Free Schools in 2014

Application form

Mainstream and 16-19 Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found here) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided here.

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available here

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

> Free Schools Applications Team
> Department for Education
> 3rd Floor
> Sanctuary Buildings
> Great Smith Street
> London SW1P 3BT

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

> Due Diligence Team
> Department for Education
> 4th Floor
> Sanctuary Buildings
> Great Smith Street
> London SW1P 3BT

Data Protection

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

Application checklist

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

Section A: Applicant details

	Main contact for this application			
1	Name:	███████████		
2.	Address:	Room 141 Guildhall 2 Kingston Upon Thames KT1 1EU		
3.	Email address:	contact@kingstoneducationaltrust.org		
4.	Telephone number:	████████		
	About your group			
5.	Are any members of your group related in any way, Including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.		☐ Yes ☒ No	
6.	If Yes, please provide more details: N/A			
7.	How you would describe your group:	☐ A parent/community group ☐ A teacher-led group ☐ An existing Free School sponsor ☐ An academy chain ☐ A federation ☐ An independent school ☐ A state maintained school ☒ Something else		
8.	If 'Something else', please provide more details: Kingston Educational Trust (www.kingstoneducationaltrust.org) is a partnership between Kingston University, Kingston College and EducationKingston. Education Kingston (www.educationkingston.org) is itself a partnership between all but two of the state funded schools in Kingston and the local authority.			
9.	Is your group seeking to open more than one Free School application in this round?		☐ Yes ☒ No	
10.	If Yes, please provide more details: N/A			
11.	In addition to any support/advice from the New Schools Network, did you put together this application with		☐ Yes ☒ No	

	support from another company or organisation?	
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: N/A	

Details of company limited by guarantee	
13.	Company name: Kingston Educational Trust (North Kingston Secondary School)
14.	Company address: c/o Kingston College, Kingston Hall Road, Kingston upon Thames, KT1 2AQ
15.	Company registration number and date when company was incorporated: 08334023 December 17, 2012

16.	Does the company run any existing schools, including any Free Schools?	☐ Yes ☒ No
17.	If Yes, please provide details: N/A	

Company members **The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.**

18.	Please confirm the total number of company members: 3
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: Kingston University
	2. Name: Kingston College
	3. Name: Royal Borough of Kingston upon Thames Council
	4. Name:

Company directors

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████ (██████████)
	2. Name: ██████████ (██████████)
	3. Name: ██████████ (██████████)
21.	Please provide the name of the proposed chair of the governing body, if known: Not yet known

Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	☒ Yes ☐ No
23.	If Yes, please provide the following information about each organisation: • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. Kingston University Kingston College RBK/EducationKingston The roles of each of these organisations are explained elsewhere in Section C and Section F. These are the organisations which are coming together as the members for this project.	

24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc). None		
Existing providers			
25.	Is your organisation an existing independent school wishing to convert to a Free School?	☐ Yes ☒ No	
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	☐ Yes ☒ No	
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	☐ Yes ☒ No	
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A		
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A		
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: See 23 above.		

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

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

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

Signed:

Position: Director of company

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	The North Kingston Secondary School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	☐ 4-11 ☐ 4-16 ☐ 4-19 ☐ 11-16 ☒ 11-19 ☐ 14-19 ☐ 16-19 ☐ Other If Other, please specify: N/A
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	☐ Boys only ☐ Girls only ☒ Mixed
6.	Will your proposed school include boarding? ☐ Yes ☒ No	
.7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. ☐ Yes ☒ No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A

9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? ☐ Yes ☒ No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
11.	If you have a preferred site, please give details, including the post code:	██████████ Kingston upon Thames Surrey ██████████
12	Please tell us how you found this site:	The site is owned by the ████████ and is well known to the partners.
13	Is the site:	☐ a private building? ☒ a public/government building? ☐ don't know?
14	If you have **not** identified a site yet, please tell us the postcode of your preferred location:	N/A
15.	Local authority in which the proposed school would be situated:	Royal Borough of Kingston Upon Thames
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Situated in the north of the borough not far from the boundary with Richmond Upon Thames.
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. *If this applies to your application please briefly outline the main differences below*. You will also need to address these differences in more detail in the relevant sections of the application.	

	N/A

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

Please note: *The Kingston Educational Trust (KET) won a competition to open a new school in North Kingston that was held by the Royal Borough of Kingston local authority during the latter half of 2010. This competition was externally adjudicated by the Office of the Schools Commissioner.*

Unfortunately the funding needed to build the school was not forthcoming due to a number of national policy changes and issues. Throughout this period, which has caused great anxiety for parents in North Kingston, KET has remained determined to follow through on this project and to deliver the school proposal for which it won great backing two years ago. This application is our current approach for realising that aspiration.

OUR VISION

The Kingston Educational Trust (KET) has an ambitious vision for education. Our core principles in all that follows are: all will be valued, we expect excellence, we will learn from the best and we will constantly strive for improvement.

In these unprecedented and challenging times we know that the quality of education is crucial in shaping lives and strengthening communities. We know that children's emotional resilience and experience of parenting impact on educational achievement and that resilience and parenting can be learned. We know also that early intervention works to remove or alleviate problems. Importantly, we know that the new school will need to achieve 'more with less'; it will be essential to appoint leaders and teachers who are expert educators; willing and able to maximise the use of resources, time and space.

Our location

The vision of the partners involved in this project is to create a school in north Kingston that rises to that challenge and meets the needs of its community, serving it with distinction. It is to create a school in which aspiration knows no bounds, from which outcomes are outstanding and whose reputation is unparalleled. This partnership, working in North Kingston within an area of highly praised educational achievement, believes that this is no idle wish. There is a deep commitment to deliver this and a genuine belief that it is possible.

The need for the school is well-established. Kingston has experienced a significant increase in pupil numbers and there is a sizeable increase

currently working its way through the primary phase. This demographic change will arrive at the secondary phase in 2015. Detailed analysis of this issue can be found in Section E: Demand. Regardless of that increase in numbers there has been a long held desire on the part of the residents of North Kingston to have a coeducational school in their area that could become their school of choice. The nearest co-educational school is Grey Court, just over the border at Ham in Richmond. This school is now oversubscribed. The nearest school within Kingston is The Hollyfield School which has become so popular within its community that it now has a catchment area that does not extend to the residents of north Kingston. As a consequence the nearest available co-educational places for north Kingston children are at Chessington in the far south of the borough which is several bus rides away. With the increase demand outlined above working through the schools system in Kingston even those places are likely to become less available.

Polling by the Royal Borough of Kingston Upon Thames in 2008/9 showed that there was significant interest in establishing a non-selective co-educational school. This proposal is made in the light of these various considerations.

In Section E: Demand we have evidenced the support that our proposal has received within the north Kingston community. A series of public meetings and parents' evenings held in the local schools during the development of this application have confirmed that the proposal is well-supported. Our online survey has received 809 positive responses (out of 851 as of December 20, 2012) and is still rising.

The proposed site for this school (see Annex 1) places it within the boundary of one of the highest performing local authority areas in the country, into a community which is itself highly aspirational, very supportive of its children and values education greatly. This school will not be able to afford to be anything other than Outstanding in every regard. We will insist that this school has outstanding achievement for its students which results from outstanding quality of teaching. This will be driven and underpinned by outstanding leadership and management and prosper in an environment in which student's behaviour and safety is outstanding. Nothing less will be acceptable. In the event that Ofsted raises the criteria for the award of any of these judgements we will expect the school to respond accordingly.

Our aspiration

Examination of the profiles of pupils at the end of Year 6 shows that they will enter the secondary phase of their education with prior attainment that is well above national averages. We are anticipating a prior attainment profile where at least 90% of the pupils will join the school with level 4 and above in the core subjects and at least 50% at Level 5. Some pupils will also have achieved Level 6 in English and maths. This will be one of the most able non-selective cohorts in the country. This ability is supported in the main by home backgrounds that are highly aspirational and

educationally focused. In Section D we set out plans for a curriculum and delivery methods that take this as a starting point and aim to extend these young people further. We believe that there is an opportunity here to go beyond what schools ordinarily do and to achieve more for our pupils. Achievement at our school will have to be outstanding to do justice to the abilities of its pupils and the aspirations that they and their parents will rightly have. Consequently we are proposing to set ambitious aspirations for their achievement at each key stage of their learning. By the end of Key Stage 3 we expect that the majority of pupils will have had the chance to take GCSE examinations in English, maths and core science. During Key Stage 4 they will complete their GCSE studies in other subjects while pursuing English and maths to Advanced level. The extension in science will be achieved by the separate study of each of the main disciplines. A higher proportion of the students leaving our school will have attained at an advanced level across the STEM and communication subjects. The targets reported by the school will reflect this breadth of opportunity and are set out in more detail in Section D5.

We also know that there are significant pockets of deprivation within Kingston, some of which are quite close to the proposed site of the school. We are mindful of this and fully intend that the school caters for the full range of pupils that it might welcome. For example, while the performance of pupils registered as receiving Free School Meals in Kingston schools is high compared to similar students nationally, the gap between their performance and those of the remainder of the cohort is large. At the end of KS2 and KS4 the gaps in attainment are amongst the highest in the country. We intend to maintain a focus on this and to use Pupil Premium funding to support these learners to perform to the best of their abilities and to realise their potential. The proportion of pupils in receipt of Free School Meals is below national average but has risen considerably between 2011 and 2012 to an expected 10% for this new school. We believe this is a significant proportion of our intake and we are not content that they should achieve less well than their peers. See Sections D4 and D5 for further details.

We believe that intelligence is not fixed, aspirations matter, parents make a difference, that the physical environment impacts on learning and that schools need strong partnerships to succeed. Kingston Educational Trust will also require school leaders to listen to the views of children, young people and the community, including employers, to continue to improve education.

From the outset of this project in 2010 we have been committed to providing a fully inclusive school that welcomes all who wish to attend regardless of their abilities, gender, faith or special needs. This is a fundamental principle that we fully intend to remain true to in all that we do. We believe that the school should cater for them all to the very highest standards and strive to do all that it can to support all of its learners in achieving more than they might otherwise have thought themselves capable.

Kingston Educational Trust intends the new school in North Kingston to provide an outstanding educational experience for local children so that:

- All pupils will enjoy learning, make excellent progress, attain high outcomes and be helped to become confident individuals and responsible citizens.
- All pupils will benefit from strong leadership, an inclusive ethos and practice, excellent teaching and a broad and balanced curriculum in a local school.

Of most importance within our vision for our new school is that which relates to our attitudes, responsibilities and commitments to its students and their parents and carers. Our vision closely matches the sentiments expressed in the quotation below (taken from John Hattie's book, "Visible Learning for Teachers", quoting his friend and colleague Paul Brock):

"I want all future teachers of my [children] to abide by three fundamental principles that I believe should underpin teaching and learning in every public school.

First, to nurture and challenge my [children's] intellectual and imaginative capacities way out to horizons unsullied by self-fulfilling minimalist expectations. Don't patronize them with lowest-common-denominator blancmange masquerading as knowledge and learning; nor crush their love for learning with boring pedagogy. Don't bludgeon them with mindless 'busy work' and limit the exploration of the world of evolving knowledge merely to the tyranny of repetitively churned-out recycled worksheets. Ensure that there is legitimate progression of learning from one day, week, month, term and year to the next.

Second, to care for [my children] with humanity and sensitivity; as developing human beings worthy of being taught with genuine respect, enlightened discipline and imaginative flair.

And third, please strive to maximise their potential for later schooling, post-school education, training and employment and for the quality of life itself so that they can contribute to and enjoy the fruits of living within [a society] that is fair, just, tolerant, honourable, knowledgeable, prosperous and happy.

When all is said and done, surely this is what every parent and every student should be able to expect of school education… throughout the entire world."

The three main strands included there – purposeful, challenging learning, respect and preparation for life – are central to KET's vision for this new school.

In addition to these KET is mindful of the world in which the young people at the school live and into which they will emerge. It is difficult for any of us to predict with any confidence what the world will be like at the end of this

decade when the first Year 11 cohort may be entering into the work place (let alone two years later when the first Year 13 group leaves the school). What we can say with some certainty, however, is that the world will be an even more connected place than it is now. Our young people already spend a good deal of their time interacting with others, learning, playing, researching and discovering in an online space that is, to them, a seamless extension of the physical world. As the architects and planners of this new school we must not allow our own often faltering adoption of that other world to limit the way in which we should exploit it for our students. From this consideration four further strands of our vision emerge.

Firstly, we must embrace the opportunities that new technologies bring to support, enhance and stimulate learning. This is a world that is so familiar to the majority of our young people that it would be entirely wrong to lock it down, block it out or ignore it. For those for whom it is not yet a straightforward and familiar place to explore and work within we must provide support and guidance to enable them to do so more confidently. In our curriculum planning we are making room for a Digital Literacy and Computing course that will do just that.

Secondly, the interconnectedness of the world and the borderless space that our young people will inhabit requires us to a global dimension wherever we can. As well as being citizens of their locality, our town and our country these young people need to see themselves as citizens of a global community.

Thirdly, the world in 2020 and beyond will be evermore technologically based and dependent. It is essential that our students leave our school with a deep understanding and rich experience of that world. To that end a significant proportion of our curriculum time will be devoted to the STEM subjects; science, technology, engineering and mathematics. This time will provide our students with insights into and an appreciation of the mechanics of the world around them. It will also better equip them to take significant roles within the workplace as these skills and understandings are so important for the economic future of us all. We have previously highlighted that this will be one of the most able cohorts in the country, backed by one of the most supportive and aspirational of parent communities. These children are the source from which the future scientists, mathematicians and engineers that our country needs for its prosperity will be drawn. We believe that our STEM focus is entirely appropriate for them and the feedback that we have had from our parental engagement activities supports this. Given that we will also be sharing the facilities of the ████████ on the site of Kingston's pioneering aviation industry it could not be more fitting.

Fourthly, and for its own sake but also to support all that has gone before, we will develop a strong and broad theme of communication. We see that as including all forms of communication – spoken, written, creative and artistic – across all media. It will have at its core an expectation of achieving the very highest standards in English but include a commitment to the

development of a modern foreign language programme that will give our young people the tools and confidence to communicate within the global community that we have referred to; our curriculum plan will feature Spanish and Mandarin as key components. Our communication theme will require everyone at the school to find ways to improve and develop their skills in this regard in all that they do, whether in a variety of written forms, or in presentations, or in online engagement or in debate, discussion and argument.

There are two further inter-related themes that we wish to see pervading all that we do within this new school. In order to support the fully inclusive ethos that we will exist within the school and also to aid the young people through the various transition points on their journey through it we must have a particular focus on their pastoral care. We believe that it is equally important that we include a focus on promoting healthy lifestyles. This will require the school to develop programs that all of our young people are able to access across a range of exercise, fitness and sporting activities together with learning experiences in health and well-being.

In summary there are ten guiding themes that will flow through all that we do:

- **An inclusive ethos** which welcomes all who wish to come to the school and requires everyone to be valued for who they are and what they offer.
- **Purposeful and challenging learning** that will help to ensure that all of our young people are able to succeed to their highest potential.
- **The importance of learning to learn** will be at the heart of our pedagogy to ensure that all of our students may learn more effectively.
- **Preparation for life** beyond the boundaries of the school and after our students have moved on to the next phase of their lives.
- **The embracing of new technologies and the online** world to develop our students as digital citizens and to enhance, support and stimulate the learning experience.
- **The promotion of STEM subjects** to ensure our young people have a deep and rich understanding of the world around them.
- **A global dimension** that will enrich their learning and broaden their knowledge of other peoples and cultures.
- **An emphasis on communication** that will ensure that our students are able to interact freely and with confidence with as wide a range of audiences and across as many forms of expression as possible.
- **Effective pastoral care** that ensures that no students are forgotten or lost and which will support all of our young people to be able to perform as well as they possibly can by ensuring that they are well known and that the challenges they face are well understood.
- **The promotion of healthy lifestyles** to provide our students with sound advice and guidance and opportunities to engage in a range of physical activities that will offer something for all.

In all that follows these themes will be evident as they will clearly inform the choices and decisions that we have made in configuring our school.

An inclusive ethos

The admissions criteria for the school will make it clear that no young people will be denied entry to the school on the grounds of faith, ethnic origin, prior attainment, special educational needs or any other such categorisations.

Upon entry to the school all pupils will be welcomed and given access to any additional programmes and support that they are identified as needing.

Through assemblies, enrichment programmes, display and focus events the diversity of the school's population will be celebrated in all its forms. Students will have many opportunities to share their experiences of the world as it appears to them, bringing their culture, faith and values to enrich the school.

KET intends this to be a local school, embedded within and available to the whole of the community in North Kingston.

Purposeful and challenging learning

This will be the cornerstone of the school's success and excellence. High quality teaching will be critical to this. Kingston Educational Trust intends to appoint skilled staff and empower them to employ the most effective arrangements to teach children and young people. Working with the Kingston University School of Education and EducationKingston NKSS will have access to the very best of practice and will look to attract a highly skilled workforce. KET wishes to promote a culture of learning for all and will develop a programme through Kingston University by which all of its teachers will train to Masters level.

The vision here is that teachers will have the skills, knowledge and understanding to be able to stimulate, engage and nurture all of the school's young people. They will be skilled in using the tools and opportunities present in new technologies and the online world.

Students will be encouraged throughout to take a lead in shaping their learning. Deeper learning will result from their active participation in this way and it is the intention of the KET partners to promote and support all such approaches.

It is essential that all of the young people can experience and benefit from an education that is right for them rather than a generic package to which they must each be fitted. Wherever possible we will personalise learning. This will ensure that all of the school's young people are able to flourish by being supported to learn in the way which suits them best and to make progress at a pace appropriate to their abilities. They will be able to follow learning pathways tailored to their individual talents and special needs. This will include a wider than usual mix of qualifications and progression pathways to include some vocational and work-related options alongside academic routes where they suit the individual.

The importance of learning to learn
We believe that intelligence is not fixed. We believe that it can be developed and grown. We know that learning is itself a skill and that young people can be helped to develop it. KET wishes all of the schools' teachers to understand these basic principles and how to promote this through their teaching. By challenging young people to risk failure, to collaborate, to reflect on their experiences and learning and to learn to overcome adversity and difficulty we will better equip for the wider world in which they exist. KET expects this to inform all that takes place in classrooms.

"Since we cannot know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned."

John Holt
(American author and educator)

This links naturally with our next theme.

Preparation for life
KET believes that the role of our school is to equip our young people with the skills, knowledge and experiences that will enable them to take as active a part in the world in which they live as possible. To achieve that aim we must provide them with the opportunities to explore and learn as widely and deeply as we can. We will engage the services of specialists and experts to guide them in and inform their learning. We will provide them with access to pathways that will bring them into contact with real-world environments.

We will strive to make sure that all of our students leave our school with a range of qualifications that are of genuine value to them in the world of work and/or which enable them to progress to the next stage of learning in their chosen field of interest.

We will offer them advice and guidance regarding how to conduct themselves as citizens and how to maintain a healthy lifestyle.

The embracing of new technologies and the online world
This will be critical to securing some of the aims above. It will also link across to the other main themes of STEM, communication and the global dimension.

The young people who come to NKSS will mostly be at ease and familiar with working with the internet, mobile devices, apps and social media. Rather than seeking to block and control these as historically been the case in secondary schools KET will seek to empower learners and their teachers by bringing these tools into the centre ground of activity. They will be embraced for the opportunities that they bring rather than controlled for fear of what might happen.

Our young people will attend the school with their own devices and these will not just be accepted but welcomed and expected. Their use will enrich learning and facilitate study. Support for development in this area will be provided by the University and College partners, both of whom have extensive experience in this area. KET will make provision for appropriate support for any of its students who do not have access to such technology via their home.

By making the use of these technologies commonplace within the school we will better equip our young people to operate more confidently and efficiently in a connected world.

The promotion of STEM subjects
A significant amount of curriculum time will be devoted to these subjects. The involvement of the educational partners will play a big part in ensuring that this strategy is successful as they will be able to provide access to specialist facilities and subject expertise.

For too many school pupils these subjects rapidly lose their interest. This is often as a consequence of unimaginative teaching and a lack of real world relevance and understanding. Through the access to the specialists referred to above and their networks and connections in the worlds of science-related research and work our students will have opportunities to experience exciting and accessible scientific developments and thinking.

A global dimension
Linking parts of all that has been described already, this theme will recognise that our young people are citizens of the wider world and help them to place themselves within it. KET intends to make partnerships with schools in other countries and time zones to give NKSS links that it can develop and exploit for the benefit of its students.

An appreciation of current affairs at local, national and international levels – and the interdependence of them – will be developed through assemblies and appropriate curriculum opportunities.

An emphasis on communication
This is a central part of KET's vision for its learners. In a multi-connected world in which the forms and means of expression are more numerous and diverse than they have been it is essential that young people are able to make themselves heard and understood.

To support that KET expects the promotion and development of communication to be plainly evident in all that the school does for its young people. They will be given an abundance of opportunities to express their thoughts, views and ideas across as wide a range of media as they wish to use. They will be encouraged to do so in lessons whether that is through answering, discussing and debating or by taking a lead in shaping their learning for themselves and others. There will be opportunities for public

speaking that range from formal settings such as leading assemblies through to more relaxed audience participation modes.

Access to high quality language teaching, supported by students and teachers from the University and the College, will begin to equip the learners to engage with others on a global basis in their language rather than English. In choosing to focus on Spanish and Mandarin KET intends that the learners at NKSS have access to the most popular of world languages.

The theme of communication aligns well with key developments at Kingston University, including the unique collaboration with the Rose Theatre.

In the written sphere the University also has vibrant and successful courses in journalism and creative writing which are taught by award winning published writers. These courses are informed by research and professional practice at all levels, both in the development of research and independent learning skills in students and in elements of the curriculum deriving directly from staff research. Journalism and Publishing courses all involved practitioners from the outset in developing the courses for validation and maintain strong links with practice to ensure the continuing currency and responsiveness of the curriculum. These links may take a number of forms including: academic staff who are also practising professionals (e.g. Journalism); extensive master class and guest speaker programmes; the appointment of high profile visiting professors (e.g. ███████ in Dance, ████████ in Drama); writers in residence schemes (include ██████████).

Research in English Language and Literature at Kingston University is internationally recognised and the University houses the Centre for Iris Murdoch Studies, the Centre for Suburban Studies, and the Centre for Life Narratives and special studies courses such as Victorian Popular Fiction. The Kingston Writing School which provides an open, vibrant community of outstanding writers, journalists, and publishing experts engaged with talented students and an exciting range of academics, writers in residence and guests. This will provide exciting opportunities for the young people of NKSS.

Kingston Educational Trust intends that the school will make full use of these opportunities through the natural links that this partnership will create.

Effective pastoral care
KET believes that young people respond positively when they feel that they are well-known and understood. KET intends therefore that the school should have a pastoral organisation system that enables this to be more likely and this will be a key organisational theme

We intend to invest resources into ensuring that students are placed in tutor groups that are small enough for them to be well known but which are large enough for them to have a sense of identity. There will be a particular focus

on the organisation of this for those that enter into Year 7 and this will be reflected also in the arrangements that are made for their transition from Year 6. In subsequent years we intend to use vertical tutor groups, again smaller than would be the norm in secondary schools, to allow for mixing between the cohorts and the sharing of experience and understanding. A similar principle will apply in the sixth form.

Our intention is that all students are placed into tutor groups of no more than 20 with a tutor who will be tasked with monitoring their welfare and supporting their progress.

Year 7 will operate as a foundation year with slightly smaller groups designed to encourage a greater sense of belonging and of being well-known.

Students in Years 8-11 will be placed into vertical groups in which responsibility for others and a sharing of experience will be encouraged.

In Years 12 and 13 6th form students will be grouped together.

KET believes that this is very important work within the school and will commit to providing appropriate training in this role. KET also believes that this role should not be the exclusive domain of teachers but that other adults could contribute significantly here also.

The promotion of healthy lifestyles
We believe that it is essential that the school creates opportunities to promote health and well-being. Working across the KET partnership and with other associates we will give our young people access to a very wide range of exercise, fitness and sporting activities. A significant amount of curriculum time will be devoted to physical activity which will be tailored to be accessible for all of our learners regardless of their perceptions of their sporting abilities. There will be opportunities for study in health and fitness related areas both within the school and through working with the partners.

We will promote healthy eating too. NKSS will procure a school meals contractor who will meet at least the 'Silver' standard of the Food for Life Catering Mark.

Other aspects
As well as being prominent throughout the themes above, the core principles of valuing all, expecting excellence, learning from the best and striving for improvement can be clearly seen in the following aspects of the school's operation.

Leadership
KET believes that schools benefit from strong leadership and to that end it is committed to appointing an outstanding candidate to be the founding Headteacher of NKSS.

First and foremost the Headteacher will be an outstanding teacher, clear in his/her own understanding of what successful teaching looks like and how to encourage and develop it in others.

The Headteacher will have extensive experience of senior leadership in schools and be able to demonstrate a clear understanding of the vision that KET wishes to be realised.

The Headteacher will welcome opportunities for his/her own professional development.

The Headteacher will understand the importance of empowering others and be skilled at recruitment and staff development. A distributed model of leadership will be expected by KET.

Leadership within NKSS will be shared with students and parents wherever possible.

See Section F for further details.

Governance
KET believes that strong leadership welcomes challenge as well as support. The governing body of the school will be tasked with that as a key aim.

In order to represent the community that the school is serving the governing body will have a significant number of members drawn from the parent body.

KET will support NKSS in seeking ways of engaging students in the work of governance.

See Section F for further details.

Student voice
In addition to any role developed above KET will require the school to develop a student council that is able to play a meaningful role in shaping the school and reviewing its performance. It will expect that students are involved in the appointment of all staff. Students will be encouraged to raise concerns for themselves and on behalf of others with confidence.

KET will wish the school to develop a system whereby students' experience of learning can be fed back to teachers to better inform their planning for the future.

Workforce
KET believes in the value of a highly skilled and qualified workforce. It will develop a programme with Kingston University to allow for all of the schools' teachers to be trained to Masters level.

For other posts it will seek to appoint graduates wherever possible.

Staff development will be an important strand of activity within NKSS, tightly bound to the schools' priorities for improvement while recognising the legitimate desire on the part of its staff members to identify their own goals.

All members of the workforce, regardless of their role, will be valued and their contribution to and ideas for the development of NKSS will be sought.

See Section D for further details.

Community
From the outset it has been the intention of KET that this school is at the heart of its community.

This will mean that the schools' buildings and facilities are available to the community for its use as much as it is possible to be. The school will seek to engage local groups in partnership to provide classes and activities for as wide a range of local people as it can.

Transition
As a locality based school, KET envisages the large majority of entrants will come from residences close to the school. This in turn is likely to mean that those children are largely at primary school within North Kingston already. This should aid transition greatly as the school will be able to build strong feeder school partnerships; this is unusual for schools in Kingston.

The transition of the first cohort of the school is of particular importance and KET will expect the Headteacher Designate and other staff to have invested considerable time in getting to know the children and their parents prior to them coming to NKSS for the start of Year 7.

House system
KET believes that friendly rivalry is natural and healthy. To that end we intend to introduce a house system with all tutor groups placed into one of four houses. These houses will be named after landmark figures associated with our major curriculum aims.

The houses will compete for a trophy awarded annually based on points gained from a range of non-curricular activities across the year.

See Section D for further details.

Accommodation
The school will have excellent on-site facilities but students and teachers will also benefit from access to the resources and facilities of both the University and the College. This will extend the opportunities for students.

KET believes that the quality of learning environments can make a difference to the quality of learning but is keen to avoid over-investment in

facilities and resources that are under-utilized.

Partnerships
To achieve its high ambitions the school will need to draw on the very best that exists, having a culture of research and investigation that identifies the best practice locally, nationally and internationally. With Kingston University as a partner in this project and, more particularly, the KU School of Education, the school will be very well placed to do exactly that.

In return for that inward flow of practice the school will also look to share its excellence more widely and to develop a prominent role in system leadership. It will immediately become a member of the local family of schools and through the engagement of EducationKingston as a partner in this project it will have in-built ties to those schools. One of the possible feeder schools has led (joined by several others locally) in creating a Teaching School Alliance and both Kingston University and EducationKingston are strategic partners in that. NKSS will have these partnerships and alliances in place from the moment it first opens. We intend for it to become a centre of excellence in all that it does and that it will share its excellence willingly.

The University and the College are well established local educational institutions and increasingly involved with the local school system. There has been a growing and productive partnership over recent years, for example, via supporting some able, gifted and talented students and vulnerable students to progress to further and higher education. Both Kingston University and Kingston College are active members of the Kingston 14-19 partnership. Both have links and partnerships across a range of activity with EducationKingston itself and with its member schools. Our proposal, with these three partners, will ensure that the new school has its roots firmly in the locality and that it is able to benefit from already well established partnerships to create high quality local provision for local young people.

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							144	144
Year 13								144
Totals		180	360	540	720	900	1044	1188

Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

Please note: *Throughout this section we have made use of references to qualifications (e.g. GCSE) and standards of attainment (e.g. National Curriculum levels) that may not be current by the time they become relevant for the school. Rather than explain that at every turn in this section we have used the existing terms and approach and this should be interpreted as referring to whatever the nearest equivalent is at the time when it applies to the school.*

D1: RATIONALE FOR THE CURRICULUM

This unique educational trust brings together a team of highly skilled professionals. The team has many years of first-hand experience of leading and working in outstanding schools and institutions across the full age range of education from nursery to adult.

Our ambitious vision for the local community is to create an educational centre of excellence to meet the needs of all, including those with different and special needs at both ends of the spectrum. We strongly hold the view that learning is a lifelong process and we are well placed to be able to facilitate this.

Our school will be situated in an area which boasts excellent primary schools. 3 are Outstanding by Ofsted categorisation and 2 are Good and improving rapidly. The local infants' school is also Outstanding. Attainment is well above national averages. The families in the area are predominantly aspirational professionals, but will also draw from army families and areas of deprivation. It is important to emphasise that the school population is also well above the national average for pupils from ethnic minority groups and above for English as a second language. This is across an extensive range of nationalities with no one nationality showing a significant predominance. The local community is also made up of a rich mix of families from different faiths and none.

We anticipate a pupil profile as follows:
- at least 90% of the pupils will join the school with level 4 and above in the core subjects
- at least 50% at Level 5 and above in the core subjects
- approximately 10% at Level 6 in English and maths
- 10% will be registered as FSM
- 5% will be at School Action Plus or have a Statement of SEN (See Section D4)
- 55% will come from BME backgrounds (approximately twice national average)
- 30% will be EAL (approximately twice national average)

KET has consulted extensively with the local community and particularly parents in local schools (see Section E: Demand for further details). Feedback has shown that parents will be supporting a school which provides a safe environment where pupils are

valued as individuals who are happy and will therefore learn well. They want a school which has high aspirations for the pupils through academic and vocational pathways. This will be underpinned by a focus on the development of lifelong learning skills which will promote resilience, responsibility, respect, reasoning, reflection, resourcefulness and creativity. Parents also appreciate the importance of their children being appropriately prepared for the future to become fully contributing members of a society which will require increasing flexibility and ingenuity.

While we believe that the curriculum of the school should be quite traditional in design (and believes too that that is the wish of the parents choosing the school) we envisage a number of distinctive features. We intend that it will mostly follow National Curriculum guidance, departing from that only where we consider it to be appropriate to do so for the pupils that we will be welcoming into this school.

Much of the distinctive nature of the curriculum will be seen in the method of delivery in which outstanding classroom practice and pedagogy is allied to the use of new technologies to support learning.

All of the other secondary schools have had specialist designations under the old national programme in the past. Our school will be distinct from these in so far as none of them have a focus on STEM or English as specialisms as we intend to do at NKSS.

We have previously highlighted the particular nature of the likely pupil profile at the school. With higher than average prior attainment, including a sizeable proportion that will be entering the school with the equivalent of Level 6 in maths, we believe that they will be well-suited to and welcome a STEM-rich curriculum. We also feel that this focus is important in the longer term as this is such a vital component of our economy. We believe an emphasis on STEM subjects will enable all our pupils to develop the skills of enquiry, creativity and resourcefulness that will meet the identified aims as outlined in Section C.

We have also made reference to the world into which the pupils of our new school will emerge. We believe that by 2020 we will living in an even more connected global society and that it is essential therefore that we develop high levels of communication skills in our young people. This will have English as its core but will extend to a broad range of communication formats across a wide range of media. This will include written and spoken language but the use of ICT and the ability to negotiate life in an online world will also be of great importance. The inclusion of a Digital Literacy and Computing component will signal a break from a dull ICT curriculum and the introduction of an experience designed to better equip students for life in a digital world.

This focus on communication will, of course, bring benefit across all areas of our curriculum where all teachers will be required to take responsibility for its development along with their own subject specialism. Feedback from the local community endorses our vision for this school to deliver a broad and balanced curriculum based on the national curriculum and delivered with communication for purpose as a unifying strand.

Much has been made in recent times of the subject of cultural literacy. We appreciate that to be successful in this society one needs to understand its history, its culture and how it works. Throughout our curriculum and in the various aspects of the enrichment

programme (assemblies, talks, visits etc.) we will expect the school's staff taking every opportunity to develop this appreciation in our pupils.

The intention will be to develop well rounded confident students. They will be well equipped to take advantage of opportunities available to them in the wider world through access to a broad range of academic and extracurricular opportunities.

Pupil's personal qualities will be developed as they go through the school in the following ways.
- A well planned Personal, Social, Health and Citizenship Education programme
- An ethos in the school which promotes respect and understanding amongst students of different faiths and nationality
- Opportunities to take on student leadership roles which will become more significant as they go through the school e.g. Student Council, prefects, school ambassadors, peer mentors, head girl and head boy, house captains, sports captains etc.
- An emphasis on careers education from Year 7
- Opportunities for students to develop entrepreneurial skills

We will ensure that every pupil has access to a full range of experiences to enable them to develop into flexible adults equipped to take their place in society. They will be given increasing opportunities to choose their own future study pathways as they move through the Key Stages but all will be entitled to a core curriculum of English, mathematics, science, PSHCE and PE. Religious Education will follow the requirements of the syllabus agreed by the local SACRE.

We will aim for pupils to achieve significantly well in nationally recognised qualifications and against national expectations. In Section D5 we have detailed the qualifications and targets. It is our aim to provide opportunities for qualification in all areas of learning

At Key Stage 3 every pupil will take the same subjects unless they require some additional support or challenge. All pupils need to experience a wide range of learning opportunities to form a sound base for future study. Science will be taught as a combined subject. A particular focus within our curriculum will be Communication and STEM subjects. This will be enriched by opportunities for humanities, the arts and PE. A distinctive feature of our school will be the way in which this traditional curriculum is supported by courses in digital literacy and economic wellbeing. Cross curricular learning links between the subjects will be encouraged within an IT rich learning environment (see Section D2 for more detail).

At Key Stage 3 pupils will work towards GCSE examinations in English Language, mathematics and core science.

At Key Stage 4 students will be prepared for a mixture of A levels, GCSE, IGCSE or their successors. There will be two pathways available. The first ("Green") is a traditional academic route and the other ("Purple") is a vocational pathway. Each will maintain the core entitlement. The academic route will enable pupils to take triple science and there will also be flexibility to enable pupils to develop their talents beyond the currently identified EBacc subjects. Please refer to Section D2 for further curriculum detail.

At Key Stage 4 some students will move on to Advanced Level study in English and maths. Others will study for GCSEs in English Literature. The majority will pursue GCSE courses in their other subjects which will include all three separate sciences, a language, geography or history, art, music or drama and a further personal option which could be a second language, humanity or arts subject or one chosen from a menu including PE, technology, computing. This is the pathway we have titled "Green" in Section D2.

Our "Purple" pathway at Key Stage 4 will meet the needs of those learners who wish to follow a more vocational programme. Through partnership with Kingston College a number of options will be available to students in Years 10 and 11 that might not be available to other schools. They will all, however, study towards GCSEs in English, mathematics, additional science and one personal option. They will also be studying for qualifications appropriate to the vocational courses that they will be following at Kingston College for approximately 40% of their curriculum time. We expect that engineering and other STEM-related areas will feature prominently in this provision.

Apprenticeship programmes and other pathways will be made available to students as their needs dictate.

The school will have a 6th form once the first cohort reach that stage of their education. We are forecasting a staying on rate of 80%. It is likely, given the prior attainment of the students, that the majority will want to study a traditional A Level based curriculum. Our target for the outcomes at the end of Year 11 is that 90% of students will have achieved the then current equivalent of 5+ A*-C including English and maths.

NKSS will be well-placed to deliver this type of curriculum. The curriculum offer will reflect the stated aims of the school in communication and STEM and those subjects will form the basis and the majority of our A level provision. However, because our students will have followed a broad and balanced curriculum there will also be demand and therefore opportunities for specialist A level study in humanities, arts, sport and languages. We expect to offer over 20 subjects at A level. All A level studies will be enhanced through engagement with Kingston University and Kingston College and some additional subjects may be available there. Students will have the option of undertaking extended project work, work experience and community service. They will also develop their thinking skills across a range of subjects in order to prepare for the world of higher educational study or work.

Our target here is that all students will achieve a minimum of 2 A level passes or equivalents. 25% of passes will be at A* or A grades.

For those for whom a less academic post-16 pathway is more suitable a range of possibilities presented by the partners will be available. These students will remain as students of NKSS for whom it will be their home base and where they will attend for whole school functions, leadership roles, community activity etc. They will belong to a tutor group at NKSS and have a tutor to monitor their progress. They will attend other centres only for specialist study in their chosen fields.

Curriculum Delivery
The staff team will have a strong sense of moral purpose and strongly contribute to the

overall aspirations of the school and its pupils. The curriculum will be delivered by outstanding, inspirational, highly qualified teachers with excellent subject knowledge. They will convey passion for learning and we would expect all lessons to demonstrate a high level of pupil engagement and pupil led learning. Our teachers will be skilled in a wide range of teaching techniques and be willing to take risks to improve their pedagogy. In Section F we have set out our ideas for developing a Masters level teaching force. They will implement clear assessment procedures to monitor the progress of individual pupils' and tailor their lessons and programmes of study to meet the needs of all. Pupils will be taught how to learn independently and our IT rich environment will help to facilitate this.

The vision is for the school to be innovative in the use of information technology in its widest sense recognising that for our pupils this medium is a central part of their lives. This will encourage resourcefulness and creativity.

We will also expect teachers to understand the principles of 'learning to learn' and build regular and frequent opportunities into lessons to develop this. This is commonplace in the schools that our pupils are likely to come from and we must continue to build upon it. This will develop their understanding of

- how they can motivate themselves and have the self-confidence to succeed
- things they should consider such as the importance of water, nutrition, sleep and a positive environment for learning
- some of the specific strategies they can use, for example to improve their memory or make sense of complex information
- some of the habits they should develop, such as reflecting on their learning so as to improve next time.
- how they prefer to learn and their learning strengths

We expect teaching in our school to be outstanding and this will only be achieved my teachers focusing at all times on high levels of student engagement as being essential. By providing such opportunities teachers will be able to better challenge learners and to encourage them to take responsibility and risks. In so doing we expect them to help to build our learners' resilience, an essential attribute for success.

Plan for transition between phases of education and employment
KET understands that effective transition between each year group is important if children are to make good progress in their learning.

However, there are key periods when more extensive intervention and care will be vital to ensure successful continuity of progress.

Year 6 to Year 7
This will be important for all incoming pupils from primary school but particularly so for the first cohort. For this cohort special arrangement will be made for families to familiarise themselves with the school environment, each other and staff. KET would envisage an initial event to engender a sense of community and to set expectations for the year group. This would be either a summer school and/or early in the school year a special event such as a learning to learn day. Opportunities will be made to liaise regularly with parents and calendared parent staff consultations fixed for the end of the first half term at which the Special Needs Coordinator will also be present. See D2 for further details of the proposed Pastoral Organisation.

For subsequent years partnerships will be developed with the feeder primary schools in the following ways:

- Pupil ambassadors will visit their previous school throughout the year.
- Feeder primary schools will be invited to events at the new school such as drama productions, for science workshops in the school labs, maths challenges.
- NKSS would work in partnership with RBK's arrangements for pupil transition days in July and the transfer of pupil information.
- Year 6 and Year 7 teachers will meet to discuss curricular continuity and pupils issues
- A member of staff will visit pupils in their primary school once places have been allocated
- A parents' welcome evening will be held during July prior to entry. A priority at this meeting will be advising parents about communication systems and expectations of the school.
- Year 7 curriculum evening for parents will be held early in the autumn term to focus on how the curriculum will be delivered, assessment methods used and how this information communicated to them and on how parents can support their child's progress at home. The schools virtual Learning Platform will play a key part in ensuring effective communication.

Year 9
This is a key transition year as pupils choose their pathways for Key Stage 4 and they would be given support a programme of advice and guidance to include:

- A prospectus detailing their options
- Opportunities/careers evening for parents and pupils
- Personal interviews with staff
- Taster lessons – for the first cohort this would be in partnership with a neighbouring secondary school
- Careers advice and guidance
- Input from Kingston College

Year 10
The students will be helped to settle into new teaching arrangements by an appropriately structured event.

Year 11
Preparation for post 16 study though a support programme of advice and guidance to include:

- A 6th form prospectus will detail the options open to students
- Opportunities/careers evening for parents and pupils
- Personal interviews with staff
- Taster lessons – for the first cohort this would be in partnership with a neighbouring secondary school
- Careers advice and guidance
- Input from Kingston College and Kingston University

Year 12

The key issue here is to ensure students are placed on courses which are appropriate to their aptitudes, interests and abilities.

- Availability of staff during the summer holiday to advise on courses
- Review meeting at the start of the school year for students who appear to be inappropriately placed.
- Parents evening during the first half of the autumn term to discuss student progress
- Target setting meeting between tutors and students
- Careful monitoring with feedback to students during the year.

Year 13
The key for this year is the transition from school to the world of further study or work.

- Assistance and support with the preparation of personal statements and applications to higher education establishments
- Parents evening in conjunction with Kingston University to explain the financial implications of a student attending higher education.
- Careers interviews
- Advice on which course where would be appropriate
- Organised visits to universities
- Input from Kingston University staff and students on independent learning and expectations within higher education

D2: OUR CURRICULUM PLAN

The length of the school day, term and year
We have decided that 50 minute lessons provide an appropriate balance with the possibility of   double lessons for some subjects as appropriate

In developing the curriculum we have focused on ensuring that it is relevant for the economy of the wider society. Literacy will be promoted throughout the whole curriculum. The key learning themes (see Section D1) of Communication and STEM will be reflected in the curriculum structure.

The pattern of the school day
08.40 – 09.15   Registration and Assembly
09.15 – 10.05   Period 1
10.05 – 10.55   Period 2
10.55 – 11.15   Break
11.15 – 12.05   Period 3
12.05 – 12.55   Period 4
12.55 – 13.40   Lunch
13.40 – 13.50   Tutor Groups
13.50 – 14.40   Period 5
14.40 – 15.20   Period 6
15.20 – 15.30   Break
15.30 – 16.20   Period 7 (Note: 4 days per week, Y10-13 compulsory, Y7-9 enrichment)

The school will provide access to a wider optional programme of activities to include sport, access to learning resource centre, music, arts, choir, revision/homework etc. until 18.00.

Length and pattern of the school year
The pattern of the school year will be in line with the local feeder primary schools.

There will be 39 weeks in the school year to include 5 training days for staff.
There will be one week half term in the middle of each of the three terms and a two week break at Christmas and Easter.

Student Organisation
Pupils and students will be allocated to mixed-ability tutor groups on entrance to the school. These groups will be the building blocks of the pastoral system. They will be led by a staff member trained in Personal Tutoring. The tutor group will be a source of identity for students and a vehicle for competition and celebration.

6th Form	12+12 12+12 12+12	12+12 12+12 12+12	12+12 12+12 12+12	12+12 12+12 12+12
Years 8-11	20 20 20 / 20 20 20 / 20 20 20	20 20 20 / 20 20 20 / 20 20 20	20 20 20 / 20 20 20 / 20 20 20	20 20 20 / 20 20 20 / 20 20 20
Foundation Year	15 15 15	15 15 15	15 15 15	15 15 15

The role of Personal Tutor will be central to achieving our goals regarding the care of our students and for developing their sense of being known. Each tutor will be responsible for the care of his/her tutees. They will be required to oversee their progress and to be responsible for managing their conduct. Importantly, they will be trained for their role. We see no reason why these roles need to be taken only by teachers and so they could be drawn from the whole staff which would add diversity to this important staff grouping. This would in turn make it more likely that they are able to offer impartial and advice and guidance regarding future pathways.

The tutor groups will each belong to one of four houses. The houses will be the basis of the pastoral system. They will provide a broader source of identity for students. Inter-house competitions will fuel a friendly rivalry that leads each year to the awarding of the house trophy. The trophy will be competed for through points gained for a wide range of performance indicators and extra-curricular activities.

Each House will be led by a member of the senior leadership team supported by a Senior Personal Tutor. Student voice will help shape the activities of each house through election of students to a House Council. The councils will be democratically elected to represent the student population of the House. They will assist the House leaders to organise activities and events. The Houses will be named after prominent figures from our key curriculum themes.

We will regard Year 7 as a Foundation Year. Its priorities will be to ensure that all of our students are able to access the diverse curriculum and wide range of experiences that will be available to them in the rest of the school. The 180 pupils that enter our Foundation Year will be placed into one of 12 mixed ability tutor groups.

These groups will contain just 15 pupils to aid their transition into the school and to hasten them becoming well known. After our year of opening pupils in FY will be assigned a 'buddy' from the cohort above to help them settle in quickly. The pupils will be taught in combinations of these units for the majority of their time in FY.

Our tutor groups in Years 8-11 will be vertically arranged, containing young people across those ages. As these are not teaching groups they will operate more as a 'family' unit with the personal tutor having 5 from each cohort to oversee. The pupils from FY will follow their 'buddy' into the same mixed ability tutor group, again to ease their transition.

When students move into the 6th form they will be re-grouped into tutor groups that are again vertically organised with approximately 12 students from each of Year 12 and Year 13. They will have personal tutors who are specialists in guiding post-16 learners to the full range of opportunities that await them once they leave school.

We believe that this approach to organising the young people within our school will ensure that there is the flexibility to allow for them all to be grouped for teaching into whatever configuration we feel is most appropriate for them while also creating a structure in which they will feel well known and well supported.

Curriculum time allocation – Years 7 – 9
Subject

Subject	
English	5 x 50 minute sessions (17%)
Mathematics	5 (17%)
Science	5 (17%)
Technology	2 (7%)
Languages	3 (10%)
Digital Literacy	1 (3%)
Humanities	3 (10%)
Arts	3 (10%)
PE	2 (7%)
Economic Wellbeing	1 (3%)
Total	30

Notes:
- Pupils will study both English Language and Literature but the examination at the end will be the core English GCSE examination available at that time.
- Pupils will study Spanish for two periods per week and Mandarin for one
- Pupils will study Geography, History and Philosophy, Faith & Ethics each for one period per week.
- Pupils will study Art, Music and Drama each for one period per week.
- The PE curriculum will include Dance.
- There will be days when the regular curriculum provision is suspended to allow for more in depth experience of applied technology and science, supported by Kingston University and Kingston College
- PSHCE days will be organised to provide for the coverage of that curriculum

Curriculum time allocation – Years 10 – 11

Subject	Pathway Green	Pathway Purple
English	5 (17%)	5
Maths	5 (17%)	5
Science	6 (20%)	3 (10%)
Humanities	3 (10%)	
Languages	3 (10%)	
Option 1	3 (10%)	3
Option 2	3 (10%)	
PE	2 (7%)	2
Economic Wellbeing	1 (2%)	1
College links or vocational courses		12 (40%)
Total	**31**	**31**

Notes (Green):
- English will be compulsory and may be either GCSE Literature or Advanced Level
- Maths will be compulsory and may be either GCSE or Advanced Level
- Science will be Triple Science
- Students must choose either History or Geography.
- Students must choose either Spanish or Mandarin.
- Students must choose two further GCSE options from a list that will include Resistant Materials, Graphic Communication, Food Technology, History, Geography, Spanish, Mandarin, Art, Music, Drama, PE, Business Studies, Computing
- PSHCE days will be organised to provide for the coverage of that curriculum

Notes (Purple):
- English will be compulsory and will be GCSE Language and Literature
- Maths will be compulsory and will be GCSE
- Science will be Additional Science
- Students must choose one further GCSE option from a list that will include Resistant Materials, Graphic Communication, Food Technology, History, Geography, Spanish, Mandarin, Art, Music, Drama, PE, Business Studies, Computing
- Students will have the opportunity to choose vocational courses provided by Kingston College to the equivalent of four GCSEs.
- PSHCE days will be organised to provide for the coverage of that curriculum

Curriculum time allocation – Years 12 – 13
5 blocks of 5 x 50 minute periods for lesson study
2 periods for sport
4 periods for Community Service

Students will study 4 Advanced Level courses in Y12 with the majority dropping to 3 in Y13. Students will select pathways from option blocks constructed to accommodate the greatest number of preferences. A dry run will be conducted early in the spring of Year 11 to inform the construction of these blocks prior to students selecting courses ahead of joining Year 12.

The curriculum offer will reflect the stated aims of the school in communication and STEM and those subjects will form the basis and the majority of our A level provision though there will also be opportunities for specialist study in humanities, arts, sport and languages. We expect to offer over 20 subjects at A level. All A level studies will be enhanced through engagement with Kingston University and Kingston College and some additional subjects may be available there.

The sport and Community Service components will generally be compulsory though some exceptions may need to be made to accommodate students with particular needs, interests or talents. Within the Community Service programme students will have the opportunity to organise and run clubs in school, support teachers in lessons for other year groups, do work experience in local primary schools, work for identified charities or help in care homes. We will look to accredit this provision. This will also supplement our Duke of Edinburgh programme.

Depending on the pathway chosen by any individual student they might have 5 unallocated/study sessions for personal support. This could include intervention support.

Programmes of Study
Year 7 will be a foundation year for teaching purposes. Two tutor groups from different houses will be paired up to form a single class for the majority of subjects. For mathematics half the year group will be set according to ability and taught mathematics at the same time. Individual tutor groups will be taught technology as a class of 15 pupils.

All pupils will study Spanish and Mandarin except EAL learners who require additional support with English. These learners will study only Spanish with the time released being used for targeted support.

In Year 8 and Year 9 broad streaming for other subjects is introduced and setting for mathematics will continue. The main focus of study during these two years will be to prepare the pupils for taking GCSE examinations in English, Maths and core science by the end of year 9.

In Year 10 and Year 11 there will be a combination of study towards GCSE for non core subjects and Triple science and A level in English Literature and Pure Maths. Triple science will be taught in 6 periods a week in Pathway Purple and additional science for Pathway Green for 3 periods a week. GCSE teaching in Maths and English would continue for students who have not been successful at the end of Year 9. Both pathways would have access to a free option choice to personalise their learning further.

Year 12 and Year 13 students will enter the sixth form with a range of prior attainments. Most would already have at least one and probably two A level passes in English Literature and Pure Maths. They will now have the opportunity to choose up to for additional A level subjects. For any students who have not reached the entry criteria to embark on A level courses or we will identify a range of possible programmes in conjunction with Kingston College and other local schools. We would seek to retain

these students on role as part of our community.

Learning to be a Digital Citizen
Many secondary schools in the UK block social networking sites and other social media, and often ban the use of mobile phones. We believe this is counter-productive to our students learning how to be digital citizens that can effectively, appropriately and safely use these technologies and the Internet for both formal and informal learning, and as part of their wider lives. Childnet's Digizen report (2008) 'Young People and Social Networking Services' comments that:

"*Managing an online presence and being able to interact effectively online is becoming an increasingly important skill in the workplace. Being able to quickly adapt to new technologies, services and environments is already regarded as a highly valuable skill by employers, and can facilitate both formal and informal learning. Most services are text based, which encourages literacy skills, including interpretation, evaluation and contextualisation*"

In doing this we fully recognise the all too real malevolent aspects of the Internet including cyber-bullying, grooming and inappropriate content. The Ofcom report (2012) summarises that 'confidence online is not always accompanied by due caution' and that 'girls are more likely than boys to be bullied online' with currently 13% of girls aged 12 to 15 saying they have been bullied online in the last year (having jumped from 5% the year before). E-Safety will therefore be core to our learning activities and will be handled explicitly and openly as part of digital citizenship including anti-social behaviour, privacy, identity, personal information, presence, asking for help and supporting others, in addition to topics such as data protection, copyright, assessing risk and security, web etiquette and effective searching and web research. Childnet (2008) make the point that a school that engages with social media demonstrates awareness and understanding of the sites popular with students, and in doing so increase the likelihood that a student could approach the school to discuss 'online' issues and problems.

Enrichment Activities
The arts and sport are offered as part of our core curriculum. However there will be opportunities to develop these at greater depth or competitively through our extra-curricular programme. See D7 for detailed information about our proposed PSHCE programme.

We will work with the following agencies to provide extra-curricular activities:
• Kingston University
• Kingston College
• YMCA
• Kingston Music Service
• Kingston Local Authority
• Local sports clubs and facilities
• Other local schools

All staff will be expected to contribute to the extra-curricular activities but we will also use bought-in specialist expertise. See D5 for more detail about our plan for enrichment activities.

Effectiveness and popularity of extra-curricular activities
Pupils will develop a learner profile which will recognise their achievements and successes across the wide range of extra-curricular opportunities which will be available to them. These will include: public speaking, sports, drama, music etc.

We will record and closely monitor how many pupils have attended which courses. The results of this will inform future provision. Formative feedback will come from the students who have followed the activities. We will also record and monitor the number of pupils achieving awards e.g. Duke of Edinburgh Award, Junior Leaders Award, Young Enterprise Award for post 16 students, number of pupils learning a musical instrument to Grade 5 and above, number of pupils representing the school in a sports team.

Target for this area
100% pupils take part in at least one extracurricular activity per term.
95% of pupils report that the range of opportunities offered and the quality of the provision was good or better.

If we consistently meet our targets we will set a target for pupils to follow more than one extra-curricular activity and increase the range of offer. We will monitor and keep under review the impact on their taught curriculum.

If we do not meet the target the school will research by way of questionnaires and verbal and written feedback from pupils what it is which is preventing them from following an extra-curricular activity. The results will be analysed. The courses, times and length of the activities on offer changed to meet the interests and requests of pupils. The student council working with a group of and governors will be convened to action the required changes and make recommendations. Further take up will be analysed and acted upon.

If our target proves to be detrimental and adversely affecting the standards in the school we will revisit it.

Involvement with the local community
There will be a summative report to governors on the number and types of courses and community group activities being run at the school outside of school hours. The take up from people in the local area or beyond and the number of places taken by pupils from the school or neighbouring schools collected and analysed.

The pupils' involvement with local community action like community service work experience for 6 form students will be promoted.

Membership of local groups like guides, scouts and sports clubs will be encouraged.

Target for this area
50% of pupils report on the annual questionnaire that they take part in a local community activity beyond the school.

If we meet the target consistently pupils will be praised and awarded public recognition

via the Jack Petchey Award for their involvement.

If we do not meet the target of how much the school is being used we will review our lettings policy and rates, market the building more vigorously, apply special rates to local community groups.

For pupils being part of the local community we will raise the profile of what is already being achieved by pupils and advertise what groups etc there are for them to join. Organise marketing visits by local communities and put links on the website for parents and pupils to access. Pupils themselves present to other pupils the benefits of being part of organisations beyond the school. Heads of House and other staff will identify pupils who do not take part but who would benefit from doing so. We will target these pupils and their parents to encourage participation. If appropriate the school will look to fund their participation through use of the pupil premium.

D3: STAFFING STRUCTURE

Growth
The school will start with Year 7 only and will be a six form entry school which will have places for 144 sixth form students per year. The numbers of pupils and the staffing needed to operate the school will build up follows:

	2015	2016	2017	2018	2019	2020	2021
Pupils	180	360	540	720	900	1044	1188
Leadership Roles	2	3	4	6	6	7	7
Curriculum Leaders	4	7	11	14	14	16	16
Teachers	6	13	19	28	38	48	58
Education Support	2.5	4.5	6.5	13	16	21	23
Admin Support	4	6	8.5	10.5	12.5	16	16.5
Specialist Staff	2	2					
Total staff FTE	20.5	35.5	49	71.5	86.5	108	120.5
Contracts IT Cleaning School meals	3	3	3	3	3	3	3

Year 1 staffing

The expectation is that ideally all members of staff, teaching or support, are graduates or are given the opportunity to attain professional progression. In any event, all members of the teaching staff are expected to avail themselves of the opportunity offered through Kingston University's partnership within KET to undertake an MA using the research opportunities afforded within this unique school setting. All staff are expected to participate in the extended programme of optional activities provided for pupils. Additionally, all staff will be expected to take on and relish the opportunity to be a house tutor within our innovative pastoral arrangements.

Posts identified are cross-referenced to the spread sheets in section G with a cell number.

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                        │  Headteacher    │
                        └────────┬────────┘
            ┌────────────────────┼────────────────────┐
    ┌───────────────┐    ┌───────────────┐    ┌───────────────┐
    │   Assistant   │    │   Business    │    │   Curriculum  │
    │  Headteacher  │    │    Manager    │    │    Leaders    │
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    │  Data Manager │    │ Support Staff │    │   Teachers    │
    └───────────────┘    └───────────────┘    └───────────────┘
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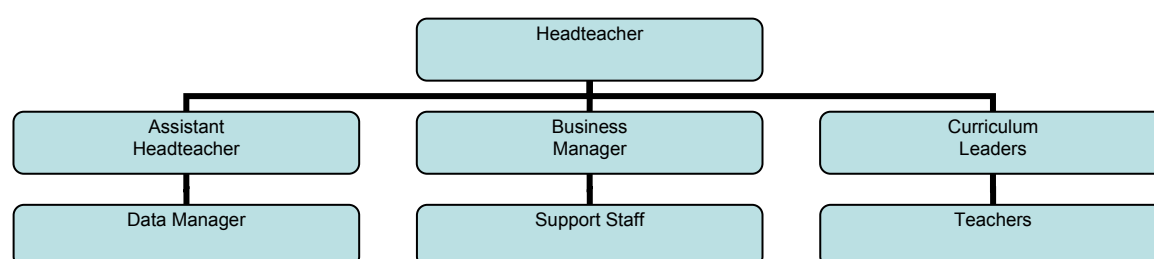
Leadership Team

Headteacher L32-37 B17
- Responsible for directing the vision of the school and raising the profile of the school in the local community.
- Leader of teaching and learning
- Partnership development with the Kingston Educational Trust and board of governors
- Responsible for staff recruitment and development

Assistant Headteacher L15-19 B19
- Responsible for Special Needs and pupil progress.
- Lead responsibility for behaviour and attendance
- Responsibility for monitoring and tracking systems.
- Responsibility for EAL learners
- Responsibility for PSHE programme

Curriculum leaders

There will be an expectation that all heads of department and curriculum leaders will undertake sufficient research and relevant training to ensure that teaching and learning is both outstanding and cutting edge within their area of responsibility. Since it is the intention that all pupils are entered for GCSE English, maths and core science at the end of Year 3 the post-holders in those areas will need to develop appropriate schemes of work to adequately prepare the pupils for this.

1. **Curriculum leader for Communication TLR1.4 B31**
   An English graduate with responsibility for schemes of work and staff performance management within English, modern foreign languages and literacy across the curriculum
2. **Curriculum leader for STEM TLR1.4 B31**

A science graduate with responsibility for schemes of work and staff performance management within science, maths and technology

3. **Deputy Curriculum leader for Communication TLR1.1 B32**
   A language graduate with responsibility for languages including the extended programme

4. **Deputy Curriculum leader for STEM TLR1.1 B32**
   A mathematics graduate with responsibility for maths and Gifted and Talented programmes

Teaching Staff
3 on M6 and 3 on UP2 plus 3 TLRs at 2.1 B35 and B37
6 qualified and experienced outstanding classroom practitioners, at least three of whom will come from a primary background. After recruitment, suitable individuals would be given a temporary TLR, if possible, to develop schemes of work in humanities, arts, and either PSHE or PE

Administration Support
Business Manager responsible for buildings management, personnel, finance management, income generation 1.0 FTE Grade I B79
Part time finance assistant 0.5 FTE Grade E B81
Receptionist 1.0FTE Grade D. This post holder will act as the Attendance Officer. B82
Data manager with responsibility for building a full data, tracking and assessment system in conjunction with the leadership team 0.5 FTE Grade F B80
Site manager responsible for site security, porterage, minor repairs, monitoring of cleaning contract B85

Education Support
Higher level teaching assistant to support pupil learning as directed by the SENCO and class teachers 1.0 FTE Grade E B59
Science technician 1.0 FTE Grade E B61
Technology/Art technician 0.5 FTE Grade D B65

Specialist staff brought in for the first 2 years through negotiation with local primary and secondary schools.
PE instructors 0.6 FTE B57
IT/technology teachers 0.8 FTE B55
Music teachers 0.4 FTE B56
Language tutors 0.2 FTE B58

Contracted out services
School cleaning
School meals
IT maintenance

Year 2 staffing
The principle behind the development of staffing in the second year will be to appoint more curriculum experts to develop programmes for future years, to free up the headteacher to undertake more outreach work and to appoint additional support staff to reflect the growth of the school population. The original 6 staff appointed in Year 1 will have differing skills and may be able to take on certain curriculum areas over time. In

that case the staffing plan over all subsequent years will need to be adjusted to take that into account. However, it is expected that these staff will provide support to pupils with additional needs (SEN, EAL) in terms of literacy support working to the SENCo.

The following additions and changes to the staff team will be required:

Headteacher

Assistant Headteacher — Business Manager — Deputy Headteacher

Curriculum Leaders — Support Staff — Curriculum Leaders — Data Manager
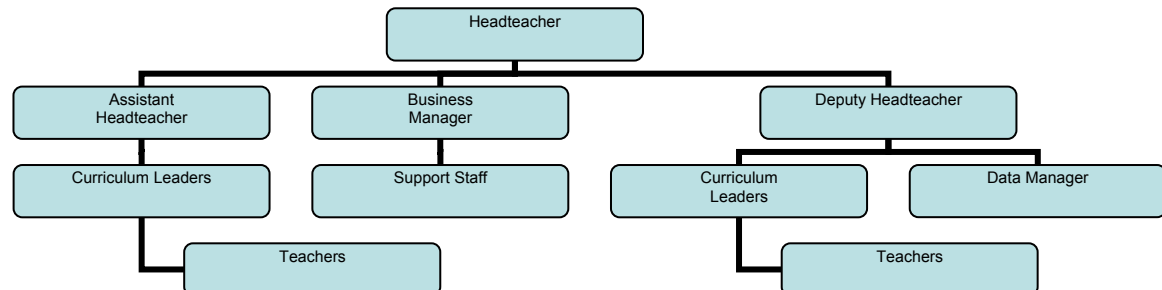
Teachers — Teachers

Leadership Team
Deputy Headteacher L20-24 B18
- Responsible for the development of teaching and learning
- Responsible for the assessment and monitoring programme
- Responsible for target-setting
- Deputising for the headteacher as directed

Curriculum Leaders
These staff would be expected to be at UPS 2.
1. **Curriculum Leader for Technology and Digital Learning TLR 1.1 B32**
   An IT or Technology graduate responsible for the schemes of work and the performance management of staff within the areas of technology (resistant materials, graphics, food technology, textiles) and digital learning
2. **Curriculum Leader for Humanities TLR 2.3 B33**
   A graduate in history or geography responsible for the schemes of work and performance management of staff within the humanities areas
3. **Curriculum Leader for Arts TLR 2.3 B33**
   A graduate in art or music with responsibility for the schemes of work in the arts areas, performance management of staff and the delivery of appropriate performance opportunities for pupils

Teaching Staff B37 and B40
7 additional staff will be recruited, in mathematics, English, science, languages, technology (0.5 FTE), PE, drama (0.5 FTE) and IT. Outstanding newly qualified teachers would be eligible to apply within the areas of Communication and STEM. Additionally, the school would envisage accepting Initial Teacher Trainees from Kingston University in this year. The expectation on salary costs would be 4 at M3 and 3 as M6.

Administration Support
Admin Assistant 2 posts1.0 FTE and 0.5 Grade D (one to take over attendance officer role) B83
Assistant Site Supervisor (0.5 FTE). Grade B B86

Education Support

IT Technician 1.0 FTE Grade E B62
Behaviour Support Assistant to work at the direction of the inclusion Manager 1.0 FTE Grade E B60

Year 3 staffing
The purpose of staffing increases during this year will be to enable existing staff to increasingly focus their areas of expertise. This will be the first year of external assessment in the key areas of English, maths and science. In those areas appropriate schemes of work will be prepared for the introduction of A levels in those subjects in the following year. An Examinations Team will need to be established which will manage the expectations for external assessments.
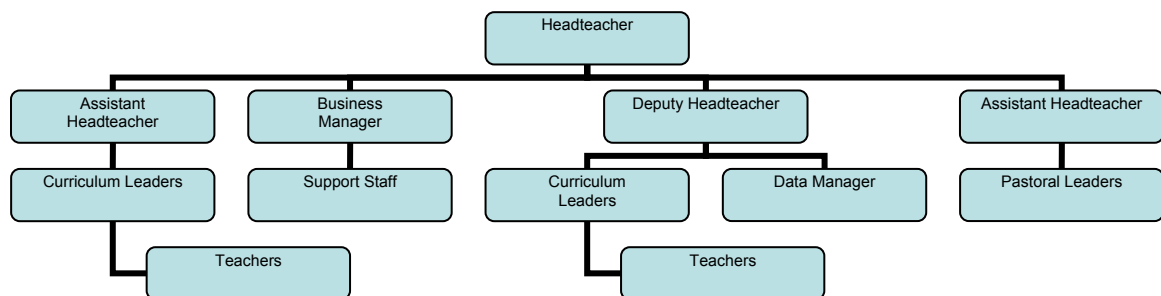
The following additions and changes to the staff team will be required:

Leadership Team
Assistant Head L 15 – 19 B19
- Responsibility for behaviour, attendance and punctuality programmes and their implementation (previously undertaken by SENCo)
- Responsible for the House system
- Responsible for PSHE programme (from SENCO)
- Responsible for Year 7 transition and preparation for Year 10 option choices
- Inclusion Manager

Curriculum Leaders
As before these staff would be expected to be at UPS2.
1. Curriculum Leader for Religious Education TLR 2.2 B34
A religious studies or theology graduate to take responsibility for RE schemes of work and to develop spiritual, moral social and cultural development in the school, lead assemblies as appropriate and to generate opportunities for the development of those qualities in pupils.
2. Curriculum Leader for Geography TLR 2.2 B34
A history or geography graduate will be appointed (depending on the discipline of the previously appointed Head of Humanities) to take responsibility for developing schemes of work, including for GCSE or its successor.
3. Curriculum Leader for Music or Art TLR 2.2 B34
A music or art graduate will be appointed (depending on the discipline of the previously appointed Head of Arts) to take responsibility for developing schemes of work including for GCSE or its successor. This post holder will also liaise with outside agencies such as the Kingston Music Service to enrich pupils' experiences.
4. Curriculum Leader for Physical Education TLR 2.2 B34
A PE or sports science graduate to take responsibility for developing schemes of work,

including for GCSE or its successor. The post holder will also be responsible for organising competitive sporting fixtures and negotiating with outside providers to enhance the sporting opportunities available for the pupils.

Teaching Staff B37 and B39
6 additional staff will be appointed in English, maths, science, technology, IT, and humanities. At this point newly qualified and ITE trainees would be welcomed. The expected salary costs would 3 at M3 and 3 at M6.

Administration Support
Examinations Officer 1.0 FTE Grade G. This post holder will take on responsibility for the management of the visits and journeys programme and arrange the daily cover. B88
Assistant Site Supervisor 0.5FTE (increase to full time) Grade B B86
Data Manager increases to full time B80
Admin Assistant 0.5 FTE Grade D B83

Education Support
Science technician 0.5 FTE B61
Cover Supervisor 0.5 FTE Grade E B63
Higher level teaching assistant 1.0 FTE Grade E B59
Art/technology technician increased to full time. B65

Year 4 staffing
During this year the first cohort will start their KS4 programme of study. This means there will be a mixture of GCSE and A level teaching. The number of specialist teaching staff will increase and a Head of Careers Education and Work Related Learning will be recruited by internal advert. This post holder will work in conjunction with the College and the University to plan progression paths for pupils and students. There will also be a re-distribution of roles within the Leadership team to enable the Assistant Heads to take on some responsibility for managing curriculum areas.

The following additions and changes to the staff team will be required:
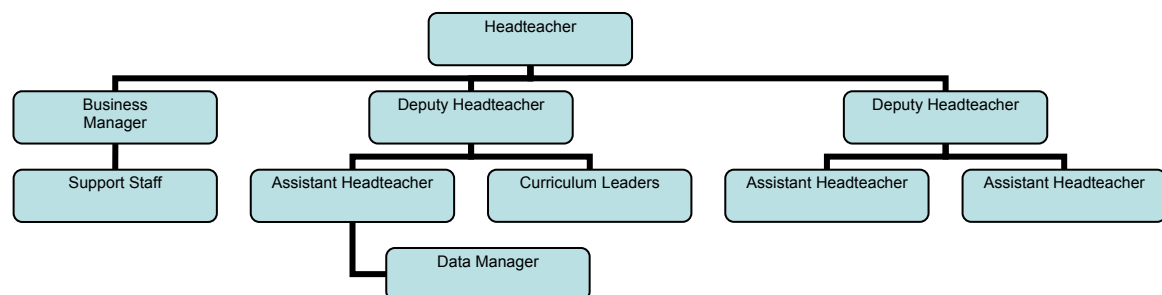
Leadership Team
1. **Deputy headteacher L20 – 24 B18**
- Responsibility for staff professional development and welfare
- Responsibility for co-ordinating research activities
- Responsible for liaison with Kingston University for MA programmes
- Responsibility for school marketing
- Deputising for the Headteacher as appropriate

2. Assistant Headteacher L15- 19 B19
- Responsible for assessment, recording and reporting (from first Deputy Headteacher)
- Responsibility for KS4 programmes of study
- Responsibility for 2 Houses (from second Assistant Headteacher)
- Line management of curriculum areas.

Curriculum Leaders
The following heads of Department will be appointed in addition to the Head of Careers who is expected to be an internal appointment. Please note that other posts will also be available to internal applicants. Posts at this level are expected to be on UPS2.
1. **Curriculum Leader for Drama TLR 2.2 B34**
   A drama graduate will be appointed to take responsibility for the schemes of work and performance management of staff delivering drama across the curriculum. The post holder will also take responsibility, with the head of music, for whole school productions.
2. **Curriculum Leader for Business Studies and Economic Wellbeing TLR 2.2 B34**
   A business or economics graduate will be appointed to take responsibility for the schemes of work at GCSE, the Economic Wellbeing programme at KS3 and the preparation of appropriate programmes in preparation for KS5 in conjunction with the College.

Teaching Staff B36, B38, B39, and B41
10 staff will be appointed, with the expectation that 3 will be at M2, 3 at M3 and 4 at UPS1. They will be appointed within the areas of maths (two posts), science (two posts) English (2 posts, one for media studies), SEN, languages (0.5 FTE), humanities, technology (0.5 FTE), and PE.

Administration Support
Assistant site supervisor (0.5 FTE) Grade B B86
Finance Assistant 1.0 FTE Grade E B81
Admin Assistant 0.5 FTE Grade D B83

Education Support
Science technician 1.0 FTE Grade D B61
IT technician 1.0 FTE Grade E B62
Cover Supervisor (two posts) 1.0 FTE Grade E B63
Behaviour Support Teaching Assistant 1.0 FTE Grade E B60
Teaching Assistant 1.0 FTE Grade D B66
Art technician 0.5 FTE (separated from tech/art role) Grade D B65

Year 5 staffing
The main focus of the year will be to accommodate the growing school population and enable staff to prepare for the first intake of Post-16 students.
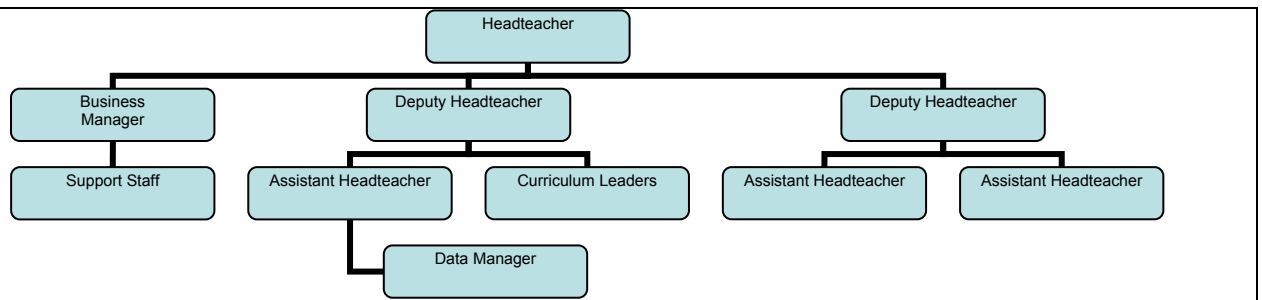
There will be no increase in number of the Leadership team or of Heads of Department.

The following additions and changes to the staff team will be required:

Teaching Staff B37, B39 and B 40
There will be 10 additional teachers appointed in English, (two posts, one to include drama or media studies), maths, science (two posts), PE, IT, arts, languages and technology.

Administration Support
Admin assistant to deal with Post-16 entry 1.0 FTE Grade E B83
Receptionist/admin assistant 1.0 FTE Grade D B82
Assistant Site Supervisor will be made full time B86

Education Support
 Learning mentor 1.0 FTE Grade E B64
 IT technician 1.0 FTE Grade E B62
 Science technician 1.0 FTE Grade D B61

Year 6 staffing
At this point there will be significant restructuring in the Leadership Team. The three existing Assistant Heads will have their roles redefined so that one broadly focuses on Induction into year 7, progress across KS3 and transition into the KS4, one broadly focuses on the KS4 programme, progress across it and transition into Post-16 study and one on KS5 and transition to higher education or into work. A new SENCo will be appointed with the maximum TLR. Each Assistant Head will also continue to carry responsibility for some curriculum areas to suit their strengths.

The following additions and changes to the staff team will be required:
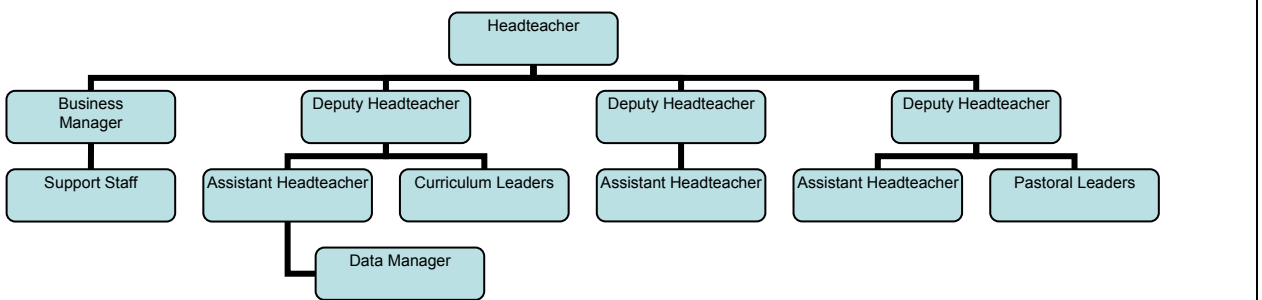
Leadership Team
Deputy Headteacher L 20 – 24 B18
- Responsible for pastoral care, behaviour, attendance and punctuality
- Responsible for line management of the SENCo
- Responsible for line management of the Heads of House
- Responsible for the PSHE programme

Curriculum Leaders
1. Curriculum Leader for Vocational Education TLR 1.1 B32
A suitably qualified and experienced graduate will be appointed to reflect the identified needs of the cohort. This could be anything from the area of Health Education right through to Retailing. The post holder would work in conjunction with the College..

Teaching Staff B36, B37, B38,B39,B40 and B41
10 additional staff will be appointed, plus the SENCO. The expectation is that 4 will be at M3, 4 at M5, 2 at UPS1 and 1 at UPS2. They will probably be in the following areas, although will depend on Post-16 uptake and course choice. English (two posts) maths (two posts) science (two posts), humanities (psychology or sociology), technology, arts, business or vocational.

Administration Support
Admin assistant 0.5 FTE Grade D B83
Finance Assistant 0.5 FTE Grade E B81
Invigilators equivalent to 1.5 FTE Grade A B91
Sixth form study Resources Manager 1.0 FTE B89

Education Support
Learning mentor 1.0 FTE Grade D B64
5 additional posts to be determined from need at the time, Grade D costed under B64

Year 7 staffing.
The focus of the year will be to accommodate the final year of growth in pupil and student numbers and to manage the first transition of a year group from the school.

The following additions and changes to the staff team will be required:

Teaching Staff B37, B38, B39, B40 and B41
There will be 10 additional teachers, probably within the areas of English, maths, science, humanities, languages, PE, business and IT (combined), arts, technology and PE. The expectation would be 4 at M2, 3 at M4, 1 at M6 and 2 at UPS1.

Administration Support
Admin assistant 0.5 FTE Grade E to manage UCAS applications B90

Education Support
2 additional staff, grade D to be deployed as per need, costed under B64

Additional points to note:
- TLRs will be made available to staff to take on responsibility as Heads of House, which carry pastoral responsibility. It is envisaged that these will increase as their

responsibility does in terms of pupils numbers. A plan for such payments will be produced by the Headteacher to show staff how their salary will reflect the increase in job weight. It is envisaged that the payment will be linked to the size of the House in pupil numbers, and therefore, in effect, reflect the success of the school.

- The same will apply to the TLR payments for those heads of Department appointed when the school is in its infancy. In this case the TLR payments will be related to the number of teacher periods (and therefore staff) for which they have responsibility.
- In Years 4 onwards the best estimate of the staffing needs has been made but will depend crucially on the aptitudes and choices of the pupils and students themselves. We aim to deploy our curriculum to maximise attainment.
- TLR payments have been used as salary benchmarks but may well be replaced by similar payments identified by the school when it is operated.
- Opportunities will be created for staff to gain promotion to a series of posts such as deputy curriculum leader, responsibility for a key stage within a subject, to manage a key activity such as the Duke of Edinburgh Award Scheme, deputy Head of House and so forth.
- An estimate of the cost of responsibility payments outlined above but not included in the 7 year plan would be ████████ in year 1, ████████ in Year 2, ████████ in year 3, ████████ in Year 4, ████████ in Year 5, ████████ in year 6 and ████████ in year 7.

D4: MEETING THE NEEDS OF ALL PUPILS

We believe that every student has an equal right to access our curriculum and that she or he has a right to benefit from the range of personal, social and extracurricular activities. This is to ensure that all students are equipped with the knowledge, skills and resilience necessary to be able to take advantage of all the opportunities open to them, now and in the future.

Our vision is that pupils, parents/carers, staff and professionals all contribute to the positive educational experience of the child so that there is a collaborative relationship with all. We believe that all pupils with varying needs can be included within a broad and differentiated educational programme which is appropriate for their needs, which ensures they make progress and achieve, and which helps all pupils to reach their full potential, while at school, and to continue their learning into adult life. We believe that all members of staff are entitled to good quality professional development to ensure they have the necessary skills to meet these diverse needs.

The overriding priorities continue to focus strongly on improving children's life chances by:
- Narrowing achievement gaps
- Raising educational standards and improving outcomes for all,
- Improving prevention services and safeguarding
- Supporting and engaging parents and carers, and promoting the physical and emotional well being and mental health of children and young people
- Listening to children and their parents

We believe that pupils with varying needs are entitled to an inclusive system of

education, to equal access to the curriculum and, where possible, to participate in all decision-making processes including the setting and review of learning targets, discussions about transition and annual reviews.

Pupils are entitled to additional support where necessary and to learn in classrooms where the teacher and support staff are fully aware of their needs and effective interventions put in place to ensure their progress. .

Pupils have clear targets and are encouraged to take as much responsibility as possible for their own learning. They are also encouraged to take responsibility as a full member of the school community, for learning with other pupils, and for making a contribution to the assessment of their progress.

Our innovative use of digital learning will help to support all pupils to make the best possible progress and feel empowered to reach their full potential. Additional communication aids to support and enable communication and curriculum access will be available. There will be close collaboration with other schools with expertise in this area.

It is our objective that every pupil, with or without an additional need achieves the ten principles outlined in Section C.

How the school will address those needs is outlined below

Special educational needs
SEN is currently under review with an expected September 2014 implementation date. We recognise changes will be far reaching and will inevitably impact on provision. This likely to entail the introduction of Education, Social and Heath Care Plans but there are still too many unknowns at this stage. The approach outlined below reflects the current requirements.

KET recognises that individual pupils in the school will display a range of needs including those associated with having a special educational need. The range of needs typically requiring targeted intervention will be in line with that of the local community. The majority of Secondary aged students with significant needs are likely to be related to communication and interaction needs and behavioural, emotional and social needs. Regardless of the nature of the needs, the school is will ensure individual needs are met according to its principle of inclusivity and removing barriers to learning.

Pupils with SEN as defined by the Code of Practice for SEN will be those students who can benefit from a mainstream educational experience. These students will be on the continuum of need and require appropriate intervention and support. We estimate that the proportion of pupils joining the school with special educational needs will be around 2% below the national average at around 8% for school action and 5% for school action plus and statement. This covers a variety of need.

Removing barriers to learning and developing appropriate strategies which enable quality learning and teaching to take place is central to inclusive schooling. Inclusion is about the ability of any school to offer appropriate curriculum access and support arrangements as well as effective pupil management systems. Students do not make

optimum progress when they are treated uniformly.

Our school will follow the requirements set out by the Equalities Act 2010:
- Disabled pupils are not treated less favourably.
- Reasonable adjustments are made to ensure that disabled pupils are not at a substantial disadvantage compared to their peers. This might include adaptations for hearing impaired, sensory impairment, wheelchair users for instance.
- Plans are anticipatory and are drawn up to show how, over time, disabled pupils will increase access to education over time.

The school will:
- Provide a broad and balanced curriculum, suitably differentiated and relevant. Provision which is 'additional' and 'extra' will provide a significantly more flexible and personalised approach to meeting students' needs.
- Safeguard expertise through investment in induction, professional development and ongoing training for all staff

Provision for additional needs including SEN
In order to ensure high quality timely intervention provision planning will take into account individual needs and be based on 'what works'. Provision for pupils with additional needs as well as for those with SEN will be mapped onto a Provision Map. This will be costed and reviewed regularly to ensure pupils' needs are being met.

We recognise that SEN is the responsibility of everyone. To this end high quality training and support will be in place to ensure all staff are confident about meeting the needs of all learners. Students' progress will be tracked regularly and achievement identified and celebrated. Impact of intervention on progress will inform future provision. Arrangements to ensure clear progression pathways for a smooth transition into Secondary school or College will be a strength. This will require excellent collaboration with specialist Transition Planning teams where appropriate.

All students will have individual 'personalised' targets for their improvement and progress. We will use 'Provision Maps' as a tool to help plan and set out a summary of the help for pupils with additional needs, showing 'at a glance' the range of staffing, specialist programmes and other support. This applies equally to all with individual needs including those with SEN.

School Action
Students identified as having some difficulties in learning leading to lack of progress will be placed on the school's SEN register at School Action. This will include students with marked literacy or numeracy needs which may result in poor attainment across the curriculum or persistent emotional or behavioural needs which are not addressed through the usual behaviour management strategies in place. Some students may have a sensory or physical need and some communication or interaction issues despite a differentiated approach to teaching and learning.

Students at School Action will typically receive additional support in lessons. This may incorporate writing frames or access to ICT. In some cases an additional adult will be available to support learning. Teachers will be expected to plan carefully to ensure all

pupils are making progress. They may also access social skills groups and similar provision to support their social needs.

School Action Plus

For some students despite receiving an individualised programme and targeted support under School Action they continue to make little or no progress in specific areas over a long period and are working significantly below expectation.

They may have emotional or behavioural needs which substantially and regularly interfere with their own learning or that of the group, despite having an individualised behaviour management programme.

They may have sensory or physical needs which require specialist intervention or on-going communication and interaction issues that impede the development of social relationships causing substantial barriers to learning.

External specialist support may be used to advise or train staff, develop targets and consult with teachers on developing more specialist assessments or strategies.

Students at School Action Plus may receive any of the following depending on their need as well as skilled support in classes:

- One to one intensive Behavioural, Emotional and Social support
- Specific dyslexia support
- Intervention from the Educational Psychologist
- External agency support, such as those provided by the Local authority, Social Services, the teacher for Hearing Impairment, the teacher for Visual Impairment, School Health, Educational Welfare Service, Speech and Language Therapy, Specialist teachers, Physiotherapy
- Transition intervention including careers advice
- Social skills intervention

The support is focussed and intensive and clear targets are set, strategies used, and the success criteria outlined. School Action Plus review meetings will take place regularly throughout the year. Additional resources may include not only access to adult support but increased management time for planning, additional assessment and more regular review of progress, access to specialist equipment (including IT), staff development and training, liaison with parents and providing additional guidance on access and effective teaching strategies for pupils with specific needs.

Statutory Assessment

A decision will be made to refer the child to the LA for consideration for a statutory assessment when there is clear evidence of the previous support strategies not having had an impact on the pupil making adequate progress. This evidence will include the pupil's response and progress, a report based on the involvement and advice by an Educational Psychologist, and possibly consultation with health and social services, and specialist teachers in the LA. The information provided by the school will include:

- The school's action through School Action and School Action Plus
- Individual target setting

- Records of regular reviews and their outcomes
- The pupils' health including the child's medical history where relevant
- National Curriculum levels and in-school assessments
- Attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by the social services or education welfare service

It is recognised that the main thrust of legislation and the current Code of Practice is on early intervention through a graduated response and a shift away from statutory assessment by the LA, except in cases where highly specialised provision is needed.

Reviewing Statements

Pupils with SEN will have their progress reviewed on a regular basis. For those with a Statement there is also a more formalised Annual Review. The purpose of the Annual Review is to examine closely the evidence of the individual pupil's attainment and progress, to integrate a variety of perspectives, as well as identifying and planning for difficulties to be resolved. We will ensure the pupil's own views are taken into account in this process.

The school will work with the LA to ensure that where progress is acknowledged, consideration is given to increasing independent learning through ceasing to maintain a Statement or tapering levels of support. The use of funding delegated to the school will be monitored at each and every Annual Review to reflect any changes in pupil needs.

All Statements will be reviewed annually. However, the timing of the review meetings will reflect more than the statutory basis and the school's circumstances. The school will ensure the active involvement of the pupil and accessibility for the parents who may require support (e.g. translation or interpretation). All parties will ensure that as many agencies are present to enable effective collaboration.

For all pupils where transfer may be a consideration, careful thought and advance planning will be essential.

Reviews for pupils in Year 9 for those with significant needs will be the start of a longer-term decision-making process in preparation for transition to Further Education, work-based training and Higher Education. Transition Planning will draw together information from a range of individuals within and beyond schools to plan coherently for the young person's transition to adulthood.

Roles and Responsibilities

The management of provision will be part of the leadership and management structure on the school. Specialist and appropriately trained staff will be appointed. Provision and the day to day management of SEN will be the responsibility of the school's Special Needs Coordinator (SENCo). The role of SENCo will exist from the outset with it being held by the Assistant Headteacher from the school's launch. As the school grows and the demands on this role increase consideration will be given to keeping this arrangement under review. We envisage the need for this role to be held by a discreet

post under Curriculum Leaders from the school's sixth year.

Ultimate accountability however lies with the Headteacher and Governing Body. There will be a governor for SEN. All subject teachers are considered to be teachers of students who have Special Educational Needs and therefore are expected to have the skills to contribute to the identification of learning needs and provide appropriate teaching and learning. Teachers will be informed of the individual needs of students and strategies to adopt in order to best meet the needs of the child. The majority of learners may experience barriers to learning at some point, and making effectively differentiated provision that meets the needs of all learners is paramount.

Appropriate guidance, support and training for all teaching staff supporting pupils with SEN will be made available. When deciding the most appropriate interventions and support, the school will take into account the views of the child and their parents. Governors will be involved and advised of the ongoing needs of the pupils and the professional development needs of the staff and also holding the school to account for the impact of the SEN Policy on pupil progress and well being.

In order to ensure resources are appropriately targeted the school will plan, target and review the use of additional funding with reference to pupils' progress and needs. Provision will be planned through the Provision mapping process in order to meet individual needs. Most support for pupils at School Action will typically take place in classrooms.

The school will involve parents/carers in decisions about their child's SEN and report to them on their child's individual needs, the steps taken to address those needs and the child's progress.

Keeping the provision under review is paramount in ensuring high quality support is available. There will be a clear strategy for supporting individuals and groups of pupils with SEN and other needs. Progress will be regularly tracked and support arrangements adjusted where necessary. Thorough school procedures for regular classroom observation, monitoring the quality of teaching, additional support and differentiated learning for pupils with SEN will be in place. SEN funding will be reviewed in order to ensure best value and that there is sufficient capacity to meet student needs. Parents' and students' views will be an important part of the review process.

In addition, the SEN Governor will monitor the provision by visiting the school, through regular discussion with the SENCo and Headteacher, by receiving the school's data on pupils with SEN and, with the Governing Body, reviewing the school's SEN policy and budget.

Looked After Children
The day to day responsibility for a child who is being looked after by the Local Authority may be with foster carers, residential care workers or guardians. Each child looked after by the Local Authority will have a Personal Education Plan, which will clarify for the school whom they need to consult and work with, should the child have SEN. The school will appoint a designated member of staff for Looked After Children who will have oversight of these pupils and who will liaise closely with the LA LAC Adviser.

Involvement with Outside Agencies
Close working relationships will be developed between Social Services, Health Services, Voluntary Organisations, Behaviour and Management services and the Learning Support Services to promote a multi-disciplinary approach to supporting pupils with SEN and those with additional needs.

This policy supports the fundamental principle of the Code of Practice that effective assessment and provision is secured where there is the greatest possible degree of partnership between all agencies.

Examination Access Arrangements
Students with additional needs e.g. dyslexia will be monitored in order to ensure appropriate access arrangements are in place if necessary. Information will be sought from feeder secondary schools (if appropriate) for students in Years 12 and 13 who have not attended the school previously. Students will be tested and accurate access arrangements arranged.

The Learning Support Department will work closely with the Examinations Office to ensure the exam access arrangements are disseminated to all staff. Parents who are concerned that their child should be entitled to exam access arrangements due to specific learning difficulties will be provided with appropriate guidance.

English As An Additional Language
KET recognises that the area the school serves will have approximately twice the national average of pupils from ethnic minority backgrounds at around 55% and additionally at least 15% more than national average (around 30%, that is again twice the national average) of pupils for whom English is an additional language. This latter figure is increasing at about 2% annually. Equally, the range of languages is very wide with around 30 home languages in evidence in the area. This feature is a strong reason for one of our key principles of Communication in its widest form. As a principle, the school will make particular provision for pupils who may join the school other than at Year 7. Whilst this is important for all new recruits, it is particularly so for those with English as an additional language.

School Objectives
- To celebrate the diversity of ethnic groups, cultures and languages within our school
- To discover and develop the skills of pupils from all ethnic groups, including those with EAL, ensuring that whatever their ability they are supported in working towards their full potential
- To recognise that that being bilingual is an advantage not a learning difficulty
- To ensure that EAL pupils have equal access to all areas of the curriculum,
- To identify and respond to the needs of pupils for whom English is an additional language
- To provide additional language support, where appropriate.
- To recognise the difference between ability and English level and deliver the curriculum at an appropriate conceptual level for EAL pupils
- To acknowledge the importance of a pupil's home language and cultural background
- To encourage and support the involvement of parents/carers from all ethnic and

language groups in their child's education
- To develop a curriculum which includes:-
  - A range of personal, community, national and global contexts
  - Promotion of positive attitudes to ethnic difference and cultural diversity
  - Recognition and celebration of the diversity of ethnic groups, cultures and languages within the school
- To ensure that pupils learning to speak English who also have special educational needs have the same entitlement to equality if access to SEN assessment as monolingual peers

Provision
In the first instance the programme will be managed by the SENCo but will move in later years to the inclusion Manager (see staffing section). (There needs to be a clear difference between EAL and SEN provision. Might be better to have EAL provision initially managed by the Head of Communication?)

The Trust will expect the school to make provision at three levels of intervention as follows:

Level 3: through a dedicated EAL induction programme aimed at supporting students who are beginners or near beginners. In addition there will be specific interventions targeted at supporting more advanced bilingual learners who are underachieving due their knowledge of English language.
Level 2: through in-class support by a member of the EAL teaching team
Level 1: through on-going differentiation and monitoring by subject teachers and departments

EAL learners vary greatly in the amount and kind of additional support they may require. This is partly dependent on their prior education, literacy in their first language, length of time in the UK and many other social and academic factors. A flexibility of approach will be required and periods of intervention will be strategic and targeted to reflect the needs of the individual pupil. A register of EAL learners will be maintained and updated every half term. A regular review of intervention will be undertaken, both for individual pupils and for the provision as a whole, to ensure it meets the needs as they are identified.

The member of staff responsible for the programme will ensure that teaching staff are not only provided with information about EAL learners in their classes but also equipped and resourced to meet the needs of those learners. This will be through a mixture of training, dissemination of advice and guidance and model lessons. ICT will play a major and increasing role in the provision (see separate section on ICT).

Admission and induction
On admission, pupils who are new to English or whose records indicate previous EAL needs will immediately be referred to the staff member in charge of the programme. The co-ordinator will arrange to meet with the pupil and their carer / parents to find out more about the pupil's background and prior education and to conduct an initial assessment. The co-ordinator will then liaise with the Head of House to decide appropriate groupings and to draw up a personalised support plan. The EAL co-ordinator will communicate information about the pupil's needs to relevant subject

teachers and the tutor.

Success at school will depend enormously on the pupil's sense of security and comfort in a school where he or she does not speak the same language as most of the other pupils. The school will use a range of strategies to help this process, including setting up a buddy system, with two other pupils, one English speaking and another ideally with the same home language as the pupil. Welcome packs will be produced, translated into key languages, to provide the family with some school information. Additionally, introductory support packs will be prepared for each key stage for pupils at an early stage of language learning. Guidance will be produced and supplied to all staff about how to welcome a child with EAL needs into their classroom and guidance on how other pupils should be helped and advised to interact with them.

Recognising barriers to success
Pupils with English as an additional language face clear challenges accessing the curriculum, whilst those with refugee status may bring additional complications which may further hinder curriculum access. In some cases, those with refugee status have experienced hardships and trauma, for example those who have left war zones or areas of political oppression and they may well display emotional distress and have a deep sense of loss.

It is essential to recognise that, despite a below average attainment score, pupils with EAL needs may be developing at a fast rate and achievement may be masked by specific language difficulties. There may be a significant difference in attainment between different subjects which are heavily dependent on the use of English and those which are less dependent. Our aim is to provide appropriate support and pastoral care to help all EAL students to become highly motivated, deeply committed, independent and successful learners.

Assessment, recording and reporting
At the initial assessment, the pupil's level of competence in English in speaking and listening, reading and writing will be assessed using the English national curriculum and the EAL extended scale. Pupils will also be asked to complete a CATs test, an initial assessment in maths, as well as a piece of writing in their home language. This data will help inform groupings, targets and appropriate interventions.

The attainment of pupils receiving support will be tracked by the EAL co-ordinator using the school's assessment, recording and reporting procedure (see section D5). Intervention will be adjusted depending upon the outcome of this tracking.

Gifted And Talented Learners
The school will adopt the DfE definition of gifted learners as 'those who have abilities in one or more subjects in the school curriculum other than art and design, music and PE' and of talented learners as 'those with a specific ability in a more practical area'. This latter category could include;
- Physical talent - sports games or physical skill
- Visual/performing abilities - movement, dance, drama
- Mechanical ingenuity - drawing, designing, construction, practical problem solving
- Outstanding leadership - organiser, outstanding team member, sound judgements
- Socially/ethically gifted - sensitivity, empathy, well-developed sense of moral

- implications of actions or situations
- Creativity - artistic, musical, linguistic
- Problem solving - chess, lateral thinking, creative solutions, ability to grasp the big picture and work with it

Normally the expectation is that up to 10% of pupils in any school might fall into the gifted and talented category. However, the school recognises that each cohort is different and that the number so identified in each year group may be greater or lesser that this number. In any case KET expects the figure to be at the upper end bearing in mind the socio-economic profile of the area and the opportunities afforded to children by their parents.

Identification
It is recognised that gifted and talented learners often are not high achievers and that their abilities are often masked by factors such as low self-esteem, frustration or low expectations. A variety of methods will be used to identify gifted and talented learners, including:
- teacher recommendation
- parent identification
- student prior knowledge particularly at transition points
- formal test/examination results
- data tracking
- records of national curriculum attainment levels
- extra-curricular activities

Provision in the classroom
Every curriculum area in the school will be required to have a code of practice and to maintain a register of gifted and talented learners. In each code the provision for able students will be made explicit and will inform the teaching of such pupils in that area. The range of provision will also be recorded.

A database of all those nominated as gifted and talented learners will be held centrally and updated by the identified teacher with responsibility for the programme (see staffing section).

The curriculum will take into account the needs of our highest achievers through differentiation, extension, enrichment and acceleration, making use of all possible expertise and in particular by utilising the strengths of the partners in KET (see section C).

In terms of differentiation the following will be taken into consideration when planning the curriculum in each area:
- differentiation by outcome to allow responses at different levels to the same initial stimulus
- differentiation by task which may be varied in both style and content
- differentiation by pace to allow able pupils to proceed at a faster rate
- differentiation by national curriculum level in subjects where content/process may be related to the level the pupil is working towards
- implementing setting arrangements in certain subjects in particular mathematics

- where appropriate, accelerating pupils through a learning programme such as early entry for GCSE, A level

The school is committed to developing extension and enrichment materials which:
- allow individuality of response
- encourage creativity and imagination
- satisfy developmental stage rather than chronological age
- stress process rather than content
- encourage high quality thinking/using higher order skills
- provide many open ended situations
- give a sense of satisfaction and enjoyment
- open up further opportunities for research
- involve an abstract quality for both number and language
- involve problem solving and decision making
- encourage provide differentiated homework when appropriate, including open-ended tasks

In addition the school will use its wide partnership arrangements as part of our programme for gifted and talented learners, particularly those outlined in section C in conjunction with Kingston University and Kingston College. The school will also work with other schools in the local authority area to participate in cross-school Student Councils, workshops, extension and revision classes.

Provision beyond the classroom
A broad range of activities will be offered in our extension programme, to which all staff will be expected to contribute. Although open to all pupils, those on the Gifted and talented register will be targeted to participate. It is anticipated that the following activities will be provided;
- sport – both for training and matches
- clubs – chess, debating, writing, drama,
- musical activities – choir, jazz group, wind ensemble, individual lessons
- house competitions – maths challenge, talent shows, master chef

Monitoring and evaluation
The member of staff responsible for the programme will ensure the individual curriculum area registers and the school database are kept up to date and relevant. Additionally they will disseminate strategies for catering for gifted and talented pupils amongst staff and ensure staff are provided with appropriate training.

Looked After Children
There are likely to be few children looked after by the Local authority in the school, but those pupils who are in this category form an important group who will need particular care and support. Additionally, it is likely that such children may be overage admissions into the school because of mobility and also that they may move between their birth family and other settings frequently. Such children could be particularly vulnerable and nationally have been shown to underachieve.

The school will identify a named person with responsibility for Looked After Children. This member of staff will be responsible for the production and monitoring of the

Personal Education Plan for the pupil as well as admission and induction arrangements. They will also be the point of contact for all outside agencies and carers. The pupil's progress will be monitored by the school's assessment and tracking arrangements and the named person will be responsible for adjusting the provision in the case of underperformance and will liaise with subject teachers as appropriate. Looked after Children will be provided with additional resources to aid their performance and provided with ICT equipment to help them to maintain connection with their school and so assist them to achieve the expected rate of progress.

Pupils In Receipt Of Free School Meals
The number of pupils eligible for free school meals is below national average in Kingston generally and particularly low at around 10% in the area to be served by our school. However, in line with national trends that percentage is increasing year on year and reflecting the downturn in the economy. There are significant gaps between the achievement at GCSE between FSM and non FSM pupils in the local authority and our school wishes to build upon the work done in the primary schools to reverse this trend.

A member of staff will be identified as responsible for the progress and well-being of all pupils in this group. They will be allocated the resources associated with the pupil premium and, in conjunction with the lead member of staff for the curriculum, plan the provision for these pupils. The named person will identify barriers to the success of individuals and, using the finance available, provide resources to assist the pupil to make expected progress. This will include the capacity to provide ICT equipment if necessary but will enable the pupil to have full access to the curriculum and extended curriculum by funding items such as school visits, uniform, personal equipment and additional resources.

Each pupil's progress will be monitored by the school's assessment and tracking arrangements and the staff member will be responsible for adjusting provision as necessary and liaising with classroom teachers and the tutor in the light of the progress identified. It will be important to establish excellent relationships with parents and carers as well as outside agencies: the named person will ensure good communication is maintained.

The Use of ICT
In our school a key theme is the use of ICT and digital systems to support learning. This will be particularly relevant as a tool to support those pupils with an identified need. We recognise that in this fast-moving world the ICT we discuss in this section could well be obsolete or at least old-fashioned by the time our first cohort of pupils enters the school. Nevertheless it is important to make our intentions in this regard as clear as possible. Much of what follows is applicable to all of the young people in our school.

We consider that there are a number of key drivers to embedding technologies and ICT in our curricula to enhance both student learning and the student experience of learning and teaching.

Teaching practice and the design of learning activities
Technologies are commonly used to deliver staff developed and collated resources to students such as a video, audio recording, animated and interactive support packages

and websites, which may involve a Virtual Learning Environment (VLE). These of course are valuable uses of technologies but important to our ethos are technologies that encourage and develop active engagement that stretch our students and enable activities that were not previously possible, e.g. engaging synchronously with school children in other parts of the world on shared projects; working with live data fed from weather buoys in the North Atlantic to support an understanding of weather and ocean currents; developing a school web based Internet television and radio channel, using games to support language learning and; interrogating environmental sensors and data loggers situated in the school's grounds. The Nesta report 'Decoding Learning: The proof, promise and potential of digital education' (2012) provides a multitude of evidenced examples of technologies of all types being used to enhance learning.

Students Personal and Mobile Technologies and Environments
We recognise that the world inhabited by our prospective students has developed dramatically in terms of technologies and virtual environments. According to Ofcom's 'Children and Parents: Media Use and Attitudes' Report (2012) for children aged 12-15:
- 95% have access to the Internet at home
- 80% use social networks
- An average of 286 friends, of which 25% have not been met in person
- 26% have Twitter accounts
- 62% own a smartphone (up 21% in a year)

The JISC/HEA Committee of Inquiry into the Changing Learning Experience in reference to higher education found:

"The world they encounter in higher education has been constructed on a wholly different set of norms. Characterised broadly, it is hierarchical, substantially introvert, guarded, careful, precise and measured. The two worlds are currently co-existing, with present-day students effectively occupying a position on the cusp of change. They aren't demanding different approaches; rather they are making such adaptations as are necessary for the time it takes to gain their qualifications. Effectively, they are managing a disjuncture, and the situation is feeding the natural inertia of any established system. It is, however, unlikely to be sustainable in the long term. The next generation is unlikely to be so accommodating and some rapprochement will be necessary if higher education to continue to provide a learning experience that is recognised as stimulating, challenging and relevant"

We assert that this assessment applies equally if not more so, to secondary education, and that the skills that children use and develop in the social media domain such as networking, communicating, collaborating and sharing resonate strongly with the skills and attributes that are called on in active and engaged learning.

Effective Continuing Professional Development for staff
Staff development is crucial to the successful school-wide effective use of technologies to enhance learning, and importantly we will evaluate impact continually. This development is as important, if not more so, than the technology itself. Unused sophisticated technology is worthless while free web-based tools can provide powerful learning aids and environments. We will engender a community of practice across the school so that all staff embrace the effective and appropriate use of technology rather than it being left to isolated champions. This will be achieved by building on the

expertise and experience developed by Kingston University and its 12 years of running an institutional wide learning technologies infrastructure supported by a comprehensive staff development programme delivered both face to face and online. Staff at the school will be able to participate in shared sessions with University staff to share practice and development. Key components of this professional development programme will include:

- Students' use of personal and mobile technologies and environments.
- Internet risks and risk assessment
- Integrating social media into learning activities
- Personal technologies in the classroom
- school's learning technology infrastructure including digital whiteboards
- The role of personal technologies for in-situ learning and on field trips and visits.
- Assessment practices that align with the media and tools that students use in learning
- Staff will be encouraged to maintain their own professional development portfolio.

Providing the School with social media presence
The school will implement a social media presence co-produced with students to support the school community and involve parents and the local community. We will look to include and showcase student work (e.g. we will learn from the 'Classroom Displays' Flickr Group), video and audio with the possibility of a school channel (e.g. via YouTube). The imperative is to demonstrate to our students that school understands and engages with social media and personal technologies, but importantly also for building community.

Technology infrastructure
The school will implement an infrastructure that is flexibly configured, designed to support connectivity from personal devices (which may include adaptations personal to the student to address particular needs), but will also include core interactive devices and displays which can used in both formal and informal spaces. We will aspire to incorporate all outdoor spaces in this infrastructure through the provision of a wireless network, installation of environmental sensors and data loggers, and the use of QR Codes and augmented reality. We will also deliver adequate devices to ensure that no student is stigmatised or excluded because of lack of access to personal technologies, and will be proactive in providing an accessible inclusive infrastructure for disabled students and students with special educational needs. Where possible we will focus on flexible adaptive technologies (e.g. touch screens) that will benefit all of our students, believing that appropriate and flexible technology can be a real enabler and importantly provide personalisation (e.g. supporting a student learning at their own rate). We believe that resources and technologies that are designed to be accessible to students with a range of needs constitute good design for the benefit of all. We will however provide key specialist adaptive technologies including switches, 'jumbo' keyboards and for example 'big grips' suitable for mobile technologies including tablet devices. We will learn from current research studies in this respect (e.g. the Inter-Life project, University of Glasgow; Surfing symbols, The Rix Centre;) and work closely with the University and College.

This will be achieved by:

- Collaborating with and building on the expertise and experience of Kingston University and Kingston College.
- Implementing a wireless network covering all indoor and outdoor spaces predicated on the widespread active use of 'bring your own' networked personal devices
- Delivery of a mix of virtual spaces including both public and importantly private and safe spaces. We are currently considering a VLE, blog environment and social network as providing our core spaces, delivered via the cloud rather hosted locally.
- Where fixed infrastructure is demanded it will be implemented to be re-configurable (e.g. using wireless data projectors, redundant cabling etc)
- IT infrastructure will be implemented on the premise that physical spaces will be designed for flexible use.

The school recognises that education largely adapts technologies developed for other purposes and drivers. The process of adaption needs to continue into the future, but not blindly nor allowing technology to drive our pedagogy. Where a technology does not allow us to deliver our pedagogies then we will look elsewhere. This will include for example considering devices such as the Raspberry PI which would readily allow our students to program and better understand today's technology and provide them with a sounder platform to explore and inquire.

D5: Pupil Achievement

At our school we expect excellence and will strive for improvement continuously. Assessment and self evaluation is at the heart of school improvement. We need to be clear about where we are before we will be able to make the school even better. The ten key themes make it clear that it is through the well being and personal development of the pupils and the ethos of inclusivity of the school community that we will be able to achieve the highest academic success.

Summary of targets (further explained in relevant sections throughout this document)

Overall Effectiveness
- Outstanding categorisation of Overall Effectiveness by Ofsted

Quality of Teaching
- 100% of lessons to be graded as good or better;
- 50% of lessons graded as Outstanding.

Attainment
- 100% of pupils will achieve 5* A-G at GCSE or equivalent including English and Maths
- 90% of pupils will achieve 5* A-C at GCSE including English and Maths or equivalent
- 75% of pupils will achieve the English Baccalaureate which will include two sciences
- KET would expect 100% of pupils who continue into the 6th form to achieve 2 or more A levels or equivalent
- 25% of these to achieve 3 or more A levels at A*/A
- The gap in attainment between students registered as FSM and the remainder of the cohort to be below national average.

Progress

- KS3 students make at least two whole levels of progress from their KS2 entry point against National Curriculum levels
- Within each year, students should typically make two sublevels of progress from their KS2 entry point against National Curriculum levels
- At KS4 English and Maths students achieving Level 3 at KS2 should typically achieve at least a grade D at GCSE
- Students achieving level 4 at KS2 should typically achieve at least a grade C at GCSE
- Students achieving level 5 at KS2 should typically achieve at least a grade B at GCSE
- Students achieving level 6 at KS2 should typically achieve at least a grade A at GCSE
- At KS5 (Years 12 and 13) students achieve at least their Advanced Level Information System Minimum Target Grade (ALIS MTG)

Staff Development

- 100% of teaching staff complete an MA qualification whilst in post at the school,
- 100% of all staff complete a recognised course for their own professional development,
- 100% of staff say they are happy working at the school
- 100% of staff said that their induction arrangements were good or better
- No more than 10% of the staff team leave the school in any one year

Behaviour

- No more than 3% of pupils in the school receive a fixed period exclusion of which a maximum of 20% receive a repeat exclusion.
- 0% of pupils receive a permanent exclusion
- If targets are reached we would revise the target and acknowledge the success of their positive attitude towards school and learning.

Attendance

- Minimum of 96% attendance at school

Pastoral Care

- Of the pupils identified as vulnerable 100% make the same progress as their peers.
- Of the pupils identified as vulnerable 100% move from red to amber/green in their responses to the Pupil Attitudes to Self and Study (PASS) indicating improved attitudes.
- 100% pupils report on pupil surveys that they know who they can talk to if they have a personal problem and that they feel confident to do so.

Pupils and Parents satisfaction

- 90% or above of pupils describe themselves at happy or very happy and achieving well at school
- 95% of parents say that the school is as good or better than expected
- 100% parents report the transition arrangement for their child were good or better
- 100% pupils say they received good or better assistance to settle into their new school
- 100% year 10 pupils said that the range offered and guidance given for GCSE courses was good or better
- 100% of year 12 said that the range of subjects offered and guidance given was good or better

- 90% of parents say that the advice they were given by the school on how to help their child at home was helpful and effective.
- Satisfaction rates in key areas of communication and STEM were good or better

Extra-curricular Activities
- 100% pupils take part in at least one extracurricular activity per term.
- 95% of pupils report that the range of opportunities offered and the quality of the provision was good or better.

Areas for Achievement

All the following areas are important to our school:

- Outstanding **Ofsted** grading in all areas is our aspiration. This will give rigorous external validation to the quality of what we are achieving at the school. This will ensure pupil and parent confidence and will confirm that NKSS is a community of excellence in the local community.
- **Quality of Teaching**. This is fundamental to the aim of the school to enable all pupils to make better that average progress against their previous attainment. Without outstanding teaching pupils will not achieve outstanding attainment and progress.
- **Academic achievement** The school will be delivering a broad and balanced curriculum delivered by a highly qualified and effective staff team. Therefore there will be a key focus on academic achievement with a specific focus on English and communication, Science, Technology, Engineering and Mathematics We will prepare pupils for GCSE, A levels and English Baccalaureate.
- **Attendance** High attendance will be crucial if the pupils are to achieve well. Research shows that attainment below 95% can affect GCSE results by a grade.
- **Behaviour** Our vision is to ensure the pupils feel secure and experience respect. High standards of behaviour will positively impact on achievement.
- **Pastoral care and pupil wellbeing** is central to our philosophy. If pupils feel respected, valued and secure they are free to concentrate on their learning which will impact positively on their attainment.
- **Feedback from pupils, parents** will provide clear information about how we can improve as a school community and encourage parent involvement with the school and their child's learning
- **Staff morale, development and retention**. Highly effective staff with significant appropriate qualifications is vital to ensure accelerated learning for the pupils. Through their own research and professional development they improve their own practice. If staff are happy and feel valued and respected they are more likely to go the 'extra mile' in their involvement in the school and with the pupils. They will stay longer at the school so providing continuity which will improve the quality of provision.
- **Effectiveness and popularity of extra-curricular activities** The school is committed to providing a wide range of opportunities beyond the core curriculum to encourage the pupils to become well rounded adults and to discover further talents and skills
- **Involvement of the school with the local community** We want our school play a part in strengthening the local community with strong links. The use of the school outside the school day will need to be effective with access available for all. This will also provide further local opportunities for pupils to follow their own interests and

study and help them to see learning as something that should permeate their whole life.

Overall Aims
We have high expectations for pupils who attend NKSS. They will achieve well through the development of the following personal qualities - resilience, responsibility, respect, reasoning, reflection, resourcefulness and creativity.

Our pupils will:
- Enjoy learning, be effective independent learners and creative thinkers who make accelerated progress taught by enthusiastic high quality experienced teachers who they know and trust;
- Achieve the best they can in all areas and have opportunities to gain qualifications which match their strengths and talents and help them in their future lives;
- Be effective decision makers, confident communicators and open minded collaborators;
- Have high ambition for themselves and be self motivated adults who enjoy a challenge and so are prepared for a lifetimes love of learning;
- Know their strengths and how to improve on where they are;
- Be a fully rounded, well-balanced and positive member of society. A good citizen
- Be a principled individual, open-minded, caring and respectful;
- Be a true leader, showing independence, enterprise and adaptability and able to take responsibility for herself and for others.

Our parents will:
- Be involved in their child's education working together with the school to help their pupils succeed
- Be part of the development and the vibrant life of the school

Types of Assessment
See D2 for information about monitoring and targets for the following areas:
- Effectiveness and popularity of enrichment activities
- Involvement with the local community

See D7 for information about the monitoring and targets for the following areas:
- Attendance monitoring and target
- Behaviour and target
- Pastoral care and pupil welfare and target

Ofsted Inspection The school will continually strive to fulfil the criteria for outstanding and be able to provide good quality evidence at all times. The local primary schools have all been graded outstanding. Pupils will expect their secondary school to be of an equivalent standard. This will be formative evaluation these are being reached. Governors of the school will receive a termly report on the school review against Ofsted criteria. The summative outcome of an official Ofsted Inspection will be used for further evaluation and development

Quality of Teaching In order for the pupils to make better than expected progress and achieve outstanding outcomes in their studies they have to be taught by excellent

teachers. To this end our programme of lesson observations by senior staff with developmental feedback is of key importance. Planning will be monitored on a regular basis and outcomes of pupils will inform the success of the teaching strategies. The criteria for Outstanding Teaching in the Ofsted Framework will be used for this monitoring programme.

The school will expect:

- 100% of lessons to be graded as good or better;
- 50% of lessons graded as Outstanding.

Staff morale, development and retention The quality of teaching will also be affected by the quality of staff morale, development and retention. Staff will have a professional tutor who will be able to offer advice and give support as required. Tutors will inform the leadership team if there are significant issues arising and they will monitor these for trends which may lead to action. Staff professional development will be monitored and future study identified and agreed as part of the performance management programme. Senior staff will analyse the pattern of staff development to ensure that the school maintains a wide range of professional expertise in order to provide a high quality curriculum for the pupils. Staff will also complete the Ofsted questionnaire annually the results of which will be analysed by the leadership team to inform future school development. Staff leaving the school will complete exit questionnaires. Staff mobility will be analysed annually and a report presented to the board of Governors.

The school will expect:

- 100% of teaching staff complete an MA qualification whilst in post at the school,
- 100% of all staff complete a recognised course for their own professional development,
- 100% of staff say they are happy working at the school
- 100% of staff said that their induction arrangements were good or better
- No more than 10% of the staff team leave the school in any one year

Academic Attainment
Types of assessment
Assessment can be defined as the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. A full range of planned assessment opportunities raises achievement through better targeted teaching and learning and is an integral part of the teaching and learning process. It will reflect all aspects of an individual's educational achievement and informs pupils, staff and parents of progress made and also the quality of teaching and learning within each department across the school.

Statutory External Assessments
- GCSE, GCE, AS/A2 Examinations and Controlled Assessments
- BTEC coursework and portfolios
- EBAC examinations
- Academic progress will be tracked and measured against the pupils attainment at KS2 SATS

Internal assessments
- CAT (Cognitive Ability tests)

- End of unit tests
- End of year tests
- Online assessments
- Teacher Observations and Feedback
- Oral Tasks
- Design and Make
- Performance
- Peer or self assessment

Day to Day Formative Assessment
Designed to identify future targets for the individual and class

Marking and grading of work will:
- Regularly inform pupil learning;
- Inform pupils and their teachers and parents of their progress;
- Monitor progress towards the achievement of targeted levels in examinations;
- Highlight areas for development or improvement;
- Inform teacher planning and evaluation of school effectiveness;
- Identify pupils who require additional support;
- Reward achievement;
- Teach pupils to reflect on their work, evaluate their own achievement and challenge them to work independently and challenge themselves

Marking and Grading will:
- Provide written positive and developmental comments guiding pupils clearly about how they can improve;
- Be in line with national standards and relevant assessment criteria and regularly moderated;
- Inform pupils of their level of work and what they need to do to reach their target;
- Focus on relevant learning objectives, key priorities and learning outcomes.
- Be sensitive in order to promote pupils' positive self esteem.

Formative assessment will be used to assess progress against a baseline assessment and monitor progress towards a final target. In the first instance information about pupils' attainment will be collected from feeder primary schools to provide a baseline against which to set future targets. Beyond that data will be collected in September and April each year and teachers will use this information to identify those pupils in their teaching group who are not making appropriate progress.

What information will be collected?

Marking
- Every two weeks pupils work should be marked and a mark recorded in the teacher planner.
- Every half term there should be a levelled or graded assessment. Pupils will be given detailed written feedback together with targets linked to how they can improve the quality of their work and achieve the next target.
- Subject teachers will be assessing pupil work to provide a currently working at Teacher Assessed Level an Effort Grade and a Target Grade will be provided

termly. Each year parents will receive a detailed written report detailing their child's teacher assessed level.

Planners
- A record of those pupils who are identified as SEN, FSM, EBD, G&T or have medical needs e.g. visual/hearing impaired.
- The school target should be recorded in the teacher planner
- The teacher planner with pupil/student data in should be accessible for all observers and inspectors of lessons

Exercise books/Folders
- Homework/classwork and Coursework should be clearly identified as such in exercise books and folders.

Specific Targets

Attainment and progress The outstanding primary schools in the area will have provided an excellent standard of education. Many pupils will have attained well above the national expectations in their Year 6 SATs. This has informed our decisions around what we expect the pupils in our school to achieve.

The school with have high aspirations for the pupils to make exceptionally good progress in all areas of the curriculum and in particular the English Baccalaureate subjects. It is expected that at least 90% of the pupils will join the school with level 4 and above in the core subjects and at least 50% at Level 5. Some pupils will also have achieved Level 6 in English and Maths. Therefore targets will be set with reflect this.

Attainment
- 100% of pupils will achieve 5* A-G at GCSE or equivalent including English and Maths
- 90% of pupils will achieve 5* A-C at GCSE including English and Maths or equivalent
- 75% of pupils will achieve the English Baccalaureate which will include two sciences
- KET would expect 100% of pupils who continue into the 6th form to achieve 2 or more A levels or equivalent
- 25% of these to achieve 3 or more A levels at A*/A
- The gap in attainment between students registered as FSM and the remainder of the cohort to be below national average.

Progress
At KS3 (years 7 to 9) it is expected that:
- Across these years, students make at least two whole levels of progress from their KS2 entry point against National Curriculum levels
- Within each year, students should typically make two sublevels of progress from their KS2 entry point against National Curriculum levels

At KS4 (Years 10 and 11) it is expected that:
For English and Maths
- Students achieving Level 3 at KS2 should typically achieve at least a grade D at

GCSE
- Students achieving level 4 at KS2 should typically achieve at least a grade C at GCSE
- Students achieving level 5 at KS2 should typically achieve at least a grade B at GCSE
- Students achieving level 6 at KS2 should typically achieve at least a grade A at GCSE

At KS5 (Years 12 and 13) it is expected that:
- Students achieve at least their Advanced Level Information System Minimum Target Grade (ALIS MTG)

Purpose of targets
The purpose of setting targets is to ensure there is no room for complacency and that the school is continually looking to improve. They will serve to keep the focus on the core values of the school and will inform the school development plan.

Review and self evaluation is the key to improvement at different levels in the school. Staff will continually monitor the progress of individual pupils against their starting points and against the expectations of the cohort in order to ensure they are making good progress. Each child will have a personal target for all subjects that they study and these will feed into year group targets. The teacher will use the results of the continual assessment to judge a pupil's progress against their target and to identify areas for development. This will inform the teaching plan, identify how the lesson will be differentiated to meet the needs for the different levels of ability in the class and lead on to the style of lesson delivery. Outcomes of pupils' individual progress and group targets will be used as a target on teachers' performance management plans.

Who are the targets for?
At a whole school level the Headteacher and senior leadership team will measure the success of the school against the targets and use these to inform school development planning for the future.

The governing body will hold the Headteacher to account for targets not achieved and plans will need to be developed and implemented to improve outcomes for the future.

The government require schools to set challenging targets so they can monitor how well the school is doing for the pupils and the success of the education system in the country as a whole.

Parents and carers need to be kept fully informed of individual targets set for their children. These will be communicated through a parent meeting held once a year and a detailed written report sent out twice a year showing the target grade, the current grade the pupil is working at, the pupils attitude and areas for development. Parents will be given specific information about how they can engage with the school and their child in order to provide appropriate support and encouragement to help them achieve their target. This will be more detailed if a child is making slower than expected progress or is identified as having a specific need.

Reporting targets to other interested parties

The school website will be a key vehicle for disseminating information. It will show how the school has met its overall targets for pupils' achievement at GCSE, EBacc and at A level and will show what the school target for attainment is for the next two years. They will also be given information from Ofsted following an inspection. They will get a regular newsletter from the school to keep them informed of particular achievements. Results of surveys and the actions taken and progress taken towards targets will be explained.

Governors will receive a termly report on the progress towards targets. A committee structure will be established to consider targets in specific areas e.g. curriculum, pastoral, finance. Specific governors will be allocated to monitor and report on the core themes of the school. Combination of the knowledge gained will enable the governors to assist in the evaluation of the school and to be able to ask appropriate and challenging questions of the Senior Leadership Team and understand and contribute to the plan for the future. Headteachers performance management and the annual appraisal targets for staff and pay reviews.

KET will be represented on the governing body by the directors and therefore will be fully informed and be able to contribute to the development of the new school.

Monitoring and reporting systems
Monitoring and evaluation of pupil progress is vital to the core purpose of the school which is to continually raise pupil achievement. The school has a duty to report pupil progress to their parents and therefore careful monitoring in all subjects is essential. Pupil progress will be formally reviewed against the school targets in a number of ways during the school year including:
- Departmental Pupil Progress Meetings (termly)
- Academic Mentoring Sessions (Autumn and Spring Terms)
- Examination Feedback and departmental review (annually in the autumn term)
- Annual Reports
It is also expected that all teachers will continuously monitor pupil progress. Early intervention is vital and part of our vision for the school and teachers will be able to quickly identify pupils needing additional help or support to achieve their targets.

Subject teachers
- Accurately record teacher assessed levels.
- Use assessment data to monitor pupil progress against their target set
- Direct strategies, initiatives and resources to pupils who are identified as under performing
- Ensure pupil progress is rewarded
- Attend surgeries to identify avenues for progression for individual pupils

Heads of Department and Heads of House
- Use assessment data and monitor pupil progress against school targets
- Ensure teaching staff are implementing the monitoring policy
- Target strategies, initiatives and resources to pupils who are under performing
- Identify good practice and successful progression and ensure the sharing of this good practice in the school
- Conduct 'book looks' of pupil work

- Conduct learning walks
- Ensure that pupils are being set appropriate targets
- Ensure pupil progress is being rewarded
- Ensure that national curriculum assessed levels are accurate and departmental procedures are in place to moderate assessed levels

Senior Leaders
- Evaluate and monitor examination results against the schools targets
- Use the information to inform school development planning
- Ensure resources are sufficient and appropriate to support learning effectively
- Receive reports from heads of House and Heads of departments and keep alert for trends in learning progress

Tutors/Mentors:
- Use academic information to monitor pupil progress across all areas
- Discuss and identify areas of successful progression and areas for future development with pupils
- Communicate concerns to pupils orally and via target setting
- Communicate identified areas of development with parents via planners, annual report, parents evening and individually arranged meetings
- Monitor the pupils homework diary, check and sign each week
- Monitor pupil behaviour, attitude to school and attendance
- Gather additional information on pupils if concerns are identified via 'round robins' and discussion with teachers
- Identify pupils causing concern or those who may have developed a new medical need through Year team meetings
- Investigate and collect any information relating to incidents affecting a pupil i.e. a bullying incident and ensure action is taken

Pupils
- Take responsibility for their own progress by conducting regular self review
- Set realistic targets for attainment based on feedback from staff and self review
- Add information to their Record of Progress and Achievement
- Regularly attend intervention/mentoring meetings

Parents
- Regularly review their child's progress e.g. sign diary, book looks and actively support the learning
- Keep the school fully informed of circumstances which may affect their child's progress
- Attend parents' evenings to discuss their child's progress
- Contact the school if they have any concerns regarding their child's progress

Storing of data
All pupil levels data will be entered by subject teachers onto a management information system procured from a reputable supplier. This system must be able to allow access to curriculum leaders and the Senior Leadership Team to track and monitor progress of individual pupils and the progress of individual cohorts, subjects and specific groups of pupils. This system will need to be able to sort data on an individual pupil level, by

subject, by groups such as EAL, looked after pupils, SEN pupils FSM pupils so that progress of different groups of pupils can be monitored against individual targets set and against whole school targets.

The data manager will aggregate individual targets to check progress against whole school targets and draw up reports of pupil progress as required by the Senior Leadership Team.

Interventions

Ofsted grading
If we are consistently meeting this target we will guard against complacency by benchmarking higher expectations in school.
If targets are not being met we will:
- Identify areas of weakness
- Ensure expectations are embedded through the performance management systems
- If we do not reach this target and a clear and detailed action plan for development
- Be clear with all stakeholders about what we will do to improve
- Buy in additional first class training and support

The responsible member of staff will be the Headteacher

Academic Attainment
If our targets are consistently met we will raise the targets for attainment based in the evidence and prior attainment of the pupils
If targets are not being met we will:
- Rigorously analyse issues arising from departmental evaluations.
- Where pupil progress is lower than expected action will be taken to improve the quality of teaching and learning.
- Provide appropriate staff training
- Increase school resources if necessary to meet needs of staff and pupils
- Analyse whether there is suitable and sufficient staff
- Establish additional intervention strategies with pupils

The responsible staff are the class teacher, curriculum leader and then the deputy head in charge of curriculum (Headteacher until year 2)

Quality of teaching
If targets are consistently being met we will celebrate the quality of teaching and aim to increase the percentage of lessons judge to be outstanding
If targets are not being met we will:
- Identify the teachers not performing to standard
- Clarify expectations
- Employ appropriate remedial action
- Use the performance management systems to formally structure the necessary improvements
- If improvement does not take place institute e capability procedure

The responsible staff are the curriculum leader, deputy head in charge of curriculum

and then the Headteacher.

Feedback from parents, pupils
If targets are consistently being met we will identify other areas where we would value feedback and want to improve/
If targets are not being met we will:
- Create action plan main areas of complaint
- Publish findings
- Inform about the action to be taken
- Set up parents action group to work with the school council and staff representatives to improve the key findings and draw up the action plan
- Interim survey after 6 months to reflect on improvement\s

The responsible staff are the class teacher, the head of house, curriculum leader and then SLT.

Staff development, retention and morale
If our targets are not being met in this area we will:
- Analyse the exit surveys
- Set up a development team with staff from all areas to discuss areas of concern outlined in the exit strategies
- Feed back to SLT

Staff development
- Performance managers will meet with staff not fulfilling expectations
- Staff will be directed to appropriate training

The responsible staff are the performance manager, deputy head (staff development) and then SLT.

See D3 for further detail with regard to line management responsibilities.

Case study example of ladder of action.
If an individual class is not making expected progress in maths
- This might be highlighted to the teacher and the head of department by information raised by parents or the school data manager
- Data manager would present information to the head of department through the normal monitoring systems.
- Head of department (HoD) would check progress of all the classes and compare and contrast.
- Where one class is making less than expected progress the Head of Department would highlight this with the class teacher who will be given the opportunity to discuss the findings
- HoD will undertake lessons observations and will check planning, marking, pupil work for clarification of the issues
- If these steps do not result in a rectification of the concern the HoD will set short term targets for the teacher and arrange additional training and alert their own line manager – the deputy head curriculum.
- If there is still no improvement then consideration will be given to remove the

teacher from the class and further action may be appropriate including capability

At the same time additional resources may be targeted at the class or an individual pupil to meet their learning needs.

Engaging Parents and Carers
The information provided for parents will in a format which will be clear and unambiguous and at regular intervals throughout the year. These reports will include information about a students' progress in academic subjects and also in the wider curriculum and in their attitude to learning and to the core values and aims of the school.

Each academic year students and parents will receive the following formal feedback:
- Autumn term assessment (at the start of the spring term)
- Spring term assessments (at the start of the summer term)
- A parents consultation meeting
- End of year report and public examination results

Student progress will also be monitored by parents using the daily diary.

There will be a learning gateway on the school website where parents can access the most recent assessment data and attendance record. They will also be able to raise a query whether it is about academic progress or an issue around the well being of their child. Parents will also be able to make appoints to see members of staff.

The school will have a Parent Council which will meet once a term to contribute to school planning and development and to discuss items of mutual concern. This council will form the basis of a parents' and friends' association. This group will focus on raising money for special items, organising special social activities and will be advocates for the school.

Staff will be available to speak to parents by appointment and focus groups will be convened as required.

Feedback from pupils and parents.
It will be important to the school to receive information from parents and pupils about the school. Anonymous annual questionnaires will be distributed to pupils and parents. The results analysed and areas for development identified. The Ofsted questionnaire will be a basis for this questionnaire with additional questions as appropriate to the school at any given time. Pupils leaving the school at the end of Year 11 will be interviewed and pupils leaving at other times prior to this will be given exit questionnaires.

The results of these questionnaires will be posted on the school website and information will be given as to what action will be taken to improve any practice which is highlighted as below expected and how this will inform future school development plans.

Pupils and Parents satisfaction
- 90% or above of pupils describe themselves at happy or very happy and achieving

well at school
- 95% of parents say that the school is as good or better than expected
- 100% parents report the transition arrangement for their child were good or better
- 100% pupils say they received good or better assistance to settle into their new school
- 100% year 10 pupils said that the range offered and guidance given for GCSE courses was good or better
- 100% of year 12 said that the range of subjects offered and guidance given was good or better
- 90% of parents say that the advice they were given by the school on how to help their child at home was helpful and effective.
- Satisfaction rates in key areas of communication and STEM were good or better

D6: ADMISSIONS POLICY

Y7-Y11
Our school will be co-educational and non-selective. Kingston Educational Trust intends that the new school's admissions policy will enhance community cohesion. There will be 180 places in each year group.

It will adopt the approved admissions criteria used for Kingston's community schools. In doing so we believe parental choice and diversity will be enhanced and the needs of the most vulnerable will be protected.

It is proposed that if there are more applications than available places, the following admissions criteria will be used to work out order of priority (after taking onto account any children for whom the school is named in a Statement of Special Educational Needs):

i. places will be offered firstly to Looked After Children i.e. children who are looked after by a public authority and are in public care, and previously looked after children who were adopted, or subject to a residence order, or special guardianship order, immediately following having been looked after. Applications made under this criterion must be accompanied by details of circumstance and professionally supported evidence (e.g. from a social worker);

ii. places will be offered next to children who have a brother or sister, including an adopted, foster, half- or step-brother or sister, living at the same address and attending the same school at the time of admission;

iii. places will then be offered in cases of exceptional family, social or medical need (which must be described on the application form and verified by professionally supported evidence) which makes the school the most suitable one for the individual child;

iv. the remaining places will be offered to children who live nearest to the school, as measured using as measured by a straight line to the nearest school gate. All distances will be measured using the School Admissions computerised Geographical Information System.

These criteria will be applied to every application for the school and will be used to draw up a waiting list for the school. For applicants from the same block of flats, or who live the same distance from the school, random selection by the drawing of lots is used as a final tie-breaker.

If a parent applies for entry into the same year group for more than one child and there is only one place available, the parent will be asked to decide who should have the place. The names of the remaining brothers or sisters will be added to the waiting list in accordance with criterion (ii).

Kingston Educational Trust will ensure that admission to Year 7 will be carefully managed in line with Kingston's 'entitlement at transition agreement' which identifies universal, targeted and specialist support.

Post-16
NKSS welcomes students into Year 12 and Year 13. There will be 144 places in each year group.

For the purposes of this policy, students in Year 11 at NKSS are referred to as 'Internal Students'. Students from other institutions are referred to as 'External Students'.

The following general criteria apply to all students intending to enter the Sixth Form:

- All entry into the sixth form is subject to interview. Students will only be admitted into the Sixth Form if, in the judgement of the interviewer, a suitable course is available for them that is appropriate and meets their needs;
- Students must be able to supply a satisfactory reference that demonstrates good behaviour and a commitment to study in their previous school or college;
- Students must be able to demonstrate appropriate nationality or residency entitlements to be eligible for funded education in a UK maintained school;
- Students are only eligible to study at NKSS Sixth Form if they are on a full-time course. A full-time course comprises a minimum of either a minimum of three AS or A level courses or equivalent
- Students must meet the minimum course requirements for their intended courses.

D7 PUPIL BEHAVIOUR, ATTENDANCE AND WELL BEING

NKSS COMMUNITY CODE

VALUES

- **Responsibility**
  - We accept that we have a vital role in the school community
  - We will take responsibility for all our actions
- **Respect**
  - We will treat ourselves and each other with respect
  - We will respect the beliefs, opinions, race and sexuality of others
- **Learning**

- o We will come to school ready to learn and equipped to learn.
- o We will work to the best of our ability
- o We will value our own achievements and those of others.
- o We will learn from our mistakes and put matters right when we are wrong
- **Co-Operation**
  - o We will actively listen to the opinions of others and try to understand their views.
  - o We will cooperate with all the members of our community.
- **Environment**
  - o We will look after our school environment
  - o We will look after and contribute to our local environment
  - o We will wear the correct uniform

Our school will be an inclusive learning environment where children and adults work collaboratively together to experience partnership, teamwork and success whilst being valued for themselves. Our emphasis on manners, politeness and respect for each other is central.

High academic progress is maintained through a creative and innovative curriculum. We are keen to promote the arts and sports through initiatives and through sharing good practice within the wider community.

Behaviour
We maintain that learning and behaviour are inextricably linked. The school will therefore aim to foster an inclusive atmosphere in which pupils and students reach their full academic potential and develop as confident caring individuals and responsible citizens. High quality of teaching with creative and innovative approaches to learning are vital in engaging the pupils and so establishing high standards of behaviour in lessons The content of the lessons will provide appropriate levels of challenge and support with planning based clearly on the prior attainment of the pupils. The breadth of the curriculum and provision of a wide range of extra- curricular activities will provide pupils with opportunities to follow areas of learning they need for future career opportunities and to develop their own interests.

A high standard of behaviour, effort, punctuality, application to work, organisation, attendance and uniform will be expected. We will expect parents/carers to share our values and work with us in the development of our young people, and this includes supporting the behaviour policy implemented by all members of staff.

Monitoring Behaviour
Our pastoral support structure will ensure that every young person will report to their tutor on a daily basis, providing a single point of contact where any issues can quickly be identified. When a young person fails to meet our expectations for behaviour staff will respond to ensure that the learning environment for others is not disrupted. The young person will be monitored to ensure that they make better choices, and sanctions will be applied. If appropriate, support will be put in place. This will be managed through the tracking of the number of pupils on report or in detention, or excluded from school. The reasons behind the figures will be analysed looking for patterns or trends which could inform future action to be taken.

Behaviour target
No more than 3% of pupils in the school receive a fixed period exclusion of which a maximum of 20% receive a repeat exclusion.

0% of pupils receive a permanent exclusion
If targets are reached we would revise the target and acknowledge the success of their positive attitude towards school and learning.

If we do not achieve our targets the SLT would inform governors, review the impact of current systems in place and ensure are properly deployed, establish new systems as appropriate, relevant governors committee would refocus resources and increase the provision for behaviour support teaching assistants, purchase additional behaviour support consultant time and advice, establish special provision led by specialist staff.

Approach to exclusions
Recent DfES/DCSF publications have stated the need for a coherent whole school approach, and a link has been identified between a clear progression of sanctions and support and a reduction in the number of exclusions. It will be the philosophy of this school to ensure that there is an effective system of clarity around expectations, support for pupils and partnership with parents to keep the use of temporary exclusions to a minimum and aim to never have to make a permanent exclusion. However such action will be taken if an extensive range of strategies have proved to be unsuccessful. This action will be taken in conjunction with local authority brokered agreements with other secondary schools in the area. These will facilitate managed moves which provide the opportunity for a fresh start for the student concerned.

We have a commitment to:
- Develop a coherent whole school approach and be clear to pupils about what is expected of them through the development of a Pupil Charter (Appendix)
- Early identification and implementation of intervention strategies.
- Consistency in the use of a clear rewards policy will recognise consistently outstanding models of adherence to the schools principles
- A clear hierarchy of sanctions with clear guidelines for steps to taken should any behaviour from a pupil falls below the expected standard.
- Use innovative and appropriate strategies when managing misbehaviour in class
- Be clear about the difference between a disciplinary issue and a behavioural difficulty

Rules will be designed to:
- Maintain a climate for learning where pupils reach their potential
- Promote the development of pupils self discipline
- Maintain a safe environment

We expect that pupils will:
- Be responsible for their own behaviour
- Have respect for themselves
- Have respect for others and the environment

The school ethos will ensure that all members of our community are valued, respected and understood. This will be reflected in the behaviour systems which aim to raise the profile of achievement, motivation, empathy and acts of kindness.

Staff will support and encourage the pupils in the following way

Rewards

Pupils will be rewarded for achievement in learning, for sustained good behaviour and for improving their behaviour.

A range of strategies will be implemented and these will include:

- Merits which will be awarded for tutorial, class or extra-curricular work. To foster a sense of community we will be using a House system. As many pupils are motivated by competition these merits will be collated into half termly to calculate merit totals. Prizes awarded for accumulating high numbers of merits and all merits will contribute to the house point totals and tutor group charts throughout the year and stamped or written into school diaries.
- To ensure that parents share success we will be telephoning, writing and sending postcards to inform them.
- In school celebration events for outstanding achievement will be through Year Group End of Year assemblies and the Head teacher's End of Year Assembly.
- External recognition in the form of the Jack Petchey Achievement Award will recognise generous and selfless contributions to the community.

Rewards will be awarded in five categories and within each category there will be levels, starting with those that are in the reach of all pupils regularly. Level one will be recognised with merits, level two will involve contact with home, and level three will be recognised with commendations. Commendations will count towards House points. Here are examples:

Achievement
- Level one: Excellent participation in lessons e.g. attempting extension task
- Level two: An outstanding piece of work
- Level three: Outstanding attainment grades at Academic mentoring

Behaviour
- Level one: Being helpful
- Level two: Making a good choice in a difficult situation
- Level three: Looking after a new pupil

Effort
- Level one: Working well in a subject
- Level two: Good effort in several subjects
- Level three: Consistent outstanding effort over a period of time

Improvement
- Level one: Going up a level in a subject assessment
- Level two: Meeting targets for improvement
- Level three: Exceptional progress across several subjects

Participation
- Level one: Taking part in school events e.g. helping at open evening
- Level two: Participating in interschool events/competitions
- Level three: Outstanding contribution to the community e.g. taking on the role of

House Captain, raising money for charity.

Encouraging good attendance and punctuality will also be a focus, with individual and house awards.

Unacceptable Behaviour
There are a range of factors to take into account when considering incidents of unacceptable behaviour. Early intervention and good communication between the pupil, school staff and parents is vital. The Inclusion Manager would be involved at an early stage if unacceptable behaviour was persistent or extreme.

Range of Factors
- Whether the pupil is on the code of practice for EBD
- The level of inappropriateness in relation to the pupil's age and context in which the behaviour occurs
- Frequency of the behaviour
- The intensity of the behaviour
- Duration of the behaviour
- The persistence over time
- Whether the pupil is 'Looked After' by the Local Authority
- Whether there are personal/out of school circumstances affecting the pupil's behaviour

A Consistent Approach
To promote a consistent approach to unacceptable behaviour expectations all staff (teaching and support) will be engaged in regular training to ensure that values are shared and procedures are followed. A consultation process will ensure that staff, parents and pupils are involved in development of our behaviour policy. These expectations will be shared with pupils and parent/carers. There is a hierarchy of responses to behaviour which will generally be observed, but there are some occasions when the higher sanctions might be applied to a single incident if the behaviour is extreme.

Here are some examples of proposed responses in relation to a couple of the many behaviours that will be included in the policy. Many eventualities are covered from lateness to possession of a weapon, but we recognise that there will be incidents that fall outside this range and we will be guided by the school ethos and any relevant legal frameworks in this instance. We also acknowledge that where sanctions are ineffective other approaches may be used.

Poor punctuality
- Level one: make up time at the end of class/school for a maximum of 10 minutes.
- Level two: concern noted in planner, detention after school
- Level three: pupil put on punctuality report to form tutor, parents/carers contacted.

Failure to complete homework
- Level one: warning and new deadline- check for understanding
- Level two: Detention with subject teacher, note in planner
- Level three: Head of Department detention, home contact.

A full list of consequences will be published in the pupil planner, and when concerns are noted in the planner the young person's tutor and parents/carers will be aware of any failure to comply with expectations.

Additional policies will be developed in the following areas:
- Conducting a search of a student
- Offensive Weapons
- Academic Honesty protocol
- Physical Restraint

Behaviour Monitoring Systems

Behaviour watch
This recording of incident system will be used by all staff. It is an internet-based, paperless system to record and communicate the concerns they have had about a student and the actions they have taken to address those concerns. No paper records will be kept, all incidents will be recorded electronically and the communication lines will be set up to ensure efficient communication. Departments will still follow their departmental practices to manage the behaviour with the Head of Department as central to the process. This will ensure all information is held in one place.

Supporting Pupils with Behavioural Difficulties
With the current emphasis on social inclusion, the onus is on every teacher and tutor to play a part in supporting pupils with behavioural difficulties. The BESN team provide the specialist input, and the BESN stages correspond approximately to the levels of the behaviour continuum. Referrals to School Action can be made by Heads of House, and initial action will be managed by the tutor. It is possible to fast-track to higher stages without progressing through lower ones.
Some strategies: Individual/ small group work/ Quiet Room / Time Out/ reduced Timetable

Initial action
Pupils are not included in the register of pupils with special needs. Pupils at this stage show minor inappropriate behaviour e.g. talking out of turn, leaving seat, inattention, silliness. They usually respond to rule reminders.

This stage will be managed by tutors, who will be able to identify these pupils through an increasing number of entries on the `concerns' page in the school diary. They should talk to the pupil, the parents/carers and identify areas for action (e.g.: `I'm going to check your homework for the next week'). At this point, a record sheet should be filled in, and a date for review should be set. Tutor Report could be used to gain more detailed information on performance. If the pupil fails to respond, the tutor should speak to the HOH about moving the pupil to stage two.

School Action
Pupils at this stage show persistent behaviours that do not respond to initial action strategies, e.g.: frequent flouting of class rules and routines, inappropriate verbal behaviour, constant squabbles, defacing work.

The tutor and Head of House may identify pupils who have failed to improve at initial action or by feedback from teachers (either from `concerns' page in diary or from incident referral forms.) The pupil is referred to the BESN team for support during registration times, and action is agreed. Parents are informed, and teachers fill in comment sheets. Tutor/Head of House receive feedback. Pupils may require support for emotional upset in their lives, which may be due to family problems or bereavement. Pupil put on full report if appropriate. If there is no improvement, or the problem escalates, inform Inclusion Manager for possible referral to stage three.

Enhanced School Action
Through discussion with parents/ carers, this level is for a small number of students who are not responding to SA support. In an attempt to slow the escalation to SA+, support for BESN will be put in at this stage. It could include all of the resources for a SA+ student for a short period of time. A review at the end of a pre-determined period would decide whether to move the student back to SA, maintain for a further period on ESA or move to SA+.

Support may include Individual/ small group interventions/ Outside agency support/Quiet Room/Time Out/ reduced Timetable

School Action plus Pupils at this stage may show similar persistent behaviour as for School Action, but they have not responded to strategies. Additionally, more disturbing behaviour may be shown such as very aggressive behaviour, challenging and defiant behaviour and serious damage to property. Increased concern over the emotional needs of the pupil can prompt greater intervention.

At School Action Plus outside agencies will be involved. Timetabled support sessions will be set up, Parent/ carers will be involved. Targets will be set as part of an IEP which will be drawn up with the pupil and will identify 3-5 targets or areas for improvement. Pupils can be issued with a self-monitoring sheet which asks them to evaluate their behaviour in relation to their targets in every lesson. It also enables staff to comment on the targets and to communicate their concerns about the pupil. On occasions, to help raise a pupil's self-esteem, an achievement folder will be compiled. The Inclusion Manager will liaise with tutors, Heads of Year and parents and other agencies when necessary.

We will work with many outside agencies – for example - Connexions, the Police, FASS, EPS, EWS, Pupil referral units in Kingston and the home borough of students, Youth Offending Teams, REWIND, the school health service, mental health services, Social Services, Children's trust services.

We will work to the Local Authority guidelines regarding the sharing of information and concerns are passed through the ASKK system for appropriate signposting to other services when it is appropriate.

Attendance
We are very clear about the connection between attendance and achievement. Regular and punctual attendance is a vital element in enabling the pupils to learn effectively and make excellent progress which will positively impact on their attainment.

We will create a school where children feel valued, known, safe and successful. The teaching is stimulating with appropriate challenge and support. In short a place where children want to be.

Pupils, school and parents are all equal partners in ensuring excellent attendance.

Excellent attendance and punctuality will be rewarded by tutors and Heads of Year, and we will widen our brief to include those whose attendance has improved, rather than just those who achieve 100%.
Where attendance is unsatisfactory we will work closely with the pupil and their parents/carers to improve the situation.

Attendance Register
It is a statutory requirement to maintain an accurate register so the registers are legal documents which only the appointed staff member should complete. Monitoring of attendance will be rigorous and early action taken if a pupil's attendance is below expectation.

Daily routine
1. The registers are completed electronically at the start of the morning and afternoon sessions.
2. Parents are informed by text of pupils who are absent. Any prior notification from parents of absence should be received by the school by 8.30am.
3. Pupils will have a swipe card to register their presence at the start and end of each lesson during the day and for school lunches.
4. Lateness will be recorded.
5. Absence reports will be completed once a week

Parental Engagement
Parents of children of compulsory school age have a significant responsibility to ensure that their children receive full-time education. We will work closely with parents to help them fulfil this responsibility and to take seriously problems which may lead to non-attendance. Parents should reinforce the schools expectation that their children arrive at school on time, properly attired and in a condition to learn.

We will make it clear how parents can engage with the school to be confident that their children are at school and attending lessons.
If the school has any concerns about a child's attendance or punctuality parents will be informed promptly. If the situation does not improve parents will be invited to meet with school staff and the pupil to discuss any issues that may be causing the absence and put in place actions and strategies to help improve attendance.

Parents will be expected to inform the school of the reason for the child's absence as soon as possible. Parents will be expected to contact the school either by letter or by telephone on the first day of absence and to provide information as may be required. Where a child is ill the school should be notified of the nature of the illness and, when this can be predicted, the date the child is expected to be able to resume his or her studies.

Role of the attendance officer

This member of staff is responsible for having an oversight of the register throughout the school

1. Check the registers are properly completed twice a day.
2. Check for information with regards to absence from parents.
3. Maintain a weekly hard copy record of all pupils being monitored for court proceedings
4. Record parents explanations for absence. Print these off and hand to Head of House
5. Print out an absence report for each year group and follow up absences unaccounted for.

Attendance expectations.
Parents will be reminded regularly of the importance of good attendance and the important part they play in this.

Guidance from the DfE states that 17 days (or 5%) can lead to the dropping of a whole GCSE grade in final examinations. Therefore we will aim for all pupils attending for 95% or above of the school year. The attendance for the school as a whole should be well above 96%.

Particularly at risk are Persistent Absentees and these will be particularly identified and special plans put in place. Each persistent absentee will be well known by their head of house and class tutor who will work with them to improve their attendance.

Each pupil will have attendance targets both for a day, a term and a year and also attendance at individual lessons. Parents will also be informed about these targets.

All tutor groups will have a target and the Heads of House and the tutor will work with the pupils to achieve their targets.

The importance of coming to school every day and being in school on time will be regularly reinforced by Heads of House and tutors

Persistent and/or unavoidable absence
Any student with an attendance below 85% will have a clear focus for improvement. If attendance improves the pupils will be rewarded at the tutor group end of year celebration. Certificates will also be awarded at the end of each half term where attendance is significantly improved.

Reason for absence	Tutor Action
Long term, chronic medical condition backed by GP where there is an agreed plan in place	Monitor Work to be sent home, when appropriate
One off, unlikely to recur absence	Monitor
The result of a persistent level of absence with accompanying notes from home	Contact home and request a meeting to discuss the concerns/set attendance targets and review meetings/monitor progress. If there is no improvement refer

	to EWO	

Lateness
Pupils arriving late seriously disrupt not only their continuity of learning but also that of others. Registers will be kept open for a period of 30 minutes. Where pupils miss registration altogether and fail to provide an adequate explanation they will be marked as unauthorised absent even though they may arrive later. Where a pupil does arrive late they must report to the receptionist who will note their arrival time and reason given and hand this to the attendance officer.

Agreed absence from school
- The school will not authorise any absence from school for family trips or other non-educational reasons. The only absence which will be authorised will be for clear educational purposes or in certain circumstances compassionate leave i.e. the death of a close family member, will extended for the shortest possible time and no longer than 5 days.
- Students who are removed from school without permission and whose absence extends beyond the permitted number of days will be removed from the school roll.
- Exceptional occasions may be sanctioned as an authorised absence and the Headteacher would need to be notified of the circumstances in order to authorise the absence.
- Section 199 of the Education Act 1993 provides that an offence is not committed where the absence of a pupil of compulsory school age results from participation in a day set aside exclusively for religious observance by the religious body to which the parents belong. Such absences are classified as authorised absence. Parents should notify the school in advance of such an absence.

Monitoring Attendance
The attendance officer will use schools electronic data to monitor pupil attendance on a daily, weekly and termly basis and report any low attendance to the tutors.

Overall school attendance will be monitored through the termly pupil census submitted to the DFE. This assessment will be summative but trends will be acted on to ensure continual high standards of attendance. Internal monitoring and tracking of pupil attendance by the attendance officer using the electronic attendance register will be formative and will identify particular pupils whose attendance is unacceptable.

Attendance target will be a minimum of 96% attendance at the school which is in line with the Ofsted expectation for outstanding schools. If these targets are being met we would celebrate this success with the pupils and raise the target.

If the target is not being met the SLT would inform the governors, class tutors would identify patterns of absence with the attendance officer, individual pupils and parents would agree to individual targets for attendance, Governors attendance panel would agree further action with school staff and parents and finally court action would be taken if attendance didn't improve

Pastoral Care And Pupil Well Being
The well being of the pupils in this school will be of the highest priority. We are strongly

of the view that pupils will only make exceptional progress if they feel secure, happy, valued and well known by the staff.

Many of the pupils will be coming from professional families with high aspiration. However there will also be a proportion from more deprived socio economic backgrounds and one of the challenges of the school will be to create a fully integrated school community where no pupil or their family feels less valued.

Safeguarding And Child Protection
The governors and staff of NKSS fully endorse the primacy of safeguarding the health and wellbeing of all our young people. We believe that we should provide a caring, safe and stimulating environment which promotes the social physical and moral development of our entire student body.

Staff Recruitment
The school recruitment panel will have successfully passed safer recruitment training and be fully aware of all the steps to be taken to ensure all staff employed are safe to work with children.
- At least two references will be received for every candidate.
- Original certificates will be seen as evidence of academic record.
- All staff and volunteers will successfully pass the CRB assessment and clear details kept on a central school record maintained by the Business manager.
- All communication with prospective employees will clearly state that the school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We will:
- recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm
- support the child's development in ways that will foster security, confidence and independence
- Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and emphasise the need for good communication between all members of staff.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- Develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- develop and promote effective working relationships with other agencies, especially the Police and Social Services
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

Procedures
Our school procedures for safeguarding children will be rigorous.

We will ensure that:
- The Assistant Headteacher/Deputy Headteacher will be the designated teacher and

therefore the first person to be informed and who would maintain and monitor any records and liaise with external agencies
- The Assistant Headteacher would lead regular training with the staff team to ensure all are aware of the procedures should they have a concern.
- All members of staff develop their understanding of the signs and indicators of abuse.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures.
- Our procedures will be regularly reviewed and up-dated
- All new members of staff will be given a copy of our child protection procedures as part of their induction into the school.

Procedures In School
- Stage 1 – Report the concern to the Assistant Headteacher. Complete a 'Cause For Concern' form. Maintain detailed notes of dates, actual things said or seen. Keep records objective. Add these to 'Cause For Concern' class file.
- Stage 2 - If concern continues the designated teacher will take further action.
- Stage 3 - Refer to Child Protection Information Pack for referral procedures.

Confidentiality
We recognise that all matters relating to Safeguarding are confidential. The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets.

Responsibilities
The designated teacher is responsible for:
- Adhering to the school procedures with regard to referring a child if there are concerns about possible abuse
- Keeping written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- Ensuring that an indication of further record-keeping is marked on the pupil records
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services
- Liaise with outside agencies to check if there are concerns from other professionals about a particular child.

Supporting Children
We recognise that:
- A child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- The school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

- Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:
- Encouraging self-esteem, confidence and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate
- Information is forwarded under confidential cover to the pupil's new school.

Whistle-blowing
All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. We will publish a policy making this explicitly clear and containing suggested routes for referral.

Monitoring pastoral care and pupils well being
All pupils will complete an annual Pupil Attitudes to Self and Study survey (PASS) and pupils who show up consistently red will be identified and helped. Clear lines of reporting of concerns is key for this in order to build up a whole picture of a child. Pupils need to feel cared for and secure if they are to make the best possible progress. Pupils' welfare is at the heart of all we will do at NKSS.

The numbers of children for whom we have concerns will be monitored and analysed to check for trends and to ensure pupils are receiving the best help possible. Tutors will gather information about pupils as a result of their own observations about things like unexplained absences, general unkempt appearance and lack of organisation etc. Other staff members will feedback their own observations. The tutor will ensure all information is given to the Head of House who holds pastoral responsibility who will pass it on to more senior staff as appropriate.

Drop in service with the school nurse will be monitored. PE department tutors will observe for general neglect. We will monitor parent attendance at parents evening.

Pastoral care and pupils welfare target
Of the pupils identified as vulnerable
100% make the same progress as their peers.
100% move from red to amber/green in their responses to the Pupil Attitudes to Self and Study (PASS) indicating improved attitudes.
100% pupils report on pupil surveys that they know who they can talk to if they have a personal problem and that they feel confident to do so.

Bullying
The aim of our school is for children to feel secure, safe and free from anxiety in order to be able to concentrate on their learning. The ethos of the school promotes respect for each other with caring and responsible pupils who will look out for each other and have a zero tolerance of unacceptable bullying behaviours. We will be a listening

school at all levels and act quickly in the event of any reports of bullying behaviour. We aim to quickly establish confidence in our systems so that pupils will readily talk to a member of staff if they feel intimidated in any way by another member of the school community. We will deal with those who are bystanders at an incident without reporting it as well as those engaging in bullying.

Bullying is significantly unacceptable behaviour which can include the following:
- deliberately hurtful behaviour,
- behaviour which is repeated over a period of time,
- when it is difficult for those being bullied to defend themselves.

The three main types of bullying are as follows:-
- physical   hitting, kicking taking personal belongings
- verbal   name calling, insults, derogatory language relating to gender, race, sexual orientation and appearance.
- Indirect   spreading nasty stories about someone or excluding

Cyberbullying
This is the use of technologies such as e-mail, instant messaging, social networking sites, text messaging or VLE, to bully either verbally or indirectly.

Harassment
'Being worried or pestered by repeated attacks'

At NKSS we are committed to challenging bullying and harassing behaviour for the following reasons:-
- We aim to be an effective, caring school. We aim to reassure pupils and parents that we will respond positively and effectively to bullying, even if only slight or infrequent.
- We aim to provide a safe environment for all pupils. Bullying will cause unhappiness, loss of self confidence, self esteem and possibly physical injury which   are all contrary to the school aims.
- The unhappiness of bullied children will affect their concentration and learning.
- It is important to provide a model for good behaviour. Bullying which goes unchallenged provides an unwanted hidden message that bullying is a quick and effective way of getting what they want.

Strategies for preventing bullying/harassment
If you have a problem, share it. We will:
- Promote an atmosphere of trust between all people in the school.
- Encourage children to tell someone if they have a worry or fear.
- Teach children to be aware of what is happening and to tell someone if they see anyone behaving in a wrong way.

Children are taught and encouraged **not** to:
- allow someone to be deliberately left out of a group.
- smile or laugh when someone is hurt or being bullied.

Children are taught and encouraged to:
- tell a member of staff what is happening

- tell the bullying pupil to stop what they are doing.
- show the bullying pupil that they don't like what he/she is doing.

Staff watch for children who start to behave in an uncharacteristic manner which might be an indicator that they are being bullied.

There will be regular reminders of appropriate behaviour and reinforcement of our school behaviour policy through:-
- Collective Worship themes on friendship, conflict, power, trust, rules etc.
- Active tutorial time
- Citizenship and economic well being lessons curriculum
- High expectations of standards of behaviour
- Good role models provided from the staff in their relationships with children and colleagues
- PSHCE schemes of work
- School Council

How will we act on reports of Bullying
- Appropriate staff will be informed and a staff watch activated.
- All types of bullying behaviour including racist Incidents will be logged and monitored carefully to check for patterns of particular types of behaviour or particular groups being singled out.
- The children involved will be spoken to openly and fairly in order to discover the accurate picture of events. It is not always easy to discern who is telling the truth. This would be handled sensitively.
- Families are often the first to detect if a problem exists. Parents are encouraged to talk to their child's Head of House if they are worried that their child might be involved in bullying others or being bullied.
- Parents will be involved at an early stage where bullying is clearly proven.
- When a one off minor incident occurs there will be a reprimand from the Head of House and problem solving approaches may be considered (e.g. DfES Bullying 'Don't suffer in Silence' Section 2).

When a serious incident occurs:-
a) Accurate records will be kept which include the following information:
- who was involved
- where and when it happened
- what happened
- what action was taken
- how it was followed up

The Head of House is responsible for ensuring the above information is collated.
- The Headteacher should be informed and parents' co-operation sought in addressing the issue.
- Both the victim and the aggressor will be seen separately by the Head of House and in the presence of a parent/guardian. In the event of the conflict being complex and difficult to resolve, Restorative Approaches will be used.
- Behaviour targets will be set and agreed between child, school and parents. These targets should be positive, manageable and appropriate to each individual child. If

necessary these would involve Behavioural I.E.P.

- Targets will be reviewed regularly with child, parents and school. New targets will be set if necessary. Initially there should only be short periods of time between each review i.e. daily or weekly. This can lengthen as behaviour improves.
- A risk assessment is completed to ensure the safety of the child and other pupils and staff at the school.
- If necessary an action plan is drawn up with the co-operation of the parents to help the child to behave appropriately towards other children.
- Appropriate referral to external agencies may be made i.e. Educational Psychologist, E.W.O., and Educational Behaviour Difficulties Unit.

Exclusions
If the strategies above prove to be ineffective then exclusion strategies may need to be considered. Exclusion as a response to bullying will be used sparingly and always as a last resort. If the child does not respond to the targets set and the well being of other children in the school is put significantly at risk the school may exclude a child for part or all of a school day.

Physical And Mental Health
The aim of our school is to help children to become well rounded, happy, resilient individuals who will be able to contribute energetically and positively to the wider society in which they will live.

Physical Health
Our partnership with Kingston University and with the local YMCA will provide outstanding facilities and expertise to inspire our pupils to become involved in and enjoy a wide range of physical sports and activities including gymnastics, dance, hockey, netball, football, cricket and basketball etc. For those pupils who show particular aptitude there will be opportunities to be part of school sports teams and enter competitions and matches against local schools and/or teams from a wider area. Sport and physical activities should be fun and as our aim is to create happy pupils there will be opportunities for fun sporting events i.e. staff v pupils Netball matches. Leadership opportunities in sport will be available for students to organise and run mini Olympic sports events for local primary schools.

Curriculum time is available for sport each week and all children will be expected to attend these sessions. We will buy in specialist expertise from well established local secondary schools to ensure access to higher level training and also a wide range of sports activities. Extended Curriculum Time for the older students will include judo fencing, rowing, sailing, dragon boating, Bollywood dancing, cross country running and orienteering etc.

In Section C it states that we aim for this school will be a local centre for sports. In the evening and at weekends school premises and facilities will be available for sporting enterprises.

As a school we will be promoting walking or cycling to school and daily exercise as part of your normal activities.
Other aspects of Physical Health include:-
Healthy eating and good balanced diet

Mental Health

Pupils will need to develop resilience, flexibility and a general 'Can do' attitude in the face of a fast changing world which has high expectations of all. They will need to be able to cope with failure and look at this positively as a chance to make fresh starts take on new challenges. We know that children's emotional resilience can impact on educational achievement and that resilience can be learned. All this requires pupils to have positive self images and confidence. They also need to learn to develop strategies for coping when things do not go well and they feel the world is against them. Good mental health is also vital for their ability to develop strong friendships and healthy relationships which in turn will help them to become positive adult role models for future generations and to become part of happy families in the future for the next generation.

This will be achieved through appropriate structures for pupils' support being embedded in the structure and organisation of the school. The Heads of House will have pastoral responsibility for the pupils in their house and will act as mentors. Senior pupils will be trained as school mentors/buddies and be paired up with a younger pupil who needs some additional support during the school day. Quiet areas in the school building will be identified as places where pupils can go if they feel the need for some time out. The development of self-esteem will be supported through the school's rewards policy where success is identified and celebrated across a range of areas providing positive feedback to pupils.

PSHCE curriculum

This is a key area for our school and vision and is embedded in our core themes. Communication is of particular importance in this strand of the school with its emphasis on emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development, how the media present information.

The personal development of children morally, socially and culturally plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of attainment of all children and are a vital foundation for living a healthy, intellectually stimulating and purposeful life in the future.

Personal and social development is the sum total of all of the experiences, planned and unplanned, received by children in the course of their time in school that promotes their moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community of NKSS.

PSHCE is taught through a cross-curricular approach and is embedded in the whole curriculum. It is also part of an active tutorial programme, school council work and will be part of Collective Worship and will be delivered through 2 PSHE days each year. The aim is to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. Children will learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning.

Our Objectives are:
- To help pupils live healthily and safely and deal with the moral, social and cultural

issues they face as they approach adulthood.
- To teach pupils to reflect on their experiences and how they are developing.
- To understand and manage responsibly a wider range of relationships as they mature.
- To show respect for the diversity of, and differences between people.
- To develop pupils' well-being and self-esteem, encouraging belief in their ability to succeed.
- To enable children to take responsibility for their learning and future choice of courses and career.
- To provide a broad and balanced curriculum which enables all children to achieve the objectives to the best of their ability.
- To equip our pupils to be positive and productive citizens.

KS3
The two PSHCE days per year will be used as follows:
Year 7
Drugs awareness – including dangers of prescription drugs, tobacco, alcohol and how to resist peer pressure. This will be followed by a Parent Workshop to help them to understand what information their children have been given and how this can be reinforced at home.
Healthy Living Day – including Healthy diet, exercise, sun safety, changes at puberty Enrichment activities will include competitions for pupils to enter.

Year 8
My World Day – to explore aspects of their life in multi-cultural Britain i.e. festivals, languages, sports, leisure facilities. This will develop their idea of what it means to be British. The preparation of a presentation on 'What it means to be British' will be developed and sent to a link with a school in a different part of the world.
Streetwise Day - Workshops delivered by the NSPCC, police, first aid, self defence and preventing and tackling bullying including cyber bullying. An internet safety evening for parents will be held at this time.

Year 9
My Feelings, Your Feelings Day – The focus is on emotional well-being. Workshops on the causes and signs of stress and how to manage it, dealing with loss, the effect of media stereotyping and perception of body image, relaxation techniques.
Making Choices Day – the skills needed to make safe and effective choices with particular reference to sex and relationship education. A parent evening will be run in conjunction with this so they are aware of the guidance and advice offered.

KS4
The aim of the PSHCE programme is to raise pupil achievement by promoting their personal and social development. It helps to prepare young people to lead confident, healthy, safe and independent lives. It can help young people to explore their own and other people's attitudes and to develop skills such as assertiveness, communication, risk assessment and problem-solving.

The PSHCE programme includes:
- emotional health and wellbeing, sex and relationship education

- drugs, alcohol and tobacco
- nutrition and healthy lifestyles
- personal safety.

For example, education about drugs, alcohol and tobacco is crucial. The PSHCE programme can increase pupils' knowledge and understanding about drugs, alcohol and tobacco and the effects they produce, and help to make them safe and informed decisions.

KS5
PSHCE will include:
Help and advice about careers. The PSHCE department works with the Careers department to support the work experience programme. Students will write their CV, learn telephone and interview skills, use the KUDOS package, and, of course, plan their work experience.
Men's and women's health into adulthood. The importance of taking advantage of screening programmes and general

How is PSHCE taught:
PSHCE will be delivered through Departments and Year Teams in modules. There are also a large number of outside speakers who will come in and deliver on the special PSHCE days.

Summary
On a day to day basis pupils at NKSS will experience a vibrant learning community which is purposeful, orderly and with an ethos that applauds success in all areas and at all levels. Pupils will come to school confident that they are respected, known and have an important part to play in making the school a great place to be. They will feel proud that this is their school. The pupils will catch the vision and rise to the challenge expected of them.

Clear expectations constantly reinforced by staff and each other will help pupils to feel secure and confident in their surroundings. Pupils will relish opportunities to be part of the leadership and have and part to play in school review and take ownership for decisions that will affect their school and so learn to take responsibility.

Pupils will gain confidence through the knowledge that they are making good progress against their baseline attainment whilst studying a relevant curriculum and will develop a belief in their potential to achieve better than expected. Their learning will be personalised where possible with pupils able to have understanding about how to learn, ownership of their preferred learning styles and will be able to follow learning pathways tailored to their individual talents and special needs.

They will be encouraged to develop aspirational targets for their own future and ideas about how they can positively contribute to the wider society. Pupils will develop mental resilience and therefore will develop positive attitudes in all areas academically, physically and creatively.

They will experience high quality teaching from teacher and other staff who are passionate about their own study and professional development and so act as

outstanding role models.

All of this will provide a community where pupils are being prepared to be confident, positive and responsible adults who can make a positive different to the wider society.

Section E: Evidence of demand – part 1

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

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. *D = (B/A) x100*.

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

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e. D = ((B+C)/A) x100.*

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	0	119	66%	180	0	191	106%
Year 8					180	0	119	66%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	180	0	119	66%	360	0	310	86%

Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

<u>E1: EVIDENCE OF DEMAND</u>

We have made information available to prospective parents via our website at www.kingstoneducationaltrust.org This has been publicised to parents via public meetings (see below) and newsletters. There is a link from the home page to our online survey seeking to gather support for our proposal.

Below is a text-only reproduction of our parental support survey which is to be found at http://www.surveymonkey.com/s/ket_survey

Kingston Educational Trust - Parental Survey

Introduction

Kingston Educational Trust is proposing to establish a free school for 11 to 18 year-olds on the site of the North Kingston centre in September 2014. The school would be co-educational, non-selective and non-faith; would admit six forms of entry (180 children) per year; and would have a sixth form intake from September 2019. Further details about our proposal can be found at www.kingstoneducationaltrust.org

Our Vision

Kingston Educational Trust intends the new school in North Kingston to provide an outstanding educational experience for local children so that:

- All pupils will enjoy learning, make excellent progress, attain high outcomes and be helped to become confident individuals and responsible citizens.
- All pupils will benefit from strong leadership, an inclusive ethos and practice, excellent teaching and a broad and balanced curriculum in a local school.

There are ten guiding themes that will flow through all that we do:

- An inclusive ethos which welcomes all who wish to come to the school and requires everyone to be valued for who they are and what they offer.
- Purposeful and challenging learning that will help to ensure that all of our young people are able to succeed to their highest potential.
- The importance of learning to learn will be at the heart of our pedagogy to ensure that all of our students may learn more effectively.
- Preparation for life beyond the boundaries of the school and after our students have moved on to the next phase of their lives.
- The embracing of new technologies and the online world to develop our students as digital citizens and to enhance, support and stimulate the learning

experience.

- The promotion of STEM subjects to ensure our young people have a deep and rich understanding of the world around them.
- A global dimension that will enrich their learning and broaden their knowledge of other peoples and cultures.
- An emphasis on communication that will ensure that our students are able to interact freely and with confidence with as wide a range of audiences and across as many forms of expression as possible.
- Effective pastoral care that ensures that no students are forgotten or lost and which will support all of our young people to be able to perform as well as they possibly can by ensuring that they are well known and that the challenges they face are well understood.
- The promotion of healthy lifestyles to provide our students with sound advice and guidance and opportunities to engage in a range of physical activities that will offer something for all.

Pastoral Organisation

Kingston Educational Trust believes that young people respond positively when they feel that they are well-known and understood. KET intends therefore that the school should have a pastoral organisation system that enables this to be more likely and this will be a key organisational theme.

We intend to invest resources into ensuring that students are placed in tutor groups that are small enough for them to be well known but which are large enough for them to have a sense of identity. There will be a particular focus on the organisation of this for those that enter into Year 7 and this will be reflected also in the arrangements that are made for their transition from Year 6. In subsequent years we intend to use vertical tutor groups, again smaller than would be the norm in secondary schools, to allow for mixing between the cohorts and the sharing of experience and understanding. A similar principle will apply in the sixth form.

Parents of potential students of the school are invited to indicate their support for this proposal by submitting their details below:

Admissions Criteria

The school would use the oversubscription criteria used for admission to Kingston's current non-faith secondary schools. Where there are more applications for admission than places available, the criteria used to allocate places are: current and previously looked-after children; siblings; exceptional family, social or medical need; proximity of the child's home to the school. This admissions policy would ensure that this is a school that would primarily serve its immediate community in north Kingston.

Registering Support

Parents of potential students of the school are invited to indicate their support for this proposal by submitting their details below:

- Title:

- Forename:
- Surname:
- Post Code:
- Email Address:
- I support the ethos and objectives of the new school for north Kingston proposed by the Kingston Educational Trust and would state the school as my first preference:
  Yes / No
- I am very interested in finding out more about what the school would offer:
  Yes / No
- I currently have children in years:
  Indicate from list

Response
Despite the presence of two very high-performing selective schools in Kingston, and of a popular and successful academy in neighbouring Richmond Borough, the number of parents who said "yes" to the main question was **779**.

Those parents can be broken down by the current year-groups of their children (some have children in more than one year-group), as follows:

Year-group	Number
Reception	248
Year 1	198
Year 2	154
Year 3	202
Year 4	191
Year 5	119

(Current Year 5 children would be due to start in Year 7 in September 2014; and Year 4 would be due to start in Year 7 in September 2015. There is significant demand in subsequent year groups as can be seen from the figures in the table above.) Of those respondents who answered YES to the main question, **57** were from KT1 post codes, **647** from KT2 (where the proposed site is) and **32** from KT3. This confirms that there is significant local support for the school.

We also asked parents to indicate whether they would be "very interested in finding out more about what the school would offer", and the number of parents who said "yes" to this was **836** (20/12/2012)

Engagement with the local community
We have engaged with local parents and other residents through a variety of ways.

We held a public launch event, attended by 200 people, on 11 October 2012, at which we introduced the proposal and sought views from parents and other residents. Views expressed at the meeting have been used to help shape the proposal, particularly in regard to: potential community use of the school; and relocation of services which are currently provided at our preferred site for the school. At that meeting we asked attendees whether they would be willing to be members of a focus group in due course. We alerted the audience to the launch of our website.

We also held very well-received meetings with parents and staff at each of the six local primary schools during November 2012, as follows:

Date	School
7 November	Latchmere Primary
13 November	Fern Hill Primary
15 November	Alexandra Infant
19 November	St. Paul's C of E Junior
21 November	St. Agatha's Catholic Primary
28 November	St. Luke's C of E Primary
12 December	Fern Hill Primary (2nd meeting) – for current and prospective students and the community at large

This was our main means of marketing the proposal. This was supplemented by newsletters and posters that the headteachers of these schools made available to parents (at the discretion of the Headteacher) in both print and electronic form.

Parents at many of the meetings talked about the distinctive features of the Year 6 experience, including the confidence which students had and how it would be wonderful if this could be carried forward into secondary school. The KET team responded by describing how in their submission there were plans to recruit primary trained staff for the very purpose of building on the Year 6 experience. KET then went on to describe how the continuing professional development of teaching staff would be paramount in this new school with an expectation that all teaching staff would be expected (and be supported) to undertake Masters level qualifications so as to enable them to evaluate their own practice effectively and, more importantly, the experience of students. This programme would be developed through the partnership with Kingston University.

Parents at all the meetings asked specific questions about the curriculum, how students would be taught in the first years of the school, how would the first cohort have (access to older students). In each discussion the KET team explored the areas with students and many of the aspects which parents talked about as a priority for them included:
- Building upon the excellent education of, and ensuring a seamless transition from, the outstanding local primary schools
- Instilling the ability to learn and maximise individual potential
- Inclusivity and treating students as individuals with varying needs
- The nurturing of self-confidence and resilience, as well as respect for others
- The need for students to be able to communicate effectively in a variety of appropriate ways to suit different circumstances, situations, people and cultures
- The importance of digital literacy
- Promoting knowledge and understanding of, and respect for, different cultures
- The importance of modern foreign languages (general agreement that Mandarin and Spanish should be the two core languages offered by the school, perhaps in collaboration with other local schools)
- Small tutor groups
- Enabling creativity, sustainability, and entrepreneurship

- Instilling life and employability skills
- Ensuring the availability of facilities enabling a wide range of sports

At every meeting parents expressed enthusiasm for the role of the college and university and this became apparent at one meeting when parents said that they loved the idea that the teachers in the new school would be able to appreciate the different routes which students could follow at 16 and 18 (including vocational pathways); and that students and staff from the college and the university could work with staff and students of the school to explain the types of careers they were following and thereby raise aspirations.

Parents at all meetings expressed delight that the partnership with the university in particular would be part of the "DNA" of the school and that students from the school would visit the university regularly to meet and work with staff and students, and make use of the many specialist teaching facilities at the university.

There was strong support at all the meetings for the three main curriculum themes of Communication, STEM and the Global/International Dimension.

Our website, www.kingstoneducationaltrust.org, which has been available and publicised since September 2012, gives details of the community partnership approach behind our proposal and of the proposed curriculum and ethos of the school.

We are planning further public meetings for the spring term 2013 to explain to parents how their feedback at the meetings held in November and December helped to inform the development of the curriculum and overall school offer.

Evidence of need
In 2010, Kingston Council held a competition for an eight-form-entry community secondary school in north Kingston from September 2015. In January 2011, the ▮▮▮▮▮▮▮ approved a KET proposal to run the school, but no capital funding was made available to enable the proposal to be taken any further forward. In reaching his decision to approve the KET proposal, ▮▮▮▮▮▮▮ and that the majority of the large number of respondents to the Council's consultation had a preference for a *non-faith* secondary school, rather than a Church of England or other type of faith school, to be established in north Kingston. We believe that the large number of parents in north Kingston who have recently expressed their support for our free school proposal demonstrates that the situation has not changed since 2011: the local community is anxious to see a new secondary school on their doorstep.

Since 2011, however, the Council has revised its secondary pupil forecasts, which now indicate a growing need for places across the borough as a whole, as follows:

School year	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Forecast no. of Year 7 pupils	1,535	1,608	1,761	1,816	1,747	1,903	1,992	2,167
Capacity (without expansions)	1,668	1,668	1,668	1,668	1,668	1,668	1,668	1,668
Surplus / shortfall of places	+133	+60	-93	-148	-79	-235	-324	-499
Surplus / shortfall of forms of entry (FE)	+4.5	+2	-3	-5	-3	-8	-11	-17

The current spare capacity within the borough is concentrated within two boys-only schools and one co-educational school. Whilst one of the boys' schools is a bus ride away from north Kingston, the other boys' school and the mixed school are five and six miles away at the opposite end of the borough, in Hook and Chessington, and would necessitate two bus-rides through normally very dense rush-hour traffic.

The situation within north Kingston is compounded by the absence of comprehensive schools within the area; and in fact the only state-funded secondary school within the area *per se* is Tiffin Girls', which is a very highly sought after grammar school whose Kingston-resident intake is usually only 40% or less of its overall intake of 120 girls. (Although the school will be increasing its admission number to 150 from 2013 onwards, that is expected to have little benefit for north Kingston girls.)

Whilst 100+ north Kingston children per year transfer to Grey Court School, an academy in neighbouring Richmond Borough, Richmond Council has said that it anticipates that number reducing over the coming years as demand from within Richmond displaces some of the demand from north Kingston.

Consequently, the community in north Kingston has a widespread belief, which we share, that by 2014 it will be unlikely that all local children will be accommodated in secondary schools within a reasonable distance of their home, and that the spare capacity that currently exists within Kingston Borough as a whole will have reduced to a level that will entirely be exceeded by demand in 2015 – unless new provision is established.

The North Kingston Centre, our preferred site, is an ex-secondary school site. It would not be large enough for eight forms of entry per year plus a sixth form without major rebuilding work, but would safely accommodate six form of entry with relatively minor additions to the existing buildings. The Council has indicated that it would be willing to lease the site to KET for free school provision on a long-term, peppercorn-rent basis.

E2: THE WIDER COMMUNITY

Meeting the community's needs
As indicated above, and as was the case when we won the Council's competition, the KET proposal is designed to meet the needs of the local community, as it grows in size and becomes more diverse.

Between 2011 and 2021, the Greater London Authority (GLA) predicts that the population of Kingston will increase by 6.2%, compared to 8.5% in Outer London and 9.6% in Greater London, whereas the ONS predicts Kingston's population will increase by 22.8%[1], and it is estimated that 23.6% of Kingston's population come from Black, Asian and Minority Ethnic (BAME) groups, compared to 16% in 2001[2]. Although the two electoral wards – Canbury and Tudor – that the school will primarily serve are at the lower end of the borough's BAME range[3] and its disability range[4], data shows that 37% of school-age children living within the borough as a whole are from BAME groups[5].

Although Canbury and Tudor wards are predominantly above the national and borough average in terms of affluence indicators, they both have a significant number (110 and 90 respectively) of Jobseeker Allowance claimants[6]. More pertinently, and worryingly, the percentage of local youth unemployment is well above the borough average and almost at the London average – 10.2% in the Tudor ward, compared with 10.5% in London as a whole[7].

Our proposal will specifically address these issues by ensuring that it:
- Recognises and celebrates the rich diversity of ethnic, religious and cultural backgrounds of our pupils, and, crucially, their families, as a core component of our educational model, rather than as an add-on. Parental and family involvement within the school – whether through direct engagement with parents regarding their children's progress, involvement on the Governing Body or PTA, and participation in the active life of the school at events such as assemblies, sports events, cultural celebrations, fairs and outreach into the community, such as support to the elderly – will be a major part of our wish to be at the very heart of our community.
- Enables children of *all* abilities – educational, intellectual and physical – and backgrounds to flourish and fulfil their potential. This will be achieved through rigorous progress monitoring, and the use of the pupil premium and bespoke targeted support for pupils from less affluent and benefit-dependent households. The pastoral organisation system, based around small tutor groups and Houses will provide the structure to ensure that all of our young people are fully supported.
- Prepares our pupils for transition into adult life, by guiding them onto pathways that are appropriate to their individual needs, abilities and aspirations, whether that be: further education in our sixth form or elsewhere; apprenticeship; university; or straight into employment. In all cases, we will seek to raise pupils' aspiration and demonstrate the full range of educational and employment possibilities through our

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[1] See: http://www.kingston.gov.uk/borough_profile_2012.pdf, page 6.
[2] Ibid., page 9.
[3] Ibid., page 10.
[4] Ibid., page 13.
[5] Ibid., page 11.
[6] Ibid., page 19.
[7] Ibid.

integral partnership with Kingston College and Kingston University and additional partnerships with other schools, colleges and local and national employers.

- We will ensure that Kingston College and Kingston University staff and students work with the new community free school as a matter of course. The relationship "will be part of the DNA of the school". As such, staff and students (and their parents and supporters) will be exposed to and be able to communicate with students and alumni who are studying and have studied on a variety of tertiary, apprenticeship, undergraduate and postgraduate programmes in a range of disciplines. In this way, we will raise awareness of not just the opportunity to study on a variety of programmes after leaving the school but also the range of employment opportunities to which they can lead. See Plan for transition between phases of education and employment (Years 9, 11 and 13)

Marketing
As we take this project forward we intend to continue to market the school in the same way as in the pre-application phase. As we intend for this to be a local school for local children we believe that the majority of entrants will come from the local primary and junior schools. Consequently we will seek to work with the headteachers of those schools (as we have done so far) and the local authority to ensure that their parent groups are kept fully up to date as the project develops. We will be available to attend parents' meetings, governing body meetings and the like to help to promote the school.

We will seek to have an entry in the local authority's material distributed to parents as guidance at the time of transfer to secondary school.

Our website will continue to develop throughout the project and will be a primary source of information. We have already begun to establish a database of email contacts and these will be used to disseminate breaking news and updates. We will publish a prospectus as soon as we have more details regarding the building and the physical environment. This will be supported by the availability of a promotional video that will be hosted on YouTube via our website.

Elsewhere we have made reference to the close proximity to the school of a couple of pockets of deprivation. We will seek to engage with parents in those communities either through the local schools or by direct contact with community groups. We wish our school to be fully inclusive and to welcome all who wish to come. We will ensure that we do not put barriers in their way by adopting an overly-expensive uniform, for example. Ours will be affordable, durable and readily available. We will run summer schools which are free to parents of children registered as FSM to promote their engagement with the school.

We believe that it will be of great importance for our marketing to appointment our Headteacher as early as we can. S/he should take the lead in promoting and explaining our vision at the earliest opportunity.

The community
One of the attractions of opening our school on the ▮▮▮▮▮▮▮ that we are proposing is that it affords us the opportunity to refresh what is a somewhat tired and run-down local amenity.

The ██████████ and we intend to make the refurbished buildings available for similar use in the evenings once the school is opened.

We will allow the buildings to be used free of charge to recognised community groups for educational purposes.

We hope also to be adding some sports facilities on site. We are intending to create a partnership with the YMCA which operates the Hawker Centre to use the facilities there for games and gym work. The YMCA will be invited to manage the sports facilities on our site for us to broaden its scope within the local community.

Any funds that are generated by these activities or other lettings will be used to provide additional resources for the school and its students.

Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

F1: GOVERNANCE

**Respective Roles and Accountability**
Kingston Educational Trust is a partnership formed between Kingston University, Kingston College and EducationKingston which is itself a partnership between all (bar two) of the state funded schools in the Royal Borough of Kingston and the local authority. As EducationKingston does not exist as a separate legal entity (being hosted as a semi-autonomous venture by RBK) the legal ownership of KET company is shared between Kingston University (40%), Kingston College (40%) and RBK (20%). RBK's responsibilities are to be met by EducationKingston. (See www.educationkingston.org for further information about EducationKingston).
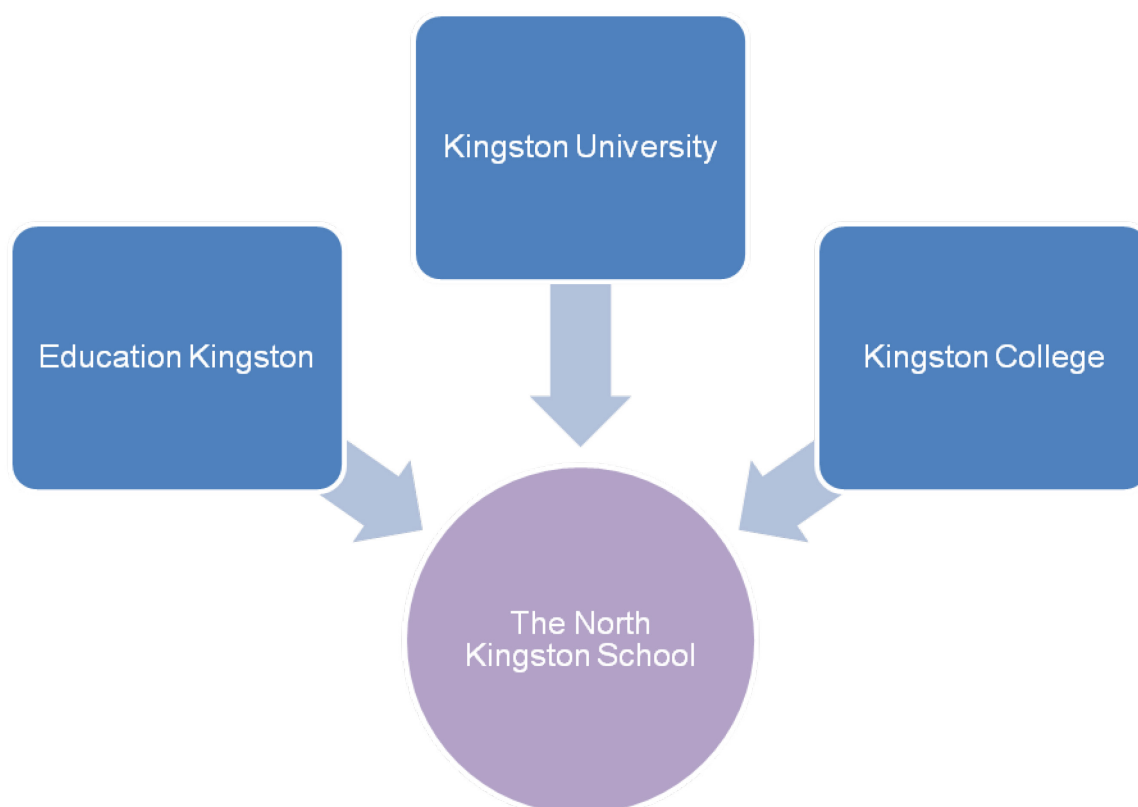

The role of the partners is to bring the school into existence and then pass the operational control to a governing body. This body will appoint the Headteacher and other senior staff. The Headteacher will be responsible of the day-to-day running of the school, its promotion within the local community, the implementation of the improvement plan and the management of the operating budget. S/he will be accountable for all outcomes.

The members, therefore, have a clear role in providing the resources and personnel that will bring the school to its launch point. They are responsible for setting the overall vision for the school, securing the initial funding agreement and for appointing

the directors. In doing so they will be mindful of the principles that underpin this application and work to ensure that they are observed in all that the company does to launch and support the school. Once permission to proceed is obtained the company members will create a **Delivery Group (Delivery Group)** to turn the vision into reality. This group will comprise key professionals necessary for the completion of the workflows that will bring the school into being. It will be a large group that is sub-divided into panels for various aspects of the delivery. The members will also create an **Interim Parents' Council** consisting of prospective parents who have offered themselves to be involved in this way. **The Interim Parents' Council** will be used as a sounding board for ideas in development. A small number of representatives of this group will be invited to join **the Delivery Group**.
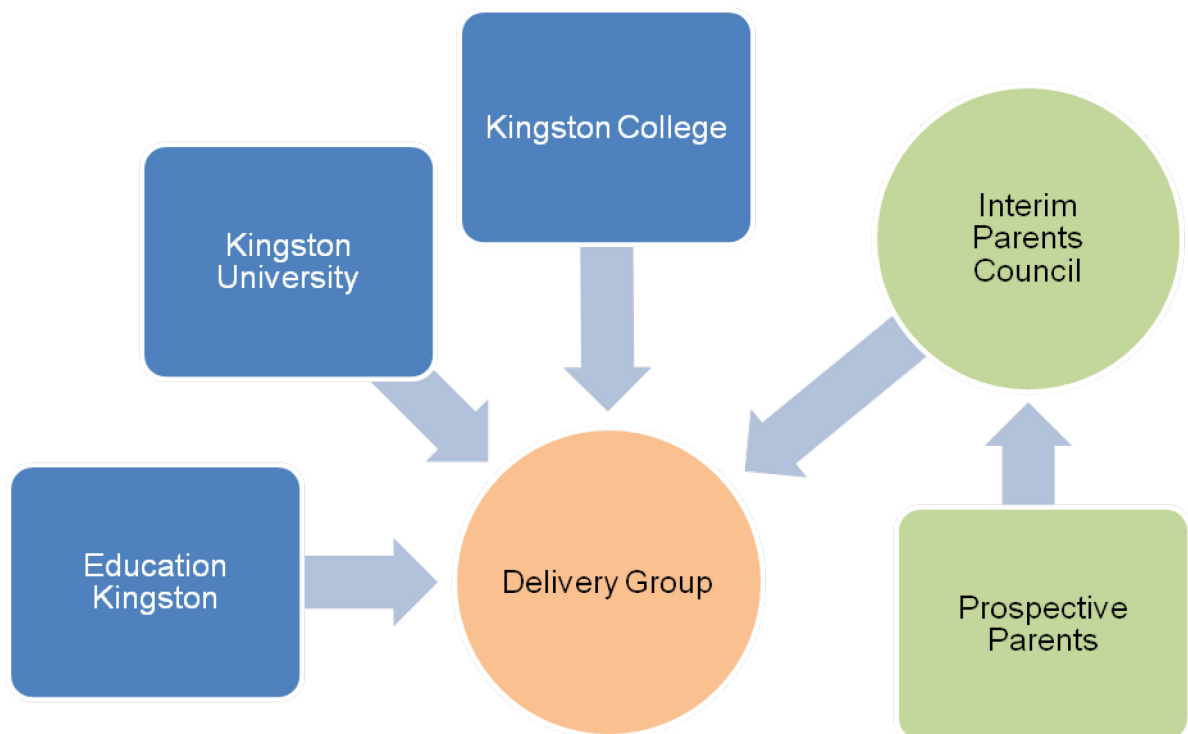
During the pre-opening phase **the directors/governors** will be responsible for the recruitment of the **Headteacher Designate** and other senior leaders. The recruitment of **the Headteacher Designate** is clearly of paramount importance. A detailed view of the person specification for this role will be drawn up by the **Interim Governing Body** in consultation with **the members**, **the Delivery Group** and **the Interim Parents' Council**. Once that appointment has been successfully made **the Interim Governing Body** will work to support **the Headteacher Designate** in appointing other personnel to the school. All appointments to leadership roles will require the involvement of **the Interim Governing Body** though **the Headteacher Designate** will have delegated powers for other appointments. **The Headteacher Designate** will understand that involving **the Interim Governing Body** in this way strengthens this process and helps to ensure that the highest quality and calibre of staff are recruited and that **the members** will be satisfied that they will be able to deliver their vision. **The Interim Governing Body** and **the Delivery Group** will be directly responsible to the members for the setting up of the school.
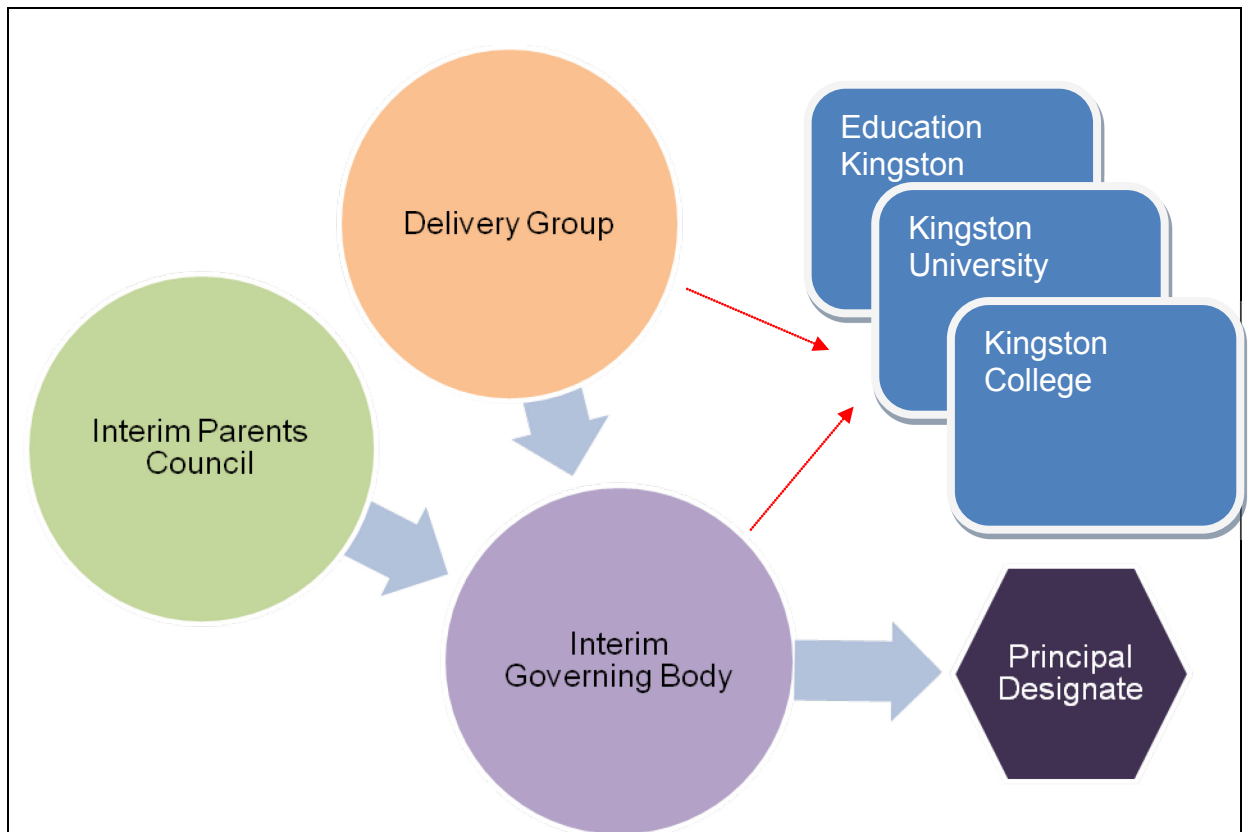
The Interim Governing Body will also be responsible during the pre-opening phase for agreeing a budget with **the Headteacher Designate** for the first year of operation of the school. The first annual budget will also be referred to **the Delivery Group** for approval.

On the first day of opening of the school **the Interim Governing Body** will give way to **the full Governing Body** which will have similar ongoing responsibilities.

The Interim Parents' Council will give way to the substantive **Parents' Council** once confirmation of places at the school is sent to parents. **The Parents' Council** will be a forum for the discussion of developments at the school. Places on **the Parents' Council** will be awarded by election of volunteers. It will consist of two representatives from each year group plus a further 3 members drawn from any year group. Parents will serve for a maximum initial term of four years. It will be the responsibility of **the Headteacher** to conduct such elections as are necessary to constitute **the Parents' Council. The Chair of the Parents' Council** will be eligible to attend meetings of **the Governing Body.**

The Governing Body will have additional membership drawn (by election) from the parents of pupils at the school. It will also keep its composition under review to ensure that it reflects its community.

Its responsibilities will be to provide support and challenge to **the Headteacher** and other senior leaders.
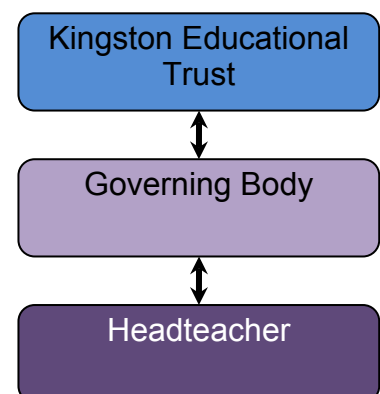
The Governing Body will be responsible for the performance management of **the Headteacher**. It will agree annual targets with **the Headteacher** for a range of outcomes. It will have oversight responsibility for the budget, its regular periodic scrutiny and annual setting. In subsequent years the annual budget will also be scrutinised by the members to ensure that the long term financial health of the school is secured. **The Governing Body** will be accountable to **the members** for the delivery of their vision.

During the pre-opening phase **the Headteacher Designate** will be responsible for leading on the recruitment and appointment of the school's staff. Supported by **the Interim Governing Body** S/he will ensure that all appointments are mindful of the need to achieve the vision set down by the members. As these appointments are to a very new school and way of working the **Headteacher Designate** will be responsible for ensuring that any training Trust needs prior to opening are met. In this s/he will be aided by **the Delivery Group** and **Interim Governing Body** who will be able to provide resources, personnel and guidance.

Once the school has opened **the Headteacher** will be responsible for the day-to-day operation of the school, the safety and well-being of its young people and the management of the staff. S/he will bear ultimate responsibility for the delivery of outcomes that meet the targets agreed by **the Governing Body**. **The Headteacher** will be directly accountable to **the Governing Body**. **The Headteacher** will be an ex-officio member of **the Governing Body**

The Governing Body will delegate responsibility for scrutiny of certain areas of activity to committees. These will include:
- Policy group
- Finance and resources
- Health and Safety
- Quality and standards
- Personnel
- Pastoral

These committees will meet termly and report to the full governing body. They may make recommendations to other committees for their consideration. They will have decision-making powers. They may invite others (non-governors) to become members of the committee on a temporary or longer term basis.

The committees will set up additional special purposes groups to lead on such matters as the headteacher's performance management.

In all meetings of the governing body members will be required to declare any potential conflict of interest that might arise through their participation. The Clerk to the GB will maintain a register of members' interests in addition to this and update it annually. Members will be ineligible to vote on individual items where such a conflict is identified.

The GB will also maintain a Risk Register to allow its members to keep track of threats to and weaknesses within the school.

The GB will engage an external auditor to assess the suitability and effectiveness of the school's financial procedures on an annual basis.

We will expect our school to engage the services of a suitably qualified and experienced School Improvement Partner to provide support and challenge to the Headteacher and governors. Initially this will be provided by EducationKingston, the local school improvement partnership which our school will join.

The core function of the EducationKingston SIP is to support and challenge schools to raise standards and achievement. In order to fulfil this function the EducationKingston SIP, in partnership with the Headteacher and senior staff, will carry out the following tasks:

- Evaluate the school's:
  - Self-evaluation in line with the current Ofsted criteria
  - Performance in terms of pupil outcomes and the quality of teaching
  - Priorities for improvement
  - Targets for the current and following academic year
  - Overall effectiveness, including agreeing the school's categorisation prior to moderation
- Make recommendations about the external support needed and how to access this

Further details can be found via www.educationkingston.org

F2: EDUCATIONAL EXPERTISE

Partner Organisations
The three partners in this venture are all educational organisations with their roots in Kingston. Between them they have extensive experience of all areas of school activity and much beyond. The partnership's resources, personnel and experience are perfectly placed to be able to shape the educational delivery of the school. We do not believe that we will need to go beyond the resources of the partners in securing sufficient educational expertise but will do so if we identify a particular need.

Kingston University
The University is proud to be a member of the Kingston Educational Trust. Its new Strategic Plan emphasises the university's desire to engage with the local community:

"We will be welcoming and outward looking, blurring the boundaries between staff and students, the University and the community, and will work closely with local and regional communities to develop an engaged Civic University."

Led by Learning – Kingston University Strategic Plan 2012

The University is committed to working with all the partner schools who belong to EducationKingston (EK) and with the proposed new free school in North Kingston. We work annually with over 6,000 school and college students, their teachers, and parents and supporters in providing impartial advice and guidance about higher education, in stimulating young people to study a whole host of subjects and in

inviting them to consider the myriad of careers available on graduation. Much of this work is provided by our dedicated student ambassadors who are trained to develop, deliver and evaluate a range of exciting and relevant initiatives to which young people can relate and identify.

Our academic staff, the majority of whom are active researchers, contributes to this approach by sharing results of cutting edge research across the wide range of disciplines studied at the university from Dance to Design, Engineering to Education and Forensic Science to Financial Accounting.

It is our vision that the University's staff and students will work with the new community free school and the other partners of KET and EK, as a matter of course; that it will be the normal expectation for members of schools and the university to be invited to share experiences and work on projects of mutual interest.

Our highly regarded School of Education currently works across primary, secondary and early years phases with specialist work in special needs and inclusion. It works with both state and independent schools and is committed to providing cutting edge professional development for KET's school staff members. This might include pre-service training through School Direct and School Direct (salaried) routes, Master's and Doctorate level Professional Accreditation, as well as embarking on dedicated research and evaluation in support of this initiative.

The School of Education will also provide support for, and scrutiny of, curriculum and assessment and enable an exchange of university and school teaching in support of best educational practice and maximum opportunity for pupils.

The university's 3,000 academic and professional staff work with over 24,000 undergraduate and postgraduate students, 4,000 of whom come from over 151 countries from around the world. This learning and research community welcomes the idea of engaging with the young people of Kingston, their parents and their teachers.

The University has developed a broad portfolio of undergraduate and postgraduate courses which are recognised as excellent nationally, and, in some instances, internationally. An illustrative, but not exhaustive list, includes teacher training, art and design, aerospace engineering, life sciences and, more recently, nursing, social work and journalism. This is a reflection of traditional teaching strengths, reinforced by strong industry links regionally, nationally and internationally. These relationships have contributed to a student experience of increasing quality. Additionally they have created a high-profile reputation attracting students from across the United Kingdom and a number of countries around the world.

Kingston University provides students with a choice of subjects reflecting their interests and the needs of industry. It is committed to opening up higher education to the whole community and encouraging students from under-represented and disadvantaged backgrounds to further their studies. One in 10 Kingston University students comes from a family with no previous involvement in university study.

Kingston University is a driving force in the local economy, stimulating an estimated

██████ in expenditure. Our students are responsible for injecting ██████ a year into the region and they also form a core component of the local workforce. Working closely with the Greater London Authority, the Skills Funding Agency, the Education Funding Agency and the London Skills Commission, the University has taken a co-ordinated approach to addressing skills' shortages in the region.

The University takes its responsibility as a local champion for culture very seriously, supporting all forms of intellectual and artistic development, not only for students but also for those who live or work in the area.

The University has partnered and sponsored the Rose Theatre in Kingston, which has provided a major cultural step forward for Kingston. The University benefits directly from its use as a teaching resource, mainly for BA and MA Drama, and as a successful local graduation venue. The Rose has allowed the University to make real its aspiration to deliver a centre of international quality and renown.

Research plays a central role in the University activity. Through a variety of individual cutting-edge projects and the development of multi-disciplinary centres of research excellence, the University has made significant strides in creating a broad range of industry-acclaimed research. The 2008 Government Research Assessment Exercise rated 70 per cent of Kingston University's research submissions as excellent at international level. The University achieved the top 4* ratings in 12 of the 18 subject areas in which it submitted research showing that there are pockets of research right across the University that are classed as being world-leading.

Kingston University plays an active role in nurturing innovation and enterprise. By producing applied research, developing technology transfer and sharing knowledge it has become a driving force in forging strong links between education and the business community.

As of December 2011 the University had 24,720 students. Current numbers comprise: 20,251 undergraduate, 4,069 taught postgraduate and 400 research students. Of the total, 2,479 or 10 per cent were from overseas.

Kingston University Faculty Profiles, as at 11 November 2011

Faculty of Art, Design and Architecture
The Faculty of Art, Design & Architecture at Kingston University is a diverse and exciting community which counts many of Britain's most successful designers and artists among its graduates. More than 3,000 students are currently enrolled on courses in: fine art; art and design history; communication design; 3D Design; architecture and landscape, and surveying and planning.

The Faculty's long history – the original School of Art was founded in the 1890s – means that the department has acquired extensive experience and an impressive reputation in the fields of art, design and the built environment and has developed considerable contacts with industry leaders who help develop courses to ensure that they are up-to-date and relevant.

Recent investment in the development and expansion of workshops, where students'

ideas come to life, demonstrates the Faculty's belief in the importance of practical work and provides the opportunity for students to be inspired by colleagues in other disciplines. The Faculty is committed to helping its students realise their full potential, challenge convention and develop their ability to shape and improve the world – locally, nationally and internationally. Students from this Faculty regularly win prestigious national and international awards in recognition of the extremely high calibre of their work.

Faculty of Arts and Social Sciences
The Faculty of Arts and Social Sciences offers a vibrant and forward-thinking environment for study. Its extensive portfolio includes courses in both traditional academic subjects, such as English literature, history and economics, as well as more recent additions to the academic curriculum such as journalism, publishing and criminology.

From the renowned writers who bring their expertise to the School of Humanities to the first-class teacher training provided by the School of Education (ranked number two in the country behind Cambridge in the Guardian newspaper league tables) the Faculty has an equally strong reputation for both teaching and research and recognises the importance of preparing students for professional practice. A good example of this can be seen at the joint criminology research centre run with Royal Holloway, University of London where staff are working with the Home Office and Metropolitan Police on research projects and professional training.

More than 6,000 undergraduate and postgraduate students are studying within the Faculty's five academic schools. The Faculty offers provision from foundation degree to PhD level in the disciplines of: economics; literature and creative writing; media; communications and cultural studies; psychology; criminology; sociology; politics; history; film and television studies; drama; dance and music.

Faculty of Business and Law
Home to Kingston Business School and Kingston Law School, the Faculty of Business and Law is widely recognised as a provider of distinctive, high-quality courses and research. The Faculty's activity is informed by practice and it ensures that employers are involved throughout the learning and research journey. It aims to provide courses and research which will have an immediate impact and relevance and it strives to ensure that all activity is influential and sustainable in the long term and in an increasingly global economy.

The Faculty looks after just under 5,000 students and has more than 200 teaching and support staff. It provides a wide range of degree programmes which provide a springboard to business and professional careers, postgraduate courses designed to support the continuing development of students throughout their working lives and the prestigious Kingston MBA for the business leaders of today and tomorrow.

There is true diversity in the student population, with more than 100 nationalities represented by Business and Law students on the Faculty's of Kingston Hill campus. The Faculty's courses are also delivered outside its main campus, responding to the needs of students and practicing managers.

Faculty of Health and Social Care Sciences

Established in 1996, the Faculty of Health and Social Care Sciences, run jointly by Kingston University and St George's, University of London, is one of the leading providers of health and social care training in the United Kingdom. With more than 4,000 students, the Faculty offers undergraduate awards in: nursing; midwifery; physiotherapy; radiography and social work. It also runs foundation degrees in paramedic sciences; biomedical sciences; breast imaging and long term conditions and an expanding portfolio of continuing professional development, postgraduate and research programmes.

Drawing on the strengths of both institutions, including the internationally-renowned research carried out by St George's and Kingston's reputation for teaching excellence, the Faculty is committed to working with the NHS and social care services to provide education in support of changing service needs. It operates from three South London sites – Kingston University's Kingston Hill and Penrhyn Road campuses and St George's Tooting base.

The Faculty works in close partnership with NHS London, local authorities, the Ambulance Service and voluntary agencies. As part of its commitment to widening participation, the Faculty has developed important relationships with local further education colleges. It is known for developing original learning methods such as online and remote course delivery.

The School of Education, consistently top 5 in the Guardian league table and with strong collaborative links with local educational provision, joined the Faculty in 2012. It is now embarked on exciting developments around inter-professional practice for the children's workforce, healthy schools and counselling, as well as maintaining its position as an outstanding provider of teacher training. It is engaged in an increasingly international dialogue and a strong programme of professional development in the three main phases of education.

Faculty of Science, Engineering and Computing

The Faculty of Science, Engineering and Computing (SEC) is the newest faculty at Kingston University. Set up in 2011, SEC brings together three existing faculties and more than 8,000 students.

The Faculty is made up of eight schools each offering a range of undergraduate and postgraduate courses, research opportunities and excellent facilities. The eight schools have nationally and internationally-leading research activity, providing education informed by the latest development as well as a commitment to ensuring an outstanding learning environment and excellent teaching quality.

Many of the Faculty's staff are expert practitioners as well as lecturers, working at the cutting-edge of their fields of expertise. The majority are also actively engaged in research/consultancy so are able to bring in-depth knowledge to their teaching. Undergraduate programmes include courses in such diverse subjects as: games technology, motorsport engineering, forensic science, actuarial mathematics and statistics, aircraft maintenance, environmental hazards and disaster management, cyber security, civil engineering, nutrition, television and video technology, aerospace engineering and pharmacy.

The past couple of years have seen the completion of a number of new laboratories

for the Faculty and other physical teaching resources include the Faculty's own Learjet and Boeing 737 fuselage.

Kingston College
Kingston College is a successful and popular college of further education offering a wide curriculum choice in academic, vocational and professional areas. It provides educational opportunities for some 3,000 full-time 16-18 year-old students from the Kingston area and from neighbouring local authorities. It focuses heavily on employability and securing progression opportunities for its students, drawing on its extensive network of employer links. The College works with around 10,000 students a year with provision spanning the levels between Entry and degree work.

Amongst its specialist vocational areas of provision are art and design, hairdressing and beauty therapy, sports, tourism and leisure studies and engineering. In several of these areas the College has well-established link course arrangements with local schools. The College is an active member of the Kingston's 14-19 partnership which has stimulated collaborative planning and delivery in relation to initiatives such as the introduction of a range of diploma programmes. In addition to full-time courses the College is a key provider of apprenticeship programmes for 16-18 year olds and has outstanding links with local and regional employers.

Kingston College will facilitate the success of the new school by providing:
- **Specific curriculum expertise in key areas:** the College will support the school curriculum by establishing link teaching opportunities in sport, technology and design. These will function through the availability of expert teaching staff, with established industry links, to provide input in those elements of the curriculum not initially developed in full as the School establishes itself. In sport, the College will extend its successful sport academy model to include children from the School and provide access to specialist coaching and facilities to activities, such as tennis, rugby and trampoline, where the College has a regional or national reputation for excellence. In technology, the College will use its expertise to support design, programming and construction activities in ICT and engineering, again using industry specialists with full teaching qualifications. The design element of the College's support will focus on inputs based on the College's long-established sector lead in areas such as graphic design, fine art and media to give the children at the School opportunities to work on industry-related tasks.
- **Access to facilities not otherwise available to the School:** the College is also able to offer equipment and facilities that the School will not have in its own estate and these will support the diversity and breadth of the School curriculum. These facilities will include the Colleges' purpose-built sports hall and gym, which have provided the College with the means to provide industry-standard equipment and spaces to its students and other community partners. The College is building a new £8m arts facility a few hundred metres away from the new School site, with equipment designed to train young people up for careers in the cultural industries sector and which will be available for the School to use to support some of the key focus areas in the curriculum. The College also has extensive engineering and 3-D design-and-build workshops which will allow children from the School to engage in realistic, work-related tasks leading to tangible outcomes for projects built round the requirements of the School's curriculum planning.

- **Corporate Service and management support:** the College's senior team is an experienced and practised group of educationalists used to working with learners from the age of fourteen years upwards, with experience of building projects and the development of new facilities and whole curriculum areas. Governors from within the College will be identified from among the senior team to ensure that the School benefits from this experience. Specifically, the expertise available to the School will include:
    - Organisational leadership and strategic development
    - Partnerships
    - Project management
    - Building development
    - IT systems and e-learning
    - Curriculum development
    - Quality improvement
    - Performance management
    - Teacher training and staff development
    - Finance
    - MIS
    - Human Resources, including recruitment and CPD
    - Facilities management
    - Marketing
    - Student support

In addition, the College's work to establish the first Further Education Federation model in collaboration with Carshalton College and the consequent development of a shared service company would also give the management team at the School access to an large-scale Corporate Service function spanning finance, Human Resources, Facilities and IT.

EducationKingston is a new partnership based upon a long established service. Kingston LA previously had an excellent track record in school improvement and intervention to tackle underperformance. In 2009 Ofsted published a case study on Kingston LA which acknowledged: *"The borough is relentless in its pursuit of improvement. It is firmly of the belief that 'satisfactory is not good enough' and that every child 'has the right to succeed, access the best support and attend a good school'. Schools and services…work together... They prioritise improvements, commission services and are instrumental in forging excellent partnership working and in achieving borough priorities at the local level."* In 2012, standards at age 16 were ranked the sixth highest in the country for the headline measure of the proportion of students attaining 5 or more A*-C grades at GCSE including English and maths. Kingston is rarely outside of the top 10 for all indicators of achievement. 80% of secondary schools are categorised Good or Outstanding by Ofsted.

In response to legislative changes and a shift of responsibilities with regard to school improvement, headteachers, governing bodies and LA officers worked throughout 2011 to forge a new partnership – EducationKingston – that would operate by the principle of 'by schools, for schools' to provide a range of services to its members. It is a 'One Kingston' self-governing joint venture partnership hosted by the Royal Borough of Kingston council. This partnership is supported and subsidised by RBK but the governance of EK lies firmly in the hands of its headteachers. All of the state-

funded schools and academies (with the exception of the two grammar schools) elected to join the partnership which launched on April 1, 2102.

The Partnership Board that is the main governance vehicle comprises 9 headteachers elected by their peers, plus the Director of Learning and Children's Services and the Lead School Improvement Partner. The Board is attended in a non-voting capacity by the lead council members for schools. It is responsible for setting and overseeing the EducationKingston budget and for agreeing policies that guide the work of the team of practitioners that serve the schools. Board members and other partnership headteachers are involved in all staff appointments. The Chair of the Partnership Board is responsible for the performance management of the Lead School Improvement Partner.

A key component of the work of EK is the provision to all partner schools of a School Improvement Partner. They are expected to establish excellent working relationships with schools and to exercise their functions as equal professionals in the school improvement process. Their central role is to provide schools with support and robust external challenge and to act as expert advisors to schools' governors. This should happen directly through the school improvement dialogue, analysis of written evidence and through accessing and brokering external support. EK SIPs operate on the principle of '*without fear or favour'.* The team is comprised of senior educational professionals with extensive experience in and of schools. This work is subject to an annual satisfaction and effectiveness survey that is conducted by one of the Headteacher members of the Board. Results of this survey are used to inform development needs for the SIP team and for their future deployment.

This work is supported by a team of highly-skilled teaching and learning advisors who provide training for teachers in one to one and group sessions and who lead networks of teachers engaged in similar roles across schools. They are experienced practitioners, skilled in working with schools and teachers to raise standards through improving pedagogy. Their core expertise is in developing classroom practice and this is recognised as being non-phase specific and often independent of subject and content. As such they are able to support teachers to improve delivery across a very wide range of contexts.

KET will expect the new school to be a partner within EK to ensure that the educational support and challenge that it will need to help it develop will be there from before the day it opens. It will be entitled to approximately 15 days of support by default with more available on request.

The experience that EK brings is almost entirely to do with delivery of education. Together with the broader support and experience brought to this project by the other main partners this should be sufficient to ensure that our education vision can be realised.

Individuals
In formulating this application the partners have drawn heavily on the experience and expertise of a number of individuals.

The main project sponsors that have steered this proposal from time of the original

competition bring great experience of working within the education sphere. They are:

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We believe that we have sufficient educational expertise within our core group and associates to provide for the needs of the school.

F3: FINANCIAL EXPERTISE

The recruitment of a skilled and experienced Business Manager is a priority. The appointee will need to have extensive experience of managing budgets within an educational context, preferably within a large secondary school or academy. This is an appointment that will be made at the earliest opportunity as the project will need to have clear financial management throughout. With the school experiencing growth and change for at least its first seven years of existence the management of its budget will be key to negotiating that successfully.

Both the University and the College have extensive experience of handling large budgets. We will seek to utilise that experience in setting up the school's financial systems. Within our group we have a number of people with experience of school finances.

We will be mindful of the need for sound financial management when recruiting directors and governors. We will undertake a detailed skills audit annually to identify any gaps that we might have. This will inform our searches for replacement governors when the opportunities arise. We will ensure that there are sufficient individuals in those positions to be able to provide strategic financial oversight. They will be tasked (in conjunction with the Headteacher Designate and Chair) with making the appointments of the staff employed to manage finances. We will also have a Finance committee of the Governing Body that sets and reviews the annual budget of the school and which holds staff to account for expenditure.

In joining the local family of schools NKSS will have access to the local network of bursars and business managers for support and guidance. If it is decided that further external financial advice and guidance is needed then the Headteacher and Governing Body will have the ability to commission that.

During the pre-application phase we have turned to a colleague in the neighbouring borough of Richmond for technical advice and guidance. ████████.

████████.

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We believe that we have sufficient financial expertise within our core group and associates to provide for the needs of the school.

F4: OTHER EXPERTISE

In compiling our application we have benefited from the involvement of two other colleagues in particular. They are:

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Setting up a new organisation
Kingston College has recently federated with Carshalton College. This has been a major undertaking led by the ████████. This has required a great deal of work which has included the setting up of a new venture to sit between and over the two Colleges. This has involved the establishment of a shared services company, covering Quality Improvement and Student Services as well as Facilities, IT, HR, MIS and Finance covering a total span of operations worth ████████ a year and employing 1000 staff. It has also involved extensive governance development and work within company, charity and employment law, enabling to the Colleges to offer guidance and support to other colleges in the FE sector.

██████████.

School governance
The staff within EducationKingston have extensive experience of working with school governing bodies, providing support and challenge to raise standards. Expertise in the constitution and conduct of Governing Bodies will be available to us through Kingston LA's Governor Support team which is dedicated to this role and provides advice and guidance to Kingston schools independently of EK.

ICT
In our education vision we have committed to a 'Bring your own device' model of delivery to support our e-learning strategy. This is an area that both the University and the College have extensive experience of and their expertise will be available to the school. This policy will be heavily dependent on the school having access to robust wired and wireless infrastructure and cloud technology services. Our default approach to this will be to work with the local Regional Broadband Consortium – the London Grid for Learning (LGfL) – for the provision of connectivity, internet and email services. This is a tried and trusted approach that has underpinned schools within Kingston and across London for many years. We are confident that this approach will

make high quality, robust provision available to our new school.

By adopting a 'Bring your own device' strategy we will also greatly reduce the ICT refresh costs and energy consumption. This will make our ICT provision more sustainable both environmentally and financially.

Property
Both Kingston University and Kingston College have significant experience of managing extensive estates. We will look to harness this experience to the benefit of our project. The Delivery Group that we will create to manage the pre-opening phase will have amongst its number professionals from those institutions with experience in this field. We will also look to involve any prospective parents with similar backgrounds where possible.

We will be mindful of the need to ensure that the Governing Body has expertise in this area also when appointing directors and governors.

During the pre-opening phase we will appoint a project management company with experience of this kind of work to handle the day-to-day liaison with our architects and builders to ensure delivery of our project on time.

Marketing
It is true for all schools but all the more so for a new school that recruitment is critically important. This applies to both pupils and staff.

It will be essential that the first cohorts of the school are as close to 100% full as possible. This is going to be asking a great deal of parents and we must ensure that our marketing efforts are effective.

As with other areas of operation we will be drawing upon the extensive experience of the University and College partners in this regard, using their resources and knowledge to shape and launch a marketing campaign aimed at achieving that 100% enrolment.

This will be supplemented by the various parental engagement activities that we will undertake, building on the pre-application work already completed. The Interim Parents' Council will be a visible symbol of that engagement, as will the involvement of some parents with particular strengths and expertise in the Delivery Group. We will also continue our programme of discussion forums providing opportunities for prospective parents to meet with KET representatives to hear of plans and to contribute to their shaping.

Kingston is an expensive area in which to live and for the first few years will not be sufficiently fully-formed for all teachers to feel comfortable in joining it. Consequently it is likely that staff recruitment will be challenging. It will be important therefore that we do all that we can to market the school as an attractive career option. External advice will be sought as to how best to do this. This will be funded from the Project Development Funding as will promotional materials such as a prospectus, website and videos.

Once the Headteacher Designate is appointed this will become a major responsibility for him/her.

Project management
There are a range of activities that will need to be carefully managed to ensure successful delivery of the project. We will engage such project management professionals as are needed to achieve this. This will be funded from the Project Development Funding and will be the major call on it.

F5: RECRUITMENT OF HEADTEACHER, STAFF AND GOVERNORS

Headteacher
We wish to be able to appoint a Headteacher Designate at the earliest opportunity. The guidance suggests that this may be up to two terms in advance but we wish to explore the possibility of an additional term to allow the Headteacher Designate to be involved with the project for an entire year in advance. This will be of great importance from a planning point of view but will be of most benefit with marketing. Parents will want to have a figurehead in whom they place their confidence. During the pre-opening phase we want the Headteacher Designate to be a leading player within our marketing efforts, visiting local schools and parent groups to explain our vision and how the school will operate.

We will expect the Headteacher to be qualified to degree level, to have extensive experience of successful senior leadership in more than one school and to have completed the National Professional Qualification for Headship. Evidence of further professional study to Masters level or similar will be desirable. Any prospective candidate will need to demonstrate that s/he has experience of sound financial management and that s/he shares our vision for the school. S/he will need to have a commitment to the development of a learning culture that encompasses staff and governors as well as students.

We do not currently have a preferred candidate and we will look to engage the services of a recruitment company with experience of the schools sector at the appropriate time. This will be overseen by a group appointed by and including the three founding directors. We will ensure that this group has a sufficient understanding of the range of challenges that this headteacher will face.

We will expect our appointed headteacher to rapidly familiarise him/herself with the local context in Kingston.

Staff
A key task for the Headteacher Designate will be to recruit the founding staff team. This will be a critically important round of recruitment as this will set the tone for all that follows. The Headteacher Designate, working with the directors and supported by others from the Delivery Group and Interim Governing Body, will be tasked with drawing up plans for the recruitment of those staff. It is essential that they buy into our vision for the school from the outset. Part of that vision is they will be joining a workforce that we aim to develop constantly.

We will explore the possibility of secondments from other local schools, both primary and secondary in forming the initial staff team.

Working with Kingston University we will develop a Masters programme to which we will expect all of our teachers to subscribe. This will be a condition of their employment. This programme will support all of our teachers to become Masters graduates in teaching and learning and so raise their understanding of the processes at work in their classrooms. It will have a research component that will inform practice more widely both within the school but also within the local partnership.

The Headteacher Designate will need to lead on a similar approach with other staff. We have set an aspiration that the entire workforce is qualified to graduate level and we will expect the Headteacher Designate to work towards this.

Governors
The three founding directors/governors of the company board/governing body are the three main project sponsors: ▮▮▮▮▮▮▮ (Kingston University), ▮▮▮▮▮▮ (Kingston College) and ▮▮▮▮▮▮ (EducationKingston). All three have significant experience within education and will be able to bring a great deal to the project at this stage.

Once the school is given the go-ahead we will seek to appoint an Interim Governing Body comprising other individuals in addition to the three founding directors.

As the three partners in this project are educational organisations in their own right they have access to a wide pool of fellow professionals who may wish to serve as governors of this school. The directors will seek to recruit governors who are able to buy into their vision for the school from the outset but who will also have the experience and knowledge to be able to take it forward. Some of these colleagues will be parents of young people at our school. They will be encouraged to put themselves forward for election as parent governors.

Other parents will be working alongside the directors and partners on the Interim Parents' Council and the Delivery Group and suitable candidates for becoming governors will be identified and approached.

At all times there will be a need to be mindful of the balance of the Governing Body to ensure that an appropriate mix of representation, skills and experience are present.

See F1 for further details regarding the Governing Body.

Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

Introduction

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Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

Introduction

KET has conducted a search for suitable premises in the proposed catchment area. This investigation has resulted in a small number of potential sites for the new secondary school. None are as suitable, however, as the Trust's preferred site at ▮▮▮▮▮▮ in terms of size, location, availability and funding. The sections below set out the initial work that has been completed to: assess the size of premises required; select an appropriate site; consider the background of the preferred site and some the issues related to it; and outline the key reasons for choosing it.

Building Requirements

As established in Section C, the derived need is for a six form entry (900 students) 11-16 secondary school plus 288 student sixth form. The proposed premises will therefore need to provide for a total of 1,188 students plus staff.

We have reviewed the Department for Education's papers on school building requirements, including Building Bulletin 98 and also the revised area guidelines and assessed the required gross internal building area for the proposed school size to be just over 9,000m^2.

The buildings will support the Education Vision (Section C) including the ten guiding themes and Curriculum Plan (Section D) including the STEM and communication specialisms. It will also provide for wider community use outside of core school hours to ensure local community involvement is maximised.

Buildings will be flexible and adaptable to meet the current and future school needs. The current curriculum plan is expected to result in a typical range of general and specialist teaching spaces. External spaces will ideally comprise: a Multi Use Games Area (MUGA); a full sized all weather pitch; a grass football or rugby sized pitched; and ample space to support outside learning and social / play activities.

Possible Site Options

An initial search for suitable premises has been completed using the Departments suggested websites, as well as KET's own local knowledge.

The primary search criteria used to assess each site is as follows:
- The site must be located within the north Kingston catchment area;
- The site must be able to provide the required space for a six form entry secondary school and sixth form either through refurbishment or additional construction;

- The site must be readily accessible from public transport routes;
- The site would ideally not require capital for acquisition e.g. existing council building;
- The site must be either vacant or capable of relocating existing users within the timescales required to meet the start-up of the school;
- The site will ideally have access to the recommended sized external playing fields.

The tight search area has resulted in only a small number of possible sites, including the following:
- ████████ ████████████
- ████████
  ████████ ████████████

The ████████ has ████████ The site is also on the perimeter of the search area and as a result does not provide an ideal location for north Kingston parents.

████████████████████ closed in 2011 and we understand that the ████████████████████████ of the site once a suitable planning brief can be agreed. The site is not very large and heavily constrained by planning designation of the land and listed status of some of the buildings. The site would also present significant difficulties in relation to vehicular access and access to public transport. This site is therefore considered to be less than ideal.

The ████████ site has been the council's preferred location for a new secondary school for north Kingston for a number of years. It sits in the heart of the community that the school will serve and is well connected to the public transport network. This is KET's preferred site and is described in more detail below.

Preferred Site - ████████ The preferred site location is: ████████, ████████, *Kingston upon Thames, Surrey* ████████.

Site context
████████████████████ (████████), just under a mile north of Kingston town centre and Kingston railway station. It adjoins ████████ All three education sites are located in the suburban residential zone of north Kingston. The site is also located a short distance from three other Kingston primary schools, namely Latchmere Primary (4FE); St Agatha's Primary (2FE); and St Paul's Junior (3FE).

The site is approximately 1.5ha in area, including the shared parking area on the frontage and is generally flat and rectangular in nature, extending from ████████ in the west to a residential estate to the east. The site contains a main two storey brick building with a pitched tiled roof set around a grassed quadrangle on the central third of the site. This building was originally a secondary school, constructed in the 1930's. The building condition is fair for its age however, it has not been modernised, retaining

many of the original features There are also a large number of single storey, generally small outbuildings (both permanent and demountable) set around the main building of varying ages and generally in poor condition. To the rear of the site is a hard landscaped area used for tennis courts and further parking.

The ▮▮▮▮▮▮▮ is owned by the ▮▮▮▮▮▮▮ and is currently in use as an education and training centre. The venue currently provides for a range of uses as set out in the paragraphs below.

Planning Brief
A 'Planning and Urban Design Brief' (consultation draft) dated June 2010 provides a strong suggestion of likely permissible development on the site. The brief was originally produced to guide the development of a new secondary school (11-18 year olds) on the ▮▮▮▮▮▮▮ site when development via the Building Schools for the Future programme was under consideration.

The Local Development Framework states that the Council will facilitate improvements to the school estate and a permanent increase in the number of school places to meet the increasing demand through the expansion of existing schools and the provision of new schools. The ▮▮▮▮▮▮▮ is identified as a potential site for a new secondary school. The policy sets out criteria against which proposals for new schools will be assessed and consists of three main headings, namely: Design and Layout; Environment and Sustainability; and Transport, Access and Connectivity.

The current use of the site falls within Planning Use Class D1 (non-Residential Institution), which is the same use class as the proposed secondary school. Therefore planning permission would not be required for a change from the ▮▮▮▮▮▮▮ current use to a secondary school. The principle of using the site for a secondary school is therefore acceptable. However, planning permission would be required for any further modification or development of the buildings (changes to the existing curtilage) or wholesale reorganisation of the site. Redevelopment will be required to significantly increase the size of the existing buildings to accommodate the size of the school proposed.

Planning considerations
The principle planning considerations for development of the ▮▮▮▮▮▮▮ at this stage are understood to be:
- The size of the site – approximately 1.5ha is a relatively small site footprint for a 6FE secondary school plus sixth form however, should still be above the minimum requirements for a 'confined' site set out in Building Bulletin 98. There are a couple of possibilities for arrangements for sport facilities off site and these are discussed below;
- The need to protect and enhance the character of the surrounding area which comprises residential and education uses - 2/3 storey suburban housing and up to 4 storey apartments (▮▮▮▮▮▮▮); two nearby conservation areas; ▮▮▮▮▮▮▮ 3/4 storeys; and ▮▮▮▮▮▮▮ 1/2 storeys.

This will likely limit any new development to 3/4 storeys;
- Need to safeguard residential amenity;
- The location of the new secondary school site adjacent to two existing schools and the need to address transport issues, seeking to reduce impact on the local transport infrastructure and any adverse effects on the surrounding area.

Availability of the Site and Proposed Tenure
The site is owned by ▆▆▆▆▆▆ and is currently used as an education and training centre, accommodating a range of users including: an ▆▆▆▆▆▆.

The site has been earmarked for a secondary school development for a number of years and users are aware of the potential need to decant from the site. KET will work with the Council and existing users to devise suitable options for displacement. Some users may be hosted at other existing Council and College sites, whereas others will be assisted in finding suitable alternative accommodation elsewhere.

The Council proposes to offer the site to KET on a 125 year lease with a peppercorn rent subject to agreements on wider community use of the facility outside of main school hours. This will negate the need for expensive acquisition costs for the site however, there may be some costs associated with decanting existing users.

Site Proposals and Reasons for Choosing this Site

Building development opportunities
The ▆▆▆▆▆▆. In architectural terms, ▆▆▆▆▆▆

This provides an excellent opportunity to develop the site with a modern sustainable structure whilst remaining sympathetic to the original building, its surroundings and also safeguard residential amenity. As noted previously, the planning guidance for the site provides potential for buildings of up to 3-4 storeys in height. This should permit (subject to planning) a compact structure to be constructed behind the existing 1930's building and still retain generous outside spaces required for the curriculum and social / play space. Externally proposals will ideally include: improvements to access to the site both from the ▆▆▆▆▆▆ and pedestrian routes from the residential estate; suitable parking provision (preferably at the front of the site only) shared with the adjacent primary school; a new Multi Use Games Area (MUGA) to the rear of the site; and plentiful hard and soft play spaces and other curriculum support areas.

Sports Provision
The overall ▆▆▆▆▆▆ could be described as nominally larger than a 'confined' site, as defined by Building Bulletin 98. This means that some sports provision could be provided on site. Initial reviews suggest that this might include a four court sports hall, activity studio and an outside MUGA. However, the site will not be able to provide for team game playing fields.

Preliminary discussions have been held with the local YMCA site at the Hawker Centre also on the ████████, about a five minute walk from the proposed school site. This site has various sports facilities including playing fields (two football pitches), some hard court areas (including three tennis courts), dance and activity studios and a fitness suite. The new secondary school's sports facilities will be provided by way of a hire agreement with the YMCA for the school to use the facilities as and when required to support its curriculum. Preliminary discussions have commenced between KET and the YMCA to explore this option further and thus far have been positive. A partnership approach to this is being sought and both parties believe this to be viable.

KET would also seek to co-ordinate opportunities for shared sports and fitness provision with the two immediately adjacent schools - ████████.

Transport and Travel
In order to manage travel to and from the new school and minimise impact on the surrounding area, the highway and public transport networks, a number of measures will be required including: a robust school Travel Plan; improvements to walking and cycling facilities; potential increase in bus capacity; and staggered school start and finish times (both with the adjacent schools and potential within the new school arrangements).

Given the close adjacency of a number of primary schools (each with its own tight catchment area), the majority of students are expected to either walk or cycle to school. The school will provide suitable secure cycle parking. The proposed school is also within 100m of the number 65 bus service, which is the main bus route using the ████████ and links Ealing via Richmond to Kingston town centre.

Staff will be encouraged to travel to the site via sustainable means however some car parking will be required. The KET has not yet considered the detail of parking arrangements however, it is clear that ample space is available at the front of the site and this could continue to be shared with Fern Hill primary school. Given the many and various uses of the current site, it may well be that the new use as a secondary school will reduce the number of vehicular trips generated to and from the site (subject to transport study).

The occupation of the new school and increase in pupil numbers at Fern Hill (recently expanded) will happen incrementally over a period of 10 years from now until 2022. This will permit time to: assess actual travel patterns and impact; achieve school Travel Plan targets; and address any issues that may arise.

Reasons for choosing this site
There are many reasons why this site is ideal for a new KET secondary school. These include but are not limited to:
• The site is already in education use within an overall education campus however, the establishment of a new secondary school will undoubtedly

be a more effective use, balancing the needs of providing local secondary school places as well as continuing and improving community access. There will be a number of benefits resulting from synergies provided by the 'campus' setting and working with the two adjacent schools.

- The site is well located in relation to its likely catchment area, serving the needs of local parents and children, thereby reducing the overall number and length of school journeys, with a high proportion of students being able to walk or cycle to school. The site is also immediately adjacent to a main bus route connecting Richmond and Kingston.

- The council are proposing to provide a long term lease to KET based on a peppercorn rent (subject to agreements on wider community use), therefore negating the need for expensive acquisition costs for the site.

- The site provides excellent opportunities for a high quality, innovative development in order to provide modern sustainable school facilities whilst also preserving much of the character of the existing site by retaining the 1930's building. The new school can be carefully designed to meet the requirements of the proposed curriculum. The design will also respect the need for future flexibility of curriculum change to meet the demands of future teaching and learning.

- There is a considerable amount of support in the local community for the ▇▇▇▇▇▇▇ to be converted to a local state secondary school.

Capital Investment
We do not have any sources of funding available though we do have the offer of the long-term lease of the site on a 'peppercorn rent' from the ▇▇▇▇▇▇▇.

Annex 1: █████████

Our preferred site is ████████, █████████, *Kingston upon Thames, Surrey* ██████████.

████████

████████