum Development (in particular, the National Curriculum and the International Primary Curriculum)
- Health and Safety
- Safeguarding and Child Protection Procedures
- Teaching and Learning- Ensuring all pupils make progress in their learning, including those with barriers such as SEN or FSM
- Behaviour and safety of pupils
- Working with Parents and Agencies
- Collaborating with neighbouring schools and education institutions

Name: [REDACTED]	Time Commitment: [REDACTED]
Role Pre-opening: Principal Designate Role after opening: Principal	Expertise and Experience: [REDACTED]

We believe that the above people represent a broad skills set for the educational side of the Academy:

Skills Gap Analysis:

We have summarised our skills as indicated below and have identified gaps which we would aim to fill moving forward.

Skills	RAG status
Communication	GREEN
Administrative / Organisational	GREEN
Strategic Planning	GREEN
Problem Solving	GREEN
Project Management	AMBER
Public Speaking	GREEN
Management of Meetings	GREEN
Monitoring, Reviewing and Evaluating school performance	GREEN
School Finances	GREEN
School Curriculum	GREEN
School Policies	GREEN
Human Resources	GREEN
Staffing	GREEN
Equality and Diversity Issues	GREEN
IT and Computers	GREEN
Health and Safety, including safeguarding	GREEN
Architecture, Building Maintenance and Facilities Management	GREEN
School Data Analysis	GREEN
Special Educational Needs	GREEN
Marketing, Publicity, PR	GREEN
School Governance	AMBER
Mediation	GREEN
Early Years Education Experience	AMBER
Legal expertise	GREEN

Where a need has been identified above, the proposal team intends to remedy the identified gap through the following action:

Project Management

- External expertise will be sought, in particular to assist with the setting up of the school following approval. This will include detailed plans outlining key dependencies and critical path to opening in 2014, as well as clearly identifying who is responsible for what.

School Governance

- The governing body will draw on a range of sources, both at other educational establishments that have pledged support, and from the Governors Support Service.

Early Years Education Experience

- The proposal team continues to seek to recruit a contributor with early years educational experience, and expects to have such expertise on board at the latest once the Academy opens.

F3: Financial Expertise

We have assessed the following key roles as essential to our ability to effectively administer the financial requirements of the Academy and to comply with the requirements of the Academies Financial Handbook;

- An experienced school business manager with knowledge of the budgeting process and experience of negotiating with third parties to ensure that we obtain value for money on third party purchases
- Experienced financial accountants and bookkeepers to ensure that the Academy's external financial reports are in keeping with Generally Accepted Accounting Practice.
- Experienced finance professionals to assist the Board of Governors in executing their responsibility for financial stewardship.
- An experienced Head and senior leaders with prior experience with the management of school budgets.

The School Business Manager role would work alongside the Principal and the other members and governors in the proposal team to ensure discipline is kept on the sensible management of the school business model. This will include:

- Income and expenditure tracking
- Identifying and developing new opportunities for income
- Managing budgets and reporting status

The Business Manager will report to the Principal Designate in the post-opening phase, and feed reporting and proposals into the main board.

The proposal team are confident that the Board of Governors and its current team of advisors have sufficient skills to allow for the effective financial management of the Academy.

Individuals possessing these skills have been included in the membership of the Finance Committee (to be known as the Resources Committee once the Academy has opened). The Finance Committee is comprised of three (3) professional accountants and one (1) experienced school business manager and also includes the Head Teacher designate.

The members of the committee include: [REDACTED]

Name: [REDACTED]	Time Commitment: [REDACTED] [REDACTED].
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Role Pre-opening: [REDACTED]	Expertise and Experience: [REDACTED]
Role after opening: [REDACTED]	

[REDACTED]
[REDACTED]
[REDACTED] - Please refer to Section F2

The Finance Committee is led by [REDACTED] who is also the designated [REDACTED]

Name: [REDACTED]	Time Commitment: [REDACTED]
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<p>Role Pre-opening: ██████████</p> <p>Role after opening: ██████████</p>	<p>Expertise and Experience: ██████████</p>
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F4: Accessing Other Relevant Expertise to Manage the Opening and Operation of the School

We have assessed the following key skills as essential to provide wider strength to our proposal team:

- Architecture and premises expertise to lead the securing of a site and suitable buildings for the school from launch
- HR expertise to lead in drawing up contracts for the significant number of staff to be recruited
- Legal expertise to support the setting up of the school structure in a compliant manner
- IT systems and IT architecture expertise, to ensure that from the beginning a sustainable, reliable, and scalable IT infrastructure is created which can support pupil and staff needs at launch and in the years to come.

In addition to the educational and financial skills described in F2 and F3, other Members and Governors possess a range of skills which would be relevant to the Academy at both the Pre-opening stage and once the Academy has opened. They are mainly in the fields of Architecture, ICT Project Management and Law:

Name: [REDACTED]	Time Commitment: [REDACTED] [REDACTED]
Role Pre-opening: [REDACTED] Role after opening: [REDACTED]	Expertise and Experience: [REDACTED]

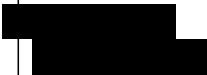
Name: [REDACTED]	Time Commitment: [REDACTED]
Role Pre-opening: [REDACTED] Role after opening: [REDACTED]	Expertise and Experience: [REDACTED]

Section G: Initial costs and financial viability

Section G: Financial Viability

General Information:

The templates have been compiled with the school's vision and targets for what will become the school's first school development plan at the centre.









Section H: Premises

Section H: Premises

The following sites were identified by the architect in our team by

- 1) A foot patrol in the local area and
- 2) Through talking to local residents, local businesses and community organisations.

██████████ Site (Preferred Site)

Reasons for choosing this site: The site is located in Thornton Heath which has a high level of social deprivation, over-subscribed schools and a growing demand for Reception places as identified by the local authority. ██████████ is currently part of the ██████████ site (██████████) and would be supported by ██████████. Thus, making it integral to the community in the Thornton Heath area. The site is close to Thornton Heath swimming pool and close to Crystal Palace Football ground, the school intends to specialise in Sport and Science and therefore access to these amenities would enhance our curriculum. Prior to this project, the proposer team had no prior relationship with this organisation.

The Address of the proposed premises is: ██████████, ██████████, ██████████, Thornton Heath, Surrey, ██████████; the proposed site would also take in the ██████████ between the existing ██████████ premises and ██████████.

Current use of the site: the site is currently used as a ██████████. Most of the site is currently boarded up.

The current freeholders are: ██████████

Description of the site: The majority of the site is currently unoccupied, but is a large car park, old disused pub and various out buildings. The minority part of the site that is currently occupied is a series of buildings housing various education related community projects. The site partially fronts on to the main ██████████, but can also be accessed through ██████████, which is a cul de sac leading onto ██████████. Part of the site is behind housing and shops on ██████████,

and [REDACTED]. The site is about 2,400metres square. It is intended to house three forms of 90 pupils from Reception to year 6, plus a nursery for 60 pupils, i.e. 690 children in all.

Availability and tenure: [REDACTED]

Suitability: The site is in the heart of Thornton Heath, there are new houses being built nearby where other industrial buildings and outhouses have been demolished between [REDACTED] and [REDACTED], this is increasing the local feeling that there is a serious shortage of school places. The site has plenty of space for a primary school, including ample space for outdoor activities. It would be embedded into an existing very successful social project [REDACTED] that is well respected and trusted within the local community. (Note: [REDACTED] have an 85% success rate of 5 GCSE A-C grades with children excluded from school, compared to the National rate of 1%. There is therefore a very strong ethos that no child is allowed to fail). [REDACTED] are willing to make their asset (building) available to be included in our design proposals as they are keen to see a new school serving local children in their area.

[REDACTED]
Your reasons for choosing it: Paxton Academy is intending to specialise in Sports and Science. Being located next to the athletics ground is ideal for sport and the outdoor parts of the primary science curriculum.

Address and postcode [REDACTED], [REDACTED], South Norwood, Greater London [REDACTED]
[REDACTED]

Outline of its current use: Local Authority sports arena and grounds.

Current freeholder [REDACTED].

Brief description of the site including size (in square metres) along with your proposed pupil numbers: The site is adjacent to [REDACTED]. The site is about 3,000metres square. It is intended to house three forms of 90 pupils from Reception to year 6, plus a nursery for 60 pupils, i.e. 690 children in all.

Outline of its availability and the nature of the tenure This is dependent on the willingness of [REDACTED] to develop around this site. We have heard that the [REDACTED] may already have plans for this site.

Explanation of why it is suitable for your school and how it will support delivery of your education vision: children attending Paxton Academy live in densely populated areas, they have little play space, it is vital to proper child development that children are able to fully develop their gross motor skills and sensory system this is easier in a sports setting than on a congested site. The full development of the child is critical to the full development of the child's cognitive skills (Goddard-Blythe 2012), this is essential for Paxton Academy to ensure that all children excel in all aspects of the curriculum.

[REDACTED]
In addition to the above sites, we also looked at the [REDACTED] site in [REDACTED], West Croydon which has since been identified as a site for a 7 forms of entry Secondary school.

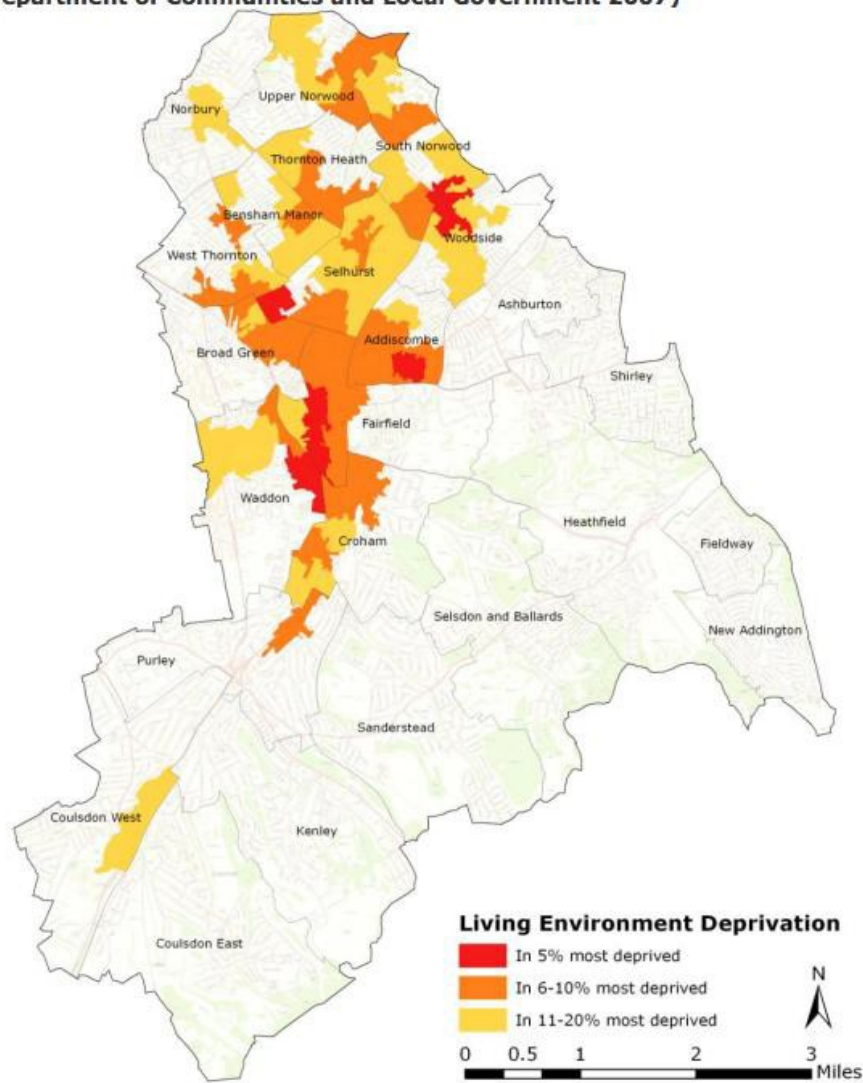
ANNEXES

Annex 1- Deprivation Map

Annex 2- C.V. for proposed Principal

Annex 1- Local Authority Deprivation Map

**Map 5 - Living Environment Deprivation Sub-Domain
(Department of Communities and Local Government 2007)**



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Annex 2- Curriculum Vitae

[REDACTED]

HEADTEACHER

[REDACTED]

AREAS OF EXPERTISE

[REDACTED]

Education

[REDACTED]

[REDACTED]

Teaching Experience

[REDACTED]

Other Experience

[REDACTED]

[REDACTED]

Recent Courses and Training (2010-present)

[REDACTED]

Other

[REDACTED]

.

Interests:

Reading, self-development, travelling, socialising, keeping fit.

References:

[REDACTED]