



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

EDISON PRIMARY

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Application checklist

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

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	√	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	√	<input type="checkbox"/>

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

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

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

Declaration

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

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

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

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

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

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

Signed:

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

Print name:

Date:

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

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

✓

Section C: Education vision

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

Section C1

Rationale and Vision

Edison - Igniting young minds today, for a brighter tomorrow

Edison will be a 3 form entry science specialist primary school for children aged between 4 and 11 years. We shall be located in the TW5 and TW7 area of the London Borough of Hounslow. We shall offer a breakfast club from 8:00 a.m. with school starting at 8:45 a.m. Our day shall end at 3:45 p.m. after which there shall be structured enrichment clubs available at the end of the school day till 5:45 p.m.

Why Hounslow?

Hounslow is home to a diverse multicultural community. With its proximity to Heathrow airport, a vibrant shopping centre, the commercial corridor along the A4 and excellent commuter links into London, it remains a popular choice of residence for our parents.

In terms of ethnicity, although there has been a decrease in White British it remains the largest group at 37.9 % with Indian at 19 % and European White at 11.5%. There has been an increase across all schools in the Borough with children for whom English is a second language. Overall 71.3 % state that English is their first language followed by Punjabi at 4.8%, Polish 4.1% and Urdu 2.1%. The Edison team believe that EAL is not a barrier to high attainment.

The 2011 census reported a population increase of 19.6 % from 2001 with a current population around 254K.

Increased need for school places

The census also indicates a high percentage of growth in the number of children aged between 0-4. In some areas, for example Hounslow Central, it increased by as much as 86.6%. Osterley and Spring Grove by 79.4% and Syon by 75.4%. The number of people aged between 25 and 34 has increased by 70% to above 50% of the total population. , indicating an increase in young families in the area. The London Schools Atlas further reinforces the need for a school in the Osterley and Syon location as it is predicted for the largest growth of over 31% of Primary aged children between ages 4 and 10 in these areas, in the period up to 2017.

Hounslow Borough projections of shortfall (Further detailed in section E)			
Year	Shortfall of places	Year	Shortfall of places
2015/16	98	2018/19	312
2016/17	221	2019/20	308
2017/18	286	2020/21	296

Parent consultation

The idea of establishing a new free school came about from parents' views and concerns about current provision in the local area.

Schools do not meet their needs for the following reasons:

- The school within catchment is underperforming and hence is not a preference.
- The preferred choice is out of the catchment or an unattainable church school.
- Also preferred choice of school is over-subscribed and hence even parents within a 0.5 mile radius often not allocated a place.

Once their child has started school the most common feedback received is:

- The school is not sufficiently challenging my child.
- Childcare outside school hours and during holidays is proving difficult and insufficient.
- There is a lack of contact with school staff and parental involvement in school.

Local provision

Schools in Hounslow Borough that have been identified as underperforming Within a 2 mile radius of preferred locations		
Name of School	Ofsted Inspection dates	Areas of Improvement
1. Alexandra Junior School	Nov 2013	<ul style="list-style-type: none"> • Teachers need to use the knowledge they have about pupils abilities to provide tasks that stretch and challenge pupils of all abilities • Improve the rates of progress being made • Increase the effectiveness of leadership and management
2. Beavers Community Primary	Jan 2013	<ul style="list-style-type: none"> • Further enhance the work of leaders • Improve the quality of teaching to raise attainment • Provide appropriate support for teaching assistants so that they are better able to Support pupils learning
3. Bedfont Primary	Jan 2013	<ul style="list-style-type: none"> • Improve the quality of teaching so that it is consistently good or better • Raise levels of achievement in reading, writing, maths • Ensure leaders have greater impact on

		improving pupils progress
4. Berkeley Primary School	Nov 2012	<ul style="list-style-type: none"> • Improve the teaching of phonics • Implement a more comprehensive staff training plan to improve the skills of teachers • Improve leadership and management
5. Edward Pauling Primary	Jan 2013	<ul style="list-style-type: none"> • Improve the quality of teaching to raise attainment in years 1-6 • Ensure that marking gives pupils clear guidance on how to improve their work.
6. Forge Lane Primary	Dec 2012	<ul style="list-style-type: none"> • Improve pupils achievement by ensuring teachers use up to date assessment • Improve the quality of leadership • Improve quality of teaching
7. Green Dragon Primary	Oct 2013	<ul style="list-style-type: none"> • Increase the rate of pupils progress in writing and maths • Improve teaching so that it is consistently good
8. Heston Primary	Oct 2012	<ul style="list-style-type: none"> • Improve boys writing skills • Enhance the effectiveness of leaders and managers • Increasing the level of accountability by teachers for the progress of their pupils
9. Hounslow Heath Jnr	Feb 2014	<ul style="list-style-type: none"> • Pupils' achievement is not consistently good over time. • Attainment by the end of Year 6 in 2013 was below the national average in reading and mathematics. • Progress in reading and mathematics is inconsistent. • Those who are eligible for the pupil premium funding make less progress in some year groups when compared to their peers.
10. Marlborough Primary	May 2013	<ul style="list-style-type: none"> • Accelerate progress and raise standards in Maths particularly in yrs 3 & 4 • Fully utilise all teaching assistants to support pupils learning
11. Sparrow Farm Primary	Jan 2013	<ul style="list-style-type: none"> • Teachers should make sure they raise the level of challenge • Leaders and governors should look hard at quality their planning and self-evaluation.

<p>12. Springwell Junior</p>	<p>June 2013</p>	<ul style="list-style-type: none"> • Raise achievement in Maths by giving more opportunities for pupils to develop mental calculation skills • Provide more activities for the most able pupils which extend and deepen their learning
<p>13. Victoria Junior</p>	<p>Jan 2013</p>	<ul style="list-style-type: none"> • Raise the overall quality of teaching • Ensuring teachers have high expectations of all groups of pupils • Improve the leadership by more effective monitoring of teaching and linking it to tailored training opportunities
<p>14. Worples Primary</p>	<p>Mar 2013</p>	<ul style="list-style-type: none"> • Raise pupils achievement at Key Stage 1 • Improve the quality of teaching by ensuring all lessons are well structured so that pupils are fully engaged in their learning at all times. • Ensure additional adults are well deployed in all lessons so that they have a positive impact on pupils learning.

<p>Schools in Hounslow Borough that have been issued with a “notice to improve” yet set to expand.</p>
<p>Hounslow Heath Jnr *</p>
<p>Beavers Community Primary*</p>
<p>Sparrow Farm Primary*</p>
<p>Springwell Junior*</p>

*schools earmarked for expansion by local authority.

The Secretary of State’s guidance for school expansion requires decision makers to have regard to the following issues when considering any proposals:

- Effects on Standards and School Improvement – including the Government’s wish to see the best schools expanding and spreading their ethos,

Expansion of primary school places CA404 – 4 December 2012

Why would we spend money on ‘expanding’ failing schools when they need to first meet required standards. We should be investing in new schools with the initiatives and desire to perform at the highest levels at the outset.

Why Science?

“Many students find science extremely inspiring and interesting. Science instils a sense of intrigue and enables students to develop understanding and form questions based both on the knowledge they already have and the insight they wish to gain in the future. Students who excel in science lessons are likely to develop a strong ability to think critically.” www.cest.org.uk/importance-of-science-in-schools

The current Edison team recognises the impact science can have on igniting children’s enthusiasm for learning. It is a subject that has a universal appeal if taught with an interactive, practical, enquiry approach. Under the umbrella of science, pupils increase their knowledge and awareness of their environment as well all the materials and forces at work in that environment. Science is literally ‘all around and in every miracle’. It is a subject that deserves time and respect so that we can continue to ‘home grow’ our own scientists and inventors.

In November 2013 Ofsted printed their findings from a survey *Maintaining Curiosity* about the provision of science in schools. The report was based on 91 primary schools and 89 secondary schools. The main findings from the report were as follows:

- A significant lack of practical science
- Science was not seen as a priority in schools
- Questionable teacher-understanding of the various aspects of science and how to ignite children’s interest
- Insufficient knowledge of how to conduct a variety of investigations dependent on the subject matter and also how to set the parameters for a fair test within the scientific method.

There are a high proportion of children dropping science, once post GCSE, when it is no longer compulsory. The number of girls taking science subjects at A-Level, especially physics, is on the decline.

Our preferred locations in Hounslow are in close proximity to two ‘Outstanding’ High Schools, both of which specialise in Science. Edison primary will be providing these schools with high attaining pupils particularly in science.

Another aspect of science that needs tackling in schools is developing children’s understanding of the need for a healthy lifestyle – Hounslow currently has the highest levels of obesity in children at 40% when compared with other London boroughs at 20%.

The *Ofsted 2012 and beyond report* states ‘In a quarter of schools, pupils were not challenged to improve their personal fitness sufficiently. Warm-ups were too short and too easy, and were often followed by long periods of inactivity as teachers introduced the lesson. Only a few schools had adapted PE programmes to suit the individual needs of obese pupils, or engaged with health agencies, parents and carers to improve the lifestyle of these pupils’.

Hounslow is home to the headquarters of Glaxo Smith Kline as well as Kew Botanical Gardens (support for our Growing and Forest Schools programmes). We are also fortunate to have the Science Museum accessible via a short train journey as well as the local Steam Museum and Heathrow airport. The access to these locations will not only reinforce our science curriculum but also our LOtC as we shall be aiming to achieve the LOtC Award Marks and Quality Badge.

Hounslow has successfully supported numerous Early Years setting to incorporate Forest schools into their practice and at Edison we will continue their excellent start.

Vision

At Edison our core purpose will be to build on children's curiosity, knowledge, confidence, enthusiasm and all-round abilities towards independent learning. We would endeavour to help each individual child in their journey to grow into active, responsible and successful young adults who are able to make the choices necessary to shape their own future. We will be an open, welcoming school where efforts are valued, ambition is nurtured and where the potential of every child is realised. Edison will be a multi-faith school that will respect all cultural backgrounds and faiths

Furthermore, at Edison we will develop citizens who have a strong sense of right and wrong, in an age when the media brings the world to their homes. We will challenge pupils to think for themselves.

There will focus on four core principals:

High Expectations

Our pupils will make outstanding progress during their time at Edison, both academically and socially. The norm will be to continually strive for academic excellence and achievement above national expectations.

This will be achieved through a range of strategies:

- The freedom of academies used to create roles specific to the needs of the children. For example additional teachers per year instead of classroom assistants.
- Recruitment of teachers who have excellent subject knowledge and who are innovative, creative and flexible within the curriculum.
- Upper Key Stage 2 teachers with a minimum A level in either Maths or Science so that they have the subject knowledge to competently deliver a challenging curriculum to the high attainers.
- Intervention support facilitated by specialist staff. This will replace the traditional Teaching Assistant role.
- General Assistants with additional administrative duties, to support teaching staff. They will also have the role of Lunchtime supervisors and play leaders.

- SLT will ensure teaching and learning is outstanding and teachers are accountable for the progress made by our children, and achieve excellent outcomes for all.

A Broad Curriculum

Our curriculum will be broad, balanced, and extend beyond the classroom. It will promote meaningful learning and skills for life. An enquiry led and practical based curriculum will encourage children to find solutions, promote collaborative learning, be active learners, encourage them to persevere and face challenges. Our Rationale highlights the current issues being faced by school children in Hounslow. Our Vision is a response to the growing concerns around health and achievement in the area whilst creating responsible citizens of the future.

We will achieve this through rich learning experiences scaffolded by:

- The New National Curriculum
- The Learning Outside the Classroom manifesto incorporating Eco Schools
- Access to 11+ programmes of study which will be included in the upper key stage 2 curriculum
- Daily physical activity
- Raise awareness of global issues through links with International Schools, and achieving Eco-School status
- A school shop organised and run by pupils to bring first hand real-life experiences of problem solving such as stock and budget management
- Swimming for one term per year from years 1 to 5
- Residential trips in Years 4, 5 and 6
- Our pupils will support the local community through working with the elderly and looking after their environment
- Links with local businesses to support and deliver our vision
- Duke of Edinburgh Awards scheme for Primary

Our children will be provided with an extensive range of extra-curricular opportunities. These are offered to pupils before, during and after school.

Edison will be a school that actively teaches children about the similarities between all faiths and will work towards a culture of appreciation of themselves and their neighbour whilst retaining the strengths in their own beliefs.

Science and practical learning at the forefront

Edison will be the first Science Specialist School to be established in West London. We want to pioneer a renewed focus on science. This will be achieved through the rigorous new curriculum, which has a far stronger emphasis on practical work and therefore bring added vibrancy to learning activities.

This will be achieved in the following ways:

- A well-resourced science laboratory as the focal point of science lessons across the school
- Half a day dedicated to science per week with emphases on practical experiences
- Strong links to Health and Physical Literacy
- Regular planned active participation in Growing and Forest School programmes.
- The Primary Science Crest Award scheme.
- Opportunities for illustrative and investigative scientific enquiry at the forefront of planning
- Practical cookery classes in every year group to link learning in science, maths and English.

Strong Parent Partnerships

Edison will celebrate its diversity and has high and equal expectations of all pupils, regardless of social, cultural, linguistic or ethnic background. As you walk through the school its inclusive nature will be evident in the environment and ethos. Parents and carers will be actively encouraged to be fully involved in their children's learning and in the life of the school. Our many years' experience of teaching has shown us that children attach greater value and respect to their school life when this is modelled by their parents and teachers.

This will be achieved through in the following ways:

- Each class shall have a parent/carers as a class representative who will work with the parent governors. This will form the school PTA whose meetings shall be widely advertised and open to all parents.
- Parents fully involved in teacher consultations, curriculum evenings and target setting meetings.
- Parents/grandparents/carers encouraged to commit half a day each term to their child's school life for example supporting growing/forest school sessions.
- Sharp lines of communication, for example, direct email-contact with their class teacher and senior leaders, as well as any particular school updates via texts, emails and newsletters. Translation where needed will be provided by staff, parents and the Hounslow Language Service.
- Holiday clubs and Summer School through:
 - A range of structured clubs – sports, art, music, dance and 'growing schools' activities
 - Opportunity for children to attend catch-up programmes
- With society changing, we believe it is important to be able to provide as many facilities as possible on site within an extended day. Our organisation of activities on site will alleviate some of the pressure on parents.

Although Edison will have an open door policy, the team appreciates that there may still be parents that we can not engage with through the above methods. Therefore, we will look into outreach work within the community and religious establishments.

Aspirations and outcomes

Above national levels for children in EYFS, KS1 and KS2

- All children at Edison will make 4+ APS points (2/3 of a level) progress, and 2 P Scale Level for children with Special Educational Needs, throughout each year of their education.
- Progress will be at least good but in most cases outstanding for all children across KS1 and EYFS, with attainment at Level 2B+ and Level 3 at KS1 and across the EYFS curriculum, exceeding Hounslow and National Averages.
- At least 90% of children at Key Stage Two will reach age related expectations (Level 4) in English and mathematics through outstanding teaching, and 60% of children will achieve level 5. These standards will be reflected across the curriculum.
- Science attainment at Edison will be above National and Local averages, in KS2.
- 100% of KS2 pupils will aim to achieve either Bronze, Silver or Gold Level in the Primary Science Crest Award scheme.
- Attainment for Free School Meal pupils and for pupils for whom English is an additional Language will exceed that of their national peers.
- Non-negotiable attainment levels will be set per year group. For example all children achieving a Level 3C in year 2 will be expected to achieve a level 5b or above in Year 6.
- Attendance minimum will be 95 %
- All year groups will play an active role in the Growing and Forest Schools programmes.
- Edison to achieve:
 - LOfC Award marks and LOfC quality badge
 - Eco School Green Flag

An extended aim is to become a teaching school and so support local schools in improving the quality of teaching, learning and leadership, and to develop links with teaching colleges in higher education establishments.

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 more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception		90	90	90	90	90	90	90
Year 1		90	90	90	90	90	90	90
Year 2			90	90	90	90	90	90
Year 3				90	90	90	90	90
Year 4					90	90	90	90
Year 5						90	90	90
Year 6							90	90
Totals		180	270	360	450	540	630	630

Section D: Education plan – part 2

Our proposed curriculum, enrichment activities and operational procedures detailed in this section shall be the tools that will help us realise our vision of creating a school where all stakeholders achieve in a learning environment of high challenge and low stress.

Edison will be a school where, under the all-encompassing umbrella of Science, children will learn where and how their food grows and the impact this food has on their bodies. Through Physical Literacy, they will further develop their understanding of healthy lifestyles.

Our practical approach to learning will make our curriculum more accessible to our high number of EAL children in the area and raise attainment for all pupils, as research shows that learning is better retained through practical experience and talking *NALDIC, Planning, 2011*.

Cohort characteristics

English as an Additional Language	Free School Meals	Special Education needs Average
Ranges between 65 % to 88 %.	Average of 18% - low band	20.9 % (1.4 of which is statement)

Foundation Stage – an example day plan			
8:45 - 9:15	Self-registration & Soft start (parents welcome to stay till 9:15)	12 – 1:00	Lunch
9:15 - 9:30	Check in & Circle time/PALS (incl. snack)	1:00 - 1:15	Registration & Audio story time – down time
9:30 - 9:45	Phonics (Read write inc)	1:15 – 1:25	Spanish
10:00 - 10:15	5 a day fitness	1:25 – 2:00	Mental challenge activities
10:15 - 10:30	Whole class CL & L	2:00 – 2:20	*UW whole class
10:30 - 11:05	Self-selection & CL & L focus (inc. “talk together”)	2:20 - 3:00	Self-selection & *UW focus (incl. snack)
11:05 -11:20	Whole class Maths	3:00 – 3:45	*Physical Education
11:20 -12:00	Self-selection & Maths focus	* Only Subjects between 2 and 3:45 will change during the week to offer remaining areas of EYFS.	

Edison will use the *Early Years Outcomes* (DfE, 2013) and *EYFS Profile: handbook, 2014* (DfE Standards and Testing Agency, 2013) as guides for the EYFS curriculum. The Foundation Stage (FS) will provide the perfect start for our children as good practice the FS already incorporates a practical approach with LoTc considered to be the norm. Our Reception teachers will model how to make cross curricular links within a Forest or Growing School session so that this method of planning for learning is embedded as the school grows to capacity.

Curriculum within School hours of 8:45 and 3:45		
Key stage one 26.25 hours p.w. Breaks: 15 mins am, 1 hour lunch and 30 mins pm		
Subject/other activity	Hours per week Mandatory	Comments
Science	2	Primarily practical
English	6.5	Phonics Spelling, Punctuation & Grammar (SPaG) Big write throughout
Maths	5	0.25 daily Mental/Oral 0.75 daily Maths (practical learning)
PE	2.5	5 a day programme (once daily is minimum) Swimming one term each year for years 1 to 5
Growing/Forest schools	2	Additional support staff will be provided for a 1:10 ratio.
History	0.75	
Geography	0.75	
Computing	1	
Art & Design	1	
Music	0.50	Specialist teacher
Re & SMSC	0.75	
PSHE	0.50	
Spanish	0.50	Daily 10 mins focussing on basics such as everyday objects, greetings and number.
Challenge time	0.50	Strategy, memory skill games etc.
Registrations	1	Including check in & out time for Restorative policy
Assemblies	1	Singing Assembly, 2 SLT assemblies & 1 class reflection & 1 year group achievement.

Curriculum within School hours of 8:45 and 3:45 Key stage two 28.75 hours		
Subject/other activity	Hours per week Mandatory	Comments
Science	3	1.5 hours minimum investigative
English	7 at KS2	Spelling, Punctuation & Grammar (SPaG) Reading & comprehension skills Verbal reasoning at KS2 Big write
Maths	5	0.75 daily Maths 0.25 daily Mental/Oral
PE	2.5	5 a day programme (once daily is minimum) Swimming one term each year for years 1 to 5
Growing/Forest schools	1	Additional support staff will be provided for a 1:15 ratio.
History	0.75	
Geography	0.75	
Computing	1	At KS2 will be taught by a specialist
Art & Design	1	
Music	0.50	Specialist teacher
Re & SMSC	0.75	
PSHE	0.50	
Spanish	KS2 0.50	Specialist teacher
Brain train	KS2 1	Non-verbal, problem solving Strategy games etc
Registrations	1	Including check in & out time for Restorative policy
Assemblies	KS2 1.5	Singing Assembly, 2 SLT assemblies & 1 class reflection & 1 year group achievement.
Additional interventions	1hr	Provision map SEN,EAL & G&T Also an opportunity for children to reflect & improve work.

8 – 8:45am	School day 8:45 to 3:45	3:45 - 4:45pm	4:45 – 5:45pm
Breakfast Club		Enrichment clubs or After school club	After school club

KS2	8:45	8:55 to 9:55	9:55	10:05 to 11:05/ 10:05 to 11 am	11:05	11:15	11:25	11:35	11:45 to 12:45	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	KS2						
																													Registration	Monday	Registration	Tuesday	Registration	Wed.
																													Maths (incl. Mental maths)	Maths (incl. Mental maths)	Maths (incl. Mental maths)	English	English	English
																													Brain train	History	Guided reading & Comp. skills	English	English	English
																													SPaG	History	Guided reading & Comp. skills	English	English	English
																													Lunch	Lunch	Lunch	English	English	English
																													&SLLT Assembly	& Singing Assembly	Assembly	English	English	English
																													Registration	Reg.	Reg. &	English	English	English
																													Computing	Physical Ed.	PSH E	English	English	English
																													Break	Brain train	RE & SMSC	English	English	English
																													Break	Break	Break	English	English	English
																													Music	Auditory Comp.	RE & SMSC	English	English	English
																													Spanish	Art & design	Growing/Forest school	English	English	English
Auditory comp			English	English	English																													

Thurs	Registration	Maths (incl. Mental maths)	Fitness	English	Geography	Lunch	Reg& brain train	Science	Break	Science		
Friday	Registration	Maths (incl. Mental maths)	Fitness	Science	VCOP	Big Write	Lunch	Physical Ed.	Brain train	Break	Additional interventions/ Reflect & improve	Auditory Comp.

Breakfast club will be available from 8:00 a.m. until 8:45 a.m. The after-school club shall be available to FS and KS1 pupils from 3:45 p.m. if they do not wish to attend a structured club. KS2 pupils will be encouraged to attend a structured club between 3:45 p.m. and 4:45 p.m. instead of the After-school Club which they can join at 4:45 p.m. until 5:45 p.m.

The cost of the clubs will be managed and monitored by the school. This way we can ensure that any clubs which need to charge do not cost more than it would to attend the After-school Club for the same hour.

The After-school Club will provide an environment where children can rest, play or complete homework. It will be managed by the school and shall be available for access by neighbouring schools (dependent on site capacity).

We will be adopting the new National Curriculum (2013) with the programmes of study as the foundation for all subject areas.

We shall be adopting (and adapting where necessary) policies and procedures from our combined outstanding establishments.

Thinking skills and learning dispositions

At Edison, we will establish an enquiry approach to engage children's questioning and thinking, in addition to working collaboratively. Higher order thinking skills and teaching children how to adopt behaviours for learning are highly valued on the tool-kit list for effective approaches to learning, (Higgins et al, 2011). Much literature, including rigorous meta-analysis, reveals that when these are taught overtly, up to 8 months extra is added to learning outcomes. The impact is high for a low cost. Pupils have reported that analysis, success criteria evaluations, high level application, synthesis, reciprocation and resilience techniques have greatly helped them to achieve highly in their learning activities. These skills are easily transferrable across science and all other subjects in the curriculum.

Science

With the current Government focus on the need for top-quality scientists to maintain the UK's position as a world economic leader for science and technological innovation, we welcome the new science curriculum that will allow schools to raise the profile of science again and appeal to our future scientists.

As cited in section C, rationale, in November 2013, Ofsted printed their findings from a survey *Maintaining Curiosity* about the provision of science in schools. The report was based on 91 Primary schools and 89 Secondary schools. The main findings were:

- Significant lack of practical science
- Science not seen as a priority in schools
- Questionable teacher understanding of the various aspects of science and how to ignite children's interest.

At Edison, Science will have a high profile in the school to achieve our Science Specialist School status. We endeavour to provide a high-quality science education that will set the foundations for meaningful and exciting learning experiences. Outstanding attainment in science needs time and, resources allowing, pupils need to investigate and find solutions.

This will be achieved as follows:

- Extended sessions devoted to teaching science, allowing content, knowledge and methods to be studied in depth

- A well-resourced science laboratory to ensure high-quality practical experiences for learners
- Recruitment of teachers with excellent science subject knowledge – a minimum of an A-level in science in their education history will be desirable.

Key strands in science

Working scientifically

Our curriculum will develop a sense of excitement and curiosity about natural phenomena. This will be achieved by setting non-negotiable strategies for teaching and learning in each year group. Planning will include weekly practical sessions, allowing pupils to develop confidence and skills in investigative work. This learning will not only take place in the laboratory or classroom, but will also extend lessons to outdoor resources. In EYFS we want our pupils to put science into action from an early age. Much learning will be outdoors and first hand. Skills in questioning, observing, identifying, classifying, gathering data and solving problems will lay down secure foundations of scientific knowledge. In KS1 the emphasis will be on children participating in scientific investigations that develop an understanding of what it means to be scientific. For example, they will hypothesize, collect and analyse data, and develop explanations towards solving problems. Practical work will often be used as a starting point to most topics. Our focus on quality, practical work will not only engage pupils with the processes of scientific enquiry, but also ignite the excitement and wonder of the subject. Timetabled sessions in the laboratory will allow high quality provision for investigations.

Our pupils will also learn to report their actions and findings in a variety of ways. They will therefore, extend and develop their use of English and maths across a range of scientific topics and meet learning objectives from the new National Curriculum (DfE, 2013).

Growing future Inventors

Importance will also be placed on the history of science, discoveries and technology through the curriculum. The new curriculum appropriately links famous scientists, botanists and inventors in the programme of study. We will be expanding on this list to include agriculturists and leaders in the awareness of planet sustainability. As a Science Specialist School, inventions and new technological advances will be a key priority. Building something new or making something better is often thought of as a purely creative act. We want to create learners that 'think outside the box'. These are the skills we will embed in our long-term planning.

Cross curricular links

Science will grab the attention of all children at Edison, to become engaged learners who will enjoy being included and further challenged through the enquiry approach. A range of investigation methods will be included – thought experiments, the scientific method, surveys, close

observations and trial and error. Very able children will be given opportunities to learn how their practical investigations and science in the real world relate to scientific laws.

Children who show a singular talent, for example in maths and data, will realise how important it is for conveying scientific findings to others, and so grow in confidence as they become a valued member of the group.

Children who are keen on sports will engage in the wonder and workings of the skeletal and the biochemical systems in the body. Just what is going on before, during and after a game of football? The poets in school will want to write sonnets – the journey of a raindrop, the make-up of an atom, and put their words to music. Actors and dancers will dramatise the movement of photons in straight lines and the ripples of sound waves vibrating through the air.

Also on offer will be scientific competitions through a range of initiatives and organisations. Strong links will be made not only with literacy, maths, ICT, history and geography but also with DT as children are nurtured to utilise their scientific ideas quickly into eco-friendly products. In these ways, across a vibrant curriculum, Edison children will not only learn about science, but also how to express and present their findings in interesting ways and so synthesise across the subjects.

How this will look at Edison

Starting with our Foundation Stage, we will ensure that we tap into children's natural curiosity of the world around them and how it works and hence start their journey on understanding of scientific concepts. Our belief in not placing a ceiling on what can be learnt or taught will begin with our children in Reception. They will be introduced to all the correct terminology and vocabulary and provided with clear responses to their questions, including how to find out, whilst avoiding misconceptions in learning. For example, we will take the opportunity to introduce the changing states of water whilst we delight in the music made by hail stones landing in different sized, metal buckets.

A Year 1 class could start by looking at pictures of athletes and talk about pushes and pulls. They could then work in three groups to complete an obstacle course – throw beanbags into baskets as well as to throw and catch a ball. The children would take turns to be athletes and observers. The observers watch and use provided words such as push, pull, fast, slow, stop, up, down, back, forwards and force.

In DT for example, after having explored how electrical circuits work, including added components such as buzzers, spinners and light bulbs, KS2 children can be set the brief of designing and making electrical board games. During the same term children could focus in literacy on writing explanations so that others can read and replicate the activities. They will learn about the organisational structure and language features of this text type. To design their own board games, they will explore and evaluate a range of existing games, consider how they work, and how they were made and are played.

Health – As mentioned previously (in section C) and detailed below, Hounslow has high levels of obesity in children. It will be a focal point of our biology curriculum to tackle this issue from

Foundation Stage through to KS2. Links will be made to the Physical Literacy and Growing schools programmes to enhance children's understanding of healthy lifestyles and their impact on the human body.

Other core topics including plants, humans, chemical changes, forces and electricity will be taught through investigations. This supports our Learning Outside the Classroom (LOtC) ethos.

Pupils will also experience further enrichment opportunities through the implementation of LOtC into the curriculum. (Table in D1)

Physical Literacy

There is concern about the increase in childhood obesity, nationally. In Hounslow, the percentage of children considered clinically obese at the age of 11 is currently at approximately 40% compared to 20% in other London boroughs.

Physical Literacy is the incorporation of **Physical Education** in the Curriculum, and **Extra-curricular** activities that improve physical fitness and participation by pupils in **Competitive Sports**.

How much exercise do people generally need?

The amount of activity a young person needs to do each week depends on the age, but young people aged between five and 18 years need to do at least 60 minutes of physical activity every day. This activity should be a mix of approaches:

- Moderate intensity activity such as brisk walking or playing in the playground
- Vigorous intensity activity such as gymnastics, dancing or running
- Activities to strengthen muscles and bones, such as push-ups and running, performed three days a week, dependent on age.

Physical activity guidelines for children and young people, NHS

It is advised that young people should also minimise the amount of time they spend sitting watching television and playing computer games. Where possible, walking or cycling, instead of travelling by car, is encouraged.

Participation in regular physical activity can increase self-esteem and reduce stress and anxiety. Physical activity can help play a role in preventing mental health problems. - Department of Health PA, Health Improvement and Protection, (2011). Start Active, Stay Active.

The Women's Sport and Fitness Foundation (WSFF) commissioned the research that showed an increasing concern that girls are less engaged in physical activity than boys. This becomes more apparent as they reach high school age and become more self-aware. At Edison we feel it is important to encourage girls so that being physically active is a lifestyle choice reinforced by their peers, teachers, parents and appropriate, positive role models. When observing play in the playground it is often apparent that girls have less choices available to them as they can often become marginalised by boys who take over the space with an energetic game of football. We will dedicate some of our Physical Education curriculum time to teaching children ways in which they can be physically active in the playground and outside school. This will be further reinforced with the replacement of lunchtime supervisors by trained play-leaders.

The recent Ofsted report, *Beyond 2012: Outstanding Physical Education for All*, recognises that the delivery of physical education in schools has improved. Schools that were not meeting the standards was due to a range of factors:

- Lack of subject knowledge
- Insufficient challenge for the more able
- Periods of pupil inactivity during lessons
- Pupils not encouraged to improve own personal fitness

Physical Education at Edison will incorporate effective strategies:

- Learning activities led by a sports specialist, in KS2
- A '5-a-day' fitness programme throughout the school to give children opportunities to move in a structured way in their classrooms, for 5 minute bursts. (This will not only help children with their fitness but also help with increasing oxygen to their brain and re-energise them for learning.)
- Traditional lessons replaced with programmes such Zumba and interval training (adapted to suit age) to appeal to a wider range of pupils and help improve personal fitness
- Current lessons timely organised so that all the children are active participants
- Internal, inter-school and national competition opportunities, planned and identified for the more able
- Pupil Peer coaching and mentoring systems.

We also wish to incorporate healthy eating into the curriculum so that children have an improved understanding of how what they eat and that it can not only impact positively on their health but also on their ability to learn. Healthy eating will be taught carefully so that it does not encourage children to fear any particular type of food but rather have a better understanding of a healthy, balanced diet. We will further support their understanding by planning cooking and meal preparation time into the curriculum.

Our curriculum evenings for parents will include opportunities to develop an awareness of "Physical Literacy"

Learning Outside the Classroom

The Learning Outside the Classroom manifesto was published by the then Education Secretary in 2006 who recognised the importance of incorporating LOtC into school life. The LOtC council assumed responsibility in 2009.

Why does Edison feel LOtC is important?

We are living in an exciting age of technology with gadgets available to support us with almost every aspect of our lives. There is no denying the positive impact technology has had on learning and teaching in the classroom. With positives however, there are negative aspects and in this case it is the high number of children that have abandoned outdoor activities in favour of their television sets, ipads and computers. Upon reflection, when we think back to our own childhoods, our most memorable moments tend to be when we were engaged in some form of outdoor activity or excursion.

Learning Outside the Classroom will be an integral part of our curriculum planning and shall be further reinforced through the support of initiatives such as Forest Schools and Growing as well as membership to Learning through Landscapes. This will all tie in well with our science focus and our aim to achieve Eco School status in the short term and become a leading school on sustainability in the long term.

Benefits of LOtC

Personal, Social and Emotional Development and Well-being

- This aspect can raise self-esteem for children that do not flourish in the confines of a traditional classroom.
- Visits to places of worship can help children appreciate the beliefs and culture of their peers.
- The range of activities that can be delivered can offer more opportunities to work collaboratively.
- Communication skills are improved by providing children with experiences that will encourage discussions.

Motivation and Behaviour

- Children look forward to all experiences that are a change from their regular routine of working within their classrooms. This is especially applicable to children that present challenging behaviour.
- Children can benefit from a range of enriching experiences and will tend to show an improvement in attitude and attainment in all aspects of their learning.
- LOtC gives all children an opportunity to succeed and excel which in itself is a great motivator, 'success breeds success'.

Risk, Challenge and Adventure

After an age of ‘wrapping our children in cotton wool’, the tide is finally turning again and Risk, as long as it is managed, is recognised as a way of helping children to build confidence in their abilities and a ‘can do’ attitude.

- Challenging activities help children to develop the skills needed to assess and manage risk themselves.
- Developing a sense of adventure in children can ignite their imagination so when they return to their desks to write a story they have experiences to tap into.

Learning Styles

At Edison we firmly believe that children learn best through ‘hands on experience’ and we consider it our duty to provide that experience whenever possible.

The majority of LOtC activities would fulfil a range of learning-style needs. For example, harvesting potatoes and chives for an organic potato salad and completing the activity with a piece of instructional text.

	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Field trips	Place of worship						
	Farm	Natural history museum	Toy museum	Science museum	Hampton Court	Science museum	British History museum
				Art Gallery	Natural history museum	Art Gallery	Tate modern
	Forest School off site						
Residential trips				On-site camping with parents	Country trust 3 nights	Country trust 3 nights	PGL 4 nights

Examples of LOtC on school grounds

English	Phonics hunt, Role-play, VCOP, Writing
Maths	Co-ordinates, Shape, Measure, handling data, Number hunt
Science	Plants, animals, Properties of materials, Forces, Light
Art & Design	Temporary sculptures, drawing & painting, Construction

Forest Schools

“ Fresh air impoverishes the doctor.” Danish Proverb

Forest School provides learners from nursery to adulthood with an opportunity to achieve and develop confidence and self-esteem through hands on learning experiences in the natural environment.

Children all over Britain are re-discovering the joy of immersing themselves in the rich natural environment around them. They are able to help their parents identify trees and plants as well as develop an awareness of the changes in Nature and have a greater desire to save their planet.

Access to a wooded area is preferable so that children can experience a wider range of activities. Adults delivering Forest School activities should have a minimum of Level 1 (BTec or OCN) with the overall management of Forest School in the Curriculum for a leader with a Level 3 qualification. Over time, it would be preferable to have more staff with Level 3 so that the range of activities can be delivered consistently, especially those activities involving the use of tools, building fires and off-site FS sessions.

Example of cross curricular links:

Science	<ul style="list-style-type: none"> • Plant life cycles • Impact on environment • Identifying local plants and wildlife • Mixing materials • Natural materials and their properties
PSHE & citizenship	<ul style="list-style-type: none"> • Environmental awareness • Team building skills • Social skills • Safe play & managing risk
Physical Education	<ul style="list-style-type: none"> • Gross and fine motor skills
English	<ul style="list-style-type: none"> • Communication skills <ul style="list-style-type: none"> ○ Confidence to talk about a topic of interest ○ vocabulary extension • Writing skills <ul style="list-style-type: none"> ○ Note taking ○ Creative writing ○ Non – fiction text
Maths	<ul style="list-style-type: none"> • Shape, space & measure • Counting and calculations • Data handling
Art & Design	<ul style="list-style-type: none"> • Natural sculpture

	<ul style="list-style-type: none"> • Botanical illustration • Structures • Tool safety
Music	<ul style="list-style-type: none"> • Melodies in environment • Creating instruments
Geography	<ul style="list-style-type: none"> • Changing landscapes • Geological studies
History	<ul style="list-style-type: none"> • Changes in local environment over time

A few examples of Forest School activities:

<ul style="list-style-type: none"> • Nature crowns • Woodland Jewellery • Petal perfume • Scavenger hunts • Discovery mobiles • Temporary sculptures 	<ul style="list-style-type: none"> • Dream catchers • Building fires (safely) • Shelter building • Totem poles • Shelter building • Outdoor cooking
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The interaction between being in nature and being physically active seems to have synergistic positive effects -The impact of physical activity on wellbeing, Mental Health Organisation 2013.

Art & Design

- Record from experience
- Collect visual and other information
- Design and make images and artefacts
- Investigate art, craft and design in the locality

ICT

- Find, classify and check information
- Think about content and quality when communicating information
- Investigate and compare uses of ICT

PE

- Follow trails in unfamiliar environments
- Physical activity is good for health and well-being

PSHE & Citizenship

- Talk about and explain opinions, views and issues
- The range of jobs carried out
- Recognise the role of voluntary, community and pressure groups
- What makes a healthy lifestyle

Food Technology

- Procedures for food safety and hygiene
- Design and make assignments using food
- Explore the sensory qualities of materials

Geography

- Observe and record
- Use fieldwork skills
- Recognise changes in the environment
- Collect and record evidence
- Recognise physical and human processes

History

- How to find out about the past
- Ask and answer questions about the past
- Investigate how an aspect in the local area has changed

Drama & English

- Create, adapt and sustain different roles
- Use character, action and narrative
- Use dramatic techniques
- Ask questions to clarify understanding
- Take different views into account
- Qualify or justify what you think
- Review and comment

Music

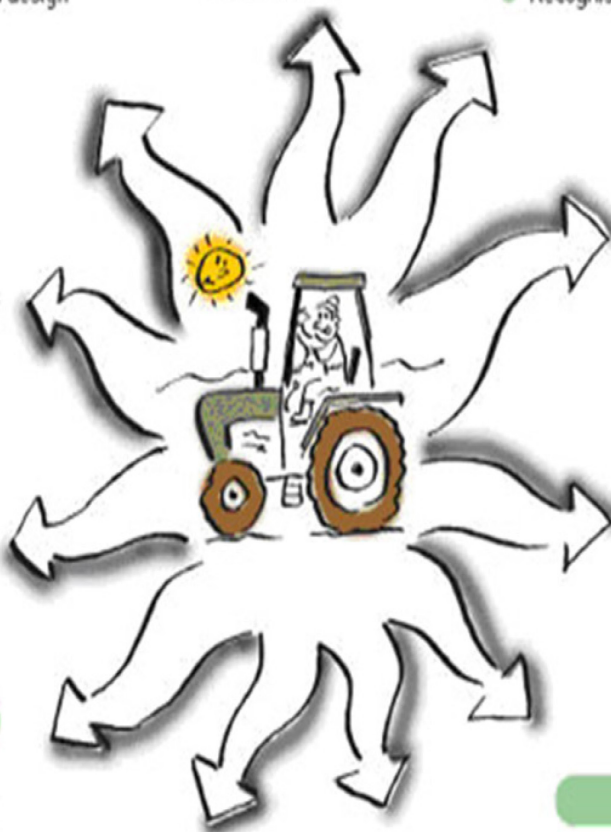
- Improvise material
- Explore and organise musical ideas
- How time and place can influence the way music is created

Mathematics

- Select and use handling data skills
- Select and use appropriate calculation skills
- Interpret tables, lists and charts
- Draw conclusions from statistics and graphs
- Apply measuring skills

Science

- Life processes common to plants
- Life processes in familiar animals and plants
- Protection of living things and the environment
- Identify locally occurring animals and plants
- Use food chains
- Make systematic observations and measurements



Maths

At Foundation Stage, our pupils will be challenged to exceed Early Learning Goals for Maths through regular calculation work and practical learning. For example, activities, where children create 3D models from 2D images during challenge/brain train time will support their understanding of shape as well as their ability to tackle non-verbal reasoning.

This approach to learning will continue with KS1 children. For example, they will have the responsibility of the sale (nominal price tags) of fruit and milk to their peers in KS1 and foundation stage.

As with all the subjects, Maths has also seen a change with the removal of the calculation paper at Key Stage 2, putting further emphasis on children developing their mental and oral skills. This makes it even more important for children to develop and understand how mathematical skills are used in daily lives. It will be our aim throughout the planning and delivery of Maths, from Reception to Year 6, to make it as practical as possible.

Foundation Stage and Key Stage 1 tend to have a more practical approach to learning and this is something that needs to be improved with Key Stage 2 provision.

Examples:

Visits to local shops and supermarket – Use of percentage in sales, weight of fruit and vegetables, DIY stores to design bedrooms and gardens.

In-house Shop: Our upper KS2 children shall run their own school shop which will stock essential books & stationary, fruit and uniform. The pupils will staff the shop and help to plan and run school fundraisers such as coffee mornings and cake sales. This will provide them with real life data for maths lessons and experience of how to run a business. They will be supported by a member of the SLT and parent governors.

At each Key Stage parents will be encouraged to be actively involved in supporting their children's learning of basic skills in maths with weekly mental calculation targets, sent home for practice. Parents will be provided with guidance at the start of the year on how to support their children at home as well as the offer of regular curriculum evenings.

English

Our Foundation Stage pupils will be supported in their development of communication and language through planned “Talk Together” activities. Their literacy skills will be developed through the Read Write Inc. phonics programme. Parents will be offered regular sessions and videos to support their child’s development in this crucial area. The Foundation Stage teachers and Early Years practitioners will receive training on identifying and subsequently supporting children at risk of language delay.

We welcome the new English curriculum with its approach across all subjects.

Writing

Writing opportunities will also be explored across the curriculum wherever possible. This will broaden and enhance children’s command of literacy skills, by providing them with a range of different contexts in which to use and practise these skills.

Big Writing created by Ros Wilson is the teaching approach we will use to teach writing. Ros Wilson has over 36 years of experience in teaching writing and has conducted research into the ways that children learn best.

Our writing curriculum will be designed to rapidly and effectively raise the standards of writing through the ‘fast, fun and lively’ teaching of the ‘writing voice’. This approach to writing is highly effective from Reception to KS2 and has been found to be a huge motivator for boys.

Each week children will take part in a Big Writing lesson with a particular focus. This session is a time for children to bring together learned skills about verbs, connectives, openers and punctuation (VCOP). These aspects will be taught across the curriculum throughout the rest of the week. The Big Writing session is split into two parts. The first part of the session focuses on the build-up of the task where children get to share their ideas before planning their writing. The second half of the session is writing time. Support for struggling readers and less confident writers is built into the sessions to maximise children’s potential.

How does Big Writing work?

Big Writing focuses on four key elements of writing known as VCOP.

Vocabulary – children are encouraged to use exciting words (WOW words) and to widen their use of language

Connectives – are important for ensuring that writing is cohesive and interesting.

Openers – Using different sentence openers helps writing to be more interesting and engaging to the reader. Connectives also make good openers.

Punctuation – is really important as it helps us to make meaning of what is written.

Children will be taught how to use VCOP accurately and effectively. Developing children's competency and skills in these four areas will help them to become accomplished and confident writers. Using a fun, interactive approach involving a combination of games, talk and writing, children will learn how to use VCOP to write for different purposes using clear success criteria.

What is 'Talk Homework' and why do it?

An important part of the Big Writing philosophy is the importance of talk.

'If a child can say it, a child can write it'.

This ties in very well with the emphasis on oracy in English in the new National Curriculum.

We believe encouraging talk is key to unlocking a child's writing voice. Talk is where the thought-process for writing begins. By enriching a child's vocabulary and understanding how language works, the better writers they become.

Talk Homework will be given the day before the Big Writing activity. Children will be told what they are going to write about and will be asked to talk about this at home. This approach offers children many opportunities for effective home learning:

- Think through and discuss initial ideas for their writing
- Clarify writing ideas mentally by thinking about and discussing the topic
- Practise and consolidate newly learned words and language structures.

What will this look like at Edison?

Session 1

35mins. of fast, fun, lively oracy

10 mins. to consolidate and focus planning

Session 2

45 mins. Writing. Text type changes every week. 10 minutes. Time prompts built in as brain breaks and to support pupils to see that VCOP is in use.

Stocking fillers

Frequent short sessions on VCOP throughout the week

5 minutes for VCOP for oral activities

10-15 minutes for up-leveilling

Stealing

Games

10 minutes of basic skills

Phonics at Edison

Read, Write Inc will be the phonics programme for use at Edison. It was developed by Ruth Miskin and is a dynamic whole-school literacy programme rooted in synthetic phonics. It offers a transformational approach to teaching literacy which raises results and behaviour standards across the whole school.

It is proven to develop:

- fluent, enthusiastic readers,
- deep comprehension of texts
- confident speakers
- keen writers.

Children are taught to:

- learn to read and write letter-sound correspondences quickly
- decode effortlessly, spell and handwrite easily
- comprehend what they read
- read with fluency and expression
- write confidently using oral rehearsal
- work effectively with a partner to articulate their learning at every step.

Children who have successfully completed this programme should be:

- Reading longer and less familiar texts independently and fluently and become free readers
- It is crucial that children are now reading to learn by extracting key information in texts as well as reading for pleasure
- Able to read the Reception and Key Stage 1 High Frequency Words (HFW)
- At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarize what they have read.

Children should therefore be at the correct reading stage. A child who has completed the RW1 programme and who knows their high frequency words will not be on a low reading level.

Seven of the twelve schools highlighted as outstanding in Ofsted's report, [Reading by Six](#), used the Read Write Inc. initiative for phonics. This is also evident in Havelock Primary School and from parental feedback at Kinderroos.

Restorative Approach

Edison will be a calm and orderly place where everyone feels secure, valued and respected. This is best achieved through establishing clear expectations of behaviour. We will pursue a positive approach to good behaviour, encourage children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. Intrinsic to this approach is the additional belief that parents, children and staff are all involved in a home-school partnership.

Our expectations of the children's behaviour will be expressed as the '**Golden Rules**' for the school. We will consult staff, pupils and parents when finalising these.

The rules and our values will be clearly displayed throughout the school and in classes. Through these rules the Edison Team will aim to enforce rights for all.

We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good work and positive behaviour

We believe that every teacher has the right:

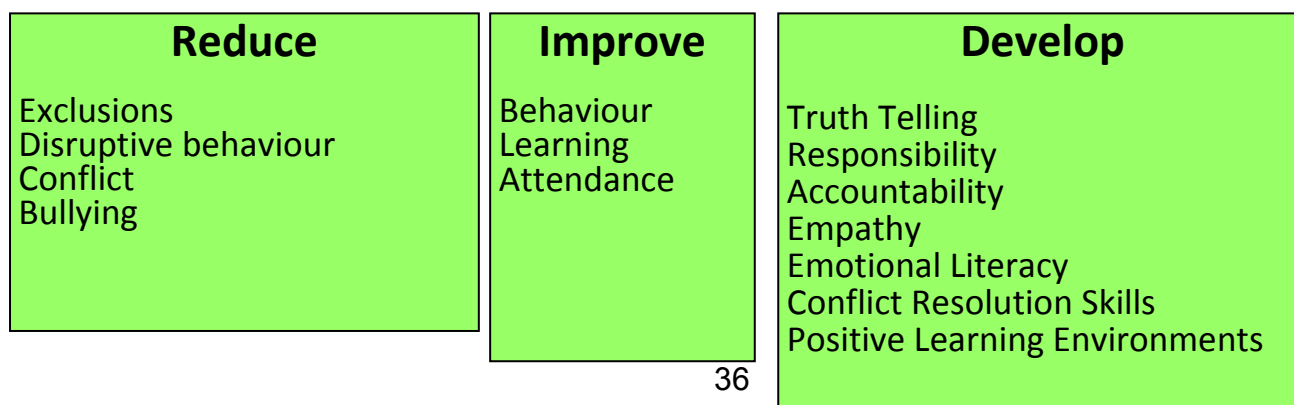
- To expect to teach in an environment without disruption
- To take firm action to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of good behaviour and high levels of effort in class
- To be supported when needed by parents, colleagues and senior staff
- To be respected by all children

Our aim will be to create a happy school environment, where children and adults feel safe and respected. **Restorative approaches** – respect, responsibility, repair and re-integration – encourage pupils to think about how their behaviour has affected others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a child has been upset we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Schools that use this approach have found that they have been able to:



We will also use a software program 'Behaviour Watch' to monitor and evaluate concerns. Regular contact and reports to parents will ensure clear communication and establishing next steps for individual pupils.

Inclusion

We recognise that many pupils will have special needs at some time during their school life, and that these may vary in intensity and type. In implementing a robust policy, we believe pupils will be helped to overcome any barriers to their achievement and will have the opportunity to progress and achieve success.

Our Aims at Edison

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum, appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved in reviews and, where practicable, in decisions affecting their future SEN provision.

Identification, Assessment, and Provision

At Edison Primary School we will adopt a whole-school approach to the SEN policy and practice. Pupils identified as having SEN will be fully integrated into mainstream classes. Every effort will be made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The 2002 and draft 2014 SEN Code of Practice makes it clear that **all** teachers are teachers of pupils with special educational needs.

All our teachers will be responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Regular assessment is the process by which pupils with SEN will be identified. If a pupil is below expected progress in their learning this will be counted as a significant factor in considering the need for SEN provision.

Provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning

from when a child enters the school. The Foundation Stage is the first stage of the National Curriculum focusing on the distinct needs of children aged 4 to the end of the reception year. The seven learning areas are assessed by Early Learning Goals statements at the end of the Foundation Stage. Children not reaching these goals may be identified as needing additional support.

Tests towards the end of KS1 will also be used to identify SEN needs. Children with SEN transferring from another primary school will have records passed to the SENCo and may be re-assessed on admission to Edison. The records provided will inform the school when designing appropriate, differentiated learning programmes. For pupils with identified SEN, the SENCo and the class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess the potential barriers to achievement
- Ensure on-going observations and assessments provide regular feedback on achievements and experiences before planning next steps in learning
- Involve parents in a joint home-school learning approach

The range of SEN provision

The main methods of provision to be implemented by the school are:

- Full-time education in classes, with additional help and support by the class teacher or additional teacher, through a differentiated curriculum
- Periods of withdrawal to work with an additional teacher
- In-class support with an additional teacher or specialist support staff

The role of the SENCo

The SENCo plays a crucial role in the school's SEN provision and will be a member of the School Leadership Team thereby giving status to the post and place of special educational needs within the school. The role of the SENCo involves working with the Headteacher and Governing Body to determine the strategic development of the policy and progress of pupils. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Monitoring teaching and learning activities to meet the needs of pupils with SEN
- Liaising with and giving support and advice to teachers
- Managing additional and specialist support staff

- Analysing and interpreting relevant school, local and national data and advise the SLT on the level of resources required to maximise achievement
- Monitoring the learning progress through objectives and targets for pupils with SEN from teachers' plans
- Evaluating the effectiveness of teaching and learning by analyses of work samples and use these to inform and guide future improvements
- Play a key role in developing and maintaining SEN records, strategic assessments and the school provision-map, ensuring they are regularly reviewed and updated
- Overseeing pupils' records
- Liaising with parents
- Supporting, training and advising staff, regarding SEN strategies and techniques
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the pupils and the staff
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision

Additionally, parents must be given clear guidance on the means by which they can contribute to the co-ordination of provision, and how they can provide additional information when required.

Individual Education Plans

Strategies for pupils' progress will be recorded in an Individual Education Plan (IEP) containing :

- Short-term targets
- Teaching strategies
- Provision planned
- Date for termly review
- Success criteria
- The outcomes and progress recorded for the review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

Reviewing IEPs IEPs will be reviewed termly through discussion between the class teacher, additional teacher, specialist staff and the SENCo. Parents' views on their child's progress will be sought. They will be given a copy of the reviewed and current IEPs and will have the opportunity to discuss them at parents' evenings, or other agreed times. Wherever possible or appropriate, the school will involve pupils in this process.

The SENCo will meet with each class teacher and additional adults on a termly basis to discuss the provision for individual pupils with SEN. The table below shows the type of intervention and support pupils at Edison will receive, to ensure they catch up and accelerate in their learning.

Meeting the needs of all pupils

Baseline assessments will be carried out on all pupils when they start at Edison, as well as communication and sharing of information from previous school/setting. This will form the initial part of any further support the pupil may require if progress is not as expected or exceeding. The table below shows the type of intervention and support pupils at Edison will receive to ensure they catch up and accelerate in their learning.

Edison Primary School	Draft Provision Map	Year 2	2016 – 2017
Provision		Identified pupils Provision / Comments When, who, how often Impact and next steps	
EMA/ EAL support		This column is completed by the SENCo and classteacher. Each child's progress will be scrutinized by the SENCo to ensure	
Priority pupil groups (from data summary)			
FSM pupils			
FSM + Attendance			
Statement of SEN			
SEN School Action Plus			
SEN School Action			
Academically able (Literacy)			

Academically able (Numeracy)	<p>impact matches input.</p> <p>Able pupils will be stretched through 11+ provision and KS3 coverage at KS2.</p> <p>An evaluation of intervention programmes is completed by the SENCo and presented to governors termly.</p>
Gifted and Talented register - opportunities for challenge in identified area of talent	
Support for Literacy/ Numeracy	
Literacy - wave 2 - Read write Inc. groups	
Literacy - wave 3 - RWI phonics	
Individual / guided reading	
Numeracy – wave 2- Targeted table/ number catch up programme	
Numeracy – wave 3 - 5 minute box	
S< - referred for S< assessment and sessions at clinic or Mainstream S< in school	
LA funded 1:1 LSA support for statemented pupils	
SENS support - HI, VI, OT, SpLD, physio, CDT, PBT	
Fine motor skills / handwriting	
Behaviour /social skills /self esteem sessions (Wave 3)	
Speaking and Listening programme ECAT , CLLD, Talking Partners	
Homework support - differentiated homework, set, introduced & marked by LSA/CT	
Wellbeing for Learning Individual or family support so the child is ready for learning at school	
Parents of these pupils supported / involved eg: through parenting workshops, SS support, Family Learning, cookery classes etc	
Other possible provision for identified needs :	

Pupil Premium Funding

At Edison, targeted provision for those pupils who receive Pupil Premium funding will be established. The Senco will regularly monitor and evaluate the outcomes. We will address effectiveness of outcomes through:

- Any gaps or barriers in English, mathematics and science to secure age related expectations in all year groups
- Early identification and intervention through a comprehensive provision map and teacher support rather than teaching assistants. High expectations of challenge and accountability from teachers. Substantial time and importance will be given to moderation to ensure that all teachers understand what is needed to move pupils to the next level
- Part-time teachers to enable small group teaching for maths and literacy groups with targeted regular feedback

- Enable small group and 1-2-1 teaching in maths and English facilitating focused teaching and high quality feedback
- Subsidise residential enrichment experiences which enables children to participate in learning through an extended curriculum that they might not otherwise be able to access.
- Access to clubs to support learners
- The learning outcomes that our children produce will always be of a high quality and the effective marking and feedback given to children will ensure that they are able to assess clearly where they are in their learning, in any subject, and are able to identify their next steps.
- Pupil Progress meetings with all adults involved with a child's progress to ensure pupils are on track and what further support is needed to close any gaps.

Partnership with parents

We firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (SEN Code of Practice 2.2)

Transitions

At Edison we will ensure smooth transitions for our children. All new parents will be invited to meet the Principal or Deputy before their child starts at the school.

The inclusion leader will meet with all new teachers and schools to discuss individual children.

Starting Reception

- Home visits by class teacher
- Induction session for pupils and parents and carers
- Visit to and from their Early Years setting (for example inviting children events/assemblies)
- Soft start for pupils whereby parents spend part of the morning session with their child.

Foundation to year one

- Start with small groups visiting new class and where possible getting to know their teacher.
- Whole class swap for a day
- Parents to meet the teacher in the term before (where possible)
- Summer term transition to KS1 playground

KS1 to KS2

- Class swaps for a day in the summer term
- Parents to meet the teacher in the term before (where possible)
- Staff handover meetings to discuss data and groups of children

Year 6 to High school

- Create links with feeder high schools
- Look into a vulnerable groups programme
- Transition visits to high school
- Year 7 pupils return to share their first hand experiences.

Throughout the school year new pupils may join and it can be especially difficult for them to experience the same smooth transition as their peers at the start of year. Our EAL or intervention teacher will support the induction of the child and a thorough profile will be made available to the class teacher. Parents will be encouraged to spend time with their child in the school to help familiarise them with their surroundings.

Section D2

We have set challenging targets for our pupils and staff at Edison. These ambitious yet attainable targets demonstrate the high expectations we have for all stakeholders. Our Key Performance Indicators (KPI's) will show progress of pupils to be at least good but in most cases outstanding for all pupils.

KPI's

Academic

- All children at Edison will make 4+ APS points (2 to 3 sub levels) progress
- 80% of pupils in FS will be expected to exceed age related expectations
- Children will achieve a L2b+ or a L3 at KS1
- At least 90% of children will achieve a L4b+ at KS2
- 60% of children will achieve a L5+ at KS2
- Science attainment at Edison will be above National and Local averages in KS2

- Attainment for Free School Meal pupils and for pupils whom English is an additional language will exceed their peers
- 100% of KS2 pupils to achieve either Bronze, Silver or Gold level in Primary Science Crest Award.

These benchmarks have been set against national data for 2013.

The above KPI's will form a key part of the annual School Improvement Plan (SIP).

Edison will be a centre of excellence, achieving Teaching School Status. We envisage ourselves sharing expertise through lead teachers to local authority school improvement work, clusters, networks and partnerships.

The aims of our school include to become a community hub for our education and outdoor provision. The grounds will be a place for community activities and engagement.

Pupil Progress Meetings – Is a key process in our School Improvement

- They are an opportunity to review formally the progress and provision for individual pupils on at least a termly basis.
- An opportunity to celebrate what has worked well and contributed to good progress.
- These are a key part of whole school improvement and are used to identify pupils who have not made expected progress and are not on track to achieve end of key stage targets.
- Actions will be planned at a whole school, class and individual pupil level to accelerate progress.
- They support the leadership team in holding teachers to account for the progress their pupils make.
- They provide a forum to support teachers and their professional development.

We will monitor the progress of our pupils at Edison through:

Pupil Progress Meeting – A termly meeting lead by Principal, DHT, AH, or SLT, meet with individual teachers, to review the attainment and progress of individuals and groups of children in relation to National Curriculum Levels and sub-levels.

Lit/Num/Science Targets Progress Meeting – A termly meeting to focus on progress against the curriculum targets across the school. Led by english, mathematics and science subject leaders to review progress, identify future targets and staff CPD with the whole staff, key stage groups or year groups. Teachers to bring along books, APP evidence and any other evidence gathered over the term.

Pupil progress interviews – Lit/Num/Sc Leader will meet with individual pupils from the target group talking about targets and achievement. Pupils should bring their work to the interview.

SEN pupil progress meetings – SENCo to meet with teachers and any additional adults that support pupils to discuss the impact of interventions/support. Review the progress made by a

target pupil or groups of pupils. Staff will bring along learning log evaluations, books and impact evidence etc to the meeting.

Pupil Teacher 1:1 tutorials – Y5/Y6- 1day termly given to teachers to have 1:1 meetings with targeted pupils re: reading, writing, mathematics and science. Review and set new targets.

The assessment cycle below demonstrates how we will monitor the KPI's and ensure all the above evaluation towards our targets takes place.

Assessment Cycle at Edison

	Date	Key Events	Year group	Lead
Autumn Term 1				
September	Wk Beg:	Lit/ Num/Sci progress meeting	Y1,Y3,Y4,Y5, Y6	Timetable will be confirmed
	Wk Beg:	Pupil teacher 1:1 tutorials	Y6	Y6 teams.
October	Wk Beg:	Baseline data due to Assessment Leader	FS1 and FS2	Assessment Leader
	Wk Beg : Assessment week	Assessment weeks-using QCA optional tests	Y2 & Y6	Assessment Leader
	Wk Beg: On – going assessments	Writing, Reading Speaking and Listening Maths Science FS - updating EYFS TT	FS1, FS2, Y1, Y2, Y3, Y4, Y5 & Y6	Assessment Leader
Autumn Term 2				
November	Wk Beg:	Pupil teacher 1:1 tutorials	Y6	Y6 teachers
December	Wk Beg:	Autumn term data updated on Target Tracker or Early Years Target Tracker Setting targets using TT.	All year groups	Assessment Leader Classteachers
December	Wk Beg:	Pupils standards progress meetings	FS1 / FS2 / Y1/ Y2	Principal Assessment Leader Inclusion Leader

	Wk Beg:	Pupils standards progress meetings	Y3/Y4/Y5/Y6	Principal Assessment Leader Inclusion Leader
	WK Beg:	Phonics Assessment tests	YR,Y1,Y2,Y3,(Y4,Y5,Y6- new beginners/targ eted pupils)	Assessment Leader and Phonics Leader
Spring 1				
January	WK Beg:	EYFS Progress Meeting	Reception and Nursery	Phonics Leader
	WK beg:	Pupil conferencing – Individual pupil target setting	Y6 teachers (Children)	Y6 team
February				
	Wk beg:	Assessment week – using QCA tests	Y2 & Y6	Assessment Leader
	Wk beg:	Pupil teacher 1:1 tutorials	Y6	Y6
March	Wk beg:	Assessment week Sp and Listening, Reading Writing, Maths, Science	Y1,Y3, Y4,Y5, and Y6	Classteachers
	Wk beg:	Spring term data updated on to Target Tracker or Early Years Target Tracker Setting targets using TT.	All year groups	Assessment Leader
	Wk beg:	Phonics Assessment tests	YR,Y1,Y2,Y3,(Y4,Y5,Y6- new beginners/targ eted pupils)	Phonics Leader
Summer Term				
April	Wk beg:	Pupils standards progress meetings EYFS/ Lit/ Num	FS1/FS2/ Y1/ Y2	Principal Assessment Leader Inclusion Leader
	Wk beg:	Pupils standards progress meetings EYFS/ Lit/ Num	Y3/Y4/Y5/Y6	Principal Assessment Leader

				Inclusion Leader
May				
	Wk beg:	Y2 Assessment fortnight	Y2	Year 2 team Assessment Leader
	Wk beg:	Y6 KS2 NC test Week	Y6	Y6 team + Assessment Leader
	Wk beg:	Y1 Phonics Testing		Year 1 teachers and Phonics Leader
June				
	Wk beg:	Optional NFER or QCA tests	Y1 Y3, Y4 and Y5	
	Wk beg:	Whole school phonics testing	YR, Y1, Y2, Y3, (Y4, Y5, Y6- new beginners/ targeted pupils	Phonics Leader
	Wk beg:	Summer term data updated on to Target Tracker or Early Years Target Tracker Setting targets using TT. Data onto target tracker	All year groups	Assessment Leader
	Wk beg:	Data deadline LA. FS, Y2 and Y6.	FS, Y2 and Y6	Assessment Leader
July	Wk beg:	100% reports to Principal Reports out to parents Parent's Evening		Principal

Target Tracker

With the current changes to assessment and the National Curriculum, it is uncertain what will take its place. Senior leaders will continue to use levels to assess pupils attainment and all available national data to compare pupil outcomes.

Edison will use this assessment program is designed for Assessment for Learning and will be used by Senior Leaders, Subject Leaders, Class teachers and support staff to enter, analyse and share assessment data. It is a powerful and flexible tool where reports can be generated

automatically including comparison with national data and expectations. Whole Key Stage 1 & 2 tracking makes it easy to work with specific groups of pupils and identify trends.

Quality of teaching in the classroom

At Edison we have high expectations of teaching. This will be monitored through, lesson observations, planning, books, pupil voice, displays and learning walks. The table below shows how the senior leaders will regularly scrutinise the above to ensure standards and progress remain high. Any teachers requiring improvement in their practice will be provided with a package of support which will include team teaching, planning support, observing other teachers and CPD.

Monitoring of teaching and learning

Senior leaders will follow a robust monitoring schedule to ensure high standards are maintained throughout the year and across the school. Moderation will take place across year groups to secure outcomes and external moderation with other schools in the Local Authority will also support this process. Governors and senior leaders will use external consultant support to ensure judgements for teaching and learning are accurate.

	Planning Files	Planning Files	Work scrutiny pitch and expectation non-negotiable	Learning walks Phase Leaders
Autumn 1	Wk beg: Planning files Literacy Maths Science	Planning files Weekly Medium Term Maths Literacy Guided reading Non –negotiable	Wk beg: Book looks Maths Literacy Big write Science All year groups Y1,Y2,Y3,Y4,Y5,Y6	Wk beg: Establishing consistency In phases Display, Initial Setup monitoring' classroom organization and working walls
Autumn 2	Wk Beg: Planning files All Foundation Subject	Planning files Medium term plans All subject areas	Wk Beg: Sample of books Topic,RE,PSCHE Home learning books All year groups Y1,Y2,Y3,Y4,Y5,Y6	Wk Beg: Reading provision and Guided reading Reading targets Pupil voice
Spring 1	Wk beg: Planning files Literacy Maths Science	Planning files Weekly Medium Term Maths Literacy Guided reading Non –negotiable	Wk beg: Book looks Maths Literacy Big write Science All year groups Y1,Y2,Y3,Y4,Y5,Y6	Wk beg: Maths learning environment (learning walls) Maths targets Pupil voice

Spring 2	Wk beg: PLANNING FILES All Foundation Subject	Planning files Medium term plans ALL subject areas	Wk beg: Sample of books Topic, RE, PSCHE Home learning books ALL YEAR GROUPS Y1,Y2,Y3,Y4,Y5,Y6	Wk beg: Topic learning environment Maths and Literacy skills across the curriculum Pupil voice
Summer 1	Wk beg: Planning files Literacy Maths Science	Planning files Weekly Medium Term Maths Literacy Guided reading Non –negotiable	Wk beg: Book looks Maths Literacy Big write Science All year groups Y1,Y2,Y3,Y4,Y5,Y6	
Summer 2	Wk beg: Planning files All Foundation Subject	Planning files Medium term plans All subject areas	Wk beg: Sample of books Topic,RE,PSCHE Home learning books All year groups Y1,Y2,Y3,Y4,Y5,Y6	SMSC learning walk Pupil voice

Teaching Observations log

The table below also contributes to monitoring the overall teaching picture across the school. Each year a summer target for teaching will be set and evaluated.

Teacher grading	Inadequate		Requires Improvement		Good		Outstanding	
	No	%	No	%	No	%	No	%
Autumn term	0	0%	0	0%	0	0%	0	0%
Spring Term	0	0%	0	0%	0	0%	0	0%
Summer term target	0	0%	0	0%	0	0%	0	0%
Summer term	0	0%	0	0%	0	0%	0	0%

All the above monitoring of teaching and learning and termly data analysis contributes to individual teacher's performance review.

Effective Governors Monitoring

Governors will play an active role in the yearly monitoring cycle. They will support senior leaders in evaluating the School Improvement Plan and school priorities. For example; if boys writing is a school target, governors will be focussing on this during their learning walks through the school. Opportunities for listening to pupil views and reading with the children will be timetabled. Pupil councillors will meet with governors termly to share their learning and experiences. The teaching and learning sub committee will be fully involved in analysing data and monitoring the progress of pupils at pupil progress meetings.

They will seek the views of parents at parent evenings and curriculum evenings. Parent questionnaires will be analysed and areas of improvement identified will form part of an action plan. Parent governors will regularly be available to all parents to ensure their views and concerns are considered.

Parents and carers

During the year, there will be opportunities for parents to come into school on a more formal basis to discuss their child's progress and to consider how we can all support their continued learning.

At Edison we will provide parents with a range of curriculum evenings and learning opportunities to support their children fully.

Additionally, parents/carers will always be welcome to have informal meetings with their child's teacher, at a mutually convenient time, or to arrange a more formal meeting if needed.

At the end of the autumn and spring term parents will be given a short summary detailing their child's progress in core subject areas as well as well as key skills targets. Each term teachers will outline the progress that each child has made together with individual targets for further improvement. At the end of the summer term parents are provided with an annual report covering all subject areas and progress and attainment achieved.

Parents/carers are encouraged to attend parent's evening to discuss their child's progress and can comment on the report at the parent/carer consultations.

Annual parent questionnaires will allow the school and parents to evaluate the effectiveness of the school in all key areas.

Pupil Premium Funding

At Edison targeted provision for those pupils who receive pupil premium funding will be established. We will look at addressing the following:

- Any gaps or barriers in their learning in English, Mathematics and Science to secure age related expectations in all year groups
- Early identification and intervention through a comprehensive provision map and teacher support rather than teaching assistants. High expectations of challenge and accountability

from teachers. Substantial time and importance will be given to moderation to ensure that all teachers understand what is needed to move pupils to the next level

- Part-time teachers to enable small group teaching for maths and literacy groups with targeted regular feedback
- Enable small group and 1:1 teaching in Maths and English facilitating focused teaching and high quality feedback
- Subsidise residential enrichment experiences which enables children to participate in learning through an extended curriculum that they might not otherwise be able to access.
- Access to clubs to support learners
- The learning outcomes that our children produce will always be of a high quality and the effective marking and feedback given to children will ensure that they are able to assess clearly where they are in their learning, in any subject, and are able to identify their next steps.
- Pupil Progress meetings with all adults involved with a child's progress to ensure pupils are on track and what further support is needed to close any gaps.
- Support parents through Parent Workshops covering a range of subjects and age groups.

Attendance

Statistics show a direct link between under-achievement and poor attendance.

At Edison we will maintain an attendance rate of a *minimum* of 95%. We will ensure this target is met and exceeded by:

- Follow up unexplained absences by phone calls and letters as soon as possible
- Remind parents of the importance of regular attendance and punctuality in newsletters, the school brochure and the Home-School agreement
- Publish our attendance rate in the school brochure and the Governing Body's Annual Report to parents
- Acknowledge and reward good attendance
- Publish child's attendance rate on her/his annual school report
- Let parents know if we have concerns regarding your child's attendance
- If we continue to have concerns make a referral to the School Attendance Officer, who visits the school regularly to review and support attendance matters,

Parents have a legal duty to ensure the regular and full time attendance at school of registered pupils (Education Act 1996). In some cases, parents will be fined and prosecuted (taken to court) if unauthorised absences continue.

Section D3

Staffing

As demonstrated in the draft staffing table. Edison will be able to deliver a broad and balanced curriculum at all phases after pre-opening until we reach full capacity.

Staffing structure flow charts - demonstrating staffing in 2020 at full capacity.

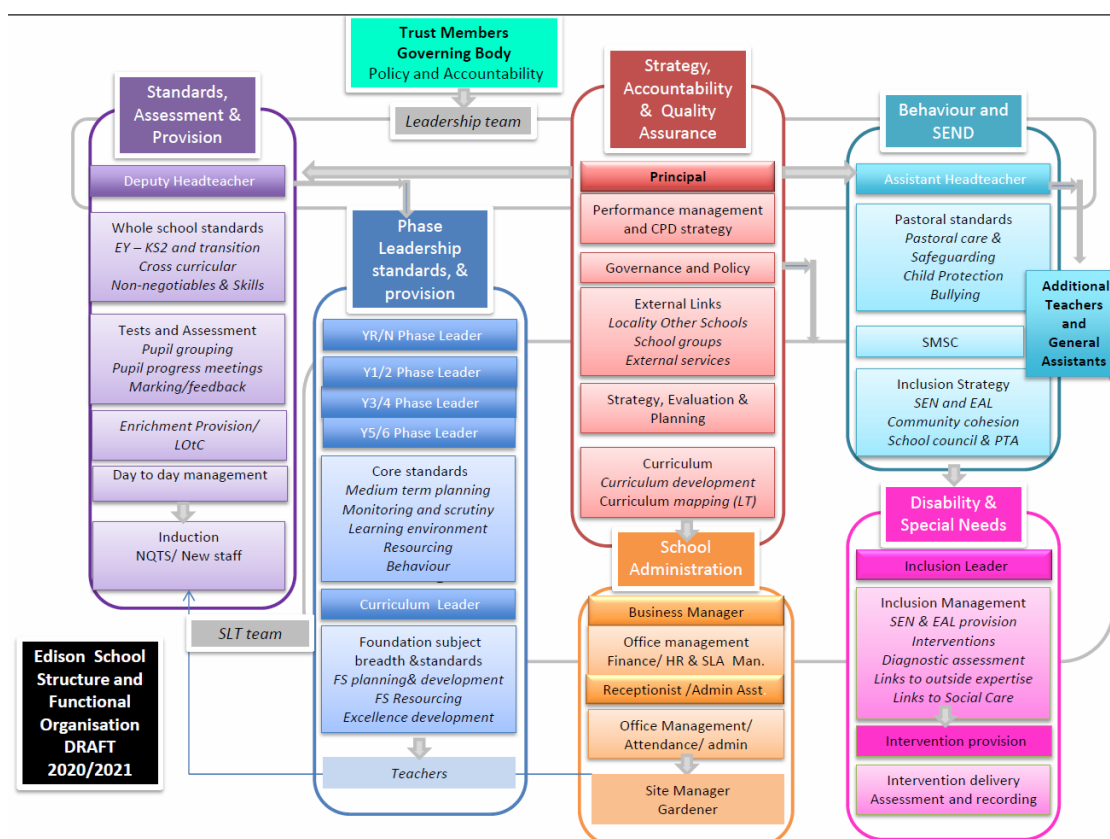


Table showing staff growth over time

Staff FTE	15/16	16/17	17/18	18/19	19/20	20/21
Principal	1	1	1	1	1	1
Deputy Headteacher	1	1	1	1	1	1
Assistant Headteacher/ Inclusion Leader		1	1	1	1	1
Phase Leaders	1	2	3	3	3	4
Class Teacher	5	8	10	15	16	19
Additional teachers	1	1	2	3	4	4
Specialist teachers –						
Music	0.2	0.4	0.6	0.8	1	1
Computing	0.2	0.4	0.6	0.8	1	1
Sports	0.2	0.4	0.4	0.4	0.5	0.6
Spanish			0.2	0.2	0.4	0.4

Intervention teachers	1 at 0.4	2 at 0.5	2 at 0.5	2 at 0.5	2 at 0.5	2 at 0.5
EAL/ Speech and Language specialist		1 at 0.4	1 at 0.6	1 at 0.8	1	1
Early Years Practitioners	3	3	3	3	3	3
General assistants	1	2	3	4	5	6
SLT G.A		0.6	0.6	1	1	1
Inclusion G.A			0.6	1	1	1
Welfare Officer	0.5	0.5	1	1	1	1
Business Manager	1	1	1	1	1	1
Administrator				0.6	1	1
Receptionist	1	1	1	1	1	1
Site Manager	1	1	1	1	1	1
Gardener	0.2	0.2	0.2	0.3	0.3	0.4

Senior Leaders

- The Principal appointed at Edison will be experienced at leading a good to outstanding school. The headteacher will hold an NPQH qualification and lead the strategic direction of the school with the support of the Governors. They The principal will lead on policy, governance, external links with providers and curriculum development. They will line manage all senior leaders and the school business manager. The Principal will be appointed two terms before opening to ensure site, staff and pupil recruitment, resources and curriculum are in place for September 2015.
- The Deputy Headteacher post will advertised with a responsibility for Inclusion in the first year of opening. They will be required to hold SENCO accreditation. They will also be leading on standards and curriculum of all pupils including monitoring of progress towards achievement. He/she will also take a lead on Induction of NQTs and new staff as this will ensure the vision, expectations and support is explicit.
- Assistant Headteacher will be appointed in 2017 and take a lead on Inclusion, safeguarding, pastoral and SMSC. They will line manage all general assistants and additional teachers. All intervention programmes and outcomes for pupils with additional needs will be monitored and impact measured. The Inclusion will be fully involved in Pupil Premium allocation and evaluation.
- Senior leaders will all be expected to hold qualified teacher status or recognised equivalent and further leadership qualifications will be desirable.
- Phase leaders will be responsible for core subject leadership to ensure standards and progress in Science, English and Maths is closely monitored. Phase leaders will line manage teachers within their team. They will ensure the learning environment and learning intentions/success criteria are of a high standard. Leaders will embed peer support, feedback processes, effective self-assessment/evaluation that will raise expectations of teaching and learning.

Teachers

At Edison teachers will provide pupils with outstanding learning opportunities and ensure each child in their care makes accelerated progress. They will be developed through high quality CPD and supported to ensure we achieve outstanding outcomes for our pupils. Various types of monitoring will ensure no child is falling behind. All teachers will hold QTS, but also we will be looking for candidates with an A-level in Maths and/ or Science in their education history. Especially at Key Stage 2 as this will ensure outstanding subject knowledge required to meet our high expectations from the onset. Classteachers will lead various foundation subject.

Additional teachers

One of the many advantages of the Edison Primary School is that extra qualified teachers will be used to support less able pupils instead of teaching assistants. General assistants will be deployed for classroom administration work to help with the smooth running of the learning activities. The rationale for this is based on rigorous studies.

Higgins et al (2011) published research findings to show the effect size and value for money for 21 interventions and approaches used by schools to improve learning outcomes, particularly for disadvantaged learners. These were compiled in a tool kit, in order of effect. Of the 197 studies included, 97 were meta-analyses.

There are implications cited in the tool kit for the deployment of TAs: the gains are low – 0 to 1 month extra for impact on learning; the cost is high; pupils should be taught by adults with responsibilities dedicated to a pedagogical role or specific curricular intervention; pupils taught by qualified teachers with these responsibilities do better than when they are taught by TAs; general routine tasks should be undertaken by an adult other than that of the adult teaching the pupils (Higgins et al, 2012).

Higgins, S., Kokotsaki, D. and Coe, R. (2012) *The Teaching and Learning Toolkit: technical appendices*. The Education Endowment Foundation; The Sutton Trust

In Reception each class will have the support of a qualified Early Years Practitioner. All our classroom teachers will be qualified teachers with some flexibility with the additional teacher. Additional teachers will hold a degree or equivalent, have suitable experience and agreement to embark on the teacher training programme. Overseas trained teachers may not be qualified but bring a wealth of creativity as well as qualifications in science and maths. They would be considered for this position.

The primary role of the additional teacher will be to provide intervention in a small class size (maximum 15). Approximately 5 children will be taken from each of the three classes hence reducing class sizes to 25. They will be leading on assessment in both year groups and feeding back on attainment and progress to the SLT.

All additional teachers will be expected work collaboratively with class teachers in regards to planning for pupils learning and run extra-curricular clubs after school. They will be line managed by the Assistant Headteacher.

Intervention teachers

This role will be covered by one person in the first year at 0.4 and by two people at 0.5 from year 2. They will cover PPA and NQT time. Initially agency employed as part-time vacancies can be difficult to fill.

EAL/ Speech and Language Specialist

Pupils with EAL and Speech needs will benefit from a robust and rigorous induction programme ensuring that they can access the curriculum and excel alongside their their peers. This role starts in 2016 at 0.4 and becomes full time in 2019.

Specialist teachers

Music, Computing and Spanish will be provided by specialist teachers to ensure high quality provision and coverage. Music and Computing will become full-time positions when the school is at full capacity. The Spanish teacher will be a part-time agency teacher from 2017 as this is only required in KS2.

Early Years Practitioners

Each reception class will have a full time EY Practitioner to support from 2015. They will assist with setting up activities, observations, assessments, planning and evaluations.

General Assistants

We will be using the freedom of academies flexibility with creating a general assistant role. They will provide teachers support with admin duties, including displays. Play leader CPD will be provided as they will replace traditional lunchtime supervisors and be responsible to run a programme of activities for children in play & recreation. They will also be expected to run extra-curricular clubs after school.

Two general assistants will be appointed initially in a part-time capacity to support SLT and Inclusion. They will support with admin tasks and will become full-time by 2018.

Welfare Officer

Initially appointed part-time to carry out all first aid across the school and this role will become full-time as pupil numbers grow.

Business Manager/ Admin/ Receptionist

The Business Manager will ensure efficient management of school finances, personnel and other administrative functions determined by the Principal. This will be a full-time post from 2015. In addition, be responsible for devising marketing and promotional strategies for the school at pre-opening and opening stage. A receptionist will be appointed full-time from 2015 and an administrator will join the team in 2018.

Site Manager

As well as the usual responsibilities and tasks of the site manager, we will aim to recruit someone that has skills in carpentry/DIY and a genuine interest in our aim to become a sustainable school. He/she will take on the lead role of School Recycling and Regeneration Ambassador.

Gardener

A gardener will be employed part-time from 2015 to support the school vision on outdoor learning and Forest school activities. They will also run an extra curricular after school club.

Credible contingency

If expected income was less than in the initial opening year we will have key members of staff covering potential teaching and administrative roles.

- As we may have pupils to fill two forms instead of three, we will reduce our number of teachers per year group from four to three. This will still give us an additional teacher per year group as our vision states.
- Additional administrative roles will only be filled once the school is at full capacity. For example: an admin assistant will be covered by a general assistant in the interim. The bursar will be required to cover some reception duties.
- General assistants will only be appointed as numbers of pupils and need arises.

We will also be making links with voluntary organisations and encouraging parents to commit time to the school. Links will be established with local sixthform colleges and universities students to support our enrichment programme and specialist teaching for example, art, music, science and especially our LOtC agenda.

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	90	98		108 %	90	103		114%
Year 1	90	96		106 %	90	98		108%
Year 2					90	96		106%

Map to show areas of demand

Section E1

We are proposing a 3 form entry primary school of 630 places and have evidence below to show that there is no significant surplus of places and indeed there is a need for school places in TW7. We can also show that there are 14 schools within a 2 mile radius of our proposed location that have been issued with a “Notice to Improve” by Ofsted. They have been referenced in Section C of this document, with the number of places they currently offer as well as those that are due for expansion

General Overview in Hounslow

14 Schools in Hounslow Borough that have been issued with a “notice to improve” (additional detail in section C)	
Alexandra Junior School	Heston Primary
Beavers Community Primary	Hounslow Heath Jnr
Bedfont Primary	Marlborough Primary
Berkeley Primary School	Sparrow Farm Primary
Edward Pauling Primary	Springwell Junior

Forge Lane Primary	Victoria Junior
Green Dragon Primary	Worple Primary

The table below demonstrates a significant shortage of places in the Hounslow Borough and particularly Brentford. The latter is also a specified area for the location of Edison. The table has been provided by the Hounslow Academy and Free School Reference Group.

Borough level primary projections, January 2014

Year	Projection (GLA data 01 08 13)	Permanen t Capacity (not “bulges”)*	Surplus/ Shortfall	FE Equivalen t	Comment
2013/14	3488 (3314 Actual 01/14)	3050	-438	-14.6	Expansion consultation beginning Sept 2013 for addition of 150 places (5fe) at the following schools: <ul style="list-style-type: none"> • Hounslow Heath Infant & Junior (60 places: 2fe); • Beavers (30 places: 1fe); • St Mary’s Isleworth (30 places: 1fe); • St Paul’s (30 places: 1fe). Implementation September 2015
2014/15	3617	3350	-267	-8.9	
2015/16	3648	3550	-98	-3.3	
2016/17	3771	3550	-221	-7.4	
2017/18	3836	3550	-286	-9.5	
2018/19	3862	3550	-312	-10.4	
2019/20	3858	3550	-308	-10.3	
2020/21	3846	3550	-296	-9.9	
2021/22	3827	3550	-277	-9.2	
2022/23	3803	3550	-253	-8.4	

* includes Reach & Nishkam. (Nishkam: 2014/15: 50 places. 2015/16: 100 places)

assumes expansion proposals are approved

Brentford Area Primary School Places Projections, January 2014

(2014): Green Dragon (2), St Paul's (1), Lionel (3), Our Lady and St John (1), Marlborough (3), Smallberry Green (2).
12 Reception classes

Year	Projection (GLA data 01 08 13)	Permanent Capacity (not "bulges")	Surplus / Shortfall	FE Equivalent (rounded)	Comment
2013/14	426 <i>(375 Actual 01/14)</i>	330	-96	-3.2	2013/14: Lionel & Marlborough temporary capacity
2015/16	466	390#	-76	-2.5	From 2014: Lionel expanding - increasing capacity to 360. Bulge class at St Paul's Expansion consultation beginning Sept 2013 for Expansion of St Paul's (30 places: 1fe). Implementation September 2015
2016/17	493	390	-103	-3.4	
2017/18	510	390	-120	-4.0	
2018/19	523	390	-133	-4.4	
2019/20	528	390	-138	-4.6	
2020/21	531	390	-141	-4.7	
2021/22	533	390	-143	-4.8	
2022/23	532	390	-142	-4.7	

assumes expansion proposals are approved

The Nishkam Free School opened in 2013 in temporary premises at 390 London Road, Isleworth, offering 50 places. It is currently factored into the Heston and Cranford planning area

Review of principals and how the LA is intending to facilitate places

The local authority is considering how the principals that underpin consideration of increasing capacity at existing primary schools could be revisited in order to help facilitate the key objective of the EIP *Building and Enhancing The Quality and Character of Primary Education in Hounslow For The Future* document within the primary sector. With the benefit of discussions with Chairs of Partnerships, a number of changes to those principals are proposed:

- It is acceptable for primary schools to increase in size to 4 Forms of Entry and possibly larger providing it is able to continue to provide high quality provision.
- It is acceptable for infant and junior schools to increase in size to 6 Forms of Entry and possibly larger providing it is able to continue to provide high quality provision.

- It is acceptable for a school to operate across split sites providing it is able to continue to provide high quality provision.
- Where the amalgamation of separate infant and junior schools has the potential to offer an increase in school capacity, this will be considered.
- School sites considered to be small will be reviewed when necessary to explore whether further capacity could be achieved.

Leaflet text

Edison, Igniting Young Minds Today for a Brighter Tomorrow www.edisonprimary.org Support Survey

We are currently collecting surveys to measure support for a new, state-funded, 3 form entry primary school. Provision will be for children aged between 4 and 11 years.

Wording from the survey

Edison will specialise in science and incorporate environmental awareness and practical learning across our provision. Edison will use an enquiry led approach to allow children to build their curiosity, confidence and knowledge. The proposal is being led by a group of experienced teachers with outstanding records, supported by finance and health sector professionals as well as long-standing governors.

We shall be located in the TW5 and TW7 area of the London Borough of Hounslow. We aim to take our first set of children in September 2015

We may share this information with the Department of Education as part of our application for a new school. We will not however, share any personal details such as telephone numbers and email addresses.

This information is not shared with the local authority, hence supporting us will NOT impact or jeopardise parents' other school applications.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign and shall contact you first for school admissions.

Why choose Edison?

- Science and practical learning specialist, (incorporating Physical Literacy, Learning Outside the Classroom & Forest schools)

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' - Benjamin Franklin

- Curriculum based on “Challenge for all”. – Children will aim for level 3 at KS1 and level 5 at KS2 with access to level 6 for challenge.
- Longer school day, 8:45am until 3:45pm
- Breakfast club from 8a.m to and Enrichment clubs (sports, music, art, drama, dance, languages, tuition) available from 3.45 to 5:45pm
- Smaller class sizes as additional teacher per year group will be used to deliver intervention for support and/or challenge.
- 11+ programmes of study incorporated into upper KS2 curriculum.
- On site and school organised Holiday clubs (sports, art, drama and dance as well as catch up programmes)
- Stronger parent partnership through increased involvement in school life and sharper lines of communication.

- Primary school Duke of Edinburgh award scheme
- No catchment area restrictions, until the school becomes oversubscribed.

Our website: www.edisonprimary.org can provide you with additional information.

Is Edison is the type of school you would select for your child? If yes then please sign our survey and help us to **spread the word**:

Name	Postcode	Child's date of birth	I would select Edison as first choice for my child(ren) <i>Please sign</i>	I am interested in finding out more information.	Email address	Telephone number (Optional)	Would you like to be involved in parent consultations and or support group
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Additional information on the Edison website

Homepage: Edison was accepted onto the New Schools Network development programme in February 2014. The NSN website can provide further information including numerous examples of successful free/academy schools www.newschoolsnetwork.org.

Hounslow is home to a young diverse population where there is an increasing demand for school places. Edison wants to offer parents a better choice of school, one that supports working parents by providing their children with enriching experiences on one site.

At Edison our purpose is to build on children’s curiosity, knowledge, confidence, enthusiasm and all-round abilities. We will endeavour to help each individual child in their journey to grow into active, responsible and successful young adults who are able to make the choices necessary to shape their own future. We will be an open welcoming school where; efforts are valued, ambition is nurtured and where the potential of every child is realised.

Section E: Evidence of need – part 2

Local Authority

We have been in contact with [REDACTED] who is a [REDACTED]. After an initial meeting on 25th March 2014 we were invited back to present Edison to a reference group panel on 24th April. The following feedback was provided from the panel.

Academy and Free School Reference Group: Feedback from the meeting held on 24th April 2014

It was good to meet with you and your colleagues last week and have the opportunity to discuss your proposals for Edison Primary School. Thank you to you and your colleagues for attending and for your very positive engagement with the group.

Please find below some feedback from the meeting, which we hope you will find helpful:

- Edison has assembled a very strong project team. The education representatives have a very strong track record, working in schools and settings with similar characteristics to those in Hounslow. To have a headteacher designate, who is currently leading an 'outstanding' school, is a particular strength. Amongst Trust members and business sector representatives the range of expertise is comprehensive.
- The enthusiasm and commitment of the project team representatives came across very powerfully and it is clear that Edison would have very high expectations of its pupils.
- The Science specialism has been carefully considered. We would judge that this will make the school particularly attractive to some families, and that they would consider longer travel times to access this provision.
- It was good to note that the Edison Primary School team has considered the principals in the Partnership Commitment document and can fully subscribe to these. We would ask that the school would make use of our Admissions Service in line with our existing Free Schools. We noted your wish to work collaboratively with our established community of schools.
- Hounslow is proud of the services we offer our schools, and we recognise that members of the team have direct experience of this (e.g. Kinderroos links with our Early Years Team). Many of our Academies and Free Schools access Hounslow services and we would invite you to review our website for details: www.hounslowservicesforschools.co.uk. Please contact the Account Manager, [REDACTED] ([REDACTED]) if you have any queries at this stage.

Successful engagement with the local community

We planned our canvassing with a strategy in mind that would help us reach a wide range of the local community such as reaching out to all ethnic minority and faith groups in the area. We were also conscious of the reaching the pockets of Hounslow that are identified at the most deprived. In order to do this we referred to the Hounslow census which indicated areas of deprivation around central Hounslow and the Beavers estate. The details below illustrate how we tackled engaging with the wider community.

Website and Promotional materials	We have developed promotional literature to promote our school. Leaflets and posters have been shared with all prospective parents and the community. These materials link to our professional looking website. We have also placed them in foyer areas and entrances at the places visited below. We expect that this will continue to gain awareness and interest of our school and vision for longer periods of time. Each establishment was also provided with our survey form for potential parents to sign.
Kinderoos Nursery, Hounslow	Parent/Carers of pupils attending this establishment are fully behind the project and support the new school. They have regularly shared concerns complained about provision at primary age in the local area. Their children receive an outstanding foundation to learning at Kinderoos. A consultation meeting was well attended by current parents. The outcome supported the need for more choice of good to outstanding provision at primary level.
Hounslow Early Years Professional steering group	<p>Steering group member able to present Edison proposal to a group of 24 EYP's that come from a range of Early Years provision in the Area, including fully funded settings from areas of high deprivation.</p> <p>All the providers are fully behind the project and excited about the new prospects it will bring to the local area.</p> <p>All the nurseries below have displayed our posters and leaflets at reception.</p>
Meetings held for parents at Early Years settings	Delacy Montessori, Buttercups, Ladybird lane nursery and The Learning Tree, Beavers Estate 'the Hub'
Asda Hounslow central	Signatures gathered during high footfall periods at weekends. This method gave us the opportunity to engage with parents from a wide ranging social and economic background.
Hounslow High Street	
Laxminarayan Temple, Hounslow	Leaflets have been distributed and available for the public in the main entrance. 63
Shree JalaramMandir, Hounslow	Local community are spreading the word by sharing leaflets and promoting Edison at weekend religious functions.
Sri Singh Sabha Gurdwara, Hounslow	Contact: [REDACTED] Leaflets have been distributed and available for the public in the main entrance.

Osterley Library	Leaflets shared with a group of mums at a story time session for older pre-schoolers.
Golds Gym, Hounslow	Leaflets and posters are displayed in the entrance area.

Upcoming marketing events

British Airways offices, Waterside	W.C. 26 th May 2014 – Promotional table near staff canteen.
Indian Gymkhana Cricket Club, Osterley	W.C. 9 th June Meeting for parents -An Edison support group member has strong links with this venue.
Holly Trinity church in Hounslow	Posters and leaflets displayed in entrance, signature gathering to continue after Sunday service.
Heart of Hounslow Clinic Isleworth Surgery	Leaflets and posters displayed in the main reception entrance of the Clinic. Attend Health Visitor clinic
Desi Radio	Core group member link – Will use to advertise meeting for parents. Potential to share Edison vision.
Leaflet drop	Preferred location leaflet drop

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ 	1-2 days pw Final phase of Pre-opening – 3 to 4 days and then

					eventually full time commitment
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ 	<p>2 days pw</p> <p>Pre-opening – 3 to 4 days and then eventually full time</p>
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ 	<p>2 days pw</p> <p>Then 2-3 days pw</p>
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ 	<p>1 day pw</p> <p>Then 2-3 days pw</p>

██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ 	1-2 hours pw, more as necessary
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ 	1-2 hours pw, more as necessary
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ 	1-2 hours pw, more as necessary
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ 	Support according to need
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ 	1-2 hours pw, more as necessary

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	•	[REDACTED]	1-2 hours pw, more as necessary
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	•	[REDACTED]	1-2 hours pw, more as necessary
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	•	[REDACTED]	1-2 hours pw, more as necessary

F1 (b) Skills gap in pre-opening

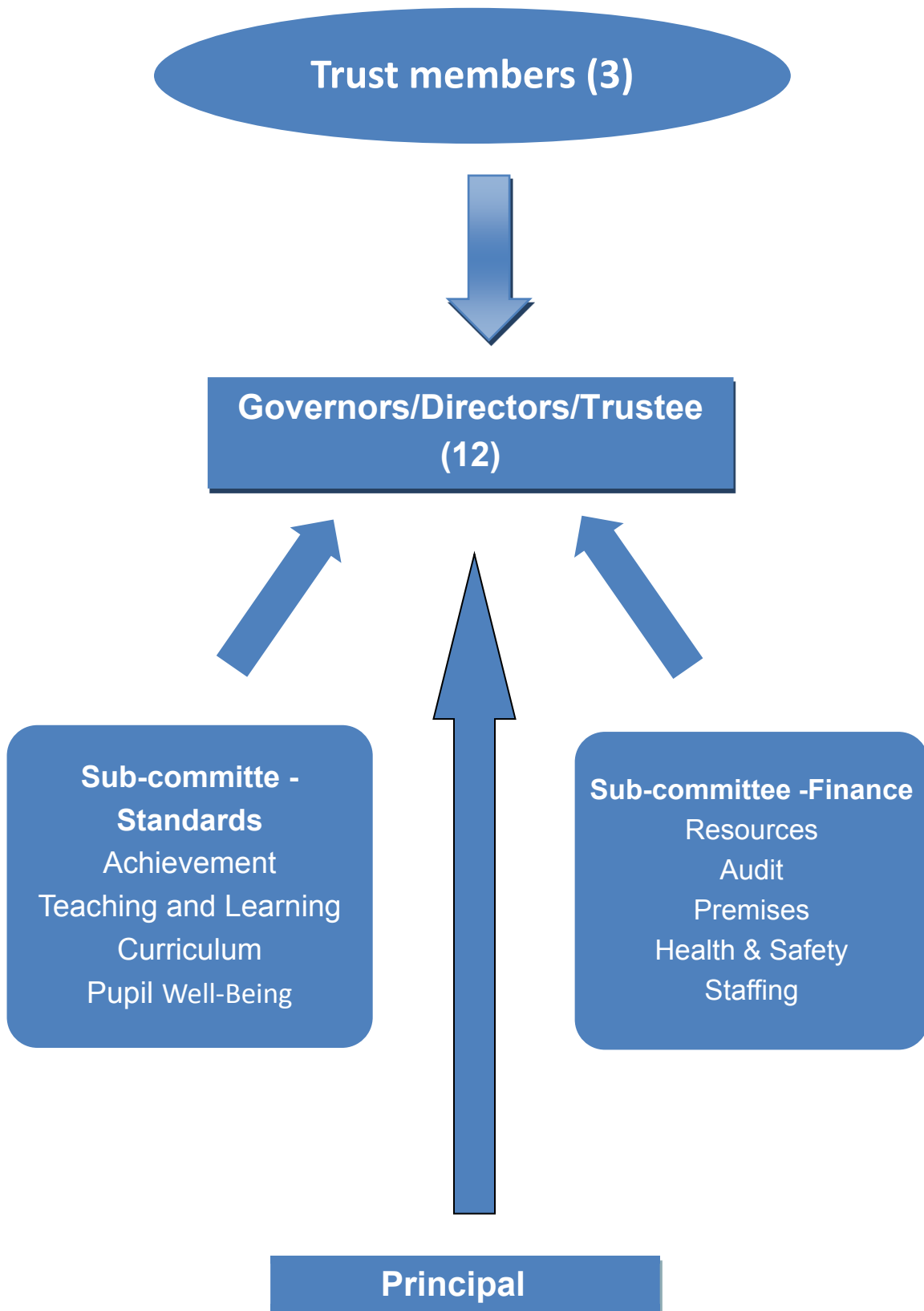
Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Legal	Legal support in terms of meeting all the requirements of a free school. We hope to get in contact with other academy/free school to identify individuals or companies that may be able to provide this service.
School finance	Although we have members of the steering group with extensive knowledge and experience in finance, including school finance and budgets we feel it would be advisable to look into further school

Skills/experience missing	How you plan to fill the gap
	bursarial support for the admin team. We have contacts that do currently work in this area who we shall involve once at application phase.
Site expertise	<p>We are currently liaising with the EFA can with the identification of a suitable site or review options presented by us. Once a site has been identified, we will need expertise in building and design regulations.</p> <p>We have also made arrangements to visit existing ECO friendly schools. Arranging meetings with contactors that have successfully completed school builds will be a priority.</p> <p>We have made contact with local commercial agents so that we can receive regular updates on available properties.</p>
Marketing	Support with effective methods of advertising to raise awareness of our school and its vision. We may need to look into out-sourcing certain aspects of marketing our school such as web design, brochures and canvassing materials.
Revenue generation and financial Sustainability	<p>In order for our school to be able to offer a wide range of extra-curricular activities we will need to secure the sponsorship of local and national businesses.</p> <p>We are currently looking into other school which have successful models of utilising school site to generate income such as rental of halls/rooms out of school hours.</p>
ICT	Compare and evaluate successful schools ICT provider packages, resource management. We will require a company who will efficiently take forward the Edisons' ICT functions, promote effective teaching and learning throughout the school by the deployment of ICT resources. Also have proven ability to advise on the whole school's development of ICT. Efficiency, reliability and urgency from the IT provider is absolutely vital and that is what we would expect at Edison.

Section F2

Edison Governance Structure



Roles and responsibilities

Trust members

Member who can also be defined as 'Owners' or 'founders' of the company and appoint some of the governors. They will ensure governors bring commitment, experience and skills to ensure the free school opens successfully. During pre-opening members will meet once a month with governors. Regular reports will be provided on finance, site, pupil numbers, targets set and recruitment. Their strategic drive and overview will monitor the governing body, evaluate their impact and intervene where necessary.

Governors

The Governors at Edison will strengthen leadership demonstrated in the Ofsted "School Governance, Learning from the Best".

The Governors will;

- provide an external view and ask questions which challenge school leaders, encourage alternative solutions.
- have high aspirations for pupils, staff and the wider community.
- approve and monitor priorities, ensure policies are focused on the key priorities of teaching and learning, and increase the pace of improvement
- support the development of leadership potential within the school through effective training and development opportunities.
- use their skills, expertise and external networks to complement those of the school leadership team in improving provision and outcomes for pupils.
- support the appointment and retention of the best staff and actions will be taken to address underperformance.

Governors and Directors will also meet on a monthly basis at pre-opening to receive regular report updates on the above. They will support the principal in achieving ambitious targets set in pre-opening and on an on-going basis. They will also be instrumental in devising, monitoring and evaluating the School Improvement Plan. At Edison we place a big emphasis on parental commitment to learning. A focus on reporting to our parents and local community regularly will be a key for governors. With the support of external consultants the governors will set ambitious targets and hold the principal and SLT to account through the performance management process.

Governing body Size

At Edison we would like to establish an average size GB. A composition of 12 people in our governing body is conducive to effective working. It allows for strategic direction and decision making, with robust lines of accountability. 7 of the 8 governors will be appointed by the members

and 1 governor will be co-opted to compliment existing skills. There will be terms of reference to abide by. The governing body will also appoint a professional clerk to run meetings efficiently. Our GB structure will include;

2 parents, 1 staff, 1 principal, 8 member appointees Total 12

The full Governing body will meet 3 times a year.

Governing body committees

A governing body will delegate certain of its statutory functions to a committee subject to prescribed restrictions. However, the full governing body remains accountable for any decision including those relating to functions delegated to a committee. Each committee will have a chair, which will be either appointed by the governing body or elected by the committee. They will also have terms of reference agreed annually. Committees will have 5 members and a quorum of 3 governors will be needed for a meeting to proceed. Sub committees will meet a minimum of 3 times a year. These meetings will take place at least two weeks before each full Governing Body meeting. In addition to meetings link governors (governors linked to subjects and key priorities) will visit the school and engage in learning walks, meeting with subject leaders and pupils and report back their findings to the full Governing Body.

In the first two years of operation, the full Governing Body at Edison will reserve powers for decision making to allow swift, sharp and focussed control. Once our systems and processes have been established and progress at key points are in place, will delegation of decisions be considered to sub-committees.

Finance Committee

At Edison we have strong financial support as part of the core team. They have the ability to provide guidance and assistance to the principal and the governing body in all matters relating to budget and finance. They will adopt and adhere to the Academies Financial Handbook. The committee will have the expertise to consider the governing body's budgetary priorities with particular reference to the school's Improvement Plan, OFSTED and DfE directives. They will prepare and review financial policy statements including consideration of long term planning and resourcing. They will ensure financial management systems are robust and we offer best value for money. They will be exploring all possible sources of income for the school and secure only those funds which conform to the aims and ethos of the school. They will also respond to periodic audit reports of public funds. Governors in the finance committee will also monitor staffing costs to ensure pupils are receiving appropriate support to enable rapid progress. Planning and expenditure on site, maintenance, health and safety will also be scrutinized by this committee.

Standards Sub-committee

This committee will consist of education specialists, especially science. The key purpose of this committee will be to know how our school will be performing and monitor if our children making better than expected rates of progress. Data Dashboard provides a snapshot of school performance at Foundation Stage, Key Stages 1 and 2. The principal will provide detailed data reports termly. Governors will need to be aware where the best teaching is taking place and where it needs to be developed and if the curriculum provides for and stretches all pupils. They will also monitor how the school makes effective use of behaviour, exclusion and attendance data to identify trends in groups and inform strategies to deal with this. All policies will be reviewed

annually. Members of this committee will proactively support and challenge the leaders through book and planning scrutiny's.

Governor visits

All governors will follow a code of conduct when visiting the school. Committee members will support the school leadership team and hold them to account by taking an active role in the life of the school. They will be quality assuring vision is evident, learning walks will allow them to observe outstanding teaching, learning, behaviour and leadership.

The Principal

The governing body is responsible for appointing a leader who has the ability to lead and manage Edison on a day to day basis. They will be looking for an outstanding principal with a proven track record of achieving high expectations from pupils and staff. They will expect the principal to recruit staff and maintain high standards across the curriculum. The principal will provide governors with a termly report that will;

- Focus on monitoring and evaluating progress of school priorities.
- Robust evaluation of what has taken place: and what difference have the actions made.
- Performance data that includes some context, comparisons with similar schools, trends over time.
- Forward focus indicating what has to happen next in order to maximise progress.
- Manage site, health and safety

The governing body at Edison will establish and implement clear policies for appraisal. Procedures will be accurately followed to ensure pay increases are awarded based on evidence provided.

Conflicts of interest

All members, governors, directors and principal will be required to declare from the onset any persons they are related to directly or through marriage. Where this is found to be the case they will not be part of the recruitment panel for that post. All governors will sign pecuniary interest forms declaring no other interest in funds. Schemes of delegation will allow clear lines of accountability to school funds. All financial policies will be reviewed annually. All governors that have declared an interest will not be part of any decision on services or pay, Governors will record this fact. Performance management or evaluation of service will be expected after this process.

Evaluation of governing body

At Edison the governing body will regularly review their performance to ensure that they are growing as individuals and for the benefit of the school. The governors will work closely with school improvement partners and L.A. and external consultants to quality assure performance of the school and leadership team. This will include the chair carrying out regular 360 reviews to ensure strong and effective leadership is leading the team. The chair and committee may be re-elected each year. Succession planning at all levels will be key to our success. We will continually look into training opportunities to develop staff and governors and grow our own leaders where ever possible.

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] 	<p>1-2 days pw</p> <p>Final phase of Pre-opening full-time commitment as appointed two terms before opening</p>
[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p>	[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] 	<p>1-2 hours pw, more as necessary</p>

[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] 	1-2 hours pw, more as necessary
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] 	Support according to need
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] 	1 day pw Then 2-3 days pw
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] 	1-2 hours pw, more as necessary

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Legal	Legal support in terms of meeting all the requirements of a free school. We hope to get in contact with other academy/free school to identify individuals or companies that may be able to provide this service. Contact SGOSS who recruit governors for schools nationally.
Site	We are currently liaising with the EFA can with the identification of a suitable site or review options presented by us. Once a site has been identified, we will need expertise in building and design regulations. This role could be filled by a potential parent governor with expertise in this area. We will be hoping to recruit a builder/ architect to the team. We have also made arrangements to visit existing ECO friendly schools.
ICT	We will seek to appoint someone that understands computer systems and procedures.
Marketing	Contact SGOSS who recruit governors for schools nationally. We hope to appoint someone with experience in this area to support with effective methods of advertising to raise awareness of our school and its vision. We may need to look into out-sourcing certain aspects of marketing our school such as web design, brochures and canvassing materials.

Current skills gap analysis of identified governors at Edison

Name of Governor	Leadership	Education	Project Management	Marketing	HR	Legal	ICT	Site	Finance
	✓		✓						✓
	✓		✓		✓				
			✓		✓				
	✓	✓	✓		✓			✓	✓
	✓	✓	✓		✓			✓	✓
	✓	✓							

Key priority gap identified

Site

Although governors have project management experience, project management of building a new school is highlighted as a gap. Trust members would bring on board this expertise externally. They would seek advice from other free schools and contractors used to ensure best outcomes for the build.

Governor Induction and training

The Governing Body and Principal at Edison believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

Edison GB will endeavour to provide a comprehensive professional development, training and support service to enable Governors to fulfil their strategic role and be at their most effective in securing school improvement.

The members will be recruiting all governors and although the role is voluntary the GB will expect a willingness to give time to the role and look at their capacity for working with other people. Our skills gap analysis will identify areas of need.

Section F4

Edison Primary will be an outstanding provider of education for pupils aged 4-11 years. The Trust members and governors at Edison will be looking to appoint a leader with experience of leading a successful school.

High quality principal

The trust members of Edison have identified a principal with relevant outstanding experience.

Governors will expect the Principal designate to take position and lead on the pre-opening phase two terms before opening.

2012 inspection:	Outstanding	1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

The role of the principal at Edison is defined below:

1. Purpose of the job

To be responsible for all aspects of the internal organisation, professional leadership, management and control of the academy and for leading supervision over teaching and support staff in accordance with Instrument of Government.

2. In relation to the statutory requirements

The appointment is subject to the current conditions of employment for Principals contained in The School Teachers' Pay and Conditions Document, the School Standards and Framework Act 1998, the required standards for Qualified Teacher Status and other current education and employment legislation.

3. Duties and responsibilities

A. Strategic direction and development of the academy

To work with the governing body, to develop a strategic view for the academy in its community and analyse and plan for the future needs and further development of the academy within the local, national and international context.

B. Teaching and learning

To work with the governing body to secure and sustain effective teaching and learning throughout the academy and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

C. Leading and managing staff

To lead, motivate, support, challenge and develop staff to secure improvement.

D. Efficient and effective deployment of staff and resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the academy's strategic plan and financial context.

E. Accountability

To be accountable for the efficiency and effectiveness of the academy to the governors, including pupils, parents, staff, local employers and the community.

Governors will expect to see the following skills at application, interview and assessment stage;

Skills and experience

- Graduate with Qualified Teacher Status
- Achieved NPQH
- Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, research/inspection findings and statutory requirements
- Comprehensive knowledge of performance management requirements in an educational context
- Experience of at assistant or vice principal level
- An excellent classroom practitioner with the highest expectations for the welfare and progress of all students
- Have a thorough understanding of curriculum development
- Experience of monitoring and improving the quality of teaching and learning
- Proven experience of developing good working relationships with all stakeholders
- Proven experience in the analysis of performance data for the purposes of target setting and evaluation
- Have experience of strategic planning
- Have a proven commitment to excellent and respectful behaviour from the whole academy community
- Demonstrable ability to work effectively in a wide range of partnerships to achieve academy improvements
- Proven ability to lead and manage significant whole academy initiatives
- Excellent management, motivational and communication skills
- Lead, manage and co-ordinate staff through an effective team based approach
- Ability to understand complex organisations and work with clearly defined line management and supervision structures
- Ability to monitor and evaluate the work of others; to offer support and intervention where necessary

Behaviour and other related characteristics

- Commitment to raising standards and achieving the highest standards of achievement for young people
- Ability to work on own initiative and be pro active
- Work in ways that promote equality of opportunity, participation, diversity and responsibility
- A commitment to abide by and promote the Academy's Equal Opportunities, Health and Safety and Child Protection Policies

- A commitment to safeguarding and promoting the welfare of children and young people

The post holder will require an enhanced CRB

Section G: Budget planning and affordability

Section G1



G3 Financial resilience to reductions in income



Section H: Premises

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

Please complete the Excel application form.

Annexes

CV template

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

CV template

6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████ ██████████

CV template

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: 1. name of school/organisation 2. position and responsibilities held 3. length of time in position This should cover the last four years. If not, please include additional roles	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████
4.	For finance only:	
5.a	For education only	
5.b	For education only:	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
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CV template

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6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none">• ██████████• ██████████• ██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none">• ██████████• ██████████
8.	Reference names(s) and contact details	██████████ ██████████

CV template

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

CV template

	<p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: Position: Dates:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none">▪ date of qualification▪ professional body membership number▪ how your qualifications are maintained	






CV template

5. **For education only:** if you are in a leadership position in your latest school (where available):

- the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications
- school's best 8 value added scores for the years you were in post, if applicable

[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

CV template

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

CV template

	school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template

1.	Name	
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CV template

2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
		██████████
3.	Details of your last three roles including:	██████████
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4.	For finance only:	
5.a	For education only:	
5.b	For education only:	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the	






CV template		
	role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>

CV template		
1.	Name	<div style="background-color: black; width: 100px; height: 15px;"></div>
2.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 100px; height: 15px;"></div>
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	<div style="background-color: black; width: 100px; height: 15px;"></div>
		<div style="background-color: black; width: 100px; height: 15px;"></div>
		<div style="background-color: black; width: 100px; height: 15px;"></div>

CV template

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

CV template

	<p>qualifications</p> <ul style="list-style-type: none">▪ school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	 

CV template

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

CV template

4.	For finance only:	
5.a	For education only: if you are in a leadership position in your latest school (where available): ▪	██████████ ██████████ ██████████
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	██████████ ██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████ ██████████ ██████████ ██████████ ██████████ ██████████