



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

JOHN DONNE PRIMARY FREE SCHOOL

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

<p>8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	√	
<p>9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	√	

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

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

Section I of your application		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	√	

Declaration

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

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

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

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

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

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

Signed:



Position:



Print name:



Date: 26 May 2015

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

✓

Section A: Applicant details

Please complete the Excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the Excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

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

This section will need to be completed by both route 1 and 2 applicants.

Section C1

Introduction

John Donne Primary School is an Ofsted graded outstanding primary school in the heart of Peckham, South London. It serves a vibrant and diverse community with high levels of deprivation and needs as well as high levels of aspiration. Our pupils achieve better than the national average in all subjects in Year 6 and we want to increase and extend our provision so that the high levels already achieved by our children at the end of KS2 are available through the John Donne Free School.

Our Multi-Academy Trust proposes John Donne Free School, to open in September 2016. It will be a new, outstanding primary school for children in the local community that will fulfil their educational aspirations and meet their complex pastoral needs. The new co-educational school will be two forms of entry from Reception through to Year 6, with an attached nursery to ensure outstanding early years provision as part of the school's offer.

The two schools will be managed by John Donne MAT so that together they will provide outstanding educational opportunities for the children and families of Peckham. The schools will be linked through their shared governance, vision, ethos, structures, services and pedagogy. Staff at the new school will work closely with existing leadership and staff in order to ensure that children are prepared for their transition from primary to secondary school and for the next stage in their education. We are confident that we can replicate our achievements, founding the new school on the solid educational and pedagogical principles that have made John Donne School such a success.

Rationale

There are a number of compelling reasons why John Donne Free School should open:

1. *There is a shortage of places in the immediate vicinity.* The John Donne Free School will be located where there is a current shortage of primary school places in the Peckham and Nunhead Ward. Its chosen location is directly related to our vision of serving the Peckham community by providing the necessary school places where the shortage exists.

Table 1: Shortfall in reception places by primary planning area

	September 2014	September 2015	September 2016
North West (Borough, Bankside and Walworth)	0 FE	0 FE	2 to 3.5 FE
North East (Bermondsey and Rotherhithe)	4 to 5.5 FE	6.5 to 8 FE	7.5 to 9FE
Central West (Camberwell)	0 to 0.5 FE	1.5 to 2.5 FE	2 to 3 FE
Central East (Peckham and Nunhead)	2 to 3.5 FE	3 to 4 FE	4.5 to 5.5 FE
South (Dulwich)	2.5 to 3 FE	1.5 to 2 FE	1.5 to 2 FE
Total	8.5 to 12.5 FE	12.5 to 16.5FE	17.5 to 23FE

Notes: FE is an abbreviation of Forms of Entry. One form of entry is equivalent to 30 additional places in a year group or 210 places across a school.
The higher figure in the range incorporates a 5% planning margin.

Additionally, there are a number of housing developments being built in the immediate locality within 200 metres which will provide for over 500 new families who will all need school places. The projected shortfall of places in Southwark does not account for the increased population in this specific location.

2. *There is high parental demand for the high quality education provided by our MAT.* The existing John Donne Primary is heavily over-subscribed. We have had over 250 applicants for our 60 place Reception provision for September 2015. Our Education Plan, as with everything we do, has been developed with our community in mind. We have listened to the views of parents/carers and local community groups. They are all interested in better quality education, with less teacher turn-over and easier communication with their child's school.
3. *Children in our existing school succeed well.* Children in Year 6 attain a significantly higher average points score than schools nationally – in 2014 on average John Donne children achieved an APS of 30.5 compared to an average of 28.7 nationally (RAISEOnline 2014 report). John Donne School is in the second percentile nationally for value added measure from Key Stage 1 to Key Stage 2. Children also outperform local and national in the key indicator of achievement of Reading, Writing and Mathematics:

Indicator Reading, Writing and Maths	School	LA	National
Level 4B+	72%	69%	67%
Level 5+	30%	22%	23%

(Data from Southwark generated school profile.)

We are confident that we can replicate the success of the children in our existing school in the MAT's new provision.

4. *Parental choice – a different approach to children’s education.* Many of the primary schools locally are run by a large academy chain, with a particular view on ethos, pedagogy and school structures. Our school offers a different approach to education, which contrasts with the local offer. Parents are attracted by our nurturing ethos and culture. Parents of reception aged children are extremely keen to attend the outstanding provision offered by John Donne Academy, as evidenced by the application for Reception places for entry in September 2015.

The introduction of a new school with the capacity to provide this flavour and quality of education is needed and demanded by local families. The rise in new housing within Southwark and particularly within the Peckham area will only serve to exacerbate an already acute problem. John Donne Free School will meet the needs of children, parents and the local community.

Vision

Our vision is that John Donne Multi-Academy Trust will act as a positive catalyst for change and improvement within its community.

Our Community

Serving our community is a core feature of our vision. Geographically, we aim to establish ourselves as an outstanding provider of education within Peckham with a view to spreading our provision across Southwark. We plan to work collaboratively and build strong working relationships locally, nationally and internationally with other academies, schools, the Southwark Teaching Schools’ Alliance, the Southwark Schools’ Collaborative Network, local nursery provision and Goldsmiths College. We already work collaboratively with leaders and teachers in other schools and we strongly believe that such collaboration has many benefits for all the schools involved. We further believe that collaboration between successful providers and schools where standards are not acceptable is conducive to raising standards across the borough.

Children’s Experiences

We envisage that John Donne Free School will significantly improve our pupils’ life chances. Children will receive outstanding teaching across a range of subjects in a broad and balanced curriculum. Children will leave our school having achieved well and been prepared for secondary school. It will be a school where every child becomes:

- *highly literate and numerate, with good technology skills.* These elements are core to the learning of each child and we will ensure that they receive excellent teaching throughout their journey through John Donne Free School.
- *a problem-solver, a collaborator and a leader.* Children will be encouraged to work in a variety of ways to ensure that they develop the appropriate skills for life. The excellent teaching and learning at the school will prepare children for the next stage in their academic journey, and beyond.

- *resilient.* We will help children to develop their grit and resilience, exploring their own character and helping them to face the challenges that life throws at them.
- *respectful of, and a positive contributor to their community and peers.* Children will understand that they have a role to play in school, the community and wider society. Further, they will understand that they have responsibilities to one another and the other people in our community and that they can be a force for good in our society.
- *a confident enquiring individual with adventure, outdoor and multi-cultural learning experiences.* John Donne Free School will provide exciting and innovative learning opportunities not only inside the classroom, but beyond it as well. Children will benefit from these learning experiences, developing a curiosity about the world around us.
- *a 'legacy leaver' for their fellow pupils and their community.* Children will leave a lasting imprint on their school, enhancing the learning of those who come after them.
- *academically successful.* We aim for all children to achieve significantly above national average at KS2 and make above national rates of progress from KS1 to KS2. They will leave this school aged 11 and be fully prepared for the next stage in their learning.

Exciting and Creative Pedagogy

Our experience and the growing body of research evidence enable us to understand clearly that our pupils learn most effectively when they are:

1. Physically engaged with their learning – hence there will be a high profile given to adventure learning and physical activity. Children will learn by doing, by being active, by going places and by designing, creating and making things.
2. Given sufficient time to address their emotional and social needs – hence there will be a focus on pastoral support and mentoring. We have a unique and holistic approach towards inclusion, ensuring that the needs of the whole child are met. Vulnerable children are served well, not only academically, but mentally and emotionally also.
3. Receive clear structures which set out ways to learn effectively – hence there will be provision for the development of metacognition through the inclusion of Philosophy in the curriculum. We have developed an enquiry-based approach towards learning through the use of “Fertile Questions” as stimuli for class, and individual, cross-curricular investigations.
4. Exposed to a curriculum which is relevant to the pupils everyday lives, is thematic in its approaches and demonstrates clear connections between literacy, numeracy and other curriculum areas; the impact of which can be demonstrated at John Donne Primary school's 'Power of Reading' project which utilises literature texts, in order to provide the stimulus for planning across the curriculum.

Outstanding Leadership

Our leadership team is skilled in leading teaching and learning, ensuring that rigour and accountability run hand in hand with creativity and flexibility. The staff of John Donne Primary are experts in developing and delivering the primary curriculum. We have made a number of

exceptional links with external bodies and individuals that will help us to ensure that we can deliver in the same way in a new provision.

John Donne Primary Academy is a National Support School. The headteachers are both National Leaders of Education and Ofsted inspectors. The opportunities offered to staff through work supporting a number of schools requiring improvement has been invaluable. These experiences have enabled us to grow capacity and expertise. These skills will be invaluable in a new school and will ensure the success of any new provision as it grows to capacity.

Section F of this application details the appropriate experience and skill set that we have within our governing body and also within our Executive Headteacher, who has a proven track record of moving a school from failing to Outstanding and then, maintaining that high-standard. Within the body of this application and the annexes are further details of the extensive experience we bring in Finance, Management, HR, Marketing, Project Management and critically, Education and Leadership.

Outstanding Teachers

We have a proven track record at John Donne Primary of recruiting and retaining high-calibre staff. For us, it is essential that our pupils belong to a stable environment where staff turnover does not compromise their ability to achieve. We are a hub school for the School Direct teacher training programme. This enables us to secure the highest quality staff and immerse them in the culture of the organisation. This enables us to deliver the highest standards of education and ensure continuity of provision. The expansion of this programme to ensure excellent recruitment and retention of staff would be a key strategy for the new John Donne Free School.

High Standards

Within the John Donne Trust, there is an emphasis on delivering high standards throughout all we do. We aim for the children to achieve their best and for our schools to deliver the children the best. In line with this and our vision to serve our community, as part of our governor review and performance assessments, we look for ways to improve our own effectiveness, efficiency and cost effectiveness. We do this so that can continually align what our schools offer with the current and future needs of the communities that we serve.

Section D: Education plan – part 1

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

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Nursery		60	60	60	60	60	60	60
Totals		120	180	240	300	360	420	480

Section D: Education plan – part 2

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

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

This section must be completed by route 2 applicants.

KS2 Timetable

Subject/ Other Activity (e.g. enrichment)	Hours per week 27.5 (equivalent across the year)	Mandatory/ Voluntary	Comments
English	7.00	Yes	Daily lessons – there can be cross-over between Literacy and other subjects to make best use of cross curricular links. Activities based on National Curriculum guidelines. Included in this time is a weekly input on performance poetry, developing skills of articulation and confidence in speaking as well as regular discussion sessions as part of the development of philosophy skills.
Mathematics	5.5	Yes	Additional time and depth of study can be achieved by use of cross-curricular links. Activities based on National Curriculum guidelines.

Science	2.5	Yes	Additional time and depth of study can be achieved by use of cross-curricular links. Activities based on National Curriculum guidelines.
Art & Design Technology	2	Yes	Extended sessions and deeper study will be achieved by blocking this subject on a half-termly basis
Computing	1.5	Yes	Additional time and depth of study can be achieved by use of cross-curricular links
Religious Education	1	Yes	Using the curriculum approved by Southwark SACRE to promote understanding and respect across faiths and for those with no faith
Geography	1	Yes	Extended sessions and deeper study will be achieved by blocking this subject on a half-termly basis
History	1	Yes	Extended sessions and deeper study will be achieved by blocking this subject on a half-termly basis
Music	1	Yes	Taught by a specialist teacher in KS2
MFL	1	Yes	Taught by a specialist teacher in KS2

Physical Education	2	Yes	Taught by a specialist teacher in KS2
Outdoor learning and Character Education	1	Yes	Blocked on an annual basis to provide access to access to learning in a wild environment and develop motivation, concentration and self-confidence as well as the values from 'A Framework for Character Education in Schools'.
PHSE/Philosophy	1	Yes	Weekly sessions to include circle time, health education, personal development and resilience.

KS1 Timetable

Subject/ Other Activity (e.g. enrichment)	26.25 Hours per week	Mandatory/ Voluntary	Comments
English	7.5	Yes	Daily lessons with a focus on developing reading skills, phonics, speaking and listening, basic writing skills
Mathematics	6	Yes	Daily lessons based on National Curriculum expectations with a focus on practical activities
Science	2	Yes	Activities based on National Curriculum guidelines and a focus on

			practical activities and the use of the local environment
Art & Design Technology	2	Yes	Regular lessons to develop creativity and self-confidence
Computing	1	Yes	Additional time and depth of study can be achieved by use of cross-curricular links
Religious Education	1	Yes	Using the curriculum approved by Southwark SACRE to promote understanding and respect across faiths and for those with no faith
Geography and History – linked as `Humanities`	2	Yes	Extended sessions and deeper study will be achieved by blocking this subject on a half-termly basis
Music	1	Yes	Taught by a specialist teacher from Year 1 and a key element of the Early Years curriculum
Outdoor learning, Character Education and PE	2.75	Yes	Blocked on an annual basis to provide access to access to learning in a wild environment and develop motivation, concentration and self-confidence
PHSE	1	Yes	Weekly sessions to include circle time, health education, personal

			development and resilience.
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Section D1:

The vision for John Donne Academy Trust is that it will:

- Become a Centre of Excellence.
- Develop as a local 'Hub' that provides a range of extended and complimentary services to include health, art and culture;
- Further extend its links and reputation locally, nationally and internationally as part of a network that shares and supports effective practice;
- Develop as a 'Training Centre ' in order to provide a range of educational training facilities;
- Be developed as an 'environmentally friendly' enterprise and promote sustainability in all its work;

Our vision is that John Donne Primary School Trust will act as a positive catalyst for change and improvement, working with all its partners.

The aims of the Trust:

The aims of our Trust are to enable all pupils:

- To improve on their previous best.
- To be happy in school and to find pleasure in learning.
- To live in an ethos of fairness, honesty and mutual respect among all members of the school community.
- To develop self-discipline and a positive self- image.
- To be prepared for the next stage in their academic career and for life.

The Golden Rules for the Trust:

- We are gentle – we don't hurt others
- We are kind and helpful – we don't hurt anyone's feelings
- We listen – we don't interrupt
- We are honest - we don't cover up the truth
- We work hard – we don't waste our own or other's time
- We look after property – we don't waste or damage things

Core values from 'Character Education':

Courage, Justice, Honesty, Compassion for others, Self-discipline, Gratitude, Humility, Modesty

Introduction

John Donne School is an outstanding Primary academy provision in the heart of Peckham, South London. It serves a vibrant and diverse community with high levels of deprivation and needs as well as high levels of aspiration. John Donne School makes a difference to the local community through providing outstanding education opportunities to 500 children and their families.

Ofsted said of John Donne School that, "John Donne Primary is an outstanding school which enables pupils from diverse backgrounds to make rapid progress in acquiring basic skills and knowledge, while at the same time equipping them with an impressive range of personal qualities."

The key characteristics that make this an outstanding provision are:

- Achievement which is consistently above the national average for both all schools and similar schools. This has been maintained for the past 4 years despite the challenges of high FSM (JD 47.5% v. national 26.6%) deprivation factors which are twice the national average, high numbers of pupils with EAL and new arrivals from overseas
- A curriculum which provides pupils with rich and engaging experiences through their class studies, innovative use of IT including radio and games design, excellent sport and music, a wide range of educational visits, visitors to the school from abroad, international links and residential experiences
- Teaching which is consistently good or outstanding as well as support from well trained and experienced support staff
- Staff continuity provided by a well-established IIT programme linked with Goldsmiths University providing students through both the School Direct and PGCE training routes

We want to expand this offer through our delivery of the National Curriculum so that the high levels already achieved by our children at the end of KS2 are continued in a further primary school. There is an acute need for additional, high quality, outstanding primary school places both locally and further afield.

Currently, academic aspirations from parents show that they wish the best outcomes for their children but are uncertain how to access information as they are unfamiliar with the British education system and the expectations that underly this system. Our pupils need and deserve the very best academic opportunities now, so that in the future they have the chance to achieve well. The vast majority of our pupils leave us achieving significantly above the national average for English and Maths. Much of this success is attributable to the significant support structures that we provide for parents and carers.

Ofsted go on to note that, "...pupils leave (John Donne) school as confident and often articulate young citizens, well prepared for the next phase of their education. All this takes place within a very caring, supportive environment, with the school typically being described by parents and carers as a 'patient, loving and dynamic place,' and 'a beacon of light in our community'."

The context of this school should not provide an excuse for under-achievement. We wish to offer the best education to children who would benefit the most.

Experience developed by working as teachers and headteachers for almost forty years, and latterly in John Donne Primary School for the past seven years, has enable us to understand clearly that children and pupils here learn most effectively when they are:

- Given sufficient time to address their emotional and social needs – hence the focus on pastoral support and mentoring and a unique and holistic approach towards inclusion. This is seen in school through the work of the pastoral manager who works intensively with families to help with problems such as housing, immigration, money, family issues and help with their own personal literacy and numeracy. This enables parents and carers to feel comfortable with the school and trust staff to work well with them and their families.
- Pupils also receive intensive support in school through the work of the play therapist, speech therapist, learning mentor, inclusion manager, drama teacher, sports coaches, school gardener, music teacher, specialist Maths teacher, EAL support, curriculum enrichment teachers, all focused on the development of self-esteem, confidence and positive attitudes to learning.
- Receive clear structures which set out ways to learn effectively – hence the provision for Philosophy in the curriculum and an enquiry-based approach towards learning through the use of “Fertile Questions”. In practice, this means that pupils are involved with the development of the key question that frames the approach to their learning for the half term. Each topic begins with an innovative overarching `Fertile` question that will entice the children into wanting to find out more. Examples of such questions are: ‘Can you drink the same glass of water twice?’ and ‘Can I influence change?’
- Given the opportunity to learn in an active way e.g. engaging in immersion days that stimulate an interest in the topic. An example of an immersion day is a day where the class prepares for and undertakes the trial, modelled on a formal process, of a slave owner to hear the arguments for and against slavery.
- Given clear feedback about their learning and how they are getting on in school. This is done through their regular meetings with their personal mentors and a programme of marking and feedback that enables pupils to be clear about their strengths and areas for development.

Key influences on the approaches that John Donne currently undertakes can be found in the work of:

- a) School leadership and improvement

Professor David Hopkins (*Exploding the myth of School Reform 2013* (<http://www.greateducationdebate.org.uk/articles/exploding-the-myths-of-school-reform.html>)). We have worked with Professor Hopkins for a number of years and use his model of school

improvement in the work we have undertaken in schools. This work has focused on the principles that:

- School Improvement is driven by a social justice agenda
- The key activity for any school is to ensure that the quality of teaching is consistently good or better across the school
- School improvements should contribute to the school system as a whole and not simply the improvement of one school

b) School ethos

Using the 'Framework for Character Education' (University of Birmingham & The Jubilee Centre), we use the core values of Courage, Justice, Honesty, Compassion for others, Self-discipline, Gratitude, Humility, Modesty to provide the foundation of character education. This is embedded in the curriculum through PHSE, SMSC and particularly the PE curriculum to utilise the enthusiasm of outdoor learning. As a result, the new school will promote a positive, energetic, caring atmosphere where children always feel safe and secure and wish to come to school. The school would be dedicated to equality of opportunity where all children and adults are respected, regardless of race, ethnicity, class or ability.

Children will be offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values would be developed to prepare the children for the next stage of learning ('Key Stage 2 ready' and 'Secondary ready'), and enable them to be successful in the community. The school would expect everyone to develop through a 'consistency and warmth' approach and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. The school would not tolerate poor behaviour and would adopt positive behaviour management strategies to ensure that children were responding to positive, not negative models of social interactions.

The Curriculum in more detail:

EYFS

In the Early Years Foundation Stage, the school would adopt the statutory Framework for the EYFS, implementing the full recommendations on learning and development and assessment requirements at the end of the Foundation Stage. The EYFS Profile would be completed to include the early learning goals, and shared with parents and/or carers. The non-statutory early years outcomes would be used as a guide during the Reception age, but it is anticipated that some of the pupils would need to access the KS1 curriculum during the course of the year.

The requirements on Safeguarding and Welfare would be delivered fully and comprehensively. Class sizes would not exceed 30 pupils and the school would seek external assessments and checks by registered health and safety providers to ensure that premises complied with all relevant legislation. The School would comply with the requirements of the Disability Discrimination Act and aim to be suitable for children with disabilities.

As in all its practices and procedures, the school would conduct risk assessments both for internal activities and for all visits and external activities undertaken.

Parent meetings at the start and during the year

There will be a 'welcome' meeting for all parents/carers during summer term prior to their child starting in both Nursery and Reception and parents complete a short information booklet about their child. Parents of Nursery children will be offered a home visit to allow the child to meet staff in their home environment. We hold individual parent carer meetings at the end of the 6 week settling in period (November).

How each day is structured

In Nursery, the curriculum will be integrated into planned activities throughout the day and delivered both inside and outside the classroom. There will be some sessions of formal input for e.g. number work, phonics and story time to help pupils develop good attitudes to learning.

In Reception, the balance of time allocated will be:

Literacy: 1 hour of taught time daily, covering phonics, writing, story time, reading, speaking and listening

Maths: 30 minutes taught time daily, with 20 minutes teaching, followed by formal recording then practical activities to consolidate learning

Other areas of learning: Integrated into planned activities throughout the rest of the day and delivered both inside and outside the classroom

Assessment procedures

Baseline assessment is completed within the first week of the child starting school. Evidence is gathered of the child's learning through guided reading, writing and maths activities each day and through short and long observations of the children's independent activities.

Staffing roles

The teacher and Nursery Nurse will lead a guided activity each day and gather evidence of the children's independent learning through observation. The support of the higher level teaching assistant will be spread across the year group and he/she takes small intervention groups.

How each day is structured

The morning will be split into 3 teacher led carpet sessions, followed by both guided and independent activities inside and outside the classroom. During the afternoon the children complete short literacy group work tasks (guided reading) followed by independent activities inside and outside the classroom.

KS1

Assessment procedures

From the start of Year 1 to the summer term in Year 1, pupils will be assessed every 2 weeks in both English and Maths. This will be achieved by a review of their finished work and progress in improving standards. Each half term, their assessments will be entered onto a data base and there will be a meeting between senior leaders and class teachers to review the progress of all pupils. At the end of Year 1, the pupils also undertake a national phonics assessment for which they have been prepared through the systematic teaching of phonics since the Nursery class.

Staffing roles

Each class will consist of a qualified teacher, teaching assistant and 50% share of an HLTA or School Direct trainee to provide capacity to support specific needs in the class. This is a system which has been used to good effect at John Donne School and we have evaluated the impact of the consistency of this cover in class and found that provides capacity to deliver excellent teaching to a wide range of pupils.

The structure of the school day

The day will be structured so that there is a more formal aspect in the mornings, covering the requirements of writing, reading, Maths and phonics to ensure that all children has access daily to quality-first teaching. Afternoons in the autumn term will be modelled on the EYFS curriculum with a range of activities and choices both inside and outside the classrooms. This will provide a transition from the early years to Year 1. This will gradually change as the year progresses to build up the children`s confidence in working for more sustained periods of time.

KS2

Staffing roles

Each class is staffed by a qualified teacher and a trained member of support staff. A well-qualified Higher Level Teaching Assistant is shared across the year group to provide capacity and more

intensive support for intervention groups. In some classes, this support may be provided by a School Direct trainee as part of their teacher training where appropriate.

How learning is structured

The curriculum planning for each year is agreed with the senior leadership team at the start of the school year. This is based on the expectations for each year as described in the National Curriculum and taught through key themes linked to books from the 'Power of Reading' programme wherever possible.

The 'Power of Reading'

The 'Power of Reading' programme is a school development project to engage teachers and children in the literacy curriculum using high quality books as the core stimulus for a half-term's work and proven and creative teaching approaches. It enables books to be used in a cross-curricular way, drawing on excellent children's literature to promote a love of reading, improved writing speaking as well as engaging with challenging topics to provoke deep thought and discussion.

Having used the programme for the past 10 years we are committed to its ability to inspire and enthuse both pupils and teachers and have had first-hand experience of its impact on raising standards in reading and writing.

Each key theme lasts for approximately six weeks and will provide the driver for History, Geography, Science, literacy, educational visits and experiences amongst others.

Lessons will use the added capacity of cross-curricular links wherever this is possible and appropriate.

Lesson observations will expect to see evidence of:

- Progress for all pupils
- Effective classroom/behaviour management, with established routines and clear expectations of behaviour
- Excellent subject knowledge cross referenced with other subjects & topics.
- Effective use of additional adults (including good communication and consistent expectations)
- Effective, differentiated, questioning
- Activities & tasks that match the needs & offer appropriate challenge to all pupils
- Immediate involvement in a lesson & active engagement throughout
- Links to prior learning
- Clear success criteria & sharing of the learning objective
- Varied presentation of new information
- Collaborative learning -pupil talk and interaction
- Mini plenaries

- A purposeful working atmosphere with pupils learning effectively
- Multisensory opportunities for learning
- Assessment for Learning
- Feedback & assessment which allows children to respond & know the next steps

Assessment procedures

- From the start of Year 3 to the summer term in Year 6, pupils are assessed formally every half term in both English and Maths. This is done by a review of their finished work and progress in improving standards. Each half term, their assessments are entered onto a data base and a meeting is held between senior leaders and individual class teachers to review the progress of pupils.
- In addition to the provision of targeted intervention groups and individual tuition, all pupils will have an assigned `mentor` through our `Assertive Mentoring` programme. This assigned member of the school staff, in addition to tracking the child's progress (separate from and additional to other rigorous methods of data analysis), develops an informal link with the pupil and regularly talks with the pupil about their targets and ambitions for the future.

Transition

Transition arrangements to Reception class from our nursery:

- Children will be visited at home before entering the Nursery where there will be an interview with parents.
- During the summer term prior to transferring to the Reception, the children will have weekly visits to their new classroom with their new teacher. The children will complete an 'about me book' before their start date to give to their new teacher which helps to inform the Baseline Assessment.

From other settings:

The Reception teacher will visit the child in their Nursery setting and have handover discussion with the Nursery teacher. The child will come to visit their new Reception class and spend time in their new environment.

Transition arrangements from Year 1 to Year 2

- Children begin transition to year 1 gradually throughout the summer term prior to starting year 1. Their new teacher will visit the children in their Reception class and handover information will be discussed with the current teacher. The children will then have weekly visits to their new teacher in the next Year One classroom until the end of the summer term.

Transition arrangements from Year 6 to Year 7

Following the pattern of transition that is currently used, there will be a range of support for pupils transferring in Year 6:

- Visits to a range of Secondary schools for Years 5 and 6
- Meetings in the primary school with a range of Secondary schools so parents can discuss provision
- Support interviews for parents when making application to ensure the applications are reasonable and appropriate
- Curriculum links with local Secondary schools
- Transition visits for year 6 pupils
- Co-operation with local Secondary schools in their transition programmes
- Transition links for pupils with SEND to ensure good communication and stability through the process.

The curriculum offered by John Donne will promote:

- The highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background;
- Pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world;
- A commitment to lifelong learning.

Structure

The structure will replicate the structures that have worked successfully in John Donne Primary school.

Classes of children will be of no more than 30 pupils, arranged in cohorts of age. Classes will be mixed-ability and staffed with a qualified teacher and trained member of support staff. Each year group will also share a Higher Level Support Teacher to provide targeted support for SEND and there will be capacity added by School Direct trainees in each phase.

Classes will be organised in groups of no more than 30 pupils arranged on the basis of age with 2 classes in each year group.

Specific skills for the support of pupils with SEND will be provided by a qualified Inclusion manager and pupils with EAL will also be supported by experienced EAL staff.



















Parental links will be maintained by the Pastoral Manager who will provide advice and support on a range of issues such as housing, finance, immigration, child development and child protection.

















Leadership will be provided by a well-established and qualified headteacher, deputy and assistant head as well as sharing a business manager and executive Headteacher with JDPS.

Staff will be divided into curriculum support teams where all areas of the school will be managed by a group of staff who will work on delivering the priorities of the school across the year.

Teaching will generally be in mixed-ability groups but there will be ability grouping where it has been found to be particularly relevant e.g phonics teaching, setting for English and Maths in Year 6.

John Donne Free School: Whole School Curriculum Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	 <p>Peace</p>	 <p>Toys</p>	 <p>The Moon</p>	 <p>Monsters</p>	 <p>Caring for our Planet</p>	 <p>London</p>
Year 2		 <p>London's Burning!</p>			 <p>In the Jungle</p>	 <p>It's a Mystery</p>
Year 3	 <p>Remembrance</p>	 <p>Story Telling</p>	 <p>Viking Voyages</p>		 <p>Woodlands</p>	 <p>Environments</p>

Year 4					
	World War 1	Heroes and Villains	A Room With a View	Connections	Identity
Year 5					What's Normal?
	Awards	What is a hero?	Ancient Greece	The Stone Age	
					
Year 6					
	Remembrance	Get Up, Stand Up	No Man is an Island	How the world was formed	
				<i>Midnight Fox</i>	Moving On Up

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Peace <i>Resolving Conflicts</i>	Toys <i>Toys through the ages</i>	The Moon <i>People in the more distant past</i>	Monsters <i>Creative writing</i>	Caring for our Planet <i>Animals inc Humans</i>	London <i>The Locality of the School</i>
Year 2	Knowing me, knowing you <i>Personal History</i>	London's Burning! <i>Great fire of London</i>	Once Upon a Time <i>????</i>	I Love Peckham <i>Contrasting Locality</i>	In the Jungle <i>Animals/Habitats</i>	It's A Mystery
Year 3	Remembrance <i>Local History</i>	Story Telling <i>Creative writing</i>	Viking Voyages <i>The Vikings</i>	Spirit of Adventure <i>Forces and Magnets</i>	Woodlands <i>Plants</i>	Environments <i>Contrasting locality in the UK</i>
Year 4	World War 1		A Room With A View		Connections	Identity

	<i>Dealing with change/ Relationships</i>	Heroes and Villains <i>Magna Carta</i>	<i>Different settlements</i>	<i>A less economically developed locality</i>	<i>Living things and their habitats</i>	<i>Telling tales</i>
Year 5	Awards <i>Black History</i>	We will remember them <i>World War 1</i>	<i>Ancient Greece</i>	The Stone Age <i>Animals inc humans</i>	I Love London <i>The River Thames</i>	What's Normal? <i>Transition</i>
Year 6	Remembrance <i>World War 1</i>	Get Up, Stand Up <i>Rights and responsibilities</i>	No Man is an Island <i>Sustainable living</i>	How the World was Formed <i>Evolution and Inheritance</i>	Midnight Fox <i>Mapping a locality</i>	Moving on Up! <i>End of year production</i>

Key:

	PSHE		History		Science		Geography		Literacy		Maths		Art/DT
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Core values

Each half term topic will focus on one or two core values (Martin Seligman- *Authentic Happiness: Developing a positive emotional life*). These also link with the PHSE programme *My Character* from the Jubilee Centre, University of Birmingham. In this way, PHSE is woven throughout the curriculum.

2. Breadth

Breadth involves a wide range of experiences that develop all areas of skill, knowledge and understanding. Throughout a pupil's education, the following skills will be developed through:

- reading, writing, speaking, listening and numeracy
- observation, recording and drawing
- locating, retrieving, evaluating and using information from a range of sources, using 'Fertile Questions' to promote learning
- the use of information and communication technology
- planning and evaluating work in order to improve it
- independent learning
- creative and critical thinking skills
- interpersonal skills
- critical appreciation the work of others and themselves
- emotional literacy

How will this be delivered?

- The material taught in order to develop pupils' knowledge and understanding will become increasingly extensive and specialised as the pupil matures.
- Children in the Foundation Stage will, experience a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued. Children will deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.
- The curriculum in KS1 & 2 will be planned around themes from core literary texts, linking areas of the curriculum to provide connections in learning and efficient use of time.
- Student progress and performance will be rigorously tracked and monitored in KS1 and 2 against their attainment baseline every 6 weeks. This will include the use of a proven and robust, online tracking system. All teaching staff will be trained in the use of the system and in the analysis and interpretation of data. Teachers and the Leadership team will be responsible for monitoring and reviewing progress with their students and their parents/carers.

Literacy

- Reading will be taught using the resources of the Oxford Reading Tree and the Rigby Star reading scheme, then a wide range of good reading material as pupils become more proficient. There will also be a class reader from the `Power of Reading` programme which will provide the stimulus for the curriculum.
- Guided Reading is taught through daily sessions with small groups using banded reading books. Guided reading which supports readers at all levels and stages of reading development would be a key component of the teaching day. This allows for Level 6 readers to engage in texts that make increasing demands on comprehension, inference and links to other texts and authors. It also supports early/emergent readers at KS1 engage in differentiated materials and age appropriate levels and allows for active teaching of reading objectives.
- Phonics will be delivered through a systematic provision based on `Letters and Sounds` which ensures that pupils have excellent phonic skills when they are assessed in Year 1. We have experience in this area and a track record of success.
- A strong focus on writing for a purpose will provide learners with the skills and motivation to write well across a range of genres.
- Writing will be frequently assessed to ensure that all pupils are developing as able writers.

Maths

- Maths will be taught using the yearly expectations from the National Curriculum and with resources based on the Longmans Maths scheme and other resources to support development of very strong Maths skills.
- Pupils will be able to review their progress and set themselves targets through the `Assertive Mentoring` programme which is currently used to great effect at John Donne Primary School.
- There will be an emphasis on practical learning in Maths throughout the school with regular opportunities for problem-solving and cross curricular learning to use and apply Maths skills.

Science

- The curriculum would be designed to develop a scientific approach to the subject matter from the earliest start, with an emphasis on enquiry, developing hypotheses, investigating variables and using mathematical and scientific vocabulary.
- Exploration and collection of data, through effective integration of appropriate ICT, would be fundamental to instilling scientific approaches to learning.
- There would be strong emphasis on the practical to engage and enthuse.

ICT

- ICT will be a strength of the school, with investment in technology to transform learning, as is the currently practice at John Donne.
- Pupils will be enabled to use ICT confidently and safely, with a clear understanding of using it safely to access the opportunities it provides
- ICT will provide opportunities for communicating learning in all areas of the curriculum as well as the means for parents to access their child`s learning at every stage.

Music

- We understand the need to provide excellence in experiences for pupils, so music will be an example of how this can happen in the new school.
- Any interested pupil will have the opportunity to learn an instrument and the pupil premium will support those pupils entitled to free school meals.
- All pupils will have access to weekly music lessons taught by a qualified music teacher as well as opportunities to join the school choir and take part in music events locally and nationally.

PE

- Irrespective of any outdoor space limitations, there will be a considerable commitment to offering a wide range of sport, dance and physical education at Foundation, Key Stage One and Two.
- Extensive use will be made of specialist teachers and coaches. John Donne School has for many years employed a specialist PE teacher as well as providing coaching during play-times and lunchtimes.
- We will also take part in a wide range of local competitive sports tournaments and currently partner LSBU to train specialist PE teachers. This would continue in the new school.

Humanities and SMSC

- The Trust believes that the best learning takes place when meaningful and integrated links are made between history, geography, Science and RE and, where appropriate: global education and citizenship encompassing spiritual, cultural, social and moral education.

- A key component of the Humanities curriculum is the 'Fertile Questions' that can be examined throughout the children's education, using more complex subject matter and approaches to learning as the children progress. An example of a question might be "Why do people/ countries fight/go to war?" At Key Stage One this would be explored at an age appropriate level using topics such as Native Americans and the new Americans, at Key Stage Two it could be examined via The Battle of Hastings and World War Two studies.
- Themes and topics would have history, geography or RE 'drivers', linked to a text from the 'Power of Reading' So a topic might focus on geographical learning whilst being contextualised within a historical period. An example of this might be a main study of apartheid in South Africa, using the book 'Journey to Jo'burg' as a stimulus, linking it to geography and history as well as SMSC and PHSE.
- We would link studies of the world faiths to relevant topics wherever appropriate. We would also explore people's right to not engage in an organised faith but still adopt a moral and ethical code of living that respects others right to a belief system.

Overview of the curriculum:

Timings below are based on 37 weeks, giving a total of 1174.5 hours of formal lessons in KS2.

This also then allows an additional 10 days (2 school weeks) per year for residential activities to support outdoor learning, celebrations, outings and events.

Subject	Hours per week 27.5	Hours per year out of 1017.5	% of 1017.5 hrs per year
English	7.00	259	25%
Mathematics	5.5	203.5	20%
Science	2.5	92.5	9%
Art & Design Technology	2	74	7%
Computing	1.5	55.5	5%
Religious Education	1	37	4%
Geography	1	37	4%

History	1	37	4%
Music	1	37	4%
MFL	1	37	4%
Physical Education	2	74	7%
Outdoor learning and Character Education	1	37	4%
PHSE/Philosophy	1	37	4%

Optional clubs and extra-curricular after-school activities available for both KS1 and 2:

After-school childcare provision	2.5 hours per day
Breakfast Club	1 hr per day
Football	1 hr per week
Multi-skills	1 hr per week
Dance	1 hr per week
Choir	1 hr per week
Cricket	1 hr per week
Table Tennis	1 hr per week
Tennis	1 hr per week
Jewellery making	1 hr per week
Knitting	1 hr per week
Spanish	1 hr per week
Gymnastics	1 hr per week
Basketball	1 hr per week
Sewing	1 hr per week

Understanding of the expected pupil intake and their needs

The commissioning school, John Donne, is already a high-performing, outstanding school in Peckham. As such, the school already has a good understanding of the needs and strengths of the local community.

The area is one of high deprivation. In the catchment area for John Donne, 55% of families live in the highest band of deprivation in the IDACI index 38% of the families live in the next highest band, which means that 93% of families in the area live in the top 20% of most deprived areas in the country.

- 46% of families currently receive free school meals (RAISE online 2013) and 53% of pupils are pupils who receive support through the Pupil Premium.
- 38% of children are from Black African families, a high number of whom do not have recourse to public funds. This has a significant impact on attitudes to work and learning for many pupils.

The school is currently among the top 250 schools for ensuring good progress for pupils who receive Pupil Premium support.

There is strong local support from parents and the community for a continuation and expansion of the school and the subsequent culture of inclusion and support that it promotes for all learners.

A rationale for the type of curriculum proposed which is consistent with the vision:

Our vision is that John Donne Multi-Academy Trust will act as a positive catalyst for change and improvement within its community.

Our Community

Serving our community is a core feature of our vision. Geographically, we aim to establish ourselves as an outstanding provider of education within Peckham with a view to spreading our provision across Southwark. We plan to work collaboratively and build strong working relationships locally, nationally and internationally with other academies, schools, the Southwark Teaching Schools' Alliance, the Southwark Schools' Collaborative Network, local nursery provision and Goldsmiths College.

Children's Experiences

We envisage that John Donne Free School will significantly improve our pupils' life chances. Children will receive outstanding teaching across a range of subjects in a broad and balanced curriculum. Children will leave our school having achieved well and been prepared for secondary school.

Pedagogy

Our experience and the growing body of research evidence enable us to understand clearly that our pupils learn most effectively when they are:

- Physically engaged with their learning

- Given sufficient time to address their emotional and social needs
- Receive clear structures which set out ways to learn effectively
- Give clear and positive feedback to pupils and parents

How will this be delivered?

Using the models which have been successfully developed at John Donne Primary School, including high expectations in Maths, Literacy and Reading at the core of pupil's learning, we would expect to transfer our practice in:

- Highly effective phonics delivered through an innovative and enjoyable active learning phonics programme. This programme enabled 86% of our pupils to achieve 32+ in summer 2014, compared with 74% nationally.
- An approach to reading using practices developed through the 'Power of Reading' programme (CLPE). This programme has been transformational in both schools which have been led by the headteachers at John Donne. Reading scores at KS2 have been significantly above the national average for the past 4 years.
- Targeted Maths teaching to enable a high number of pupils to achieve beyond expected levels in Year 6.
- Extended hours in the school week with 30% of teaching time allocated to reading and English.
- The school day will run from 8.45 a.m. to 3.30 p.m. Monday to Friday. Breakfast will be available from 7.45 a.m. and after-school childcare until 6.00 p.m. daily. There will be a range of clubs and activities after-school to add enrichment to the curriculum and holiday club provision to support working parents as well as provide educational

Pupil Premium/FSM – Closing the gap

We understand the demographics of this community and the barriers to learning and participation that will exist for students coming from a deprived community background.

John Donne Primary School currently uses Pupil Premium funding to provide opportunities for PP children to progress in their learning to at least national expectations.

Pupil premium money allows part funding for staff in each year group as follows:

- 1 teacher per class, 1 Teaching Assistant in each class and 1 Higher Level Teaching Assistant across the year group. This means that pupils entitled to PP funding receive small group intervention work with an experienced teacher or HLTA which enables them to overcome barriers and improve their progress. We have analysed the impact of the use of HLTAs and found the structure to be a

very good use of funds. Most of our HLTAs are graduates and use their time in school as preparation for School Direct training

- Pupil premium money has been spent acquiring effective materials for targeted pupils aimed at raising standards, particularly in Reading, Writing and Mathematics.
- Some Pupil premium funding has been used to ensure that Pupil Premium children are able to access extracurricular activities, including school journey and other school trips.
- Pupil Premium funding has been used to pay for breakfast club and/or after school club for some of the Pupil Premium pupils.
- Additional staffing for the `Numbers Count` numeracy intervention.
- Part funded pastoral support through our Learning Mentor and support for parents through our Parent Support Advisor.
- Part funded further staffing to enable more able Pupil premium pupils to be challenged and to ensure that they continue to progress above national expectations.
- Some Pupil premium children have received free individual music tuition and individual pupils have also accessed training for LAMDA exams in speech.

As a result of this support, the progress and achievement of disadvantaged pupils is consistently significantly above the national average and a value-added score of 102.7 points for disadvantaged pupils in summer 2014, which exceeded scores for other pupils by .1. We would expect to continue this approach in the Free School.

Assess and meet the needs of all pupils

At the heart of the new school's approach will be the commitment to know each child individually and view their needs holistically, which results in a comprehensive picture of the whole child.

This will be achieved via rigorous one to one and small group assessment, and the utilisation of assessment tools and intervention programmes which are quantifiable in terms of measures of progress.

The new school would utilise the best practice employed currently at John Donne School. Where assessments indicate that additional support is needed, we will access advice from therapists who work in the school as well as all possible experts outside the school such as the Educational Psychologist, CAMHS practitioners, autisms support teams, Social Services and SEN advice through the Local Authority.

Our current track record shows that we have experience in providing successfully for a wide range of needs, generally outperforming schools nationally in most areas. The Free School would be led and managed on similar principles, with a high level of expectation for all pupils, a rich curriculum and expert support to deliver these expectations.

4 year profile of attainment at John Donne School

(From RoL Validated March 15)

We are very proud of the progress and attainment of pupils at John Donne School, where we have achieved significantly above the national average in all subjects for the past four years. This is a notable achievement as the school population is from an area of high deprivation and with a high number of pupils with EAL.

Year		2011	2012	2013**	2014
All Subjects	Cohort	48	61	59	47
	School	29.2 ↑	28.8	30.2	30.4
	National	27.5	28.2	28.3	28.7
	Difference	1.7	0.6	1.9	1.7
	Significance	Sig+		Sig+	Sig+
Mathematics	Cohort	48	61	59	47
	School	29.3 ↑	28.7	31.4 ↑	31.2
	National	27.6	28.4	28.7	29.0
	Difference	1.7	0.3	2.7	2.2
	Significance	Sig+		Sig+	Sig+
Reading	Cohort	48	61	59	47
	School	30.6	30.4	31.2	31.3
	National	28.1	28.8	28.5	29.0
	Difference	2.5	1.6	2.7	2.3
	Significance	Sig+	-	Sig+	Sig+
Writing(TA)	Cohort	48	61	59	47
	School	27.6	27.1	27.0	28.0
	National	26.4	27.3	27.5	27.9
	Difference	1.2	-0.2	-0.5	0.1
	Significance	Sig+	-		
English Grammar, Punctuation & Spelling	Cohort	-	-	59	47
	School	-	-	29.3	30.1
	National	-	-	28.0	28.6
	Difference	-	-	1.3	1.5
	Significance	-	-	Sig+	Sig+
English	Cohort	48	61	-	-
	School	29.1 ↑	28.9	-	-
	National	27.3	28.1	-	-
	Difference	1.8	0.8	-	-
	Significance	Sig+		-	-

Assessment and data tracking system

At John Donne Primary School, we currently use Target Tracker to record assessments every half term. As a result, we are able to monitor progress closely and address any possible issues early. This system is comparable to other systems currently available but we believe that the combination of teacher assessment, formal assessment and peer moderation to validate these half-termly assessments to ensure that they are as accurate as possible is a significant strength in the process. Teachers meet the school management team every term to review progress. They also meet the SENco termly to monitor and review progress of pupils with SEN.

We would expect to continue this approach in the proposed free school. The combination of regular review and a strong focus on progress has enabled our pupils to make outstanding progress in all subjects so this approach can be seen to be successful.

Attainment at Key Stage 2

Table 4.3.6: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2014 (KS2.2A)

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	46	30.5	28.7	46	31.2	29.0	46	31.3	29.0	46	28.2	27.9	46	30.1	28.6
Gender															
Male	21	30.6	28.5	21	31.3	29.2	21	31.3	28.6	21	28.4	27.0	21	30.1	27.8
Female	25	30.4	28.9	25	31.1	28.8	25	31.3	29.4	25	28.0	28.7	25	30.1	29.4
Free School Meals*															
FSM	27	30.3	27.0	27	31.4	27.2	27	31.0	27.5	27	27.4	26.3	27	29.4	26.9
Non FSM	19	30.6	29.4	19	30.8	29.8	19	31.7	29.7	19	29.2	28.6	19	31.1	29.4
Children Looked After															
CLA	0	-	24.6	0	-	24.8	0	-	25.5	0	-	23.5	0	-	24.4
Not CLA	46	30.5	28.7	46	31.2	29.0	46	31.3	29.0	46	28.2	27.9	46	30.1	28.6
Disadvantaged pupils															
Disadvantaged pupils	27	30.3	27.0	27	31.4	27.2	27	31.0	27.5	27	27.4	26.2	27	29.4	26.9
Other pupils	19	30.6	29.4	19	30.8	29.8	19	31.7	29.7	19	29.2	28.6	19	31.1	29.4
Prior Attainment															
Low	13	27.1	23.1	13	27.5	23.4	13	31.2	23.7	13	22.4	22.0	13	24.7	21.6
Middle	18	31.1	28.8	18	31.7	28.9	18	31.3	29.5	18	29.7	28.1	18	32.3	29.0
High	8	35.6	33.0	8	37.5	33.8	8	32.3	32.4	8	35.3	32.2	8	33.8	33.4
Non-mobile pupils															
Pupils on roll throughout years 5 and 6	40	30.4	28.9	40	30.9	29.2	40	31.5	29.2	40	28.4	28.1	40	30.5	28.8
English as a First Language															
English or believed to be English	24	30.4	28.8	24	31.0	29.0	24	31.3	29.2	24	28.3	28.0	24	29.5	28.6
Other than English or believed to be other	21	30.8	28.3	21	31.6	28.9	21	31.6	28.1	21	28.4	27.2	21	31.0	28.7
Unclassified	1	25.5	23.4	1	27.0	24.3	1	27.0	24.1	1	21.0	22.1	1	27.0	23.6
Special Educational Needs															
No Identified SEN	36	31.3	30.0	36	32.0	30.3	36	31.3	30.2	36	29.8	29.2	36	31.7	30.2
SEN without a statement	9	27.7	25.0	9	28.3	25.1	9	31.0	25.6	9	23.0	24.1	9	25.0	23.4
School Action	4	27.0	25.5	4	27.0	25.6	4	31.5	26.1	4	22.5	24.7	4	25.5	23.9
School Action plus	5	28.2	24.2	5	29.4	24.5	5	30.6	24.8	5	23.4	23.2	5	24.6	22.7
SEN with a statement	1	25.5	18.6	1	27.0	19.6	1	33.0	19.8	1	15.0	15.7	1	21.0	18.9

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RAISEonline Summary Report based on unvalidated and validated 2014 data

John Donne Primary School (URN: 140507 DfE No. 2102335)

Attainment at Key Stage 2

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
Ethnicity Group															
White															
British	4	25.5	28.8	4	25.5	29.0	4	30.0	29.2	4	21.0	28.0	4	24.0	28.5
Irish	0	-	29.7	0	-	30.0	0	-	30.0	0	-	28.9	0	-	29.6
Traveller of Irish Heritage	0	-	23.8	0	-	24.2	0	-	24.3	0	-	23.2	0	-	22.7
Gypsy/Roma	0	-	21.7	0	-	22.3	0	-	22.2	0	-	20.6	0	-	20.6
Any other White background	2	29.3	28.0	2	30.0	28.8	2	30.0	27.8	2	27.0	26.7	2	30.0	27.8
Mixed															
White & Black Caribbean	2	27.8	28.1	2	27.0	28.1	2	33.0	28.7	2	24.0	27.5	2	30.0	28.1
White & Black African	2	33.8	28.8	2	36.0	28.9	2	33.0	29.3	2	30.0	28.2	2	30.0	29.2
White & Asian	0	-	29.8	0	-	30.2	0	-	29.8	0	-	28.9	0	-	30.0
Any other mixed background	2	31.5	29.1	2	33.0	29.4	2	27.0	29.4	2	33.0	28.4	2	27.0	29.4
Asian or Asian British															
Indian	0	-	30.1	0	-	31.0	0	-	29.7	0	-	28.9	0	-	30.7
Pakistani	1	36.0	28.0	1	39.0	28.3	1	33.0	28.1	1	33.0	27.2	1	33.0	28.7
Bangladeshi	0	-	28.7	0	-	29.2	0	-	28.6	0	-	28.0	0	-	29.7
Any other Asian background	0	-	29.7	0	-	30.7	0	-	29.2	0	-	28.3	0	-	30.2
Black or Black British															
Black Caribbean	11	31.5	27.5	11	31.9	27.4	11	33.0	28.1	11	29.2	27.1	11	30.8	27.8
Black African	13	31.7	28.4	13	32.1	28.7	13	31.6	28.7	13	31.2	27.7	13	32.5	29.2
Any other Black background	2	26.3	27.7	2	27.0	27.8	2	30.0	28.2	2	21.0	27.2	2	27.0	28.4
Chinese															
Chinese	1	27.0	31.4	1	33.0	33.1	1	27.0	30.2	1	15.0	29.4	1	21.0	31.3
Any other ethnic group															
Unclassified - Refused	0	-	29.0	0	-	29.3	0	-	29.2	0	-	28.0	0	-	28.9
Unclassified - Information not obtained	1	25.5	24.4	1	27.0	25.1	1	27.0	25.1	1	21.0	23.3	1	27.0	24.5

From 2013 the combined subjects point score uses mathematics, reading and writing (TA). Details are available in the RAISEonline library.

The Free School will provide an appropriate curriculum, teaching and learning, learning environment and resources to support its students' diverse needs. This will include providing for children with particular barriers to learning that mean they require special education support or facilities. This will include continuing to provide resourced provision and facilities for students with physical/medical needs and Severe Learning Difficulties.

Plans for the free school would build on and expand the approach used at John Donne Primary School, extending the strong links that already exist in music, speech, drama, sport and local university colleges.

Looked After Children (LAC)

We recognise that these are a vulnerable group of pupils and students. We will work with Southwark Council and other external partners to ensure that such students have their learning and development needs appropriately met. We are committed to tracking the progress and the impact of interventions and outcomes for Looked After Children in our schools.

Literacy and Numeracy Interventions

John Donne Free School will employ high quality teachers and provide on-going training and support to ensure that staff have the ability and take great care to identify early signs of children experiencing learning difficulties to enable early intervention. Ensuring the needs of all students are recognised, including those with special educational needs and physical disabilities, will be a key element of continuous assessment.

All teachers will be expected to understand each and every student and to effectively support the student in the way they deliver, enhance and inform the curriculum.

Teaching Assistants will be allocated to students as necessary to support their individual needs – this may include one-to-one withdrawal sessions, or in pair or small group withdrawal sessions or in class support. We have skills in a range of interventions such as 'Talk Boost', 'Every Child Counts'. Over time, a specialist TA team will be developed covering speech and language and communication difficulties, ASD and dyslexia, as is the current practice at John Donne Primary School.

Pupils with EAL

We are also aware of the importance of excellent support for pupils with EAL. Our current support at John Donne enables pupils who are new to English to have a dedicated teacher supporting them as they acquire basic language skills and then a teaching approach from all staff which ensures good language development. As a result, our pupils with EAL currently make significantly better than average progress in reading, writing and Maths at the end of KS2. We would expect to continue this approach in the proposed free school, ensuring that this provision is effectively continued to ensure development of a more sophisticated language skills, using some of the understanding gained from '*Writing in English as an Additional Language at KS2*'. (NALDIC Research paper)

Our current assessment process uses 'A Language in Common' (National Curriculum 2000) and this use would be continued in the proposed school. Strengths of this

assessment include the focus on speaking and listening and dovetailing in to the National Curriculum assessments for Speaking and Listening when appropriate. Responsibility for this assessment is shared between the class teacher and the EAL specialist teacher. Monitoring of progress is also shared but ultimate responsibility remains with the class teacher as language acquisition is essential for excellent progress to be achieved in other subjects.

We will raise the profile and celebrate the achievements of EAL students throughout the whole school and develop the knowledge of all staff in relation to the linguistic, cultural and religious backgrounds of students and their families as well as the social and political factors that affect their lives. We will also offer additional specialist teaching to support EAL children in public speaking and performance through our drama/performance and music specialists.

The EAL co-ordinator will be responsible for ensuring that the requirements of relevant pupils are delivered. They will also be responsible for pastoral support, liaison with families, the Local Authority and other agencies as appropriate. They will support parents to acquire English language skills and arrange translations of letters and other key documents.

Support for the most able and gifted and talented pupils

Current provision at John Donne Primary School includes:

- Incorporating a philosophical approach when planning the curriculum and involving pupils and parents in discussions about their curriculum.
- Providing high-quality subject teaching in English and Maths to enable pupils to experience challenge. In 2015, 20% of pupils achieved Level 6 in their Maths tests, which was 11% above the national average, in writing, 7% achieved level 6, 5% above national average and in SPaG, 9% achieved Level 6 against a 4% national average..
- Delivering a supportive mentoring programme for all pupils to ensure that every pupil has the opportunity at least once a term to review their progress formally and set new personal targets.
- Providing opportunities for pupils to train for and take graded singing, music and speech exams. Last summer, 6 pupils aged 11 achieved a Grade 4 in their singing exams, equivalent to a Grade `C` at GCSE. The school is now a LAMDA centre for speech.
- Establishing very high quality choral singing.
- Providing expert coaches to give pupils access to the highest quality tuition e.g. our current P.E. teaching is delivered by a coach who has been chosen for the England women`s football team.
- Linking with high-quality programmes and CPD delivered by local providers e.g. The Globe Theatre, LSBU, British Council, Goldsmiths University, Institute of Education, Imperial College, London and Pembroke College, Cambridge.

As currently the case at John Donne School, the Inclusion Manager will be responsible for Gifted and Talented pupils, with additional support as required. This will include:

- Leading the development, implementation, monitoring and evaluation of the school's policy for the identification of Gifted and Talented students and developing bespoke Teaching and Learning strategies
- Supporting colleagues in planning for the most able pupils
- Liaising with subject co-ordinators to assist in organising out of school visits for certain students, including linking with the local STEM (Science, Technology, Engineering and Maths) networks.
- Working with class teachers and curriculum co-ordinators, to develop, implement, monitor and evaluate the provision provided for these students including specialist ICT, music and drama teaching.
- Liaising with outside agencies regarding the provision for some students
- Understanding the academic, social and emotional needs of our Gifted and Talented students and ensuring that all able students receive the right blend of challenge and support.
- The school will collaborate with the Local Authority and other local schools and the appropriate agencies to ensure the appropriate nurturing of, and opportunities for, pupils with particular gifts or talents. This may include wider access to subjects, trips and visits.

Training and on-going support for school staff will also be employed to develop staff understanding on the needs of Gifted and Talented.

Specialist Teachers

As John Donne Free Primary Schools grows to capacity we will introduce specialist teachers in Music, Drama & Performance and ICT in order to further support the development of pupils. This model has proved particularly successful at John Donne Academy providing much needed language development through the drama specialist offering extra-curricular opportunities to undertake LAMDA examinations in spoken performance. Children will grow in confidence for public speaking and performances. The additional music teaching will allow children to further excel through this additional activity and take Royal College of Music examinations, as we currently do, to develop confidence, skills and performance abilities. An ICT specialist will help develop more complex programming and coding skills in children from Year 4 upwards. Their work will also support transitional arrangements and prepare children for key stages 3 and 4. Our specialist teachers will support learning right across the range of needs from EAL and those requiring language development to our most gifted children who need further opportunities to excel.

A clear role for the Inclusion Manager/ SENco

The current Inclusion Manager/ SENco role has proved very successful in identifying and supporting pupils at John Donne School. We have focused on using data

accurately and analysing the core problems when assessing for SEND and then establishing a structure of intervention and support within school which has clear accountability and procedures. Class teachers currently have a clear understanding of their increased accountability under the new code of practice. The Inclusion Manager/ SENco is also closely involved with safeguarding cases so has a very clear understanding of how often both of these issues can be encountered in the same children for many of our families. As a result, we have been able to link SEND and emotional support and also reduce the number of pupils with SEND so that our data on RAISEonline (2014) shows our SEND level to be in the middle quintile whereas our deprivation indicator is in the top quintile.

Comparisons with Local Authority data shows that the school has 84% of pupils with no identified SENDM whereas the local average is 80%. School Action data is roughly in line with the LA however, School Action Plus and the percentage of pupils with educational statements (EHCP) is approximately 4% lower than the LA average. Nevertheless, our SEND pupils achieve significantly above national averages in all subjects at KS2 according to RAISEonline for summer 2014.

Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English as a First Language																				
English or believed to be English	29	83	76		29	93	85	-	29	97	87	-	29	83	84	-	29	79	74	
Other than English or believed to be other	30	90	72	Sig+	30	97	83	Sig+	30	97	81	Sig+	30	90	80		30	93	74	Sig+
Unclassified	1	0	42	-	1	0	56	-	1	0	55	-	1	0	50	-	1	0	44	-
Special Educational Needs																				
No Identified SEN	40	88	88	-	40	95	93	-	40	95	94	-	40	88	94	-	40	90	86	
SEN without a statement	18	83	38	Sig+	18	94	61	Sig+	18	100	63	Sig+	18	83	51	Sig+	18	78	35	Sig+
School Action	14	93	42	Sig+	14	93	66	-	14	100	68	-	14	93	58	Sig+	14	86	39	Sig+
School Action plus	4	50	31	-	4	100	54	-	4	100	55	-	4	50	41	-	4	50	30	-
SEN with a statement	2	50	14	-	2	50	25	-	2	50	27	-	2	50	18	-	2	50	17	-

We would expect to continue this approach in the free school. The staffing structure has allowed for a full-time Inclusion Manager/ SENco and full-time pastoral assistant plus significant support through a trained learning mentor and `Character Counts` (as evidenced in `Character as Capability`, Jen Lexmond, Demos, December 2012) intervention. The expectation would be that, as children would be identified as early as possible, interventions would be put into place that enable *all* pupils to be very competent readers and writers by the time they are in Year 6.

Safeguarding/pastoral

All students will stay safe and secure and be supported to reach their potential. We are committed to safeguarding all students and will ensure that procedures are put in place to support students, families and staff. Designated members of staff will be responsible for dealing with safeguarding issues in line with a published safeguarding policy and there will also be a designated governor. We are also very aware of our responsibilities regarding e-safety and will ensure that pupils are informed and educated about the importance of safe internet use.

Special Educational Needs and Disability (SEND)

Our staffing structure will incorporate an Inclusion Manager/SENco who will lead, manage and deliver (with appropriate support) the provision of high quality and tailored special educational support, and ensure students with special educational needs to make good progress. They will have academic and pastoral oversight of the students and will draw up their specific Personal Learning Plan.

The Inclusion Manager will have a wide range of responsibilities including:

- Ensuring that a pupil's SEND plan takes full account of their needs and that appropriate resources and support are provided to enable access to the full curriculum
- Ensuring all students with special educational needs are supported to progress towards measurable outcomes
- The promotion of positive and appreciative attitudes towards students with SEN and Disabilities
- On-going communication with teachers
- Regular liaison and consultation with students, staff, parents/carers
- Engagement with outside agencies including Social Services
- Engaging with local charities and support groups
- Applying for additional funding where relevant
- Making reasonable adjustments to ensure that SEND students are not disadvantaged.
- Deployment of Pupil Premium for pupils with SEND and LAC

The Inclusion Manager will work with the Teaching Assistants and Learning Mentors and will liaise regularly and directly with parents and carers to discuss their child's progress and any individual concerns they may have.

External support services will be commissioned to assess the child so that they can advise teachers and the SEND plan extended to enable targets to be updated and strategies to be implemented.

We will take advantage of local provision and expertise to ensure that each child accesses any specialist support available. We will work with Southwark Local Authority and multi-agency partners and networks to ensure that all parties are aware of the needs of students so and that we work together to enable a cohesive approach to providing support and intervention.

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

a) Using technology

Our ICT strategy will support the needs of all students. Where required, students will be provided with a laptop or tablet suited to their educational needs.

We will promote, in an informed manner, increasing use of technology to deliver the curriculum and to support students, staff and parents. We will also work to keep parents and carers as well as students aware of the need for safe internet use.

We will also promote the teaching of Computer Science and Code and seek to demonstrate the skill advantage this will give to John Donne Free School students. John Done Primary School is currently well advanced in this work and its impact on pupil engagement and will share expertise and experience with the Free School.

b) Mentoring programme

We currently run a focused programme of mentoring 'Assertive Mentoring', from Years 2-6 which supports pupils in analysing their progress and attitudes and develops ownership of their targets, both academic and personal. Much of this links to our current PHSE programme. Mentoring is undertaken by all school staff and encourages pupils and staff to share ownership of targets covering progress, achievement, attitudes, attendance and behaviour.

Each child has a folder for the year's work and into this folder goes the weekly levelled writing samples, half-termly Maths tests, reading assessment, record of attitudes, behaviour and attendance as well as any certificates the pupil may receive. Each half term, each child has a 1:1 meeting with their mentor to discuss their work and agree new targets for the next half term. Pupils who find it hard to maintain their focus are allocated additional mentoring time with a member of the senior leadership team. This links with a pupil's SEND plan where appropriate, enables accurate Assessment for Learning by teaching staff and promotes pupil self-esteem.

We would expect to continue this work in the free school, developing the personal target to include career planning and expectations for further education. We have linked with the Jubilee Centre, University of Birmingham, and plan to use strategies from 'A Framework for Character Education in Schools' and 'My Character' to underpin the activities for mentoring. These activities link closely with the values taught in the curriculum so that PHSE and self-awareness are woven through a pupil's daily experience and progress towards good learning.

c) Links with local colleges and universities

We are a hub school for the School Direct programme, partnering with Goldsmiths College as part of their Initial Teacher Training programme. We would also plan to use their expertise as professional partners in the management of the Free School. We intend to expand this partnership to include identifying pupils early in their school career and enabling them to become familiar with local university provision.

We also currently have links with Pembroke College Cambridge and Imperial College London for pupils in Year 6 in order to enable students to have a clearer understanding of the options available for further education. Pupils visit and spend time at the universities to become familiar with higher education and the possibilities that are open to them. We would expect to develop these links further.

We are also a partner with LSBU for specialist PE teacher training and as part of a Comenius project on wellbeing. This partnership provides further access to expertise and the capacity for staff development.

Section D2

John Donne is currently assessed as an 'outstanding' school. We would expect to be able to continue the practices and processes that are currently in use at the new free school as these practices have been shown to be effective in promoting and sustaining improvement. This section therefore analyses where we feel we have been particularly successful and where we can continue these processes.

Assessment and data tracking system

At John Donne School, we currently use Target Tracker for Primary children to record assessments every half term. Teachers meet the school management team every term to review progress. They also meet the SENco termly to monitor and review progress of pupils with SEN.

We would expect to continue this approach in the proposed Free School. The combination of regular review and a strong focus on progress has enabled our pupils to make outstanding progress in all subjects so this approach can be seen to be successful.

Ambitious and realistic targets for pupil performance

Using current indicators, performance outcomes to measure the success of the new school are likely to be:

- By the end of Reception over 90% of pupils will be secure in the Early Learning Performance Goals
- By the end of KS1 all pupils will be working at Level 2a (excluding children identified as having Special Educational Needs which would prevent such learning attainment at this stage) and above, with over half the cohort working within level 3
- By the end of Year 4 all pupils will be working comfortably at Level 3, with over half the cohort working within level 4
- By the end of Year 6 all pupils (excluding children identified as having Special Educational Needs which would prevent such learning attainment at this stage), will be working comfortably at Level 4, with over half the cohort working within level 5 or above.
- All pupils will achieve 2 whole levels of progress between KS1 and KS2.
- At least 25% pupils will achieve 3 whole levels of progress between KS1 and KS2
- Attendance will be consistently 96% and above
- Punctuality will be set at 100%
- There will be no exclusions

Judgements and accreditations

The Free School will achieve:

- Ofsted 'Outstanding' within 3 years and will sustain that performance

- Excellent accreditations/kite marks in governance, Teaching and Learning and inclusive models of delivery.
- Teaching and Learning is consistently judged as outstanding
- We would also look to move the Free School to 'Teaching School' status by the time it reaches full capacity.

Quality assurance

This will involve:

- Internal and external moderation of assessments, including school to-school support and LA adviser input.
- External evaluation of lessons and other learning activities
- Reflection by staff on own performance
- Performance reviews and appraisals for all staff
- Regular lesson observations
- Opportunities for staff to share good practice within and outside the Free School
- Regular feedback from peers, students, employers and parents
- All results from evaluations will be input into the planning cycle to enable continuous improvement

Achieving Targets

Targets will be achieved by establishing a strong and positive learning ethos and culture and through delivering a curriculum, enrichment activities, and a Teaching and Learning style which excite, engage and support students to achieve and excel. The Free School will set high standards for student performance, behaviour and attendance. Students will be supported in their progress through the development, regular review and implementation of personal targets with clear goals and targets. Pupils will see the real life value of their learning, of being successful and have a clear sight of the opportunities it affords them in training, employment and FE/HE. They will feel well cared for, supported and have a strong 'pupil voice'. Appropriate reward systems and activities will be in place to motivate students to do their best and to celebrate their success.

High performance standards will be expected of, and practiced by all, from Governors to senior leaders, teaching and operational staff and students; and across all Free School operations.

Ambitious and realistic targets for behaviour and attendance

Behaviour in John Donne Primary School is currently excellent.

Our behaviour policy and whole-school approach focuses on positive approaches towards establishing good relationships and this in turn has an impact on pupil attitudes both in and out of the school environment. We are very conscious that, for many pupils

in this locality, behaviour and life chances are affected by social conditions and influences outside of our, and their control. However, our approach is to enable pupils to understand how to analyse issues and respond in a responsible manner. As a result, we have a very low incidence of poor behaviour or bullying. Parents and carers value the atmosphere and approach that the school promotes. We would expect to be able to do this as part of the free school. As stated in our introduction, we use the principles of consistency and warmth to underpin our policies and actions in school.

To enable us to continue with this approach to behaviour and developing relationships we shall:

- Pay great attention to the recruitment and appointment of staff.
- Take part in the School Direct programme to enable us to develop excellent trainee teachers before appointment.
- Appoint support staff who are interested in continuing to train as teachers.
- Pay great attention to the professional development of all staff, regardless of their role.
- Have transparent and consistent ways of promoting and rewarding good behaviour which are well understood by all staff.
- Invest in excellent mentoring and support systems.
- Ensure parents and carers are well supported by our pastoral manager when there are domestic issues through our regular `clinics` for housing, early years support, legal advice, attendance, immigration issues and many other pastoral areas.
- Have high expectations of pupils in regard to behaviour in and out of school, adherence to the expected uniform code, punctuality, attitudes to learning and commitment to school.

Attendance

Our present level of attendance is currently better than the national average, even taking into account comparisons with similar schools. Attendance has improved significantly in the past two years as a result of:

- Very close monitoring of absence and `first day absence` telephone calling.
- Regular scrutiny of registers.
- Raising the level of attendance at which formal intervention takes place to 90%.
- Phone calls home by the pastoral manager and Headteacher to challenge families whose children are frequently late.
- The Pastoral Manager waiting daily at the gate for persistent latecomers and going to the home of persistent absentees.
- Weekly rewards and certificates for 100% attendance

We would expect these processes to be continued at the free school. These activities are not unique but we do perform them systematically, so they become part of the school. As a result, parents, pupils and staff will be clear and confident about the expectations for attendance and punctuality. Senior Leadership in the school and the governing body receive regular reports about behaviour and attendance and there are

regular (annual) face-to-face sessions with parents to discuss their views on the school and how they would like to see it improve.

Review success measures and targets to improve performance

Pupil performance will be tracked regularly on a six-week basis. Teaching staff will use a tracking system with the leadership of the school focused on the accuracy of data they provide. The following practices will be employed in the school:

- Regular analysis and evaluation of data to develop the 'next steps' in learning for all pupils and to inform interventions to overcome barriers to progress
- Student progress meetings chaired by members of the Senior Leadership Team (SLT) will take place termly for accountability in relation to pupil progress
- Ensure all teachers are confident and competent in using the tracking system to inform planning and meeting planned learning targets
- Support the development of frequent and planned discussions with pupils which enable them to reflect on, help plan and improve their learning

Measuring and monitoring student attainment

Students will be assessed via teacher assessment and end of year teacher assessments, examinations or progression tests. We will carry out assessment benchmarking with partner primary schools, and in particular John Donne Primary School. We will also engage in LA led moderation for EYFS, KS1 and KS2 assessments.

There will be six data-collection tracking points throughout the academic year, one at the end of each half term. Teachers will be expected to make assessments and enter the data into the student performance tracking system. The data will be used to inform pupil/student grouping changes, pupil/student support programmes, and curriculum changes. This will also be fed into three formal reports sent to parents each year.

Focus on measuring and improving quality of teaching in the classroom:

Current successful activities at John Donne Primary School which would be transferred to the free school are:

- Subject co-ordinator observing lessons and monitoring work in books and teacher assessment.
- SMT scrutinising books to look at consistency, range of work, expectations and planning.
- Half-termly assessments and termly progress meetings for teachers and SMT.
- Focused interventions to support pupils who are not making appropriate progress.
- Termly lesson observations to Ofsted criteria by Ofsted trained head teachers.
- Clear performance management processes to support staff development.
- Regular learning walks

- Whole-school self-evaluation and planning processes which enable all staff to contribute to an understanding of strengths and areas for development in the school.
- `Expert teacher` programme for all teaching staff, supported by David Hopkins` work on improving teaching.
- Strong programme of leadership development across all staff, including Masters in Teaching and Learning and NPQSL for all middle leaders.
- Strong, engaging curriculum developed in the school to address the needs and interests of the pupils and responsive to their feedback.
- Weekly staff meetings focused on school improvement.
- Strong SMT focused on school review and development.

Liaising with and reporting to parents

We will ensure that the pupil performance tracking information is available to parents/carers easily. The `Assertive Mentoring` system will be updated each half term to report on progress, attainment, targets, attendance and behaviour. All reports will be made available to pupils and parents and be stored permanently at school and be available at any time. Formal parent meetings will be held each term and a full written report given each summer. Parents will be welcomed into the school at all convenient times and staff will be available in the playground before and after school.

Parental Workshops

Many parents are apprehensive about engaging with the school and thus we would run monthly workshops on such topics as:

- Behaviour management
- Curriculum and assessment
- Phonics
- Literacy and numeracy
- e-Safety

Liaising with parents:

Close contact with parents is an essential part of the ethos of the school. To achieve this, we will ensure:

- Accurate school website which is updated at least weekly.
- Texting service for all parents which is regularly used to report good progress or behaviour.
- Open and friendly office and reception area.
- Open-door policy for parents wishing to see staff.
- Weekly newsletters sent home on Fridays and loaded on to website.
- Formal parent meetings in November and June.
- Teaching staff, Headteacher and pastoral manager available daily in the playground for informal chats.
- Strong `Friends of John Donne` association to support parent participation.
- Strong parent representation on the governing body.

- Frequent school celebration events where the school reports activities to parents.
- Community Choir which includes parents and staff in its membership.

Key Performance Indicators will include:

- High levels of parental engagement, support and involvement in students' learning evidenced by attendance at meetings, reviews, feedback survey responses etc.
- Regularity of outreach project work and engagement with primary schools
- High levels of community engagement evidenced by student involvement in community initiatives, authentic employer and community partnerships and strong academic links

Section D3

Staff structure

- The expertise that currently exists in John Donne Primary School will provide the capacity for developing a successful new free school. Currently, John Donne Primary School is able to recruit, retain and develop staff very well. This is in striking contrast to many of our neighbouring schools. This is due to our reputation as a fair employer, the ethos of the school, CPD that is available to staff, opportunities for further study through our links with local universities, the School Direct programme which enables us to 'grow our own' teachers and a track record of good appointments.
- Our six senior leaders have all been promoted through the school so have an excellent understanding of the culture of the school and a strong commitment to develop this model further.
- Many of the teaching staff and the School Business Manager have had experience of working in other schools in difficulties as part of our role as a National Support School.
- Our culture and practices are strongly supported and understood by a governing body which is able to challenge and support as a critical friend. As a result, the school is in a very good position to undertake the development of a new school and manage the challenges and opportunities which this will offer.
- Our financial management is strong, with national benchmarking showing that we achieve excellent value for money.
- The staff structure model is a mirror image of the staff structure at John Donne Primary School. This model works well, provides capacity for growth and development and delivers high standards for pupils and job satisfaction for staff.
- John Donne Primary School has been led for the last 8 years by a joint headship so the model of shared leadership is embedded in the culture of the school. The leadership was recently showcased in the report '*Freedom to lead: a study of outstanding primary school leadership in England*' Research report: July 2014 Peter Matthews, Simon Rea, Robert Hill & Qing Gu Isos Partnership.

How staff from John Donne Primary School would support the development of the new school.

- The current joint headteachers are both National Leaders of Education and have worked in a number of challenging schools to provide leadership and transformation.
- They have both worked in challenging schools for over ten years to turn around failing schools and support leadership through CPD and coaching.
- The Executive head also managed the Southwark School Leadership Team for over 4 years as a Senior Leadership Advisor for Southwark LA. This work consisted of leading a team of 11 headteachers to work in schools in need of transformation e.g. Pilgrim's Way, John Donne, Geoffrey Chaucer, Keyworth.

- One of the current joint heads will become the Executive Head working to oversee the opening of the Free School as soon as the agreement to open the school has been given. The other will remain as headteacher at John Donne School and the present Deputy Head, who has worked as Headteacher Designate at John Donne for the past year will become the co-head at John Donne Primary school for the first year. This plan is already in place. The new co-head will transfer his leadership to the Free School at the start of the second year of operation.
- [REDACTED]
- [REDACTED]
- [REDACTED]
- There will be a sharing of expertise by staff from John Donne Primary school who will provide capacity, expertise and establish good practice for the new primary school. In particular, there will be a sharing of skills by the inclusion manager, pastoral manager, EAL co-ordinator and lead teacher for Early Years. These staff have been highlighted as their skill-set particularly contributes to the quality of education and support for pupils at John Donne so would be influential in the development of practices in the new school.
- A gradually increasing staff from 2 reception and 2 nursery teachers in Sept 2016 to a full contingency of 4 EYFS class teachers, 4 x KS1 class teachers and 8 KS2 class teachers for the complete phases in 2022.
- 4 phase leaders will support the development in EYFS, KS1.Yrs. 3&4 and Yrs. 5&6.
- The role for the Inclusion Manager will extend gradually to full time 2018 as well as additional pastoral support from the Pastoral manager and learning mentor, under the guidance of the staff from John Donne School. This provides the necessary pastoral support to maintain the culture of care and support which characterises John Donne Primary School.

- The school leadership team will develop over time. Initially, the school will access the expertise from the leadership team at John Donne Primary school.
- EAL support will be provided by trained and qualified HLTAs as part of their support role in class. The programme of support will follow that at present delivered at John Donne School.

Staff Structure – at full capacity Sept 2022

Post	Number (enter 1 if employed full-time in this year, 0.5 if half-time, etc.)							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
SLT								
Exec Head	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Head		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Head				1.0	1.0	1.0	1.0	1.0
Assistant Head			1.0	1.0	1.0	1.0	1.0	1.0
Assistant Head						1.0	1.0	1.0
Phase Leader	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Phase Leader			1.0	1.0	1.0	1.0	1.0	1.0
Phase Leader				1.0	1.0	1.0	1.0	1.0
Phase Leader						1.0	1.0	1.0
School BM	0.2	0.3	0.5	0.5	0.5	0.5	0.5	0.5

Teaching

Nursery	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Main School								
Reception	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reception Covered by Phase Leader								
Year 1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Year 1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Year 2			1.0	1.0	1.0	1.0	1.0	1.0
Year 2 Covered by Phase Leader								
Year 3				1.0	1.0	1.0	1.0	1.0
Year 3				1.0	1.0	1.0	1.0	1.0
Year 4					1.0	1.0	1.0	1.0
Year 4 Covered by Phase Leader								
Year 5						1.0	1.0	1.0
Year 5						1.0	1.0	1.0
Year 6							1.0	1.0
Year 6							1.0	1.0
PPA Teacher	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0
PPA Teacher							1.0	1.0
PPA Instructor	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Specialist								
Speech & Lang	0.5	0.5	0.7	1.0	1.0	1.0	1.0	1.0

Dyslexia & Read	0.5	0.5	0.7	1.0	1.0	1.0	1.0	1.0
Inclusion Manager	0.3	0.5	1.0	1.0	1.0	1.0	1.0	1.0
Pastoral Manager	0.7	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Music					1.0	1.0	1.0	1.0
Drama					1.0	1.0	1.0	1.0
ICT					1.0	1.0	1.0	1.0

Pupil Support

Nursery Nurse 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Nursery TA	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Nursery Care Assistant	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA1	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
TA2	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
HLTA1	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
TA3		0.9	0.9	0.9	0.9	0.9	0.9	0.9
TA4		0.9	0.9	0.9	0.9	0.9	0.9	0.9
HLTA2		0.9	0.9	0.9	0.9	0.9	0.9	0.9
TA5			0.9	0.9	0.9	0.9	0.9	0.9
TA6			0.9	0.9	0.9	0.9	0.9	0.9
HLTA3			0.9	0.9	0.9	0.9	0.9	0.9
TA7				0.9	0.9	0.9	0.9	0.9
TA8				0.9	0.9	0.9	0.9	0.9
HLTA4				0.9	0.9	0.9	0.9	0.9
TA9					0.9	0.9	0.9	0.9
TA10					0.9	0.9	0.9	0.9
HLTA5					0.9	0.9	0.9	0.9
TA11						0.9	0.9	0.9
TA12						0.9	0.9	0.9
HLTA6						0.9	0.9	0.9
TA13							0.9	0.9
TA14							0.9	0.9
HLTA7							0.9	0.9

Administrative

Office Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Admin 1	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Admin 2				0.9	0.9	0.9	0.9	0.9

Premises

Site Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Porter				0.5	0.5	0.5	0.5	0.5

Catering

Other

Midday Supervisor 1	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Midday supervisor 2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3

Management structure**Executive Headteacher****Shared across MAT****Responsibilities:**

Strategy, Reporting to the Trust, Overall standards and performance, Financial Accountability, Succession planning, Performance, Morale, Structures, Roles and responsibilities, Outdoor Learning programme, relationships with the wider community, curriculum, school procedures and policies

Head of School**Shared across MAT****Responsibilities:****Overall responsibility for:**

- Day-to-day management of the school
- Budget
- Ethos
- Transition
- Whole-school standards
- Delivery of outdoor learning programme for pupils
- Adherence to policy and procedures
- Quality of teaching and learning across the school
- Reporting on Data analysis across the school
- Links with parents and the community

Deputy Headteacher Performance management Quality of teaching In-year standards and progress Maths co-ordinator	Assistant Headteacher Ethos and values PHSE SRE Philosophy Global links Citizenship Literacy co-ordinator	Assistant Headteacher Data and Curriculum Curriculum development and delivery across the school Data collection and analysis across the school	
School Business Manager (Shared across MAT) <ul style="list-style-type: none">• Finance & HR• Contracts• Governors• Project Management & Premises		Inclusion Manager (Initially shared and supported across MAT) <ul style="list-style-type: none">• SEND• Inclusion• Safeguarding• Line manager for Learning Mentor and Pastoral manager	
TLR 1 Foundation Stage co-ordinator Curriculum team leader	TLR 2 KS1 Co-ordinator Curriculum team leader	TLR 3 KS2 Yrs. 3 and 4Co-ordinator Curriculum team leader	TLR 4 KS2 Yrs. 5 and 6 Co-ordinator Curriculum team leader

The existing John Donne Academy runs a very similar leadership structure which has proved itself extremely successful. This structure allows senior leaders to develop work with other agencies and consequently enhance the school and provide additional opportunities for staff development.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Insert text

Section E: Evidence of need – part 1

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

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

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

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

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

	2016 ¹				2017			
	A	B	C	D	A	B	C	D
Nursery	60	80		133%	60	60		100%
Reception	60	243		405%	60	107		178%
Year 1					60	243		405%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	120	323			180	410		

¹ Change dates to 2017 and 2018 if appropriate.

Section E: Evidence of need – part 2

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

This section will need to be completed by both route 1 and 2 applicants.

Section E1

Context

Over the past two years John Donne School has engaged with a variety of local and national organisations, education specialists and parental groups in order to identify the need for a new all-through school provision in SE15. The school leaders and governing body have collected evidence from parents, local community groups, the local authority and government statistics in order to support, and adapt, this proposal for additional primary places.

Parents and governors at John Donne School are acutely aware of the need for good quality education both for primary and secondary aged pupils. Both groups have engaged in dialogue and exploration of this issue over the past six years. As a result parents have sought better quality, local provision for their children and the governing body has responded to this request, culminating in this application for an additional primary provision in the Peckham Rye and Nunhead Ward.

The governing body are aware that this provision, if agreed, would necessitate the now stand-alone John Donne Academy becoming a multi-academy trust so that that the outstanding expertise currently within the primary school might be used effectively to create an equally outstanding provision.

Southwark's Cabinet meeting to consider their school places strategy on 18 March 2014 noted that,

Forecast demand for primary and secondary school places continues to rise. Between 17.5 and 23 additional forms of entry (FE) will be required in Southwark's primary schools by September 2016...

Evidence base for primary provision

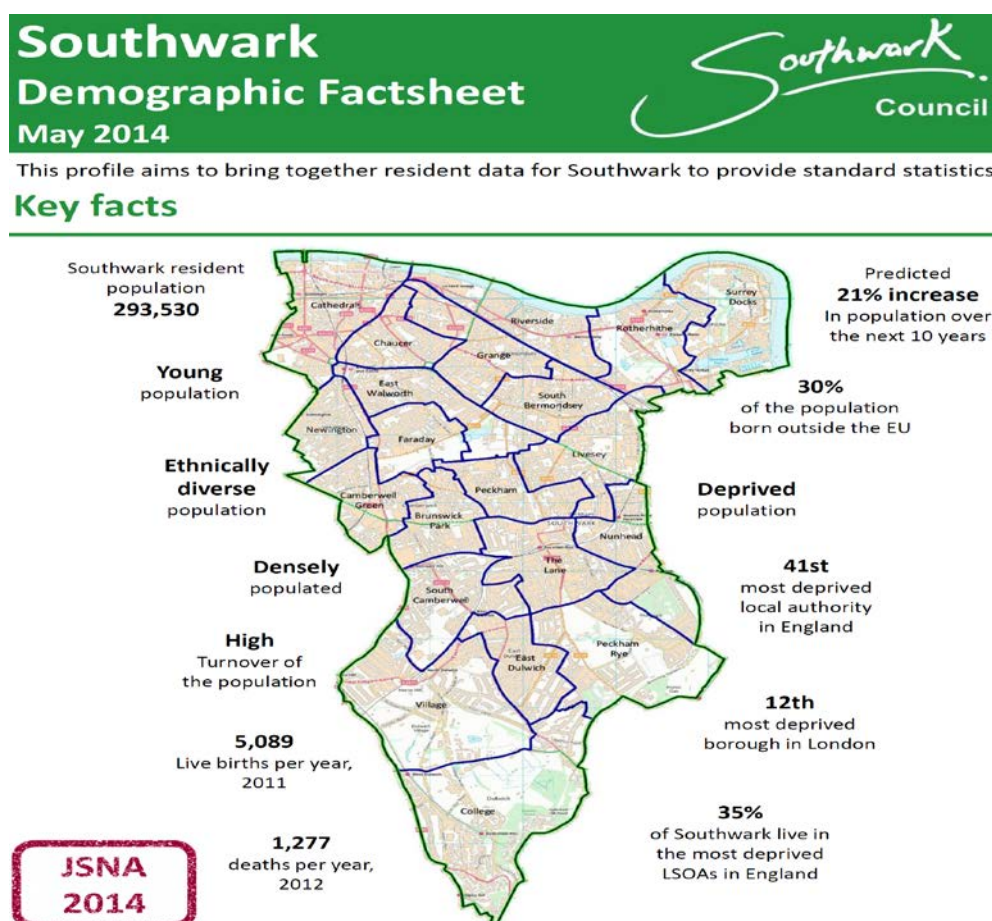
Introduction

John Donne Academy is oversubscribed. The latest figures for the beginning of the next academic year (September 2014) show that there are numbers equal to 20% of the current school population on a waiting list for places across the school.

Local families are very keen to secure a place in one of the few outstanding provisions in the area. For too long, parents have had to send their children to schools which do not meet their exacting standards or offer the potential for their children to achieve as well, and better than, children locally and nationally. John Donne Academy currently serves an extremely diverse community which recognises the importance of academic and educational achievement in a highly competitive world. Our local community want better things for their children.

There is demand from local parents for additional outstanding provision, a basic need identified by Southwark Local Authority and we are currently running a heavily oversubscribed provision.

Pupil place planning has proved to be an inaccurate science in many London Authorities. This is the case in Southwark. What is clear is that Southwark has one of fastest growing populations in the capital and, as such, a huge pressure on primary school place. Even if the predictions made by the LA are accurate (which has traditionally not been the case) there is still an acute shortage of places in local schools and particularly within the Peckham and Nunhead ward.



Quality of local provision

Table showing the quality of local primary provision

School	Ofsted grade	Joint English and Maths L4+	Joint English and Maths L5+	APS
John Donne	Outstanding	86%	22%	30.2
St Mary Magdalene`s	Good	80%	17%	29.2
Kender	Good	85%	0%	28.1%
Hollydale	Requires Improvement	83%	17%	29.1%
St James the Great	Requires Improvement	81%	23%	28.1%
Camelot	Requires Improvement	80%	17%	28.3%
Edmund Waller	Good	79%	17%	27.9%
St Francis	Good	83%	26%	28.7%
Pilgrims Way	Good	75%	25%	28.6%
Bellenden	Good	90%	19.8%	29.8%
Rye Oak	Requires Improvement	67%	13%	26.1%

The table above demonstrates the fact that John Donne Academy currently provides the highest standard of education and

Pupil Place Planning Demand

Item No. 11.	Classification: Open	Date: 18 March 2014	Meeting Name: Cabinet
Report title:		School Places Strategy Update	
Ward(s) or groups affected:		All	
Cabinet Member:		Councillor Dora Dixon-Fyle, Children's Services	

Forecast demand for primary and secondary school places continues to rise. Between 17.5 and 23 additional forms of entry (FE) will be required in Southwark's primary schools by September 2016 and, although there is currently an overall surplus of secondary school places, a further 18 FE for Year 7 pupils is forecast to be required by September 2019 across the borough.

Forecast demand for primary and secondary school places continues to rise. Between 17.5 and 23 additional forms of entry (FE) will be required in Southwark's primary schools by September 2016 and, although there is currently an overall surplus of secondary school places, a further 18 FE for Year 7 pupils is forecast to be required by September 2019 across the borough.

Above is an extract from Southwark Council's Cabinet Member for Children's Services. She clearly identifies the growing demand for reception places and we have been approached for the last years in order to take two additional reception class at John Donne Primary School. These additional classes are both full with waiting list for entrance into our outstanding provision.

She goes on to add,

The pace and scale of the increase in demand for school places requires a continuing investment programme, one that maximises efficiency and effectiveness of the borough's existing schools estate, builds on the success and popularity of local high-performing schools and seeks to engage external funding sources and school providers to ensure the best opportunities for the borough's school children. A primary school investment programme, aimed at meeting expansion targets up to September 2016, is already underway and initial steps are being taken to establish an equivalent programme to meet the demand for secondary schools expansion.

This extract makes it clear that the Council's strategy would expect that the local school need would be met from a mixture of extending existing schools and engaging with other school providers (e.g. free schools) to help meet demand. Again, as an existing outstanding and oversubscribed provider, we would be in an extremely strong position to help meet local rising demand.

Coupled with this, the Harris Federation have recently withdrawn their proposals for a new 2FE primary school in Nunhead. Sarah Musgrove from the Harris Federation wrote recently that,

The EFA has been clear that the primary school would not impact on the secondary's site at the East Dulwich Hospital. However, we believe that, when combined with its distance from Nunhead and the additional places created there, the consultation has now demonstrated that it would not be appropriate to proceed with the proposal. Subsequently, we have written to the Secretary of State to withdraw the proposal for Harris Primary Academy Nunhead.

This leaves Southwark's primary pupil place planning strategy even shorter of places than originally imagined and, in particular, short of appropriate, high quality provision in the Peckham and Nunhead area.

Southwark's pupil place planning is largely based on Greater London Authority (GLA) population projections which are themselves informed by:

- Current school rolls
- Birth rates
- Underlying population projections
- Migration

- New housing

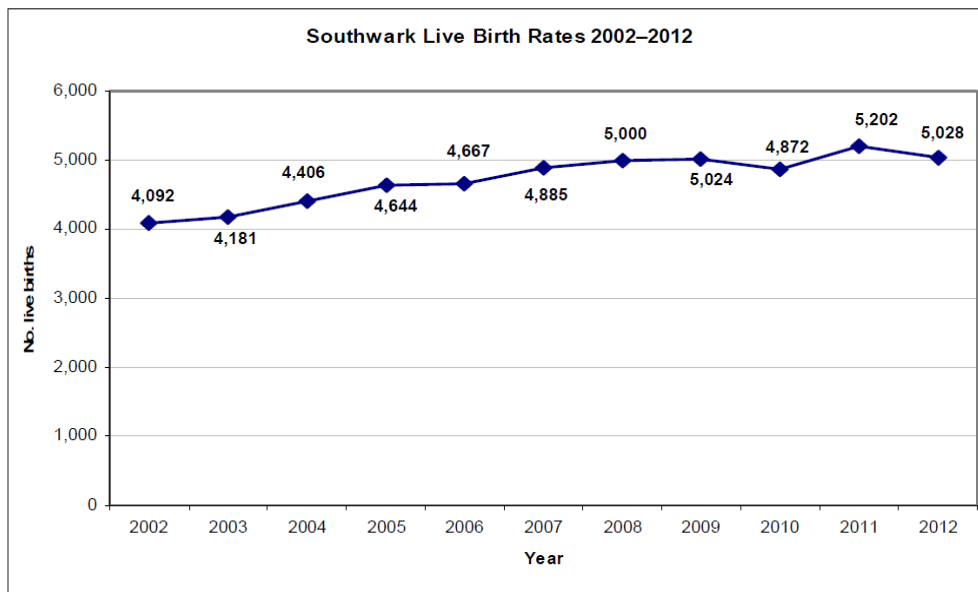
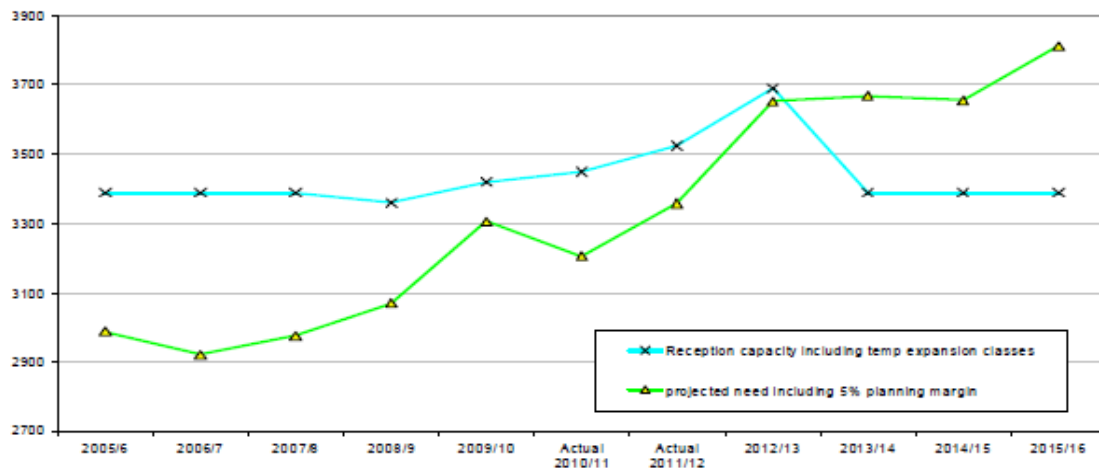


Figure 2: Reception capacity and anticipated place demand



As Figure 2 shows, a significant shortfall in available places is anticipated in 2013/14 and on into future years which is initially consistent with the shortfall experienced in 2012/13.

To assist in the planning of a response to pupil place demand the data is prepared for both the borough as a whole and also for individual community councils. This breakdown into smaller planning areas enables a pattern of need to be determined and the necessary response mapped more effectively onto local schools.

Table 1: Shortfall in reception places by primary planning area

	September 2014	September 2015	September 2016
North West (Borough, Bankside and Walworth)	0 FE	0 FE	2 to 3.5 FE
North East (Bermondsey and Rotherhithe)	4 to 5.5 FE	6.5 to 8 FE	7.5 to 9FE
Central West (Camberwell)	0 to 0.5 FE	1.5 to 2.5 FE	2 to 3 FE
Central East (Peckham and Nunhead)	2 to 3.5 FE	3 to 4 FE	4.5 to 5.5 FE
South (Dulwich)	2.5 to 3 FE	1.5 to 2 FE	1.5 to 2 FE
Total	8.5 to 12.5 FE	12.5 to 16.5FE	17.5 to 23FE

Notes: FE is an abbreviation of Forms of Entry. One form of entry is equivalent to 30 additional places in a year group or 210 places across a school.
The higher figure in the range incorporates a 5% planning margin.

Within our ward, Central East, there will be at least 4.5 to 5.5 additional reception classes needed in September 2016. There is clearly a need to establish new provision locally in order to cater for rising numbers of school aged pupils. John Donne Free School would be able to provide two forms of entry to help alleviate this shortage.

Local Demand

There has been an overwhelmingly positive response to the proposal for a new John Donne Primary Free School (please see consultation information below in E2).

The map shows from the situation with 243 first choice expressions of interest for our 60 place reception class for September 2016. The popularity of the school because of its high standards and local reputation will ensure that this application trend continues and will therefore ensure that a new 2 FE primary would be filled (and oversubscribed) from day one.

Section E2

Introduction

John Donne School has communicated, met and consulted with a variety of community groups, representative parental groups, Southwark Local Authority and council leaders and the Regional Schools Commissioner for South-East England and South London.

Organisation	Area represented	Theme of consultation	Outcomes and adaptation
John Donne Academy	Current parents/future parents and local community.	Nursery places.	<p>The school was able to identify 120 parent applicants who have completed forms for the school for entrance to its Nursery in 2016 and are on its waiting list.</p> <p>The strategic group were able to conclude that the additional 80 applicants (as our current admissions number is 40) would be happy to use our new Nursery provision through contact with these parents.</p> <p>The school will continue to monitor these numbers as they will grow as the deadline for applications approaches.</p>
Friends of John Donne (PTA)	Current parents/future parents and local community.	Questionnaires prepared by PTA and distributed to parents including those who had previously expressed a first choice preference for a John Donne all-through provision.	<p>350 forms returned. 300 from the school community and 50 from outside school. 100% of returned questionnaires stated a first preference for a primary school under the John Donne umbrella.</p> <p>Feedback enabled the strategic group proposing the free school to be satisfied that the change from an all-through to a 2FE primary was fully supported by those previously asked and by some additional parents/carers.</p> <p>See a copy of the information and questions sent to parents and the local community in the annex.</p>
Parents of	Parent	One to one	Parents had the opportunity across

Organisation	Area represented	Theme of consultation	Outcomes and adaptation
John Donne School	community.	meetings with senior leaders and school governors.	<p>two open days to discuss ideas/concerns etc. with senior leaders and school governors. This helped to clarify the school's position and made it explicitly clear that parents wanted additional, high quality, local school provision which would meet the needs of their children. It would also add greater choice and ensure that children currently at John Donne had as greater opportunity to get into a high quality primary school.</p> <p>Copies of information sent to parents and questionnaires for preference responses are available on request.</p>
Cossal Community Group	Peckham Rye and Nunhead community with particular concern for children, young people and local families.	A discussion with the chair and vice-chair of this group at which we presented our thoughts and plans and they took us through community developments.	<p>The feedback on our proposals was very positive indeed. The concern echoed by this group was about the quality of provision locally. The group were also concerned that outcomes for children and young people in this area needed to be as positive as possible. Having children who were successful was extremely important for the families in this area who have very high aspirations.</p> <p>Increasing the choice of high quality schools in the Peckham Rye and Nunhead Ward was very high on the list of priorities for this group.</p> <p>The group full supported the proposals for the free school and wished to be involved in its development if approved.</p>
Southwark Local	Education across all Southwark	Discussions around meeting	The strategy group from John Donne School met with the

Organisation	Area represented	Theme of consultation	Outcomes and adaptation
Authority	schools and across all age ranges and settings.	the rising demand for pupil places across the primary phase.	<p>Director of Education to discuss the future possibilities for expanding high quality school choices for local children in July 2016.</p> <p>At this meeting it became clear that there were a number of issues about how Southwark would provide sufficient (high quality) places for both primary and secondary aged children.</p>
John Donne Academy online survey	Consultation with existing parents and local families with children for reception in September 2016.	Poll to determine support for a new primary free school in the local area.	<p>98 responses to this online question have been positive to date.</p> <p>This survey is ongoing and will be monitored as it is, once again, promoted at our parent open day on June</p>
Southwark Schools Collaborative	A collaborative of 23 Southwark primary schools.	Information and discussion about academy status and the free school proposal.	<p>This was an opportunity to share with local headteachers the proposal for the development of a free school. Many Southwark headteachers recognise the difficulty faced by parents when their children reach school age and the difficulty of having good quality local provision and the pressure being placed on Southwark primary schools to expand their current provision with 'bulge' classes and the issues which this gives rise to e.g. overcrowding of sites, lack of sustainability, poor quality school building (as many are often in temporary accommodation) etc.</p>

Organisation	Area represented	Theme of consultation	Outcomes and adaptation
Peter John & Victoria Mills	Leader of Southwark Council and Cabinet Member for Children and Schools.	Pupil place planning and Southwark's response to the crisis in primary school places in relation to rapidly rising population. Also, the quality of education provision in the local area.	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

How the bid has been adapted in response to feedback

Parents and the local community have been widely consulted in relation to this proposal to establish an all new free school as part of a multi-academy trust. It was as a result of parental demand, the quality of local provision and the strategy for pupil places that the application to open a new provision has been made.

The interest in developing more choice in the area came from views gathered from parents and carers through our consultation processes. It became clear that parents wanted better quality and more responsive provision for their children as they moved into statutory schooling as well as a curriculum designed to meet the particular needs of children and families in the local area. It was following a particular meeting with the Friends of John Donne that we investigated traditional provision with an alternative twist.

The positive response to this proposal means that the new free school would be full right from its opening in September 2016. It is likely that the school would be over-

subscribed when it is launched as it would provide an outstanding quality of education in an area currently served by very few outstanding providers. Other parents from outside the school community have begun to express an interest in the free school proposal and have registered this with the school.

The current headteachers at John Donne Academy lead an outstanding primary school. The many years of experience at running first rate provision in areas of high deprivation will stand this new provision in very good stead and make it a popular choice for local families.

The original plan for the opening of John Donne Primary Free School was simply to provide additional primary places in response to local need. In response to surveys and parental demand, it soon became clear that additional, high quality provision, run by an organisation with an outstanding track record was also very much needed in this area.

As a result, the PTA at John Donne Academy met with a number of local councillors and their local MP to ensure that this view was both understood and supported and that the local school provision might also be driven by parental demand as well as local authority pupil place planning.

Below is a copy of the email received from [REDACTED] in support of our application:

From: [REDACTED]

Sent: 14 May 2015 14:34

To: [REDACTED]

Cc: [REDACTED]

Subject: RE: Free School Application

Dear [REDACTED],

Thanks for your letter dated 29th April and your offer to expand by 2 forms of entry in order to meet likely pupil place shortages in the area.

On the basis of the outstanding education you provide to children of the Nunhead and Peckham areas I am delighted to support any application which you make.

I will forward your letter to our Education Department so that they are aware of your interest.

With best wishes,

[REDACTED]

Section F: Capacity and capability

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

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

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

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

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

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against

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

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

F1 (a) Pre-opening skills and experience

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

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

We will be commissioning the legal services of [REDACTED] (CV in appendices) as part of our pre-opening project and also of [REDACTED] (CV in appendices) for [REDACTED]

The project will be managed by [REDACTED]. There will be a governance aspect to pre-opening and some members of the core applicant group will take on a governance role to hold the project team to account. Those with a governance role will meet with the rest of the core group monthly to ensure that policies and manuals covering procurement (including competitive tendering), delegation of responsibilities, financial procedures, internal control (including a split between purchasing, authorising and payment roles) and management of conflicts of interests are being adhered to.

For further detail about any of these individuals, please refer to their CVs within the document's annexes.

Capacity

At John Donne Primary, we currently have a co-headship model. On approval of our application, one of the current joint heads, [REDACTED], will become the [REDACTED]. At a later stage, [REDACTED] will become the [REDACTED] working across both schools. [REDACTED] will remain as [REDACTED] at John Donne School. [REDACTED], who has worked as [REDACTED] at John Donne for the past year, [REDACTED] to oversee the opening and development of the school.

[REDACTED] will dedicate 15 hours per week as the [REDACTED], with the rest of [REDACTED] time supporting [REDACTED] in their roles; releasing their time for the pre-opening project. We also intend to buy-in project management expertise in the opening of a Free School to help with the tracking, steering and access to support groups.

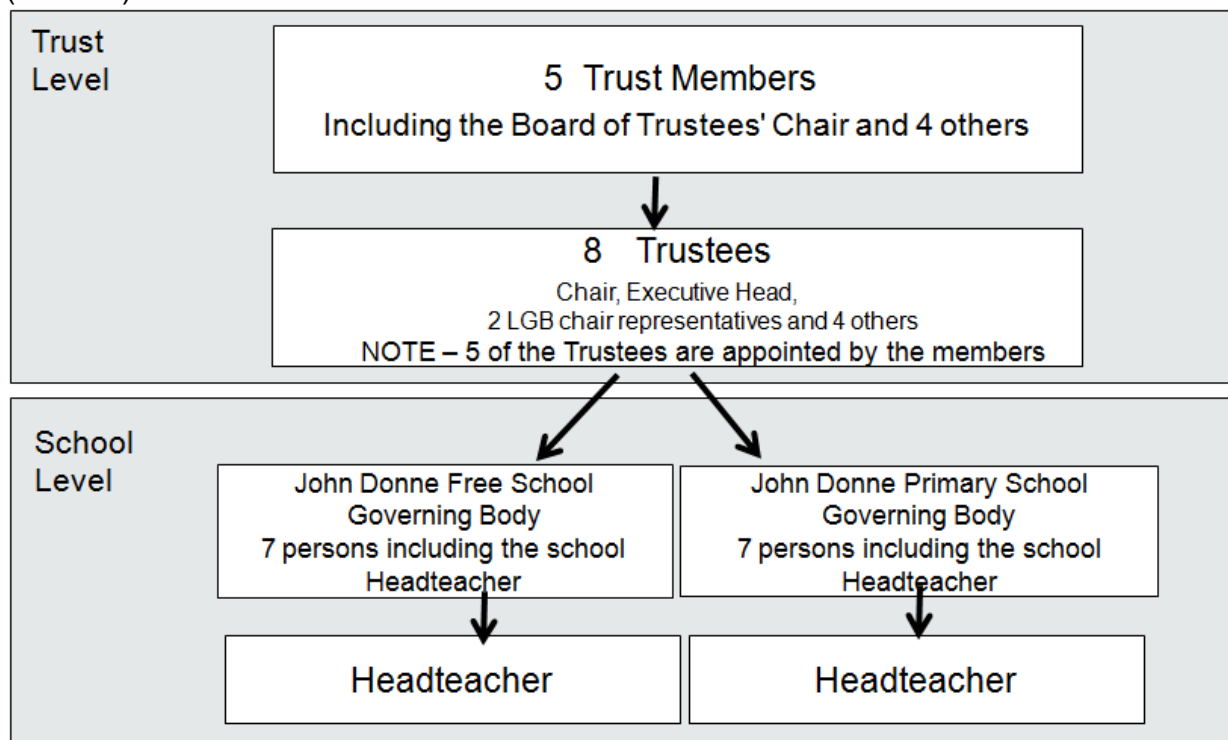
F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Building & construction	Our plans include the construction of a new school. As a consequence, we believe that we need additional experience in building and construction and the project management of a major build. We plan to engage a project manager with this experience.
Project management of opening a Free School	<p>We have contacted 2 local trusts with experience in this area and are looking to them for references and advice; Dulwich Hamlet Educational Trust and the Charter School Educational Trust. We plan to engage a project manager with this experience.</p> <p>We plan to use the project management grant to acquire such support. There is sufficient non-paid expertise within the pre-opening group to ensure that any paid consultants/companies are robustly held to account.</p>

Section F2

The John Donne Free School will be managed by the John Donne Multi Academy Trust (JDMAT). The John Donne MAT structure will be as follows:



Our vision is that John Donne Free School and John Donne Primary School will work collaboratively and capitalise on the advantages of having opportunities to share best practice, financial benefits and increased staffing resources. A MAT model will enable us to establish strong school-to-school support work, as well as increasing the economic benefits by introducing common payroll, HR, insurance and finance packages. John Donne Primary School already has a history of highly effective leadership development and a proven track record of success that has resulted in positive outcomes and high standards. This will be shared and adopted across the MAT. The MAT model is a way of continuing and extending this work, and also helping to retain key staff and nurture future leaders for both the system and individual schools. The MAT model also offers the potential for the trust to remain local but to grow and expand. It will allow each school within the MAT to keep its unique and individual character and maintain its own local governing body; and allow each of the principals a high degree of autonomy (in terms of leading their schools), whilst still following the Trust's overarching vision, objectives and ethos.

Currently, we have a single academy trust. On approval of our application, we will establish as a Multi academy Trust.

<i>Governance Level</i>	<i>Description & Responsibilities</i>	<i>Membership</i>
Members	<p>The Members have established the trust and set out the constitution of the school, through signing its memorandum and articles of association.</p> <p>The Members have the following responsibilities:</p> <ul style="list-style-type: none"> • Approve the Companies House return at the AGM • Provide oversight on internal controls • Receive reports on the finances and the strategy of the school from the Trustees • Appointment of other Members and appointment / removal of one or more Trustees <p>The Members also have the rights to:</p> <ul style="list-style-type: none"> • The right to wind up the Academy Trust • The right to amend the Articles • The right to change the name of the company <p>The Members will not be involved in the day to day operation of the school or approach Trustees or the Headteacher on an individual basis in their role.</p>	There will be 5 Members.
Board of Trustees	<p>The Trustees set the strategic direction for the MAT and are accountable to the Secretary of State for the performance of the schools within it.</p> <p>Full details on the remit of trustees will be covered in the Articles of Association. In brief, trustees will ordinarily serve for 4 years and will represent the interests of all Schools in the JDMAT.</p>	<p>There will be 8 trustees</p> <p>5 of these are appointed by the members.</p> <p>2 are in paid posts - Exec Head and Steven Hobbs (Finance)</p>

<i>Governance Level</i>	<i>Description & Responsibilities</i>	<i>Membership</i>
	<p>Except for the Chairman all Trustees will sit on the Academy Sub Committees.</p> <p>Responsible for the performance, financial management and strategic direction of the MAT and its schools. In addition to their legal duties and responsibilities as company directors (compliance with company law and the Funding Agreement and to exercise reasonable skill and care in carrying out their duties), they also have duties under charity law as charity trustees (ensure compliance with charity law).</p> <p>The Trustees will appoint the school headteachers and LGB chairs.</p>	Although the School Headteachers will not be on the Board of Trustees, they will attend meetings as observers and contributors
Executive Headteacher	Sits on the Board of Trustees and provides the professional leadership of the Trust. The Executive Headteacher will also act as the accounting officer and will take personal responsibility for assuring the board that there is compliance with the Handbook, the FA and all relevant aspects of company and charitable law.	One individual
Local Governing Body (LGB)	<p>The Local Governing Bodies will focus on the quality of teaching and learning within their own schools whereas responsibility for items such as health and safety, HR, the budget and staffing sits at Board of Trustees level.</p> <ul style="list-style-type: none"> • To support the vision of JDMAT • To provide a monitoring role in connection with the school • To monitor and be accountable for standards 	<p>Each LGB will have 7 members:</p> <ul style="list-style-type: none"> 1 Headteacher 1 Chair 2 Staff Governors 2 Parent Governors 1 Community Governor

<i>Governance Level</i>	<i>Description & Responsibilities</i>	<i>Membership</i>
	<ul style="list-style-type: none"> • To act as a critical friend to the Headteacher • To represent the views of the community • Support the work of the Board of Trustees through taking decisions/making recommendations <p>The LGB reports to the Board of Trustees through approved Minutes (after each LGB meeting). The LGB chair will attend the Board's meeting. At the last Board meeting of each term, the LGB chair will participate in a performance and quality review of the schools.</p>	
School Headteacher	<ul style="list-style-type: none"> • Runs the day to day operations for the school • Implements the strategy as devised by the governors • Reports back to the local governing body 	<p>There are one or two individual Headteachers for each of the schools.</p> <p>Co-headship is a structure that we currently use and are happy to continue with where deemed suitable.</p>

Subsets of the Board of Trustees will form sub committees: Teaching, Learning & Curriculum committee and a Finance & Resources committee.

Although we are aware that there is no automatic requirement to set up a Local Governing Body for each school, we believe that this structure will best match our strategy. We want governing bodies that include representation from the local community and who have close contact and understanding of the day-to-day operations at the schools they govern.

Delegation of responsibility

The model adopted is one where the LGB and the role of the chair of governors is focused specifically on the quality of teaching and learning and ensuring high standards. Therefore, responsibility for items such as health and safety, HR, the budget and staffing levels sits with the Trustees at trust level. This leaves the school head/principal free to maintain a rigorous focus on the quality of teaching and learning, without having to worry about other areas.

Although The Board of Trustees will appoint and appraise headteachers, each LGB has the responsibility to recruit, appoint and appraise other staff in its school. The Board will also appoint the LGB chairs.

Policies will be set at board level and implemented at LGB level e.g. admissions policy with the LGB reporting upwards issue with policy implementation.

For example, the Trustees will ensure that appropriate systems are in place to monitor progress and outcomes of children with a statement. E.g. establish definitions of SEN and the thresholds for intervention but the LGB will consider appropriate differentiation for children of different abilities, ensuring that those with a statement have their needs met in the classroom and around the school and also know that the SENCo has submitted EHCP for funding to support identified children.

For a full list of the scheme of delegation, please refer to the Appendices.

The role of the LGB chair of governors is that they represent the school at Board level and need to be able to make strategic decisions about key factors and developments, such as finance and long-term strategy. As a Trustee, they (along with the other trustees) have the collective power and responsibility to run the trust and effect change at all levels, including the business, systems, structures and processes.

So that there can be accountability and appropriate support and challenge within the MAT, we have put in place agreed meetings schedule and reporting lines.

The MAT Board of Trustees will ensure that they are satisfied about the LGB's ability to adequately perform any functions delegated to them be. Therefore, the Board will look for LGB members to:

- Clearly understand the vision of the Members
- Be well trained
- Have the ability to challenge and support the school headteacher
- Bring a range of skills and insights
- Be prepared to commit their time consistently over the course of their appointment
- Be familiar with RAISEonline data and how to interpret this data

How will the Board and LGBs assess success?

This section describes how the Board will assess progress, performance and financial stability.

- Head teachers report. The heads of each school will provide a report each term to the LGBs and to the Board that describes the quality of education provided, the development of pupils and staff and their mobility, the standards attained and trends of performance, the efficiency of the management of the school's resources and curriculum, and the progress made in implementing the school improvement plan and OFSTED action plan. The reports will contain monitoring information on both performance and policy implementation.
- RAISEonline. The LGBs and the Board will use RAISEonline as a source of data for school governors to use in retrospective self-evaluation and school improvement planning. It will be used alongside the other data sources and reports listed here. Data will be compared across the years so that we are tracking continual improvement. Where there is no RAISEonline for the first 2 years of operation, Governors will assess using local & national benchmarking.
- Ofsted Data Dashboard - LGBs and the Board will access the Ofsted data dashboard for a snapshot of school's performance.
- Gathering SATs and results for all year groups.
- Assessing how pupil premium funding is spent within the school's within our MAT. We will collaborate with other schools within the LA and nationally to ascertain the impact of each of the different ways in which the funding is used and also look at the above sources of data to see if achievement for these students is improving.
- Compare progress within the MAT's schools to the national results and similar schools.
- Check the quality of teaching: Both [REDACTED], core members of our pre-opening group [REDACTED]. They will conduct internal self-assessments regarding the quality of teaching. The board will also engage an external NLE to conduct an assessment of each school within the Trust annually. Where there are concerns at a school level, the Trust intends to engage [REDACTED] as well as the support from Southwark Local Authority advisors when appropriate.
- Pupil punctuality.
- Pupil applications, admissions, attendance, and exclusions.
- Staff retention, resignations, vacancies and performance.

- Each Governor and Board Member will make a visit each term to the school. Prior to their visit, it will be agreed at previous governor meeting what the purpose of that visit is. Also, at the meeting that follows the visit, they will produce a documented account of the visit. A core feature of each visit will be the governor accessing 'what evidence is there that all I have encountered on my visit reflects the MAT's stated values and vision? For example, how are the values and visions demonstrated in the class assembly/school play/activity/etc. that I attended at the school today?'
- The LGB and Board will review the school development plans to see if they are in line with the feedback provided by Ofsted.
- The finance and resources committee will maintain a log of what policies and procedures require review and by when. The finance and resources committee will communicate each term with the Board what policies and procedures require review.
- A self-evaluation will be conducted each year at each school and the results delivered to the LGB and the Board.
- A survey will be distributed to the parent/carer community and another to the pupils to gauge their satisfaction with the provision of care and education by the MAT's schools. This survey will be discussed at LGB and Board level. The results will be compared with previous years.
- Each term, there will be a 'parent/carer - governor surgery'. This event will be attended by representatives from the LGB and from the Board and will allow parents/carers to discuss their concerns and also their satisfaction with the school environments and services provided.

Communication and Meetings Schedule

In terms of how communication and accountability between the different governance levels will operate, we have established the following regular and co-ordinated meeting cycle, formal reports and methods of scrutinising performance data.

Governance	Sept	Nov	Dec	Jan	March	July
Members						AGM
Full Board of Trustees	Agree Improvement Plan		Review progress on improvement plan. Consider recommendations from Committees. Receive and approve annual report and report of auditors		Review progress on improvement plan. Consider recommendations from Committees	Report and Audited Accounts (prior to AGM)

Governance	Sept	Nov	Dec	Jan	March	July
Members						AGM
Finance & Resources Board sub committee	Approve revised budget. Review KPI's for last term	Budget monitoring Consider annual report and report of external auditors. Agree and commission internal audit programme		Monitoring - Consider draft budget for next year Review KPI's for last term. Assess staff performance management summary provided by LGBs Staff performance mgt of Executive Head and Headteachers		Monitoring - draft budget for next year update Review KPI's for last term. Assess staff performance management summary provided by LGBs Staff performance mgt of Executive Head and Headteachers Planned summer expenditure

Governance	Sept	Nov	Dec	Jan	March	July
Members						AGM
Teaching, Learning & Curriculum Board sub committee	Review exam results. Review KPI's for last term	Pupil progress from half termly assessment point - summary provided by LGB. Ensure that each school is compliant with its statutory duties re curriculum planning for next academic year		Check systems in place monitoring progress and outcomes of children Pupil progress from half termly assessment point- summary provided by LGB. Review KPI's for last term	Summary from LGBs of performance half termly. Summary feedback from parent and pupil surveys from LGB	
LGB	Assess local expenditure Review exam results. Review KPI's for last term Agree Local Improvement Plan	Pupil progress from half termly assessment point Curriculum planning for next academic year		Pupil progress from half termly assessment point Review KPI's for last term	Pupil progress from half termly assessment point. Feedback from parent and pupil surveys from LGB	

The Trustees will call the AGM. LGB governors may attend and present at AGMs, although they cannot vote on resolutions.

Agreed membership of committees will be available from the clerk following the full board of trustees meeting in November. Note: All documents that will be covered at the AGM will be provided 1 week prior to the AGM, at a minimum. Chairs of committees to meet Headteachers two weeks prior to meetings. Agendas to be emailed one week before meeting. In general, when serious issues arise for which the Members need to be informed or take action then the Chair of Trustees will alert the Members and/or convene a meeting if appropriate.

The Board of Trustees will communicate with the Members:

- Annual Accounts and Annual Return which will be submitted to Companies House
- The minutes of all Board of Trustees meetings
- Information required to enable the Members to carry out their 'guardianship' role e.g. financial updates, details of any building works or site issues
- Any litigation involving members of staff (i.e. court proceedings/tribunal proceedings/criminal prosecutions) and in particular any which might reflect adversely on the Academy Trust
- Financial concerns which develop during the course of the financial year and in particular any financial concerns that might have an impact on the employment of staff or the delivery of the broad and balanced curriculum which the Academy Trust is under a duty to offer
- Details of any Ofsted / Inspections and other related external monitoring
- Resignation or the appointment of a Headteacher or Executive Headteacher
- Vacancies arising on the Board for which the Members have responsibility

The Trustees will call the AGM. LGB governors may attend and present at AGMs, although they cannot vote on resolutions.

The Board of Trustees will communicate with the following stakeholders (other than the Trust Members, the Executive Head and the LGBs:

Whom	When	How	What
Parents/carers	Bi - Annual	Newsletter. Trust Web site, parent meetings, Twitter	Progress based on previous years goals.
Suppliers	Frequently particularly close to ends of contracts	Meetings to renew contracts, review service provision	Seeking best value and service comparisons
Local community	Officially 4/5 times a year	Invites to plays, concerts, events, fairs	Celebrations, events, occasions, news, fund raising activities and charity fund raising
	Other times through school website and tweets	Activities published in local newspapers e.g. 'The Peckham Peculiar'	
		Using social media to update on school activities	

The Board will ensure that everyone feels that their opinions, feedback and suggestions are welcome. They will also demonstrate the progress that is made in relation to that feedback.

The Local Governing Bodies will communicate with the parents/carers of their schools via:

- A newsletter each term
- Governor presence at parent/carer/teacher meeting days

- Surveys each term
- An open meeting on school open days
- A blog on the school website for each LGB

Compliance & Conflicts of interest

The Board of Governors for the JD MAT embraces a culture of accountability, transparency and responsibility and recognises the importance of maintaining a complete and accurate paper trail.

In terms of compliance the Board will comply with the duties as set out in the Companies Act 2006 and to rules regulating the conduct of charitable trustees and keep detailed minutes to record the commercial justification for the payment of any remuneration to any governor. Payment is only permitted if this is clearly in the interests of the MAT and provides a clear and significant advantage over all other options.

In terms of conflicts of interests, the Board will:

- Keep and regularly update a register of the personal interests of each governor. Personal interests include details of membership of external organisations, other directorships (whether or not those companies provide goods or services to the Academy) and personal or family links with current suppliers or business partners
- Require every governor to formally declare at the start of each board meeting that the register of their personal interests is correct
- Require governors to notify the chairman and other governors immediately of any new personal interest so that the register can be updated.

Please note that there are currently no conflicts of interest.

The MAT Board of Governors are aware of their duty to ensure that they always act within the objectives set out in its articles of association and funding agreement. As a consequence, they will:

- Regularly review the MAT's activities to ensure that they fall within the defined objectives.
- Regularly monitor the performance and effectiveness of LGB's and third parties, such as accountants, insurance, brokers and investment fund managers.
- Create and maintain a risk register which identifies key risks to the MAT and assesses their potential impact. Please note, we are currently creating a risk register and it will be in place by June 2015.
- Ensure that its members have ready and regular access to up to date financial and other management information in order to assist decision-making
- Instigate a programme of regular training to ensure that governors understand the extent of their legal liabilities and have up to date knowledge in all relevant areas.

So that the JD MAT can demonstrate how they are complying with relevant legislation, there will be written policies and procedures in place to deal with the following areas of the each school's operations as a minimum: Internal financial arrangement, Staff and HR matters, Admissions, Pupil support, Risk management and Disaster Recovery, Health & Safety, Procurement, Handling Complaints,

Confidentiality and Data Protection, Anti-corruption and Corporate Social Responsibility.

The governors will regularly review the effectiveness of the policies, as well as monitoring the MAT's compliance with the agreements to which it is party, and make changes to policy and/or to conduct whenever necessary.

F3 (a) Proposed trustees

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

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
			• [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████ ██████████ ██████████ ██████████ ██████████	██████████

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)

F3 (b) Skills gap for board of trustees

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

Skills/experience missing	How you plan to fill the gap
Additional Trustee with financial background	We are seeking to fill the position of 1 trustee seat. We are looking for someone with a strong financial background preferably in auditing and compliance and a string interest in Education. We intend to contact HR departments of local banking & insurance companies, register the vacancy with SGOSS and advertise in TLS publications and business networks.
Statutory obligations of MAT and Free School	Engage the services of Wilson Law who offer the services of specialists in education law. [REDACTED], is currently working with us to formally establish our Multi Academy Trust.
LGB positions: 2 Staff Governors 2 Parent Governors 1 Community Governor	The current John Donne Primary LGB will be re-establishing as once we become a MAT, its size would be too large. We intend to fill the role of community governor from within the existing JD Primary LGB. We will recruit parent Governors through communication between the school and parent body -newsletters, website, assemblies, etc.

Section F4

The JD MAT will appoint [REDACTED]. [REDACTED]
[REDACTED]

John Donne Primary Academy (established on 1 January 2014) has benefited from [REDACTED] skilled leadership. [REDACTED] has been at John Donne School since September 2007. Since then, the school has moved from one of the lowest performing primary schools in London to one of the highest – with outstanding value added demonstrated for all children but especially for those who are recipients of Pupil Premium funding, being in the top 2% of schools nationally for Pupil Premium progress in 2014.

[REDACTED]
transforming 5 schools that were in special measures and restructuring budgets to reduce overspending. [REDACTED]
[REDACTED]

This appointment will ensure the continuity of high standards, culture and maintain and develop the essential links between the schools in the MAT.

As the proposal is for a school community growing year on year, the capacity for this appointment already exists within the current leadership structure at John Donne Academy in the first instance.

The intended headteacher of the free school is [REDACTED], an experienced school senior leader who has completed [REDACTED] NPQH. [REDACTED] has led very successful whole-staff development and is an outstanding teacher and coach. [REDACTED]
[REDACTED]

[REDACTED] will be closely mentored and supported by the experienced headteacher of John Donne School and Executive Head of the MAT. The two schools will work closely under the one executive Headteacher.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

Key people who we would use to provide School Improvement Support

The current joint headteachers at John Donne Primary Academy are both National Leaders of Education and have worked in a number of challenging schools to provide leadership and transformation. They are also both Ofsted inspectors.

[REDACTED]
We have worked with [REDACTED] for a number of years, using [REDACTED] school improvement strategies both for ourselves and sharing with colleagues in the LA. [REDACTED] work on school improvement strategies has been the driving force behind many of the education development of recent years.

has

was also

School Improvement Services: London Borough of Southwark, Education Department.

Financial Auditing

We have appointed Baxter & Co to be external auditors for the financial procedures of the Free School. They are currently the auditors for John Donne Primary Academy School and have a long experience of education support. They were selected to provide this service after a process of competitive tendering and interview.

██████████, Wilsons Law (*Alexandra House, St Johns Street, Salisbury SP1 2SB*) (CV included in the annex). Wilsons have had wide experience of Academy and Free School work and were selected after tendering and interview.

We have used [REDACTED] (C.V included in the annex) from EPM (*Education Personnel Management, St Johns House, Spitfire Close Ermine Business Park Huntingdon Cambridgeshire, PE29 6EP*) to provide services for nine years and been very satisfied with their work. They have a strong track record in Education work and currently also provide payroll and DBS to us.

A strong educational track record

Ofsted report

John Donne Primary School was last inspected in October 2011 and was graded outstanding. The report can be viewed here

<http://www.johndonne.southwark.sch.uk/page/default.asp?pid=11&title=OFSTED%20Report>

The school converted to academy status in January 2014 and has not yet been inspected as an academy.

Performance Data

Our most recent performance data can be viewed on our data dashboard here

<http://dashboard.ofsted.gov.uk/dash.php?urn=140507>

Our 2014 RAISEOnline report shows that children at our school perform significantly better than children nationally. This is especially significant considering the high levels of FSM, EAL, SEN and pupil mobility at the school.

Year		2011	2012	2013**	2014
All Subjects	Cohort	48	61	59	47
	School	29.2 ↑	28.8	30.2	30.4
	National	27.5	28.2	28.3	28.7
	Difference	1.7	0.6	1.9	1.7
	Significance	Sig+		Sig+	Sig+
Mathematics	Cohort	48	61	59	47
	School	29.3 ↑	28.7	31.4 ↑	31.2
	National	27.6	28.4	28.7	29.0
	Difference	1.7	0.3	2.7	2.2
	Significance	Sig+		Sig+	Sig+
Reading	Cohort	48	61	59	47
	School	30.6	30.4	31.2	31.3
	National	28.1	28.8	28.5	29.0
	Difference	2.5	1.6	2.7	2.3
	Significance	Sig+	-	Sig+	Sig+
Writing(TA)	Cohort	48	61	59	47
	School	27.6	27.1	27.0	28.0
	National	26.4	27.3	27.5	27.9
	Difference	1.2	-0.2	-0.5	0.1
	Significance	Sig+	-		
English Grammar, Punctuation & Spelling	Cohort	-	-	59	47
	School	-	-	29.3	30.1
	National	-	-	28.0	28.6
	Difference	-	-	1.3	1.5
	Significance	-	-	Sig+	Sig+
English	Cohort	48	61	-	-
	School	29.1 ↑	28.9	-	-
	National	27.3	28.1	-	-
	Difference	1.8	0.8	-	-
	Significance	Sig+		-	-

Our value added is outstanding, showing that we take children from a very low starting point and help them to achieve above national average. Progress at John Donne Academy is significantly better than at other schools across the country, and has been for a sustained period of time.

		2012	2013	2014
All subjects	Cohort for VA	51	46	39
	VA School score	103.6	103.2	102.4
	95% confidence interval +/-	0.6	0.7	0.7
	Significance	Sig+	Sig+	Sig+
	Percentile rank	1	1	2
	Coverage	84%	78%	85%
Mathematics	Cohort for VA	51	46	39
	VA School score	103.3	104.1	102.7 ↓
	95% confidence interval +/-	0.8	0.9	0.9
	Significance	Sig+	Sig+	Sig+
	Percentile rank	1	1	2
	Coverage	84%	78%	85%
Reading	Cohort for VA	-	46	39
	VA School score	-	103.1	102.7
	95% confidence interval +/-	-	0.8	0.8
	Significance	-	Sig+	Sig+
	Percentile rank	-	1	1
	Coverage	-	78%	85%
Writing (TA)	Cohort for VA	-	46	39
	VA School score	-	101.3	101.2
	95% confidence interval +/-	-	0.8	0.8
	Significance	-	Sig+	Sig+
	Percentile rank	-	12	12
	Coverage	-	78%	85%
English	Cohort for VA	51	-	-
	VA School score	103.8	-	-
	95% confidence interval +/-	0.7	-	-
	Significance	Sig+	-	-
	Percentile rank	1	-	-
	Coverage	84%	-	-

(RAISEOnline 2014)

They have been instrumental in the success of the school and will ensure the academic success of the children in John Donne Free School.

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

Capacity to Expand

John Donne School already exists as an outstanding academy. Over the past seven years the school has improved beyond recognition. Much of the improvements made have been due to the quality of staff employed by the academy – from support staff to the school's leadership which includes its governance. As the school moves forwards, its trustees and governors are keen to 'grow' this successful model by using skills which already exist with the academy. This application would necessitate the introduction of a MAT. The expertise which currently exists within the governance structure of the school would be used to ensure that any expansion would be as successful as our existing provision. The financial expertise, which already exists within the trust and school, would be used to support the growth of this additional provision. The academy's shared services would effectively support the introduction of robust systems and personnel into the new school structure.

The academy's leadership has been judged as outstanding by Ofsted. It is proposed that one Head Teacher works as the Executive Head Teacher across the MAT when it is established so that the culture, ethos, high standards and exceptional outcomes can be maintained in this new provision.

Financial Oversight

John Donne Primary School is an existing, outstanding academy. As such, the school (which will become part of the proposed MAT) benefits from expert financial support (see F1). [REDACTED], within school finances (see CV for [REDACTED]). The academy has run its own budgets extremely effectively over the past years and performs exceptionally well when benchmarked against similar provisions. John Donne Academy currently uses Baxters as an independent auditing service selected by the school for their track record and after a competitive interview process.

RSM Tenon, on behalf of Southwark, and Baxters, on behalf of the academy, have undertaken recent financial audits which have found the school to be performing financially very well. The reports have concluded that the school has robust financial procedures in place and operate effective internal controls in line with the academy trust's financial handbook. These reports are available from the school upon request.

John Donne School has operated a surplus budget over the past four years which has been effectively invested in curriculum, leadership and premises development. The academy has worked to support local schools in their financial management as part of the National Support School Programme. The Academy's Financial Director is a member of NASBM and works closely with the London Group in developing effective financial procedures and ensuring value for money in procurement strategies.

Support and Challenge

The outstanding governance structure of John Donne Primary School will be used to establish a new MAT and highly effective governing bodies for the schools within the trust. The proposed members for the new trust will bring their considerable expertise of running effective organisations and holding employees to account for standards and outcomes. This expertise and clear understanding of lines of accountability will enable the proposed school to grow and provide outstanding results. The use of shared services would also challenge and support the new school especially in relation to outstanding leadership and administration services.

The Co-Heads currently at John Donne Academy are trained Ofsted inspectors and are absolutely clear about what makes schools outstanding. They have the ability, skills and experience to intervene in a timely manner to resolve issues and ensure excellent outcomes for pupils. In addition, the school buys in a number of additional high quality services such as HR and finance advice which, again, could add capacity if needed.

The current model of distributive leadership at John Donne Primary is very effective at identifying and developing potential leadership. The school's role as a National Support School has also enabled a range of staff to undertake support and advisory roles in a number of local and national schools. As a result we have capacity to share expertise.

There is no proposed central school improvement function. The MAT will ensure that each of the schools has appropriate self-review systems, strategic plans and rigorous improvement plans through the schools' local governing bodies. The LGBs will report to the Trustees on a biannual basis and will ensure that they are kept fully informed as to the success of the plans that are in place. The oversight of the Trustees will ensure that there is parity in approach and outcomes between the two schools and that the systems that are in place further drive up standards.

It is agreed by the Members and Trustees that the schools within the MAT will be mutually supportive. The Senior Leadership Teams will support one another in the management of the schools' day to day business. Expertise in each school will be shared

across the MAT so that the best teaching and learning is available to children, no matter in which school they are a pupil. Leadership will be dynamic in its response to challenges and the MAT has the capacity to deploy staff across the schools in order to support any staff who may need it.

Relevant Financial Experience

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

We will also commission

How we will grow and how we will support other schools

- Currently, John Donne Primary School is able to recruit, retain and develop staff very well. This is in striking contrast to many of our neighbouring schools. This is due to our reputation as a fair employer, the ethos of the school, CPD that is available to staff, opportunities for further study through our links with local universities, the School Direct programme which enables us to `grow our own` teachers and a track record of good appointments.
- John Donne Primary School has been led for the last 8 years by a joint headship, so the model of shared leadership is embedded in the culture of the school. The leadership was recently showcased in the report `Freedom to lead: a study of outstanding primary school leadership in England` Research report: July 2014, Peter Matthews, Simon Rea, Robert Hill & Qing Gu Isos Partnership. This capability at senior leadership level provides us capacity to expand.
- Many of the teaching staff and the School Business Manager have had experience of working in other schools in difficulties as part of our role as a National Support School. We intend to continue with this collaboration and support to other schools.

- The current joint headteachers are both National Leaders of Education and have worked in a number of challenging schools to provide leadership and transformation. We intend to continue with this collaboration and support to other schools.
- Membership of the Southwark Teaching School Alliance also provides us with opportunities to work across schools in the local area and more widely.
- [REDACTED] has led a wide range of training sessions and led professional development for Early Years teachers across a number of local authorities and is also a [REDACTED]. We intend to continue with this collaboration and support to other schools.
- Long term, the JD MAT strategy is to provide all through provision for its pupils. To support this ambition, we have built strong links with experienced providers of secondary school provision with a view to working with them in the future.
- Become a sponsor academy.

Future of the Trust

The current team of staff at John Donne is a strong team with a broad range of experiences. The school offers opportunities to grow leadership through training and professional development. This, added to the impact of a successful School Direct programme, means that we have an established and growing team of teachers and middle managers who are keen to replicate the model of education at John Donne. We fund this professional development through access to funding opportunities such as Comenius programmes, bursaries for leadership training and NSS work.

Our capacity for improvement would be supported by linking with the LA school improvement services, establish a programme of external inspections and monitoring by accredited Ofsted inspectors, benchmarking with local and national outstanding schools to check for value for money and quality of provision.

Future development of the trust will be funded by the economies of scale that will entail through shared contracts for supplies, promotion of a good reputation, hence full schools and the promotion of transferrable models of delivery.

John Donne School is keen to become a sponsor academy after conversations with Dominic Herrington who suggested that the work the school was already undertaking in support of schools requiring improvement was in line with the requirements for this

designation. This role would also attract some additional funding and the new MAT would ensure, through its rigorous financial procedures that it would operate a surplus budget in any of these circumstances.

John Donne Primary School converted to an academy in January 2014. Since conversion we have operated our finances in a surplus budget and have done so since 2011. We manage all our budgeting in house with rigorous controls set out to ensure we achieve best value at all times. Along with regular internal audit, monthly checks from our school financial team and verification from the accounting officer we believe we have very good control in place. Since conversion we have returned our end of year accounts with no qualifications.

As a maintained school we achieved a Green audit which was a confirmation for the Governors that the procedures and control in place were seen as excellent. The audit report mentions that "The new School Business Manager has an excellent understanding of systems of control and how these ought to be implemented...The headteachers and school business manager are receptive to and supportive of any suggestions"

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

The above services will be shared across schools within the Trust. The MAT's budget will be created by retaining a certain amount of funding from each schools' budget within the MAT for these services.

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
John Donne Primary Academy School		

Section F7 (Independent schools)

N/A

Section F8 (Independent schools)

N/A

Section G: Budget planning and affordability

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

This section will need to be completed by both route 1 and 2 applicants.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Section G1

The current John Donne School is the main benchmark used throughout this section.

The Schools Financial Plan has been costed on the basis of the Education Plan for the new school.

In terms of the Income the school is expected to receive it is based on each cohort being full. This assumption is made on the basis the research that the core application group have conducted and the need for places identified by the London Borough of Southwark (LBS).

The % of free school meals for John Donne is 47.5%, however, in our Finance Plan we have used the LBS average for Primary Schools of 44.24% and this factor is also used to generate the PP funding. This has been done to be prudent.

Within the LBS the LA are providing additional funding for Healthy Free School Meals and the formula used is

we have followed the EFA advice and assumed that the catering costs will be cost neutral. It is expected that the free school will follow John Donne school by managing its' own catering service which has been very successful at John Donne

With regards to SEN we have including a staffing structure to support both Additional Education Needs and Special Education Needs. With regards to additional high needs funding we have not included an estimate but any funds that are received would be used to support the needs of the particular pupil and would therefore be cost neutral to the overall budget.

We have not included any income relating to any after school clubs, school journeys or trips/activities as it is assumed that these will be cost neutral to the overall budget

we have not included an estimate for income from fees or any costs relating to this provision.

In terms of our expenditure plans these have been costed in line with the proposed structure.

The assumptions we have made are that in the early years some staff could be deployed from John Donne School and that Free School can benefit from the practices and knowledge of the staff in John Donne.

It is our assumption that the Executive Principal will be able to manage the Free School in the first year of opening and as the school grows so will the Leadership team with a new Headteacher being planned to be appointed in the 2nd Year. As the cohorts move through the Key Stages an additional phase leader will be appointed to the lower school (in year 3) and the upper school (in year 5). All of the phase leaders will have class teaching responsibilities.

By having an experienced leadership team the school will then be able to recruit newly qualified teachers to the new cohorts which over the time the school grows to capacity there will be a balance range of experience which will aid the sustainability of staffing structure proposed. The existing John Donne Academy runs a very similar leadership structure which has proved itself extremely successful. This structure also allows senior leaders to develop work with other agencies and consequently enhance the school and provide additional opportunities for staff development.

In addition to the class based teachers the school will employ subject specialist (e.g. speech & language, dyslexia & reading teachers) and other non-class based teachers who will provide the necessary PPA cover as well as other cover that maybe required. You will note that the schools' planned budget for supply teachers will be below the average expected but this amount is similar to the budget for John Donne school which has been successful in managing sickness and absence in the past few years.

With regards to pupil support in the classroom we have identified the need for a Teaching Assistant in every class to support the teaching and learning. In addition a HLTA will be assigned to each Year Group which we consider will also provide additional in house cover from time to time which we believe a better model than supply teachers as the HLTA's have a good knowledge of the pupil cohort.

We recognise that the % of staffing we have allocated to pupil support is higher than your expected levels and this is because of providing additional support in the reception classes to improve their learning outcomes.

With regards to the Administrative Staffing we anticipate that the systems, controls and practices that exist currently at John Donne School will be introduced into the Free School and adapted to best fit the needs of the institution.

Whilst there will be a need for administrative support irrespective of the number of pupils in the school we intend to grow this department over time and in the short term personnel from John Donne may be deployed at busy times to generate value for money within this area.

In addition to this structure it is planned to appoint an executive business manager which will work across the schools. This is planned for Year 3 of the financial plan and 50% of the cost of this post will be attributable to John Donne and the Free School and will be part of the Senior Leadership Team. In the first 2 years it is anticipated to use existing external finance consultancy services to manage and develop new systems which will enable the trust to meet the requirements of a multi-academy trust as well as the experienced John Donne business manager providing support. This would be done in conjunction with the accountancy / audit firm appointed by the trust. Again this approach will ensure value for money until two schools are of sufficient size to warrant a full time executive business manager.

With regard to the premises it is the intention to have a full time site manager from the start as the premises will need to be maintained and be secure. Both schools will review the contracts that exist and look for economies of scale in the procurement of further services. Again site staff could be deployed across the 2 sites should the need arise.

John Donne uses an external cleaning company and subject to a tender process would look to appoint the same company to work across both schools which may produce a saving.

The number of meal supervisors are only for the reception classes as it is expected that the role of the Teaching Assistant would include lunchtime cover.

In relation to the non-staffing expenditure it is the intention to use the experiences of managing the school budget for John Donne School and look for further efficiency savings by reviewing procurement of all contracts and where savings can be made by economies of scale across the two schools then this will be implemented.

In terms of Other Staff Costs we have already mentioned that the supply budget will be low as the school will employ additional teachers to manage cover across the school as the school believes this is a better model to use staff who are familiar with the cohort.

The development and training will be a mixture of in-house training and sharing good practice across the two schools and formal training.

Recruitment expenditure is planned to increase in Year 2 with the appointment of the Headteacher and the costs will remain high until the school is full.

The budget spreadsheet has a heading for Insurance under staff costs and we have assumed this to relate to insurance for staff absence and maternity cover and this budget has been based on the policy that John Donne currently has and we would look to extend this cover by adding the appropriate staff to this policy. It is assumed for the Insurance of the Premises and other essential insurances the school will join the Government RPA scheme.

It is expected that with a newly refurbished building that the maintenance and improvement costs in the early years should be minimal and we have made the assumption of what the total budget for a full school would be in these areas and calculated an amount per pupil and then applied that rate to Year 1+.

Utility costs are much harder to predict but the assumption is that with fewer pupils on site we should be able to keep heating / lighting and water costs down but the cost could be disproportionate as a cost per pupil in the early years but we have assumed a flat rate of 54 per pupil for these calculations.

The cost of Rates are unlikely to be different based on the number of pupils on site. With Rates this will not be an issue as this will be met by an additional grant and this amount is based on 20% of the actual rates as it is assumed that John Donne will be entitled to the 80% relief that DHS receives as an Academy. The budget proposed for educational resources is based on the amount per pupil currently spent at the John Donne School.

Like some of the premises expenditure the area of professional services costs are not proportionate to number of pupils as the nature of the work e.g. clerking will have same number of meetings to clerk if they were full on in 1st Year of opening. The budgets in this area are generally consistent across the school years.

It is recognised that the budgets are set are based on assumptions and it is important to be aware that if these assumptions are not realised then the school could face budget issues in any of the early years and therefore a 1% of the Total Indicative Funding has been held as a contingency and if any remains unspent in Year 1 then this would be rolled over to Year 2 until a point where the school has greater certainty over the assumptions used.

With regards to the Nursery provision we have followed the advice given and the expenditure plan matches exactly the income generated.

[REDACTED]

The financial plans demonstrate the school will not be dependent on any loans of third party income at any stage over the next 8 years.

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G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

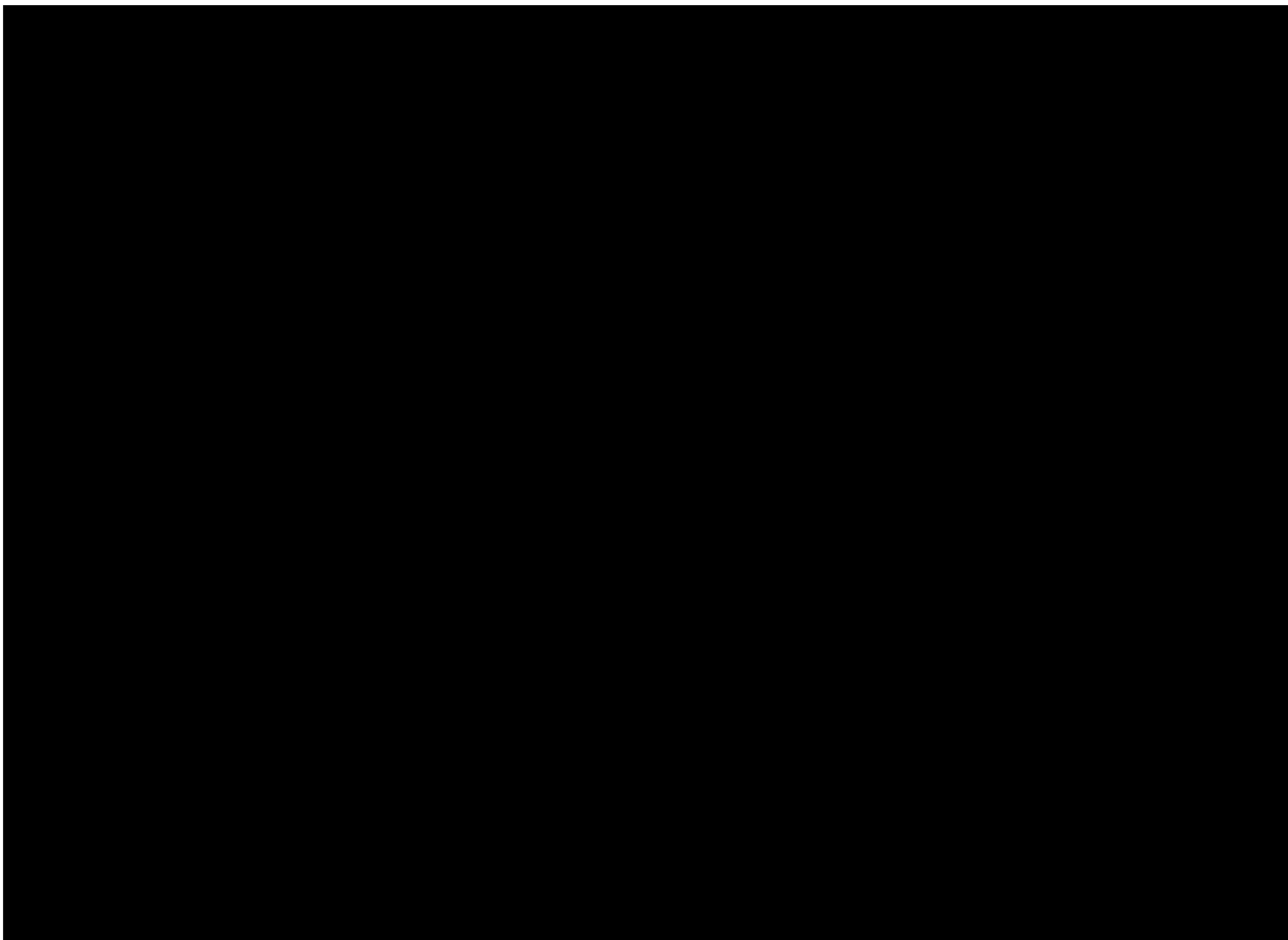
Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	<p>The table below shows how we intend to manage the school with effectively making 30% savings. It is assumed that the reason to make 30% savings would directly attributable to the number of pupils reducing by c.30% which would effectively mean that some of your non-staffing costs could be reduced by a similar percentage.</p> <p>The order in which we have identified that savings that we could achieve are based on minimising the impact on Teaching & Learning.</p>		

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	<p>Ultimately having a reduction of 30% year on year is difficult to manage and in a real life position the school would be putting every effort into increasing the popularity of the school to ensure that future roles will increase.</p> <p>In this scenario there is no option to show increased income through school initiatives and therefore as a last resort it may necessary to have a class with mixed age groups for 1 or 2 years.</p>		
Contingency	Remove the 1% contingency – In circumstances where the school has to achieve a 30% saving it would not be practical to hold a contingency although the school would need to monitor is budget very carefully to ensure no area overspends	[REDACTED]	[REDACTED]

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
30% Saving on Nursery Costs to match the 30% saving on the Income	As the Nursery Income has been included in the total income which the 30% reduction has been applied to then to maintain the policy that the Nursery Income matches the Expenditure a 30% reduction has been applied to the total Nursery Expenditure – In reality if the nursery numbers were to fall by 30% a reduction of the staffing would need to apply which would include the removal of the care assistant post.		
A 30% reduction in the areas of non-staffing costs which have been based on a per pupil expenditure basis and are not fixed costs	With effectively 30% less pupils in school then the non-staffing costs associated to this can be reduced on the same basis.		
Remove Teaching	By removing the additional teaching posts within the original		

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Staff Posts covering PPA	budget it will be necessary to use some of the HLTA time to cover PPA.		
Reduce the Specialist support teaching posts by 50%	It is essential to protect the teaching staff as much as possible by with such a drastic reduction in income when a school is growing means this is not always achievable and whilst the specialist support is valuable it would be necessary to reduce this by 50%. Pupils with statements of SEN would not be effected as the any additional High Needs funding is not included in the reduction. In the last 4 years the music / drama & ICT posts will be removed		
Reductions in the SLT	It would be necessary to review all those posts which are not directly teaching classes and therefore the SLT would need to be reduced by remove the Asst Head positions and also delay the appointment of the Head & Deputy & SBM Support		

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	by 1 year. Remove the ICT technician post for the last 4 years		
Mixed Age Classes	The scenario given assumes that the pupil roll is effectively 30% less for 8 years. We would expect to look at ways on increasing the pupil roll to negate the need to have mixed age classes. In the unlikely event our 70% plan requires mixed aged classes for a period of 2 Years		
TOTAL			



Section H: Premises

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

This section will need to be completed by both route 1 and 2 applicants.

Please complete the Excel application form.

Annexes

In this section you should only provide CVs of key individuals. The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.

This section will need to be completed by both route 1 and 2 applicants.

Letter to parents and local community:



Dear Parents, Carers and Supporters of the John Donne Free School,

As you will be aware by now, our application for opening an all-through provision under the John Donne umbrella was rejected in July 2014. Despite the disappointment at this news, the parents, Friends of John Donne (PTA), governors and Southwark Council continue to support the idea of expanding outstanding local education provision.

The Friends of John Donne and the Governing Body would like to seek your support again. In order to have sufficient numbers of pupils to make a secondary all through provision viable in the future, we would need to expand our current primary provision. This means that we would like your support to open a new 2 form entry primary school (The John Donne Primary Free School). The school would be located in this area and offer places to local families.

We envisage that John Donne Free School will significantly improve our pupils' life chances. Children will receive outstanding teaching across a range of subjects in a broad and balanced curriculum. Children will leave our school having achieved well and been prepared for secondary school. It will be a school where every child becomes:

- *highly literate and numerate, with good technology skills.* These elements are core to the learning of each child and we will ensure that they receive excellent teaching throughout their journey through John Donne Free School.
- *a problem-solver, a collaborator and a leader.* Children will be encouraged to work in a variety of ways to ensure that they develop the appropriate skills for life. The excellent teaching and learning at the school will prepare children for the next stage in their academic journey, and beyond.
- *resilient.* We will help children to develop their grit and resilience, exploring their own character and helping them to face the challenges that life throws at them.
- *respectful of, and a positive contributor to their community and peers.* Children will understand that they have a role to play in school, the community and wider society. Further, they will understand that they have responsibilities to one another and the other people in our community and that they can be a force for good in our society.
- *a confident enquiring individual with adventure, outdoor and multi-cultural learning experiences.* John Donne Free School will provide exciting and innovative learning opportunities not only inside the classroom, but beyond it as well. Children will benefit from these learning experiences, developing a curiosity about the world around us.



- *a 'legacy leaver' for their fellow pupils and their community.* Children will leave a lasting imprint on their school, enhancing the learning of those who come after them.
- *academically successful.* We aim for all children to achieve significantly above national average at KS2 and make above national rates of progress from KS1 to KS2. They will leave this school aged 11 and be fully prepared for the next stage in their learning.

We need you to support our application for this new primary school by completing the slip below. You are being asked to say that this new school would be your first preference for a primary school when it comes to your time to apply for a reception class through Southwark admissions beginning September 2016. If you have younger children who are due to start in a reception class in September 2017, we would also need you to support us by indicating below.

If you are unsure or have any further questions, please do contact us at John Donne School on 020 7639 0594 or come along to our next information session on Thursday 15 January 2015 at 2.45pm or at 6.30pm to find out more.

Once again, thank you for your support to date and we look forward to delivering on this fantastic opportunity in the future.

Nick Tildesley and Evelyn Holdsworth
Headteachers

I confirm my support for the new John Donne Primary Free School. I will choose this school as my first preference when opting for a reception class for my child in:

September 2016 ☐

Or **September 2017** ☐

(Please tick as appropriate and return to John Donne School, Woods Road, London SE15 2SW)

Your contact details:

Name:

Address:

Phone number:

Appendix - Scheme of Delegation between the Trustees and the LGB

The following tables detail the different responsibilities for the Board of Trustees and the LGB with regard to core areas of responsibility:

Area of Responsibility- Education & Inspection	Board of Trustees	Local Governing Body
Curriculum	Ensure that each school is compliant with its statutory duties in this regard.	Ensure an appropriate curriculum is developed and delivered, incorporating the National Curriculum and trust-wide pedagogical decisions.
Careers Guidance	NA	NA
Sex Education	Ensure that each school is compliant with its statutory duties in this regard.	Ensure an appropriate SRE curriculum is agreed upon and delivered throughout the school.
The Early years foundation stage	Ensure that each school is compliant with its statutory duties in this regard.	Develop outstanding teaching and learning in the Early Years with a sound pedagogy and outstanding outcomes for all children.
Children with a statement of special education needs	Ensure that appropriate systems are in place to monitor progress and outcomes of children with a statement. E.g. establish definitions of SEN and the thresholds for intervention.	Consider appropriate differentiation for children of different abilities, ensuring that those with a statement have their needs met in the classroom and around the school. Monitor the progress and outcomes of children with a statement of special needs in school. Know that the SENCo has submitted EHCP for funding to support identified children. Ensure that any

		additional funding for these children is spent appropriately to support their learning. E.g. ensure that the thresholds as laid down by the Trust for support and intervention are maintained.
Looked after children	Ensure that appropriate systems are in place to monitor progress and outcomes of looked after children.	Ensure appropriate learning environments for looked after children and that they are able to access the curriculum. Monitor the progress and outcomes of looked after children in school. Ensure that any additional funding for these children is spent appropriately to support their learning.
Assessing attainment and achievement	Ensure that an appropriate systems is in place across both schools to monitor progress and outcomes of children in each school both individually and collectively. Know school data through Raiseonline and ensure outcomes are in line with aims of school (i.e. above national and local expectations).	Implement the /Develop appropriate assessment and tracking systems to ensure that teachers accurately assess attainment of children. Monitor progress and outcomes of children in school. Ensure links are made with the school development plans and that outcomes are in line with this.
Teaching quality	Ensure that appropriate systems are in place to monitor and assess the quality of teaching in each school. Ensure strategic links with SDP.e.g. Describe and define clearly the expectations for teaching and learning so that these standards can be agreed across the schools.	Conduct periodic reviews of teaching and learning, focussing on the quality of teaching and learning. Analyse outcomes of teaching observations, book scrutinies, moderations etc. Respond dynamically to information gathered. E.g. Use the descriptors of standards as laid out by the Trust when monitoring classes
School inspection	Discuss MAT/school governance and structures	Be prepared for inspection on site, ensuring a smooth

	<p>with the inspection team, as required.</p> <p>Ensure that each school is inspect-ready at all times by ensuring that clear self-evaluation and action plans are completed and implemented effectively. E.g. ensure that there are regular school reviews held by the headteacher and outside agencies to check for Ofsted readiness.</p>	<p>inspection and a favourable outcome</p> <p>Ensure that documentation and data is available for inspectors.</p> <p>Ensure that all staff are clear about their roles and responsibilities within the school.</p>
Staff development	<p>Ensure that appropriate systems are in place to develop staff in each school.</p>	<p>Consider staff strengths and areas of development. Identify opportunities for CPD to address needs and to strengthen staff skillset. Set an appropriate budget for CPD.</p>

Area of Responsibility- Pupil Wellbeing	Board of Trustees	Local Governing Body
Promoting the general well-being of pupils	<p>Ensure that appropriate systems are in place in each school to deliver and monitor strategies for promoting pupils' well-being.</p>	<p>Develop school-wide strategies to promote pupils' well-being. Monitor the efficacy of the strategies. Periodically review and amend strategies, as appropriate.</p>
Pupil voice	<p>Ensure that appropriate systems are in place in each school to allow pupils to have a voice.</p>	<p>Ensure opportunities for the development of pupil voice including eg school council and pupil questionnaires. Analyse and respond to the information gathered.</p>
Behaviour and Discipline	<p>Ensure that appropriate systems are in place to promote behaviour for learning.</p>	<p>Adopt appropriate whole-school strategies to promote outstanding behaviour for learning, periodically review</p>

		systems in order to develop them further.
The school day and the school year	Ensure that each school is compliant with its statutory duties in this regard.	Organise the school year and the school day to ensure that children receive their entitlement regarding number of days, hours of teaching and curriculum timetable.
School food and milk	Source and commission school catering, within budget. Develop a menu which complies with legal requirements and current advice on school meals.	Ensure that children receive a healthy school meal at lunchtimes, with access to milk. Develop breakfast club in line with school policy, in which healthy breakfasts are available.
Pupil health and safety	Ensure that each school is compliant with its statutory duties in this regard.	Ensure that the school environment and premises are safe and secure to keep children safe whilst they are at school. Conduct DBS checks of staff and other adults in the school. Monitor risk assessments for educational trips.
Promoting community cohesion	Ensure that each school has an appropriate and effective policy for community cohesion.	Make connections with parents, businesses and the local community; ensure that children view themselves as members of a wider society with rights and responsibilities to others in the community and globally. Monitor engagement with the school.
Safeguarding and promoting the welfare of pupils	Ensure that each school is compliant with its statutory duties in this regard.	Ensure that all staff have the required safeguarding training. Ensure that there are designated and deputy designated persons for safeguarding. Promote the welfare of pupils through the school curriculum.

Area of Responsibility- Teachers and Support Staff	Board of Trustees	Local Governing Body
Appointing staff	Ensures that each school complies with employment law when recruiting staff. Is represented at interview panels, where appropriate. Appoint headteacher	Has the responsibility to recruit and appoint staff in its school, apart from the headteacher
Statutory induction for newly qualified teachers	Ensures that each school has appropriate systems to induct NQTs.	Ensures that induction and training takes place for NQTs, accessing external training, as appropriate, and providing additional support, as required.
Teacher qualifications	Ensures that each school has appropriate systems to check qualifications.	Conducts qualification checks for newly appointed teaching and support staff.
Teacher and head teacher appraisal	Conducts head teacher appraisal. Ensures that each school has appraisal systems in place which comply with the school's statutory duties.	Develops a staff appraisal system and conducts staff appraisal on an annual basis.
Pay and conditions of service (including pensions)	Develop MAT-wide pay and conditions of service (including pensions). Ensure that each school complies with these conditions. Statutory audit of processes will ensure compliance.	Follow MAT policy and procedures re pay and conditions (including pensions).
Discipline, grievance, capability procedures and	Ensure that each school is compliant with its statutory duties in this regard. Be represented on disciplinary panels, as appropriate.	Develop appropriate policies and procedures for grievance, capability, suspension and dismissal.

suspending and dismissing	Ensure that there are appropriate policies to deal with all staff, including the headteacher.	Undertake disciplinary, capability procedures and grievance investigations and proceed with action when necessary, with powers of dismissal. Issues surrounding the headteacher must be dealt with by the Board.
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Area of Responsibility- Organisational changes and control and community use of school premises	Board of Trustees	Local Governing Body
Organisational changes	Agree priorities for change and analyse impact of change	Manage change within the school
Control and community use of school premises	Agree policy across the MAT	Implement MAT policy
Provisions of childcare and other community services	Agree policy across the MAT	Implement MAT policy
School admissions	Ensure that there is an admissions policy which complies with legal requirements and meets the needs of the local community	Implement the admissions policy for the school. Report upwards any issues with admissions so that the policy works for the MAT.
School companies	Agree policy across the MAT	Implement MAT policy
Duty to have regard to the views of parents	Ensure that there are policies and practices in place to seek views from	Implement the MAT policy and have sufficient representation on the LGB.

	parents and the local community	
Parent councils	Agree policy across the MAT	Implement MAT policy

Area of Responsibility- School Finance	Board of Trustees	Local Governing Body
Financial requirements for academies	Ensure that the financial management of the MAT complies with the financial requirements for academies through agreed policies and practices	Implement the policies and practices of the MAT pertaining to the management of the budget and reporting to the local governing body
Efficiency and value for Money	Agree policy across the MAT	Implement the MAT policy
The school budget	Receive reports from the local governing body and review for efficiency and value for money	Allocate and manage the school budget, reporting termly to the board of Trustees
Charging for school activities	Agree policy across the MAT	Implement the MAT policy
Payments to governors	Agree policy across the MAT	Implement the MAT policy
Responsibilities of charity trustees	File returns to Companies House as required.	
School forums	Agree policy across the MAT	Implement the MAT policy
School premises	Maintain oversight of the condition of the school premises Commission contracts for cleaning and maintenance for both schools to access economies of scale	Ensure the day-to-day maintenance of the premises is delivered
Funding for capital investment	Have a strategic view of the need for capital investment across the MAT.	Provide opportunities for SBM to apply for capital funding in the EFA rounds.

Area of Responsibility- Information sharing	Board of Trustees	Local Governing Body
Information from the governing body to the Secretary of State	Provides annual report to Secretary of State. Ensure statutory returns are completed and sent to Companies House.	Provides school data, financial reports and assessment information as required
Information from the head teacher to the governing body	To receive summary reports from the headteacher and chair of local governing body	To receive detailed reports from the headteacher on finance, academic progress, school activities, developments and challenges, challenge and review this information
Annual reports to parents	Agree policy across the MAT	Deliver policy across the MAT
Pupils information	Agree policy across the MAT in line with data protection requirements	Deliver policy across the MAT
Retention of pupil educational records	Agree policy across the MAT in line with data protection requirements	Deliver policy across the MAT
Data Protection Act	Agree policy across the MAT in line with data protection requirements	Deliver policy across the MAT
Freedom of Information Act	Agree policy across the MAT in line with data protection requirements	Deliver policy across the MAT

Area of Responsibility- Continual Improvement as Governors	Board of Trustees	Local Governing Body
Championing our vision, values and ethos	Agree vision, values and ethos	Deliver vision and values on a day-to-day basis Hold headteacher and staff to account for this delivery through

	<p>Commission services and personnel in line with this vision</p> <p>Review delivery on a regular basis to ensure that vision and values are being maintained</p>	visits, review of documentation, gathering views of parents and carers.
Assessing governance structure, role and purpose	Review governance structure on an annual basis to ensure that it is fit for purpose	Serve the school through effective delivery of their duties and use regular self-evaluation to review effectiveness
Reviewing ways of working	Monitor ways of working to ensure that best practice is delivered	Regularly review service delivery to ensure effective practice and agree changes with the Board of Trustees
Assessing our individual and combined skills sets	Review on an annual basis to ensure that skills are fit for purpose and provide training and development where necessary	Review skills set on an annual basis to ensure that it is fit for purpose and provide training and development where necessary

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
		<i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i>				
Chair of governors						
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Achievement of pupils at your school	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the</i></p>			

	<p><i>Ofsted grade descriptors (available at page 33-34 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of teaching in your school	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Behaviour and safety of pupils	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of leadership in, and management of, your school	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with</i></p>			

	<p>reference to the Ofsted grade descriptors (available at page 47-48 of the school inspection handbook here).</p> <p><i>please delete this guidance before submitting this form]</i></p>			
Spiritual, Moral, Social and Cultural development of pupils at your school	<i>[Please provide a commentary]</i>			

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.	<i>[Please provide a commentary]</i>			
Any other comments or observations not captured				

<p>above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>				
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Department
for Education

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