



Department
for Education

Free school application form



Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

THE ANGLO-PORTUGUESE SCHOOL OF LONDON

Contents

The application form explained	3
Sections	3
Application checklist	6
Declaration	8
Completing the application form	9
Section A – applicant details (use Excel spread sheet)	9
Section B – outline of the school (use Excel spread sheet)	9
Section C – vision	10
Section D – education plan: part 1	18
Section D – education plan: part 2	18
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	18
D2 – measuring pupil performance effectively and setting challenging targets	50
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	59
D4 – the school will be welcoming to pupils of all faiths/world views and none	72
Section E – evidence of need	75
E1 – provide valid evidence that there is a need for this school in the areas	75
E2 – successful engagement with parents and the local community	80
Section F – capacity and capability	83
	
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school	95
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	100
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	101

F5 – Independent schools have an appropriate, well-maintained, and secure site	101
Section G – budget planning and affordability	102
Section H – premises (use Excel spread sheet)	106
Annexes	107

The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and 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 Word form for this.

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); 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. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who 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 by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

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

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* 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	Yes	No
12. Have you sent: <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 who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Introduction

The Anglo–Portuguese School of London (APSoL) will be a two form Free School for pupils aged 4-11 providing places for 420 pupils, when full in September 2023. We will be ready to open in September 2017 with 60 pupils.

We will be located in Lambeth. Please see sections E and H for more details of the proposed location of the school.

Our school will provide a bilingual curriculum in English and in Portuguese to all pupils. Being fluent in two of the five most spoken languages in the world will prepare our pupils to live in multicultural and multilingual settings, and raise their awareness of diversity and the need for respect and cooperation. Our teaching provision will be of outstanding quality, with a variety of pedagogical approaches to achieve a common aim. We will implement a skills, project, and inquiry based approach, applying the knowledge and skills acquired to real situations. We want our pupils to develop their full potential from a firm grounding in knowledge and having acquired a wide range of competences.

We regard the two processes of developing a firm grounding in knowledge and the acquisition of skills as complementary and therefore self-reinforcing. For example, pupils' having acquired key research skills will lead to them being able to gain easy access to key subject matter across the curriculum. However, we will also ensure that all pupils have actually acquired the key content associated with various curriculum areas. For example, in many subject areas, it is a precondition for the effective acquisition of skills that pupils (and, indeed, all learners) will have acquired the subject knowledge fundamental to any given subject area. In a very practical sense, this could mean a teacher delivering an 'exposition' of the key facts associated with a particular element of the curriculum. Pupils will then be expected to gain a mastery of these facts in order for them to acquire future knowledge and skills.

We have chosen the opening date of September 2017 because at that stage we will be

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

confident that we will have:

- Secured the required number of entrants into the school
- Recruited the highest quality staff
- Established the required physical environment to deliver our vision as detailed in this document
- Put in place a fully operational high quality curriculum for all our pupils
- Implemented secure financial procedures to ensure that the school will have a secure financial base (see Section G for more details).

Our vision

We will deliver a broad and balanced curriculum in the context of pupils learning to communicate fluently in two languages, while also acquiring the skills necessary to cooperate, learn, and interact with each other and the world. The school will have high expectations of all pupils, and all pupils will achieve outstanding results across all areas of the curriculum as a result of a joint effort in building up a school culture, involving pupils, staff, parents/carers and the wider community.

In accordance with our ethos, our school will embed a set of values to enable all members of the school's community to:

- Relate to the values of Lusophone and English cultures in developing worldwide citizenship
- Provide a positive vision of integration
- Take care of each other as unique human beings
- Have a holistic approach, believing in the equality of human rights and respecting diversity, both in society and in nature
- Have respect for the culture of the school, including a respect for the importance of encouraging reflection and critical thinking through dialogue
- Encourage the development of curiosity, autonomy and resilience
- Nurture collective memories and family narratives
- Prefer accuracy to stereotyping
- Support every pupil's needs individually
- Engage with the community in the endeavour of cooperative work.

Key features of our school

- We will adopt a cross-curricular approach in our projects and within our bilingual teaching.
- With specific regard to the teaching and learning of Portuguese, we will adopt a flexible immersion programme.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

- We will be a school for English-speaking families as well as Portuguese-speaking families, and others interested in empowering their children through bilingual education.
- At a local level, we will also contribute to social cohesion and foster a community sense of belonging and participation.
- The school will have high expectations of pupils' achievement.
- We will work to obtain outstanding results as a result of a joint effort in building up a school culture, including pupils, staff, parents/carers, and wider community.
- We will ensure that all pupils will be enabled to work to their highest potential and that individual special educational needs will be supported.

The achievement of our vision

In order to achieve our vision, we will work closely with four sets of stakeholders:

- Pupils
- Parents/carers and the wider community
- School staff
- Trustees.

Pupils

At APSoL, our pupils will:

- Be educated in two of the most spoken languages in the world
- Grow up in a multicultural context, with increasing awareness of diversity and its richness
- Achieve highly in both languages
- Achieve outstanding results in other subjects, benefiting from bilingualism as a transferable skill
- Develop strong social skills
- Participate in a wide range of enrichment and co-curricular activities (see section D for more details)
- Learn from each other, by feeling safe to speak the languages they master in different situations
- Work together to achieve common goals, benefiting from different skills
- Grow up with a strong sense of multiple identity, by understanding their own heritage and collective history in addition to feeling British and respecting British values
- Build up strong self-esteem by seeing that their own experiences can add value to the lives of others

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

- Learn essential skills of cooperation and how these can impact positively on their own and others' lives
- Learn how to be autonomous in pursuing knowledge
- Learn how to recover from setbacks and persist in the face of difficulty
- Respect human rights
- Benefit from personal growth guided by the Renaissance ideals of a total human being, completely fulfilled in their aspirations, and respecting nature, others, and their bodies
- Prefer to excel in an *inter pares* context, rather than in individualistic settings.

Parents/carers and the wider community

Parents/carers and the wider community will:

- Be encouraging of the opportunities provide for their children to be bilingual
- Feel confident in participating in school life
- Contribute to school culture with their backgrounds and family narratives
- Take advantage of the school's offer to families from all nationalities to learn the English and Portuguese languages as a way of participating in school and community life
- Have a heightened perception of the value of languages
- Have better access to information in and outside school, and thus participate more actively as citizens
- Fight self-discrimination and reduce discrimination against others and cherish respect towards a multi-cultural society within the overall context of British values.

School staff

At APSoL, our staff will:

- Have high expectations of pupil outcomes
- Respect all pupils' backgrounds and see how these backgrounds can enrich others' experiences
- Communicate with pupils and parents/carers about expectations and results in transparent ways, as a means of creating an inclusive school culture
- Foster cooperative work in mixed ability settings as a way of achieving common

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

goals through different paths

- Offer multi-perspectival world views, enlightened by two languages and cultures
- Be flexible in their approaches to meeting all pupils' needs, including those with special educational needs or disabilities
- Promote the awareness of, and reflection on, multiculturalism and pluri-culturalism as a way of living
- Work in teams to improve the quality of teaching provision
- Participate in action research projects to solve identified problems
- Have an enquiring attitude towards their own teaching and model best practice to improve their own and others' practice
- Help colleagues and search for help in order to solve problems.

We will seek to recruit as many staff as possible who are bilingual in English and Portuguese. As a result of this, we will identify key members of staff who are bilingual who will have a key role in communicating with parents/carers.

The Distinctive Nature of our Curriculum and Pedagogy

Our school will provide bilingual language education, cooperative work and integration, linking the school and its community. To grow up in a monolingual environment without meaningful exposure to other cultures hinders reflection on, and understanding of, pupils' own cultures. Taking sole account of one's own language, heritage, and culture is to grow up with only a partial world view. Our school will offer all our pupils a complete and integrated world view, from the point of view of the two languages. We also believe that children and young people growing up bilingually are better prepared to interact, socialise and work in a global world. We will want them to grow up knowing and comparing cultures, to raise awareness of complex systems such as nature and societies.

From observing schools' practice, we know that pupils allocated EAL tuition are generally strongly supported in English in order to attain their school's targets in the minimum time possible. This is a process of assimilation, rather than integration. Portuguese language classes are generally provided by the Portuguese state and they are mostly seen as a transitional process towards assimilation or as the preservation of the original culture as an ethnographic process, not as an active process of working with the two languages and cultures.

Many schools tend to consider transitional programmes or assimilation as the most desirable outcome, although research shows us that in this way we are choosing less over more. We believe that best practice is integration, not assimilation. Our school will offer a successful bilingual programme in order to develop pupils' two languages and

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

literacy proficiency, to lead them in successful academic achievement and to nurture sociocultural integration. We want all our pupils to be able to function in a Portuguese as well as in an English language society, regardless of their heritage community. We believe bilingualism will result in better achievement in all areas of the curriculum. All our pupils will therefore:

- Develop high levels of proficiency in both languages
- Have strong literacy outcomes
- Achieve outstanding outcomes, above the national average in core subjects, as a result of our curriculum delivery
- Demonstrate broad skills development, including analytical thinking, communication, use of information and communications technology (ICT), and cooperative working
- Demonstrate the ability to apply concepts and to develop broad competences and in depth knowledge
- Behave respectfully to education and knowledge, to their peers and their educators, as a result of the school culture
- Show progress, independently of their starting points and according to their needs.

We will deliver a dual language curriculum, dividing the main subjects between English and Portuguese to immerse the pupils in both. By doing so, we will enable all pupils to develop outstanding proficiency in both languages, so achieving better results in both languages, guaranteeing that both have secure foundations. Moreover, pupils will benefit in all other subjects through mastery of the languages of instruction.

Our curriculum will offer an in-depth approach to certain core subjects, i.e. English, Portuguese, Maths and Science. The breadth and balance of the curriculum will be sustained in other subjects: History and Geography of both countries; Arts, as another means of expression; Physical Education (PE); Personal, Social, Citizenship and Health Education (PSCHE); Information Technology (ICT); and Religious Studies (RS).

Enrichment and co-curricular activities will provide opportunities for all pupils to foster their abilities and interests. These activities will provide challenges for the most talented in different areas, and will enrich all pupils through enhanced access to information, materials and resources.

Cooperative work and play will be promoted as a way to learn from each other, to integrate and to nurture sociocultural integration, through classroom and other daily school activities.

We will provide the community with a unique school where parents/carers can communicate with staff in both languages, guaranteeing that communication is not an obstacle to parental involvement. We will also raise the outcomes for the expected intake, since, as we will explain further in Section D, research shows a strong relationship between good mother tongue proficiency and the overall results. The achievements of pupils will have a positive effect on the community's perceptions of languages. We want parents/carers to understand that they do not need to forget their

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

identity in order for their children to learn another language more quickly. Indeed, identity is fundamental to growing up with a collective memory and a sense of belonging. Integration will be fostered by cooperation rather than assimilation, and by generating in all children and young people a sense of belonging to the school and the wider community. The self-esteem of the community will also be strengthened by the formal educational context in which the language is taught. These factors will collectively result in improved social relations and greater cooperation within the community.

Integration

Whilst we want to provide Portuguese language speakers with a strong bilingual education in order to fill the gap between two differently structured languages, we want also to meet the needs of all those wanting to learn Portuguese, regardless of nationality or linguistic background. The language is the fifth most spoken in the world and has high status, both as a ‘work’ language in international organisations, including commercial and business, and public sector settings and is evolving into a language of power and knowledge. Considering these together, we will offer all our pupils a bilingual education in two of the most spoken languages in the world.

Whole school targets

In order to implement our vision, we will establish ambitious targets for our school. In particular, there will be challenging targets set for pupils’ attainment and achievement. These are summarised here as follows:

- 90% or more of pupils will achieve the threshold mark in the phonics screening check
- 80% or more of pupils will achieve the expected level or better at the end of the EYFS
- 95% or more of pupils will either be working at the expected standard or working at greater depth within the expected standard for English reading, writing and mathematics at the end of KS1
- 90% or more of pupils will achieve the expected standard in the end of KS2 tests
- 90% or more of pupils will achieve ‘sufficient progress’ or better during KS2 as shown in the end of KS2 tests.

We will assess pupils’ progress in Portuguese using assessment based on the Common European Framework Descriptors (CEF). Using this framework, we expect 90% or more of our pupils to reach achieve B2 or above for each of the key skill areas by the end of Year 6.

Please see section D for full details of these targets.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary
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Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
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
Totals		60	120	180	240	300	360	420

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

<u>Early Years Foundation Stage (EYFS)</u>		
<u>The prime areas of learning:</u>		
Communication and language	10 (approx to meet individual children's needs)	Mandatory
Physical development	6 (approx to meet individual children's needs)	Mandatory
Personal, social and emotional development.	6 (approx to meet individual children's needs)	Mandatory
Total hours	22	
<u>Key Stage 1</u>		
<u>Core subjects</u>		
English	5 (including one hour of phonics)	Mandatory
Portuguese	4	Mandatory
Mathematics	5	Mandatory
Science	4	Mandatory
<u>Foundation subjects</u>		
The arts: art and design, music, dance, and drama	1	Mandatory
Computing	1	Mandatory
Design and technology	1	Mandatory
Humanities (history and geography)	1	Mandatory
Physical education	1	Mandatory
<u>Other</u>		
Religious education	1	Mandatory
Personal, social, and health education (including citizenship)	1	Mandatory
Total hours	25	
<u>Key Stage 2</u>		

<u>Core subjects</u>		
English (including one hour phonics)	6	Mandatory
Portuguese	4	Mandatory
Mathematics	5	Mandatory
Science	3	Mandatory
<u>Foundation subjects</u>		
The arts: art and design, music, dance, and drama	1	Mandatory
Computing	1	Mandatory
Design and technology	1	Mandatory
Spanish	1	Mandatory
Humanities (history and geography)	1	Mandatory
Physical education	1	Mandatory
<u>Other</u>		Mandatory
Religious education	1	Mandatory
Personal, social, and health education (including citizenship)	1	Mandatory
Total hours	26	
<u>Enrichment/co-curricular activities</u>		
After school activities, in the fields of music, arts, additional curriculum areas (such as science), drama club, and sports programme, including team sports. For more details, see below.	Will vary according to individual pupils' interests and needs.	Voluntary, determined by pupils' interests.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Curriculum rationale

The curriculum of the Anglo–Portuguese School of London will be ambitious, and designed to deliver the vision for our school as described in Section C. As is described here in Section D, we will put in place a broad and balanced curriculum which will meet the needs of our expected pupil intake. The curriculum will:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

More particularly, APSoL will be the very first school in the UK to provide a bilingual education in English and Portuguese, with the curriculum centred on programmes of study and teaching methods with a strong multilingual and multicultural dimension. In this unique environment, pupils will achieve outstanding proficiency in both languages, whilst learning about key cultural, social and historical aspects of both countries. The mastery of English and Portuguese will also be instrumental in improving the pupil outcomes in all subjects.

APSoL will offer a broad curriculum, with subjects drawn from linguistics, mathematics, the sciences, the humanities, technological and social areas, physical education, and aesthetic and creative areas. Our curriculum will promote the acquisition of key knowledge, skills and attitudes across the various curriculum areas, problem solving, creative thinking, initiative and self-reliance, discovery, general higher order thinking skills, profound and long-lasting personal interests, self-acceptance and the courage to be different. By providing a balanced education in all these areas, our pupils will learn how to understand the world and interact more fully with it. We want them to understand the complexity and integrity of human beings and nature as systems in balance. We also want our pupils to have a broad general culture and exposure to numerous areas of knowledge, and so have more control over how they fulfil their potential.

In the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2, our curriculum will be designed to provide for the spiritual, moral, cultural and physical growth of our pupils. It will be based on the principle that pupils must acquire relevant in-depth knowledge in the core subjects in English, Portuguese, mathematics and science. The depth of the curriculum will also be developed further through the foundation subjects of the arts (art, music, dance, and drama), computing, design and technology, Spanish, geography, history, and physical education. In the EYFS, children will address the prime areas of learning of communication and language, physical development, and personal, social and emotional development. We will also provide support to children in the EYFS in the four specific areas of literacy, mathematics, understanding the world, and expressive arts and design.

We will adhere fully to the requirements of the National Curriculum in all our subjects, with some subjects being enhanced through the provision of specifically designed modules linked to the requirements of the National Curriculum. That is, Portuguese language, history and geography will be combined with the relevant National Curriculum content to produce a curriculum which will enable pupils to see common

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

threads and ideas across the Portuguese and British cultures. In particular, there will be case studies and special modules on Portuguese history and geography.

This combined curriculum will enable our pupils to engage in an intensive and focused study of the Portuguese language through the integration of the subjects of geography, history, and languages using the vehicles of English and Portuguese. By combining the National Curriculum with these three specific curriculum areas using the vehicle of the Portuguese language, together with the other core and foundation subjects as listed above, we will be providing an in-depth, broad, balanced, and flexible curriculum. Such a curriculum will also ensure that pupils acquire strong literacy and numeracy skills, science knowledge and skills, fluency in two languages, and an historical and cultural awareness in a diverse and international context. We will also provide enrichment/co-curricular activities in after-school clubs and activities in order to offer our pupils the opportunity to broaden their experiences and knowledge and to challenge them to develop further in the areas they feel more suitable. See below for further details of the enrichment/co-curricular curriculum.

In order to enable pupils to achieve the required standard in spoken and written Portuguese, we will adopt three approaches:

- The use of direct of instruction time when pupils will be taught the most important elements of spoken and written Portuguese. We will maximise the impact of this direct instruction time in Portuguese to achieve high proficiency levels in speaking and literacy in the language. As can be seen in the table above, we are planning that during KS1 and KS2, there will be 4 hours of direct instruction of written and spoken Portuguese.
- An immersion approach in history and geography to teach significant aspects of the content of our curriculum when no, or very little, English will be spoken by pupils, the teachers, and the teaching assistants.
- Teachers taking opportunities, as they think appropriate, to use some relevant phrases and words in Portuguese across other curriculum areas as long as this does not exclude any pupils from key aspects of their learning and the overall foci of each lesson.

There will be the following development of the ways in which pupils will learn spoken and written Portuguese:

EYFS: an immersion approach, so that children learn how to follow simple one and two-step directions in Portuguese and some simple phrases.

KS1 and KS2

- 4 hours of direct instruction of written and spoken Portuguese
- History and geography will be taught in Portuguese
- The arts (art, music, dance and drama) will be taught in both languages in each lesson
- The core subjects and the other foundation subjects will essentially be taught in English; teachers will, however, take opportunities as they think appropriate to use some relevant phrases and words in Portuguese as long as this does not exclude any pupils from key aspects of their learning and the overall foci of each lesson. The

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

older the pupils (e.g. at the top end of KS2) the more Portuguese will feature in lessons.

- During KS1 and KS2, pupils will also benefit from an hour a week of peer tutoring, in order to aid each other's learning of Portuguese and English. They will teach each other the language they are able to master the most readily.

Use of a combination of the above approaches to the teaching and learning of Portuguese will mean that approximately 30% of a pupil's time will be taken up with learning using Portuguese as the main method of communication and approximately 70% of a pupil's time taken up with learning using English as the main method of communication.

By offering a bilingual curriculum as described above, our pupils' achievement will be enhanced in both languages, and also in the other subjects, and in more general cognitive skills and social skills. Pupils will have the opportunity to learn in two languages which will enhance their knowledge of language structure and learning beyond that developed in a monolingual setting. They will transfer these skills to other subjects. As noted above, some subjects will be taught in both languages in order to increase pupils' confidence by ensuring that language is not a barrier to learning. Our curriculum will offer enough opportunities to communicate in both languages and in immersion contexts, both in a more formal classroom environment and also in enrichment activities.

Our overall approach to bilingual education will essentially be based on the following principles:

- Fluency in both languages: by the end of primary school, all pupils who started in our school from Reception will be able to use both languages according to context
- The importance of literacy: literacy will be reinforced in both languages and the overall benefit for broadening the curriculum will derive from that
- Learning by teaching: pupils will learn to teach each other what they know best and learn to respect others' abilities in different domains
- Collaborative working: teachers and staff will work cooperatively; all teachers will have at least a basic knowledge of the other language and will be thoroughly informed about bilingualism
- Research-based teaching: teachers will engage in action research to solve identified problems
- Pupils' engagement with learning: by making the curriculum both challenging and recognisable, pupils will be autonomous learners and will assume responsibility for their learning.

Please see Section D3 below for how we will organise our staffing to deliver this curriculum.

Across the curriculum, our approaches to teaching and learning will be sufficiently flexible in order to address pupils' needs and develop further their strengths. In particular, we will promote project-based approaches and inquiry-based learning in

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

order to give sense to learning, and to develop in our pupils those skills associated with planning, execution, practical work and self-monitoring.

Expected pupil intake and their needs

We expect that there will be a relatively high proportion of pupils who will be achieving below the expected levels for their ages. Please see section E for more details.

We also expect that the characteristics of our intake will reflect the multi-ethnic nature of Lambeth. The most recently available date (*DfE: Schools, Pupils and their Characteristics, January 2015'* (DfE 2015) shows that Lambeth is an ethnically diverse Local Authority. Similarly, we expect that there will be a relatively high proportion of pupils in our school who will attract the school premium.

The high incidence of SEN, the ethnic diversity of our school, and the relatively high proportion of pupils in our school who will attract the school premium will mean that we will need to do all that we can to meet pupils' individual and varied needs. In particular, we will need to ensure that there is established a rigorous assessment of pupils' difficulties. Pupils' difficulties with bilingual provision may wrongly point to cognition and learning difficulties, and/or behavioural, emotional and social difficulties, and/or communication and interaction difficulties.

Some communicative differences, by virtue of one of the languages being stronger than the second one, may be distinguished from communicative disorders. The same principle will be followed regarding assessment practices. It is important to underline that bilingualism is not a cause of any kind of SEN or leads to language and communication difficulties. Our SEN pupils will not be negatively affected by attending a bilingual school since each will have a personal plan adapted to their needs.

However, we would also stress that national statistical information regarding SEN pupils shows that the percentage of SEN pupils with or without statements is lower for pupils whose first language is known or believed to be other than English, compared to those whose first language is known or believed to be English. To APSoL this is a positive indicator that builds strong evidence on the advantages of bilingual provision, especially in the multicultural setting of Lambeth.

The curriculum

As noted above, the curriculum in KS1 and KS2 will follow the National Curriculum. The core subjects will be English, Portuguese, mathematics and science. Please see the table above for the number of hours which will be devoted to each subject/curriculum area.

Our approach to bilingual teaching will include a strong multicultural dimension, including the history, geography, culture and ethics of the two languages using a diverse, multicultural and inclusive approach, providing pupils with the tools to be able to understand and analyse the way in which people live and their relationship with each other and to their environment, both in the past and the present.

English, mathematics and science will be taught to meet the requirements of the National Curriculum. The programmes for Portuguese Language will follow the official syllabi from the Portuguese Ministry of Education.

Linguistic skills will be primarily developed in English and in Portuguese, increasing

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

pupils' communication skills through listening, speaking, reading and writing. We will allocate specific time to literacy, as reinforcement both for English and Portuguese, mainly for reading and writing skills. In the EYFS and throughout the school as appropriate to the needs of individual pupils, we will use a synthetic phonics based approach to teach the reading of English as part of our programme to create free readers who go on to read books for pleasure as well as purpose. English and Portuguese will be the two languages of instruction.

Mathematics learning will be focused on the acquisition of knowledge, skills and understanding through practical activities, exploration and discussion.

Science will focus in the use of the scientific method which will help pupils throughout the curriculum, as a process for enquiry, by observing, forming hypotheses, conducting experiments and recording their findings.

In Humanities (i.e. History and Geography) there will be a special curriculum designed to show how people live and interact both in Portuguese-speaking countries and in the UK. As well as the history and the geography of each country following the requirements of the national curriculum for each country, there will be a common element, which will enable pupils to study, for example, the common history of the UK and Portugal that goes back to the origins of the Portuguese nation and the English Templars. This is exemplified in the Windsor Treaty between Portugal and England which is the oldest alliance in the world. The whole curriculum, including this particular element, will be planned before the school is set up and we will monitor the need for improvements in a yearly basis. This specific aspect of our curriculum will be a result of Anglo-Portuguese cooperation as set out in our vision.

Therefore, in history and geography, 3 special modules a year will be introduced in the appropriate sequence which will cover Portuguese and Lusophone history and geography. These modules will enable pupils to compare common issues over particular periods of time. For example, the coverage of common issues across particular historical periods will enable pupils to see links between key events and facts and so will give them a broader historical and geographical understanding of the world. These modules will be designed by a team of Portuguese and British experts on History and Geography.

PE will enable our pupils to acquire the knowledge and understanding of the basic principles of fitness and health. We will also want to ensure that PE develops pupils' social skills with regard to the skills of collaboration, cooperation, and teambuilding. PE will be taught according to the requirements of the National Curriculum to ensure that pupils are provided with the basic principles of fitness and health together with tactical skills and creative responses to new situations.

Computing/ICT skills will be cross-curricular, supporting all the projects in all subjects for planning, research, and communicating ideas in each subject. English, Portuguese and mathematics will have specific time devoted to developing communication skills using ICT.

As can be seen above, we have timetabled specific time for personal, social and health education (PSHE). This crucial aspect of pupils' education and development will also permeate our whole school through the school ethos. We will therefore teach pupils to respect themselves, others and the world they live in, and to work and to learn in cooperation with one another. PSHE will also take into account the social context of the

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

school, preparing pupils to analyse prejudice, to live in multicultural, multi-faith and multi-racial contexts, and to contribute to community life.

Spanish will also be mandatory in KS2 to enhance our commitment to this international endeavour.

The Arts will be taught in both languages, to include art, music, dance and drama, to develop pupils' personal, imaginative and creative responses in their relationships with the others and to the wider world.

Approaches to teaching and learning

The structure of the school day will be organised according to the following principles:

- Every morning will start with time together to plan and to share
- Core curriculum subjects will be taught during the morning
- The subjects that demand physical activities and more active classroom dynamics will be taught in the afternoon
- There will be a balance between different areas of the curriculum during the course of each day
- There will be regular opportunities for the whole class to work together led by the teacher or other knowledgeable person such as an outside speaker; this will help pupils gain experience of acquiring key knowledge by listening carefully to somebody who can pass on that knowledge
- There will be opportunities for pupils to spend time reinforcing some key ideas or knowledge to help them gain a thorough grounding in a particular subject or curriculum area; this could take place during lesson time or as an enrichment/co-curricular activity
- If some pupils are struggling to attain their targets, individualised or small group work will be arranged to help pupils make progress
- In particular, there will be opportunities for pupils to develop their language skills (e.g. in Portuguese) during enrichment/co-curricular time after lessons.

Across the curriculum, our approaches to teaching and learning will be sufficiently flexible in order to address pupils' needs and develop further their strengths. A key way of doing this will be through the use of project-based approaches and inquiry-based learning in order to give sense to learning, and to develop in our pupils those key skills associated with planning, execution, practical work and self-monitoring.

Teachers will lead projects that will enthuse pupils to become passionate about learning and about particular subjects. Project-based learning practices will encourage pupils to acquire new and better learning habits. For example, the projects will emphasise creative thinking skills by allowing pupils to choose their topics and ways to explore them, and to find that there are many ways to solve a problem. Classwork will include time to work in specific groups related to individual pupils' needs, being most of the time organised in mixed ability groups with structured routines.

Learning within projects will give a purpose to activities and promote cross-curricular working. Topics will be developed across different subjects, each subject contributing its knowledge and skills to a more complete understanding by pupils of the topics being developed.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Within this topic-based approach, all the pupils will be recognised as individuals in their own right for their personality, their talents and their needs. We will provide individual support, including individualised tutoring during the school day by the teacher and the teaching assistants. The pupils' individual plans will be monitored by the class teachers.

Our classes will have no more than 30 pupils each and will be organised into mixed ability classes. These classes will be inclusive, regardless of gender, ethnicity, abilities or any other form of distinction, so aligning with the one of the key elements of the vision for our school: that of integration and inclusivity. This will be especially important in our context where there will be pupils from different nationalities and backgrounds where there is a greater risk of stigmatisation.

Because of the number of teaching assistants working with each year group, there will be many opportunities for small group teaching for those pupils who might be falling behind or who might have specific learning needs. The deployment of teaching assistants across classes and years will be kept sufficiently flexible to enable individual pupils' needs to be met fully.

We believe that classrooms should be based on cooperation, not competition. Mixed abilities, needs and working styles will give our pupils opportunities to learn how to work in a team, benefiting from the strengths of the others and learning how to support others' needs. Adopting such an approach will mean that pupils will be rewarded not only for their personal achievement but their hard work as part of a team. Pupils will learn to share resources, ideas and responsibilities. Therefore, in every subject the main form of organisation will follow the principle that mixed teams are stronger. We will promote team rather than individual competitiveness. This kind of work will be especially appropriate to project-based learning, an approach which we want to promote.

Notwithstanding this approach, for some subjects in individual classes, pupils of similar attainment and so similar needs in terms of the next stages of their progression will be grouped together. This will help to ensure that professionals working with these pupils plan and deliver learning experiences which will meet individual pupils' needs. Teachers will be supported by training in how to work with such groups, getting the best from each pupil within the group. Teaching assistants will play an important role, working with groups, identifying individual needs and providing support to make sure that pupils are not left behind. Teaching assistants will therefore have a key role in the provision of differentiated support to groups and individual pupils. The monitoring of individual pupils' progress will be tracked so demonstrating that we value and support pupils of all abilities including high achievers and pupils struggling with specific challenges. Individual pupils' targets and progress will be shared with the pupil and her/his parents/carers.

Meeting the needs of all pupils

APSoL will be a secular institution with a fully inclusive environment open to pupils of all faiths/world views and none, different ethnic and linguistic backgrounds, and countries of origin.

We will meet the needs of all pupils through our high quality curriculum, classroom practices, secure school environment, and specialised support. This approach will

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

enhance the high achievement of all pupils, respecting their specific needs. It will be very important to raise the levels of expectations of our pupils, delivering individualised educational plans that stimulate them to improve their knowledge and develop new and diverse skills. All pupils will be equally valued with many opportunities to learn, achieve and participate fully in education, in line with their individual characteristics and needs. All pupils will be empowered so that their voices are heard, taken account of their views in decisions made about themselves and about developments in the school.

All parents/carers will be full partners in meeting their children's needs through school engagement, participating in school activities and decision making processes, and so playing an active role in their children's educational plan. There will also be extensive collaboration and partnership with community agencies so helping to include all our pupils in the wider community.

Pupils' wellbeing

We will always have uppermost in our mind that all learners, including the pupils at our school, learn most effectively when they have high levels of personal wellbeing. This will be reflected in our wellbeing policy which will provide significant detail as to how all staff in the school should develop pupils' wellbeing.

As a bilingual school, we recognise that high levels of language and literacy are key factors in pupils' wellbeing. A pupil's ability to use language will determine their sense of personal identity, for example through the expression of their emotions, and the development of their overall styles of thinking. According to our vision and ethos, our school will promote good emotional health and wellbeing in all our pupils, giving emphasis to, and valorising respect, for each individual. Attention to the pupils' personal needs, including social, health, physical, hygiene, first aid and welfare, will be a major priority.

We have identified key features of our school which will contribute significantly to the wellbeing of our pupils:

- The effective organisation of the school environment, especially classrooms, such as up-to-date work being displayed in the walls and corridors and the management and organisation of the outside spaces which will be clean and tidy, and suitable for a variety of activities including area where pupils can interact with each other quietly and calmly
- Taking into account of the views of pupils on which work should be selected for display
- The permanent presence of staff at break times and lesson changeover times which will facilitate mature interaction between and pupils and staff at these times
- Safe procedures to enter and leave the school such as always being in company of an authorised adult
- The voluntary participation of pupils in addressing school-wide and community-wide issues
- Regular (weekly) communication with parents/carers
- Parents'/carers' voluntary contributions to school activities, especially regular

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

attendance at meetings with teachers and participation in school trips

- Ofsted reports, and school targets and associated strategies will be available online for all parents/carers to see
- Lockers available for older pupils (e.g. in year 6) so that these pupils can organise their outdoor wear
- Effective safeguarding policy and practices; see below for further details.

A key feature of our approach to ensuring the wellbeing of our pupils will be to help pupils to achieve high levels of physical and mental health. This is based on the principles that:

- Healthy pupils are more likely to learn more effectively
- Pupils who feel good about their school and who are connected to significant adults are less likely to undertake high-risk behaviour and more likely to achieve better learning outcomes.

To implement these principles, we will follow the guidelines set out in the publication: *Achieving Health Promoting Schools: Guidelines for promoting health in school*, published by the International Union for Health Promotion and Education (IUHPE). In line with these guidelines, our SMSC curriculum, our pastoral curriculum, our sports programme and our inclusive bilingual programme will contribute to the physical and mental health of the pupils. We believe that we will foster the physical and personal healthy growth of our pupils by having an integrated approach to physical and mental health both inside and outside the classroom, and across the wider school community.

In particular, a key objective of our PSHE curriculum will be to prepare pupils to participate fully in society, build respect for themselves and others, and so encourage their participation as active citizens. We will want our pupils to perceive the world as challenging and changing, and to empower them to feel confident enough to participate in global change.

In order to help to achieve this, we will develop both cross-curricular and subject-specific dimensions through projects to give learning enhanced relevance, and help our pupils make sense of the world. These dimensions will be:

- Identity and cultural diversity
- Healthy lifestyles
- Community participation
- Enterprise
- Sustainable futures and the global dimension
- Technology and the media
- Creativity and critical thinking.

Therefore, in KS1, pupils will:

- Learn how to listen and speak, respecting others' time and learning about dialogic relations
- Work together in mixed ability groups and learn how to cooperate to achieve a

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

common end

- Discuss bullying and the basic rules to prevent it.

Similarly, in KS2, pupils will:

- Work at developing their communication skills to include all forms of communication, such as dialogue, discussion, focus groups, debate, and reaching a consensus
- Work on the development of healthy lifestyles, including activity, rest and food.

A key element of how we will meet the needs of all pupils will be our pastoral curriculum. We will support all pupils in their natural growth, as their psychosocial development will mean that pupils will need to respond to different sets of personal questions on a regular basis. Poor responses to these questions at different stages of pupils' development can be risk factors to becoming fully involved in society, which may well then impact on whether a child or young person will grow into a citizen who makes a positive contribution to society.

Our school will have pupils from a range of multicultural settings. We will address social inclusion as a central question across our curriculum, including our pastoral curriculum. In particular, our staff will work closely with pupils and their families in order to overcome social barriers, coordinated by the SENCo. This approach will include the identification of strategies to support early intervention which will help to avoid what may be initially relatively minor problems becoming longer term problems for some pupils.

Through our pastoral care arrangements and provision, we will demonstrate continuing concern for the personal and social development of all our pupils, regardless of age or ability, as individuals and as secure, successful and fully participating members of the school and its wider community. Pastoral care will be most effective when it is all pervasive and fully integrated into our school's daily routines, curriculum and enrichment/co-curricular activities.

The pastoral care of APSoL will involve all the staff, the Trustees, parents/carers and the community. The key elements of our pastoral curriculum will be:

- We will pay continuing attention to the personal and social development of all our pupils, regardless of their age or ability, and so meet their individual needs
- All our pupils will be secure, successful and participating members of the school and the wider community
- We will prepare our pupils for the demands and challenges of adult and working life
- Pastoral care in our school will be pervasive and fully integrated into our daily routines, our curriculum and our enrichment/co-curricular activities
- We will establish and maintain a climate characterised by good relations and mutual respect
- Sustained support will be provided to all pupils by all the staff, as we want our pupils to have guidance about other resources and perspectives, to engage with the journey of life and wholeness and to consider the process of reconciliation with themselves as individuals and others. These issues of personal growth will be consistent throughout all aspects of our school.

We will establish key strategies in order to establish and implement consistently and

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

fully our pastoral curriculum.

At the school level:

- While the Trustees, the Headteacher and members of senior leadership team will have primary responsibility for the care and welfare of pupils, all school staff will have a responsibility for pastoral care. All staff will have annual safeguarding training in line with legislation. Staff will be alert to the signs of distress in individual pupils and will be equipped to respond appropriately. The pastoral care system will include the support which a school offers pupils at vulnerable times, such as mentoring or counselling provided either by school staff or external experts.
- Each class teacher will support individual pupils, for example, when pupils are facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a pupil that might reflect an important emotional, social or mental health issue with which they need help or support. It is important that pupils feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support.
- We will establish an ethos where pupils will feel comfortable about providing and receiving peer support as the normal aspect of school and classroom activities and routines.

At curriculum level

- As noted above, we will have specific time in the curriculum each week for PSHE. During these lessons we will encourage pupils to explore personal and social issues that affect them, such as relationships, working with others, sex, drugs, smoking, alcohol so that pupils can make good choices and decisions. Such activities will always be age-appropriate.
- More generally, an important part of our ethos will be that classroom activities and pupils' full participation in these will promote a secure environment for all our pupils, so that they can ask about issues that affect them. 'Not knowing' will be normalised in our school; such an acceptance will mean that we are comfortable with the approach that there are always things which we do not know. This will help pupils to be motivated to know how to ask relevant questions and to search for the answers they need. Such an approach will be especially important in our pastoral curriculum as pupils will have to deal with many and varied dilemmas as they grow and develop. Bilingual settings are favourable to asking relevant questions and so contributing to the development of pupils' confidence, as set out in our vision, so that pupils learn how to respect fully the range of cultures which we experience, by exploring and discussing differences and similarities.
- The PSHE (including citizenship) curriculum will tackle project works about health, personal growth and social participation.

At the enrichment/co-curricular level

Please see details below of our enrichment/co-curricular programme for how this will also provide opportunities for the school to encourage pupils' personal and social

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

development.

Meeting the needs of pupils with challenging behaviours

The humanistic principles in which our curriculum will be based will define our attitude towards the behaviour of our pupils. The respect that we will expect to be shown to others is more than a principle; it will be a reality in our school's daily life. When we work towards integration and inclusion, learning to respect oneself and others will be major goals.

Although we are well aware of the fact that the school should not seek to replace the role of parents/carers, we firmly believe it is our duty to educate the pupils on the issues of good citizenship, and so clearly defining acceptable and unacceptable behaviours.

We believe that a stimulating learning environment and a challenging curriculum will help to encourage pupils' good behaviour. Therefore, our curricular offer will ensure that the daily routine of school life will be diverse and stimulating.

Staff will play a crucial role in setting the standards of behaviour for pupils. In this respect, the Headteacher will be the most important individual member of staff. The Headteacher will be ultimately responsible for the establishment of our key behaviour principles and then to ensure that all members of the school community are aware of the standards required and that they then apply them in the everyday life of the school. These key behaviour principles will be designed to: promote good behaviour, self-discipline and respect; prevent bullying; and ensure that pupils complete assigned work and regulate their conduct.

The Headteacher will also ensure that the school's behaviour policy is published and made available to staff, parents/carers and pupils at the beginning of each school year. The Headteacher will review the behaviour policy annually, assessing its effectiveness and updating its provision, wherever necessary. Parents/carers will be required to read, accept and sign this document as part of the child's admission to school.

School staff members will also have an important role to play in encouraging our pupils to behave well. The school's behaviour policy will be known to all staff, who will take responsibility for ensuring that it is enforced on a daily basis, acting according to the behaviour policy guidelines. All behaviour that significantly infringes the behaviour policy will be immediately reported to the Deputy Headteacher.

The school will work in partnership and collaboration with external agencies (e.g. health services) to support extreme cases of disruptive behaviour. The SENCo will assess and decide which cases need external support, and refer individual pupils to these services, following consultation with their parents/carers.

Clearly, pupils' families will play a major role in encouraging exemplary behaviour. Evidence shows that there is a relationship between parenting style and some children's antisocial and disruptive behaviour. When faced with any persistent examples of disruptive behaviour in the school, the relevant parents/carers will be invited into the school in order to explore how all can work together more effectively to improve the pupil's behaviour.

Our school ethos will aim actively to encourage good behaviour and all efforts to accomplish this aim will be rewarded. At the same time, all behaviour contrary to the

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

school ethos and the behaviour policy will give rise to sanctions. Rewards and sanctions will be clearly defined in the school behaviour policy. Sanctions will be proportionate to the behaviour, taking into account the pupil's age, any special educational needs or disability, and any religious requirements affecting them.

Rewards will be used to motivate pupils to assume a positive attitude towards the school and the learning process. This will help build a culture of achievement and success. Our rewards will aim constantly to reinforce our core values of respect for others, excellence, academic achievement and collaboration as stated in our vision and ethos.

During our preopening period, there will be full discussion led by the Principal Designate of the details of the behaviour policy, including the system of rewards and sanctions. As part of this discussion, there will be full attention paid to how such a policy will be implemented including the policy's impact on the workload of individual teachers.

At this stage of the school's development and our thinking, we envisage that across the school, we will have the system of rewards as set out below. However, as with all aspects of classroom management, it will be up to individual teachers to decide exactly how such a system will be implemented taking account of individual pupils' needs.

Examples of rewards will be:

- 'Well Done' Certificates. These will be awarded for exceptional behaviour, effort and cooperation. The teacher will use a board where, on a daily basis, the behaviour of the pupils will be recorded using three colours: green (very good and good), yellow (acceptable) and red (poor). On a weekly basis, the teacher will gather the daily records and assign a weekly colour to the pupil's behaviour (green, yellow or red). At the end of the term, all this information will result in a 'Well Done' certificate, formally given at the end of term assembly:
 - Bronze Certificate: where the average was red/yellow
 - Silver Certificate: where the average was yellow/green
 - Gold Certificate: where the average was green.

In this weekly newsletter, pupils with very good or good behaviour (green) will be recognised, in a special section entitled 'Stars of the Week'.

- Exceptional behaviour will be rewarded by the additional opportunity for pupils to choose favourite activities during classes, when appropriate. Teachers will be encouraged explicitly to let their pupils know that exceptional behaviour may be rewarded during the year by some additional benefit within the class setting, e.g. the pupil may choose a particular task.

These rewards will be communicated to the Deputy Headteacher, as a part of the mandatory teachers' reporting system to the Deputy Headteacher.

We will distinguish clearly between minor and major offences. We will define a minor offence as:

- Arriving late
- Not being equipped with the necessary materials for a particular lesson

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Wearing the uniform inappropriately
- Running and shouting in the corridors.

We will define a major offence as:

- Showing a lack of respect to school staff, including swearing or insulting behaviour
- Offences against the school's property (premises, materials, etc.)
- Bullying.

There will be a clear set of escalating sanctions for poor behaviour. These will range from expressions of disapproval, through to the withdrawal of privileges, the imposition of 'time out', detention, to referral to the Headteacher, letters to parents/carers and, ultimately and in the last resort, exclusion. Judgments will be made in relation to particular incidents and particular pupils. For example, minor offences may lead to withdrawal of privileges, the imposition of 'time out', referral to the Head Teacher, and/or letters to parents/carers. Major offences will lead to the previous sanctions plus detention and/or exclusion.

We expect that most instances of poor behaviour will be relatively minor and will be adequately dealt with through minor sanctions. It will be important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such instances, additional specialist help may be necessary, including the referral of the pupil for help to an outside agency, an intervention that would need to be discussed and agreed with the Headteacher. We will always also be looking as to how we might improve key aspects of the school's operation in order to improve pupils' behaviour such as carrying out a careful evaluation of the curriculum on offer, and our approaches to classroom organisation and management.

All behaviour that leads to sanctions will be reported by the teacher or other member of staff to the Deputy Headteacher, using a Misbehaviour Report Form, which will detail the type of offence (minor or major), a description, details of who has been informed, and the actions that have or are to be taken. As with rewards, the sanction system is cumulative. Three reported minor offences may eventually lead to a major offence sanction.

One action which will be available will be the confiscation of a pupil's property. The powers to confiscate a pupil's property will include the presence of the following objects:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

In the case of weapons and knives and extreme or child pornography, the items will always be handed over to the police.

The school has the power to intervene with regard to a pupil's behaviour when that pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school.

Any misbehaviour at any time, whether or not the conditions above apply, that could have consequences for the orderly running of the school or potentially pose a threat to another pupil or member of the general public or could adversely affect the reputation of the School will be considered as open to sanctions by the school.

In the case of a major offence, detention may be used as sanction. Detention will take place during one of the afternoons of the week in which the major offence has occurred, or during the week immediately after. The timing of the detention will depend on the authorisation of the parents/carers, since they will be informed and will need to accept the detention as evidenced by their signature on the detention sheet.

Detention will take place after classes for one hour, and will be supervised by a member of the SLT or someone else assigned by them. The member of staff will assign a task for the pupil during the detention period. If a pupil receives three or more detentions during a term, their parents/carers will be requested to attend a meeting with the Headteacher to discuss their child's behaviour.

Exclusion will be the most extreme sanction, and will be only used in particular serious behaviour incidents. Fixed-term exclusions will involve isolation from the school community for a set number of days. This may mean attending another school or being kept at home. Excluded pupils will receive a work pack to complete. The offences listed below may lead to fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.

- Deliberate verbal violence towards adults
- Deliberate physical/verbal violence towards a pupil
- Discriminatory harassment
- Bullying (ongoing)
- Theft
- Possession of drugs/materials
- Vandalism

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- Persistent refusal to obey rules
- Leaving the school without permission.

There are several types of situation in which permanent exclusion may be considered such as when a concerted attempt has been made to address disciplinary infringements following the use of a wide range of other strategies, or where fixed-term exclusion has been used without success. There could also be situations where there has been a major infringement of the behaviour policy which could lead directly to permanent exclusion. These major infringements could be:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a weapon
- Arson.

The school will consider police involvement and the use of other external agencies for any of the above offences.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

Taking into account the details above, the school behaviour policy will follow the DfE guidelines, covering the following ten aspects:

- A consistent approach to behaviour management
- Strong school leadership
- Classroom management
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents/carers and other agencies
- Managing pupil transition
- Organisation and facilities.

Our anti-bullying policy

All forms of bullying (physical, emotional, sexual or verbal) will be unacceptable at our school, since it is against the humanistic principles of respect to be shown to others that we seek to promote and defend. Our position regarding bullying will be in line with the current legislation.

The aims of our anti-bullying policy will be:

- To make it clear that all forms of bullying are unacceptable

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- To create a safe school environment
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community and, as a result, to reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support pupils displaying bullying behaviour to change their attitudes and understand why they need to change
- To liaise with parents/carers and other appropriate members of the school community.

If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached, with the following procedures observed:

- The incident will be recorded in a standard form entitled 'Incident Report – Bullying'
- The Deputy Headteacher will be informed
- Parents/carers will be informed
- Pupils accused of bullying will be asked to discuss what has happened with the Deputy Headteacher including what action(s) should be imposed on the bully; he or she will also be offered support
- Sanctions e.g. loss of privileges, detention or exclusion will be considered for the bully
- In situations where incidents happen outside of school, including cyber-bullying, serious physical or sexual abuse or the use of weapons, the school will consider referral to the police.

We will also put in place strategies, the purpose of which will be to reduce the risk of bullying taking place. Therefore, at a whole school level, we will establish:

- A bullying survey to determine the extent of the problem
- A day conference to educate all school staff, parents/carers, pupils, and community members about bullying behaviour, our responses to such behaviour and available resources
- Increased supervision in the cafeteria, corridors, toilets, and in the playground, where most bullying behaviour occurs
- A coordinating group, typically consisting of the Deputy Headteacher, the SENCo, an administrator, a teacher from each of KS1 and KS2, and parent/carer and pupil representatives to evaluate the effectiveness of our approaches to dealing with bullying and how we could improve these
- Ongoing meetings between parents/carers and school staff, including discussions of bullying issues at regularly scheduled parent–teacher meetings.

At the classroom level, we will establish:

- A curriculum that promotes kindness, communication, cooperation, and friendship and includes lessons and activities stressing empathy, anger management, and

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

conflict resolution skills

- Class rules against bullying; rules should be brief and clear such as:
 - We will not bully other pupils
 - We will try to help pupils who are bullied
 - We will include pupils who might be left out.

There will be immediate consequences for aggressive behaviour, including bullying, and immediate rewards for inclusive behaviour. Possible sanctions could include having the bully:

- Apologise
- Discuss the incident with the teacher, principal, and/or parents/carers
- Pay for damaged belongings
- Spend time in the office or another classroom
- Forfeit break times or other privileges.

At the individual level, we will establish:

- Serious talks with bullies and victims
- Serious talks with the parents/carers of bullies and victims
- Role-playing of non-aggressive behaviour with bullies
- Role-playing of assertive behaviour with victims.

Looked after children (LAC)

Pupils who are being accommodated, or who have been taken into care, by a Local Authority, are legally defined as being 'looked after' by the Local Authority. Around 70% of looked after children have some form of SEND, and it is likely that a significant proportion of them will have an EHCP. Local authorities will have particular responsibilities for these pupils and will act as a 'corporate parent'.

Looked after children's lives are often characterised by instability. For example, they often spend too much time out of school and do not have sufficient help with their education if they fall behind because of this. Sometimes, also, primary carers are not expected or equipped to provide sufficient support and encouragement for looked after children's learning and development and they may have unmet emotional, mental and physical health needs that impact on their education.

The SENCo will take on the role of 'Designated Teacher' for looked after children. The SENCo will work closely with all relevant staff to ensure that the implications of a pupil being both looked after and having SEND are fully understood by relevant school staff. This will include considering the implications of the Care Plan which will be put in place for all looked after children. In particular, staff will meet the needs of such pupils as set out in their Personal Education Plans (PEPs).

A pupil's PEP will:

- Be a comprehensive and enduring record of the pupil's experience, progress and

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

achievement, academic and otherwise

- Be linked to information in other education plans, including any EHCP
- Identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- Set short term targets, including progress monitoring against each of the areas identified related to the child's development and educational needs
- Set long term plans and educational targets and aspirations
- Document identified actions intended to support the achievement of agreed targets
- Highlight access to one-to-one support and how this will make/has made a difference to achievement levels.

The assessment process will also take full account of information set out in the Care Plan and will work closely with other relevant professionals to do this. This will ensure that the child's EHCP works in harmony with his/her Care Plan and adds to, but does not duplicate, information about how education needs will be met.

Those requiring literacy support/intervention

The needs of those pupils who require specific literacy recovery/intervention with regard to their English literacy skills, including English as an additional language (EAL), will be met as part of our overall approach to meeting individual needs as facilitated by our staffing model of having 2 teachers and a group of teaching assistants to each 'pair' of classes in each year.

However, we do recognise that there may be a particular need to put in place specific support for those pupils who require specific literacy recovery/intervention, including for some pupils who have EAL.

This support will be based on the "Reading Recovery" model. This model was originally designed as a school-based, short-term literacy programme designed for pupils aged five or six, and who are the lowest literary achievers after their first year of school.

We will ensure that any pupils who do not make sufficient progress in reading/literacy by the age of six are supported using an approach based on this model. However, we will also use this approach, if needed, for older pupils who, for whatever reason, begin to fall behind at an older age or for pupils who enter our school after the age of six.

The approach will take the format of intensive one-to-one lessons for 30 minutes a day, for between 12 and 20 weeks. It will be different for every pupil, assessing what the pupil knows and what he/she needs to learn next. The focus of each lesson will be to comprehend messages in reading and construct messages in writing; learning how to attend to detail without losing focus on meaning. The goal is for pupils to develop into effective readers and writers, able to work within the average band of their class at age-appropriate levels of literacy.

Therefore, the key features of our approach will be:

- Pupils receiving this support are those who have the most difficulty in reading and writing after one year at school
- This support will also be available for older pupils who, for whatever reason, begin

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

to fall behind at an older age or for pupils who enter our school after the age of six. There will also be provision for pupils who would benefit more from programme of synthetic phonics such as those pupils who have a well-developed knowledge and understanding of key phoneme-grapheme correspondences.

- The approach will be different for every pupil; the starting point will be the pupil's strengths, and the teaching will build on what the pupil is able, and trying, to do
- Each pupil will have an intensive programme of daily 30 minute lessons which will be individually designed and individually delivered; this will be supplementary to normal class activities
- The focus of each lesson will be on comprehending messages in reading and constructing messages in writing
- In every lesson, pupils will read several books and write their own stories, learning how to attend to detail without losing focus on meaning.

In addition to reading recovery, EAL pupils and new arrivals to the country will have additional teaching of conversational English. These lessons will take place in small groups and not necessarily on one-to-one basis as described above.

Please also see the details of how we will meet the needs of SEN pupils, including details of how we will assess bilingual pupils' needs.

The most able (gifted and talented)

The phrase 'gifted and talented' describes pupils with an ability to develop to a level significantly ahead of their age group, or with the potential to develop those abilities. In particular, some pupils display additional abilities, whether across the curriculum or in practical skills such as arts, sports or music when compared with their peers of the same age. 'Gifted' pupils may have abilities in one or more academic subjects, like mathematics and English and 'talented' pupils are those who have practical skills in areas like sport, music, design or creative and performing arts. Skills like leadership, decision-making and organisation are also important when identifying and providing for gifted and talented pupils.

Our approach to supporting pupils who are gifted and talented will form part of our ethos of enabling every pupil to reach his or her full potential. We will ensure that individual pupils' strengths as well as areas for development are identified quickly, accurately and sensitively.

The identification and assessment of gifted and talented pupils will be undertaken by staff who will assess the available evidence that distinguishes the pupil from her/his peers in a specific area. This evidence will be mainly collected through observing pupils' everyday behaviours in and out of the classroom. Staff will also take account of test results and the quality of pupils' work. For example, we will assess the pupil's psychological and emotional profile using such instruments as motivational assessment, and the pupil's perceptions of her/his own skills. We will also take account of parents/carers' views of their children's skills, and how they would like these skills develop and parents/carers' general thoughts as to what their child should be achieving in school.

The assessment process will make use of recognised characteristics of pupils who are

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

gifted and talented including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

We will meet the needs of those pupils who are gifted and talented through the following strategies:

- The class teacher will design and implement individualised plans so that each pupil will enhance his/her performance through specific activities
- Gifted and talented pupils will have the opportunity to take advantage of working with older pupils in some lessons, However, this approach will take account of the pupil's stage of emotional and psychological development, so that the benefits of advanced learning do not compromise the pupil's overall development.

Apart from class teachers' responsibility to design and implement diverse and challenging activities for all pupils including those who are gifted and talented, the Deputy Principal will work closely with the class teachers to support and challenge these pupils. Intervention techniques could include individualised or group sessions. All colleagues will also take account of any barriers to the pupils integrated fully with their peers.

We will also nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension activities, and the opportunity for pupils to use their strengths for the benefit of others, for example as learning mentors.

We will also work closely with specialised agencies to determine the best possible strategies and activities to support and challenge these pupils. In particular, we will work closely with the National Association for Gifted Children (NAGC).

The SENCo will maintain a register of gifted and talented pupils.

Those with special educational needs and disabilities (SEND)

Our school will also make full provision for pupils with special educational needs and disabilities in a fully inclusive school. Pupils with SEND will be supported by our SENCo.

This provision will:

- Take full account of the views, wishes and feelings of the pupil, and the pupil's parents/carers
- Recognise the importance of the pupil, and the pupil's parents/carers participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- Recognise the need to support the pupil, and the pupil's parents/carers, in order to facilitate the development of the pupil and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Where in place, use the pupil's EHCP to plan a multi-disciplinary approach to their individualised education program and to monitoring progress

This will enable:

- The full participation of the pupils with SEND, and the pupils' parents/carers in decision-making
- The early identification of pupils' needs and early intervention to support them
- Greater choice and control for pupils and parents/carers over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of pupils with SEND
- A focus on inclusive practice and removing barriers to learning.

We will adopt a graduated response to removing barriers to learning and putting effective special educational provision in place. This response will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised to develop a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to pupils' SEND.

Assess

The class teacher, working with the SENCo, will analyse the pupil's needs. This may arise as a result of the teacher's ongoing formative assessment and the careful analysis of the outcomes of this assessment. The SENCo, with the support of other staff especially the class teacher, will ensure that an initial assessment of the need takes place.

The assessment will also draw on other teachers' assessments where relevant, the pupil's development in comparison to their peers and national data, the views and experience of parents/carers, and the pupil's own views. We will take seriously any concerns raised by a parent/carer. These will be compared with our own evidence.

This assessment may lead to one of several conclusions. For example, it might be concluded that the pupil's difficulties are persistent and will be long term, in which case there may be a need to refer the pupil immediately to an outside agency or organisation such as an Educational Psychologist or a medical practitioner for a more thorough assessment. Alternatively, the conclusion could be that the pupil's difficulties are minor and may not be long term. In such a situation, the next step could be to put in place some extra support from the school's resources such as the pupil receiving some extra one to one support or support in a small group of pupils for a few hours each week.

Our pupils may be mono- or bilingual, and our assessment procedures will always bear this in mind. Specifically concerning SEN bilingual pupils, when bilingual children are assessed, it is important to keep distinct three different aspects of their development: (1) first language proficiency; (2) second language proficiency; and (3) the existence (or

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

not) of a physical, learning or behavioural difficulty. This three-fold distinction enables a more accurate and fair assessment to be made with regard to special education

It is important to underline that bilingualism in itself is not a cause of any kind of SEND or leads to language and communication difficulties.

All our approaches to assessment will bear these three distinct aspects of a pupil's development in mind and so any intervention will be based on the correct assessment of a pupil's needs. This will mean that:

- Pupils will need to be assessed in their stronger language. Cultural aspects will not be forgotten. An interpreter may be used in order to obtain a more accurate assessment
- The assessment will be performed by a qualified professional
- The results will be discussed with the teacher and parents/carers in order to find a suitable and fitting plan of action.

The assessment process will be coordinated by the SENCo, through the use of observation, psychometric tests, and discussion with the parents/carers.

Where appropriate, we will also involve outside professionals e.g. from health or social services.

Plan

We will formally inform the pupil's parents/carers if/when it is decided to provide a pupil with SEND support, although parent/carers will already have been involved in forming the assessment of needs as outlined above. The class teacher and the SENCo will agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will also be recorded in our school's management information system.

We will always encourage all parents/carers to become involved so that they can reinforce or contribute to progress at home.

Do

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will retain responsibility for the pupil. She/he should will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, and advising on the effective implementation of support.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

All pupils, regardless of their specific needs, will benefit from individually designed programmes which will include the setting of targets and regular reviews of progress leading to the revision of earlier targets.

There will be some pupils with SEND who will have individual educational programmes (IEPs) which will be designed by the SENCo in close collaboration with the relevant teachers, teaching assistants, parents/carers and, where appropriate, the pupil. Each IEP will include SMART (i.e. specific, measurable, achievable, relevant and timed) targets. The SENCo, with the support of other colleagues, will assume overall responsibility for the implementation and monitoring of the pupil's IEP, and will keep parents/carers informed.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the date agreed when the interventions were planned. The views of the pupil and parents/carers will be taken account of. The outcomes of this review will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress, deciding on any changes to the support and desired outcomes in consultation with the parents/carers and pupil.

Requesting an Education, Health and Care needs assessment

Where, despite our having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, that pupil has not made expected progress, we may request the Local Authority to undertake an Education, Health and Care needs assessment. A parent/carer can also make such a request.

The Local Authority will then use a range of factors to decide whether an assessment should be carried out. We will cooperate fully with the Local Authority as they make that decision, including making available details of how we have helped the pupil to that date. This could include:

- Evidence of the pupil's academic attainment or developmental milestones and rate of progress
- Information about the nature, extent and context of the pupil's SEND
- Evidence of the actions we have already taken to meet the pupil's SEND
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the pupil's physical, emotional and social development and health needs.

Throughout the whole process of assessment, we will cooperate fully with the Local Authority including the timely provision of information. Similarly, we will work closely with the Local Authority if they are considering naming our school in a child's EHCP. This cooperation will help the Local Authority to complete the process within the

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

required 20 week time period from the point at which an assessment is requested until the final EHCP is issued.

We will use EHCPs to actively monitor pupils' progress. EHCPs will be reviewed by the Local Authority as a minimum every 12 months. We will co-operate with the Local Authority in the review process including convening and holding annual review meetings on its behalf.

For all pupils with SEND, and especially for those with an EHCP, we will provide the necessary equipment so they can access all school spaces both inside and outside the classroom. Apart from necessarily adapted equipment necessary to each individual pupils' needs, we will have in the appropriate in the school leisure and working equipment that enables these pupils to engage in socially diverse activities that enrich their personal and emotional development.

We will also work partnership with specialised community organisations and health services in order to address the specific needs of each pupil.

Role of the Special Educational Needs Co-ordinator (SENCo)

There will be a qualified teacher designated as SENCo for the school. Where that colleague has not previously been the SENCo at our or any other relevant school for a total period of more than twelve months, we will ensure that she/he achieves a National Award in Special Educational Needs Co-ordination within three years of appointment.

A National Award will be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes. When we appoint staff or arrange for them to study for a National Award, we will satisfy ourselves that the chosen course will meet these outcomes and equip the SENCo to fulfil the duties outlined in this Code.

The SENCo will work closely with the Headteacher and the Board of Trustees, in determining the strategic development of SEND policy and provision in the school. She/he will be a member of the senior leadership team. The SENCo will have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.

The SENCo will also provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The SENCo will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching. Local Authorities must publish a Local Offer, which provides information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have EHCPs.

The key responsibilities of the SENCo will include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for pupils with SEND
- advising on the graduated approach to providing SEND support

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with, and being a key point of contact for early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Headteacher and Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

The SENCo will have sufficient time and resources to carry out these functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable her/him, to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Transition into and out of the school

We will put in place the appropriate strategies which will ensure that pupils are successful when they enter and when they leave our school. These strategies will be:

The Headteacher will coordinate all the activities around transition

We will form very close working arrangements with appropriate local secondary schools and supply them with the following information on transfer:

- Key Stage 2 SATS results
- Complete assessment profile of academic and non-academic work of each pupil
- Attendance and behaviour records
- Record of enrichment/co-curricular activities
- Any SEND reports and records
- Examples of moderated work completed by individual pupils, especially in English, mathematics, and science.

We will therefore expect the following activities to take place when a pupil moves into secondary school:

- A cross-section of moderated work to be discussed around every Y6 pupil in core English, mathematics and science.
- Notice to be taken of our school's assessment results especially end Key Stage 2 assessment results
- Our being able to comment on any setting or streaming of our own pupils in the receiving secondary school
- That our pupils will attend the local secondary school in Years 5/6 to help ensure a

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smooth transition and prevent any Key Stage 3 dip in performance

- To be partners in a linked, coordinated relationship with local secondary schools
- Secondary subject specialists to work alongside our own subject specialists in providing valuable staff training and individual or pupil cohort teaching
- To work closely with our parents/carers and provide high quality advice to ensure a successful pupil transition into a local secondary that best suits their needs.

One of the roles of the Headteacher will be to develop and maintain very good transition arrangements and effective partnerships with appropriate local secondary schools. This relationship will be the subject of a regular review to ensure that pupils are placed in the correct class, level or set in the receiving secondary.

Children's attendance at school in the Reception Class will be phased over a 2 week period to allow the children to settle in and for routines to be created.

A series of baseline assessments will be undertaken and will include things the child should know such as, their name, age and address. They will also include assessments that will evaluate children's writing, vocabulary, speech, manipulation and locomotion.

Taken together, these baseline assessments will provide a comprehensive view of individual children's needs at the start of their school careers. The assessment will become a description of the whole child using six recognised development areas that make up the baseline profile. This will be assessed in a planned and systematic way to help inform the teaching and learning process.

The descriptions of assessed and observed behaviour will be grouped into six development areas which best describe the journey between 'child development and learning outcomes'.

- Personal, social and emotional development
- Speaking and listening skills
- Reading and writing skills
- Sorting, ordering and general number skills
- Approach to learning, thinking and reasoning
- Physical development.

The assessment that forms the record of the pupil will be undertaken by a mixture of observed behaviour and systematic assessment from which a baseline profile will be created. It will be viewed and reported upon at regular intervals and the information made available online using Web Parent or in personal consultations between the school and parents/carers. This will form the baseline from which the school will work from.

One of our earliest priorities during the preopening period will be to explore how we will undertake these baseline assessments so taking account of recent national changes.

For pupils with an EHCP, we will work closely with the relevant Local Authority to review and amend it in sufficient time prior to a pupil moving into a secondary school. The review and any amendments must be completed by 15 February in the calendar

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

year of the transfer at the latest for transfers into or between schools.

Our support for pupils with SEND will include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, we will share information with the school or other setting the pupil is moving to. We will agree with parents/carers and pupils the information to be shared as part of this planning process.

Safeguarding

We are committed to safeguarding and promoting the physical and emotional welfare of every pupil, inside and outside the school premises.

We will achieve an excellent standard in safeguarding by:

- Taking all the necessary steps to prevent people who pose a risk of harm from working with pupils in our school by adhering to our statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required, and ensuring volunteers are appropriately supervised
- Educating pupils on how to keep safe and recognise unacceptable behaviour
- Paying particular attention to pupils' online safety by:
 - producing a guide for parents/carers and pupils to ensure that they are aware of all the risks involving in using the internet
 - ensuring that access to inappropriate materials will be impossible inside the school, including blocking all inappropriate websites; this will be part of an internet security system
 - running information sessions for all parents/carers (at least two per year) with the objective of informing and ensuring that all parents/carers recognise the first signs of problems and how they can help their children.
- Identifying, and making provision for, any child that has been subject to abuse
- Ensuring that Trustees, the Headteacher and all staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse, and to refer concerns to the Headteacher as the designated safeguarding lead.

Enrichment/co-curricular activities

The purposes of our enrichment/co-curricular activities will be to enable our pupils to:

- Achieve a higher quality of work than the norm for their age group
- Cover aspects of the curriculum in greater depth
- Broaden their learning experience
- Achieve a higher level of thinking
- Have experience of additional subject areas and/or activities
- Have use of supplementary materials beyond the normal range of resources
- Engage in activities which will help them to develop personally and socially; as noted above, our enrichment/co-curricular activities will therefore be a significant part of our pastoral curriculum.

Therefore, we will see these 'enrichment' activities as also being co-curricular activities.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

That is, they will be activities which complement what the pupils are learning generally in our school and so are connected to or mirror the academic curriculum. For example, we will provide opportunities for pupils to participate in after school classes which will help them to revisit/and reinforce some key concepts or knowledge with which they may have experienced some difficulty. In particular, there will be opportunities for pupils to develop further their language proficiency in Portuguese and/or English. Some of the activities will also be led by staff who will have sufficient levels of competency in spoken Portuguese to take up opportunities as appropriate to meet the needs of any particular group.

We will offer after-school clubs, in the fields of music, sports, arts and in additional curriculum areas (such as science) which will help us to achieve the vision for our school and, more generally, which will have a positive impact on the whole school community. After-school clubs will be of sufficient number and diversity so that every pupil can participate in at least one activity.

These clubs will provide a chance for pupils to expand their interests. We will look for sponsors for special clubs so that we can offer adequate resources for high-quality projects. For example, our science club could be sponsored by a research laboratory. Also, Universities often have programmes to promote science in schools. For example, the Scott Polar Research Institute based at the University of Cambridge fosters projects with schools; this group includes Portuguese and English researchers. We will provide a club will help pupils to explore issues associated with polar research and also make links to climatic changes. Native Scientist, represented in the steering group by [REDACTED] is already a partner.

We will also have a drama club and a sports programme. These will be instrumental to foster cooperative work which is central to our approach to teaching and learning and will also encourage the inclusion of all our pupils in the overall life of the school. Drama will also be important to pupils' language learning, especially as drama activities are closely linked to the development of language skills, especially expressive language skills. An approach based on drama activities will be a fun and creative way of encouraging pupils to express themselves and develop further their language skills.

We expect to have the [REDACTED] as a sponsor of our arts club. This will help us to provide access for all our pupils to the best resources so they can develop their skills of artistic expression as another form of communication. This will also be an important part of our pastoral curriculum helping pupils to learn to better express emotions. More generally, the arts club will help pupils to explore their interests to perhaps discover new talents.

Team sports will be along the lines of a special sports programme geared towards including all pupils in sporting activities. The sports programme will enhance pupils' abilities to cooperate, to understand and put into practice the ideas of joint effort, respect towards each other, healthy lifestyles, and group participation.

A key part of our approach to enrichment/ co-curricular activities will be to develop further our cooperation with specialised agencies or organisations. This will include cooperation with schools from other countries in order to enhance cooperative work with pupils from different cultures and backgrounds and develop mutually respectful

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

relationships.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Whole school targets

As set out in their table immediately below, we have set whole school targets in five main areas linked to key groups who will play important roles in helping us to achieve the vision for our school and measure our progress towards achieving that vision.

<u>Key groups</u>	<u>Targets</u>
Pupils	1. Academic achievement
	2. Pupils' participation in school life
Teachers and Staff	3. Staff performance
Parents/carers and community	4. Parental/carer involvement and satisfaction
	5. The well-being of the school community.

For each of these aspects, we have also described below how we will:

- Put in place policies and procedures to ensure that we do all we can to achieve the school's vision
- Measure the extent to which we are achieving the school's vision.

Targets will be crucial to measure our success effectively. They will also help us to intervene as quickly as possible if/when it becomes clear that we are not on track to achieving our targets. Therefore, we will use targets for self-evaluation, in order to diagnose precisely where our strengths and weaknesses lie and the implications for our school improvement plan with regard to how we will identify our key priorities and to

D2 – measuring pupil performance effectively and setting challenging targets

plan the actions needed to bring about improvement.

Our school improvement plan will set out clearly our priorities and the actions needed to improve on what we already do. The impact of the plan will be regularly checked and all staff will be aware of their roles in the plan. The school year will be the review cycle, with the improvement plan reviewed to identify actions for the following cycle. The Headteacher will be responsible for strategic planning and its monitoring, but all staff will be involved, as well as pupils and parents/carers. Information for the community and local area about school review and improvement will be provided in a clear and transparent way so that all stakeholders are involved. Trustees will also play an important role in the strategic planning. Please see section F for more details of our governance arrangements.

1. Academic achievement

A new national curriculum was introduced in 2014. As a result, the end of Key Stage tests are being changed so that they will assess the new curriculum. Pupils will take the new tests for the first time in May 2016.

As part of the national curriculum review, levels have been abolished. From 2016, scaled scores will be used to report national curriculum test outcomes at the end of KS1 and KS2. These scores will have a lower end point below 100 and an upper end point above 100. A scaled score of 100 will always represent the 'expected standard'.

The phonics screening check will also be administered during KS1. This check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. All pupils who will have reached the end of year 1, will take the check.

Therefore, we will set whole-school targets for pupils' attainment and progress to the end of KS1 and KS2 based on these new tests and associated scaled scores. Clearly, it will not be until 2019 that we will have pupils who will be taking the tests at the end of KS1 and not until 2023 that we will have pupils who will be taking the tests at the end of KS2. However, we have set indicative whole school targets as below for the end of KS1 and KS2 at this early stage of the school's development. We will continue to update these targets in the light of our experience and national developments.

From 2016 onwards, schools will be accountable for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a new, value-added measure of progress. A school will fall below the floor standard in 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress. With regard to a school's progress measures, a school's score will be calculated by comparing the school's pupils' KS2 results against those of all pupils nationally who had similar starting points. Pupils will be assigned to prior attainment groups based on their KS1 results. Each year, the DfE will confirm what score a school would need to get to have made 'sufficient progress' after the tests have been sat next summer.

We have set the following pupil attainment targets:

- 90% or more of pupils will achieve the threshold mark in the phonics screening check
- 80% or more of pupils will achieve the expected level or better at the end of the EYFS

D2 – measuring pupil performance effectively and setting challenging targets

- 95% or more of pupils will either be working at the expected standard or working at greater depth within the expected standard for English reading, writing and mathematics at the end of KS1
- 90% or more of pupils will achieve the expected standard in the end of KS2 tests
- 90% or more of pupils will achieve 'sufficient progress' or better during KS2 as shown in the end of KS2 tests.

Attainment in Portuguese

We will assess pupils' progress in Portuguese using assessment based on the Common European Framework Descriptors (CEF).

The CEF define levels of attainment by assessing:

- The competences necessary for communication
- The related knowledge and skills
- The situations and domains of communication.

Using a descriptors scale, the CEF assess the key skill areas of listening, reading, spoken interaction, written interaction, spoken production, and written production.

Ability is assessed in three grades: basic (A), intermediate (B) and proficient (C). Within each of these grades are two bands, for example A1 and A2. The level of detail offered is high; for example, when assessing listening, the various aspects of listening are analysed (overall listening comprehension, listening to instructions, understanding interaction between native speakers, TV and film etc.).

We expect 90% or more of our pupils to reach achieve B2 or above for each of the key skill areas by the end of Year 6. Level B on the CEF scale is the most appropriate equivalent for UK National Curriculum Level 4 in English. Level B2 means that a pupil can operate and communicate independently and competently, and have a platform for more challenging learning of Portuguese in the four key skill areas: listening, speaking, reading, writing. It also allows a pupil to operate at an age appropriate level in the language: expressing news, views, and writing independently and clearly.

We will deliver regular professional development sessions on the use of the CEF levels so that key teaching staff become confident using the CEF accurately. Staff familiarity with the framework will allow these colleagues in school to informally, and quickly, assess pupils' progress and attainment in Portuguese. These practices will be an important part of our overall approach to assessment.

Our approach to assessment

If academic achievement targets are not reached, the reasons will have to be made clear and an objective and thorough analysis presented.

We will therefore use appropriate assessment data and an associated tracking system to inform teaching and drive progression and attainment for all our pupils. Evidence will therefore be analysed and an action research approach will be taken. This may result in interventions at various levels, such as an intervention programme with an individual pupil, a group or cohort of pupils, a year group, or the whole school.

The results of these interventions will be analysed to see if they were effective. Key Stage coordinators will take the lead with this work, liaising closely with other staff

D2 – measuring pupil performance effectively and setting challenging targets

especially the relevant teachers and teaching assistants. The coordinators will report to SLT. Where appropriate, external support and challenge will be used including the use of an external coach or mentor.

Assessment will be rigorous, systematic, contextualised to the learning setting, diversified and transparent to everyone involved. It will be a guide in order to monitor the learning process, with clear targets to be attained.

In order to monitor the extent to which pupils will achieve the above targets, we will use diagnostic, formative and summative techniques. These techniques will inform our Assessment of Pupil Progress (APP) system.

Diagnostic assessment will be used to assess a pupil's proficiency in key areas of their learning such as their linguistic proficiency, cognitive styles, and strengths and areas for development in key areas especially literacy (in English and Portuguese) and mathematics/numeracy. All pupils will have a derived for that, a personal learning plan will be developed, with monitoring tools for teachers, pupils and parent/carers. Strategies will be defined, evaluated, and outcomes recorded. This monitoring system will be transparent and will be an essential element of how we will assess pupil' attainment and progress.

Formative assessment will be a key element of our overall approach to assessment. Twice a term, evidence of pupils' progress will be collected by the teachers from a ranges of sources such as pupils' written work and from teacher observations. The progress of individual pupils over time will be tracked and criteria pupils have met are highlighted. Our curriculum will be updated using information gained from pupils' assessments. Curricular targets will be presented to pupils and parents/carers, both with the progress tracking, so that everyone knows where pupils are and what the needs to do to make further progress. Pupils will play an important role in this process, actively participating and contributing to it and creating their own self-monitoring tools and strategies.

Summative assessment will take place at the end of each unit of learning within particular curriculum areas. This evidence will be included in the APP system, so that results will have practical consequences on the schemes of work. Summative results will also be an important evidence for teachers' self-evaluation and professional developmental interventions, as they can highlight to the teacher where she/he needs to develop professionally.

Our approach to the use of pupil assessment will be a key part of our being a 'learning school'. Therefore, assessment will play a part in teachers taking part in action research projects.

As part of our overall approach to teaching and learning:

- Teachers will continually monitor the pupils to identify any lower attainers
- Teaching assistants will closely support the learning of low attainers
- In more severe cases, the low attainers will have extra-curricular support
- Differentiated materials will address specifically the learning needs of low attaining pupils
- There will be equal access to learning materials and media

D2 – measuring pupil performance effectively and setting challenging targets

- Mentoring and individual support will be provided, with focused support strategies
- Extra booster hours will be provided after school to support individual pupils in particular curriculum areas
- The learning of low attainers will be addressed by considering both the cognitive demands and effective outcomes. Strategies will include a different pace of delivery, increased scaffolding, differentiated levels of challenge, peer-support and more feedback and praise
- Pupils will have opportunities to select their own learning tasks to help them excel in some areas and so avoid any possibility of stigmatisation
- Reinforcement will be offered to individual pupils. This will be either be through repetition or modified activities, depending on the cognitive style of the pupils
- A safe learning environment will be provided where pupils are allowed to try and to fail and encouraged to try again
- Practical and interactive approaches, often involving ICT, will be used by teachers to motivate pupils to move beyond particular areas of proximal development in such a way that there is a balance between pupils' previous knowledge and maintaining the challenge of higher expectations.

2) Pupils' participation in school life

We have set the following whole school targets for pupils' participation in school life:

- 90% or more of pupils will participate in at least one enrichment/co-curricular activity.

This target will be a measure of the extent to which pupils are committed to the wider life of the school. We will encourage all pupils to engage in appropriate enrichment/co-curricular activities. In order to do this, we will regularly inform all parents/carers about these activities and discuss with pupils the benefits of such engagement, especially these pupils who may be reluctant to participate fully.

- There will be no permanent exclusions during each year
- There will be no more than 2 fixed term exclusions during each year.

Attendance

- The attendance rate in will be in excess of 95%
- The persistent absences rate (15%) will be less than 5%
- The unauthorised absence rate will be less than 2%
- Persistence poor attendance by individual pupils will be followed up with all these pupils' parents/carers
- There will be reductions in non-attendance rates during each school year.

As we aim to educate our pupils towards achieving excellence, attendance is crucial. We state within our vision that we intend to prepare our pupils for the globalised competitive world, where they can positively succeed. This is only possible if pupils attend school regularly.

A high attendance rate for each pupil is a key factor for the achievement of success,

D2 – measuring pupil performance effectively and setting challenging targets

since the classroom environment and the specialised professional support and challenge will be essential to the learning process, even in families who are able to support their children positively. Also, the school context is fundamental for pupils' discovery of themselves through personal interests, e.g. during enrichment/co-curricular activities, with the necessary support and challenge throughout this process.

In harmony with our ethos, APSoL will deliver a comprehensive model of school inclusion, so that parents/carers can be partners in the education of their children. Parents/carers will know clearly that rules of attendance are essential to their children's achievement and that they play a central role in guaranteeing that all learning opportunities are available to their children. Attendance will be important for two main reasons:

- Learning: pupils need a continuous learning process. Absences will disrupt the necessary routine and affect a pupil's schooling, even if sporadic. Chronic absence is a risk factor for every pupil, as school access is limited, and so learning opportunities are not provided
- Safeguarding: the pupils' interests are our primary concern. Repeated and continuous absence might mean the pupil does not receive adequate parental support and care, promoting life opportunities. Attendance is a legal matter that involves not only the parents'/carers' attention, but the school's attention, as absence on a regular basis is a safeguarding matter. APSoL will take action to promote attendance, through the formulation of a standard attendance plan to which all pupils and parents/carers will conform, as a part of the educational plan of each pupil.

We will implement a comprehensive plan to ensure that we achieve the above attendance targets. This plan will include the following strategies:

- Provide details of the requirements regarding attendance through the means of a home-school bulletin
- Report to parents/carers at least half-termly on their child's attendance and punctuality rates, and any relationship between these factors and their children's attainment and progress
- Celebrate good attendance by displaying individual and class achievements
- Reward good or improving attendance through class competitions, certificates and outings/events, and sanction poor attendance
- In identifying attendance criteria, we will take into account the difference between authorised absence and non-authorised absence. Authorised absence is when a pupil does not attend school by virtue of a reasonable explanation, such as:
 - Illness; parents/carers will always need to confirm in writing on which days their child has been unable to attend school because of illness
 - Medical appointments: evidence from a health professional will be given by the parents/carers to the teacher to justify the absence
 - Unexpected life events, such as an emergency or other unavoidable event (e.g. the death of a relative): parents/carers will notify in writing on which days their child(ren) will be unable to attend school

Non-authorised absence occurs when the pupil does not have a justifiable reason to

D2 – measuring pupil performance effectively and setting challenging targets

miss school. This type of absence may lead to sanctions and legal action. Instances of non-authorised absence could be:

- Parents/carers not taking necessary action to guarantee the child's schooling
- Pupils absent from school without their parents'/carers' knowledge or permission
- Absences which have never been properly explained
- Pupils who consistently arrive at school late

Day trips and holidays in term-time not agreed with the school.

Pupils who have consistently high levels of absence could be referred to an outside agency such as the Educational Welfare Service. This will allow the teacher to be supported by specialised professionals when communicating with the parents/carers and pupil. Attendance absence problems can be related to social problems, so we will engage in integrated and tailored interventions to support pupils and their parents/carers whilst teachers concentrate on academic matters. Such an approach will help teachers to focus on their main responsibility to educate the pupils in their charge.

Parents'/carers' engagement will be of central importance to the success of the attendance plan. Our strategies will aim to motivate parents/carers towards achieving its goals. At the start of the school year parents/carers, as well as their children, will agree to that plan by signing the Home School agreement which will include a specific item about attendance. However, we will always take full account of specific family circumstances in our responses to the poor attendance rates of individual pupils.

3) Staff performance

We have set the following whole school target for staff performance:

- 80% or more of teachers are rated as 'outstanding' using Ofsted inspection criteria across the whole range of teacher practices.

This target will help us to provide high-quality education so that all pupils make rapid and sustained progress.

As part of our approach to monitoring, evaluation and intervention, we will use our own self-evaluation form using Ofsted gradings across the whole range of teaching practices. These will include planning, teaching activities, marking, assessment, feedback, and intervention in specific problems. Use of this wide range of evidence will ensure that we focus on measuring and improving the quality of teaching and learning in the classroom. Quality of teaching has proven, according to international research, to be the key factor for better results.

As well as these indicators from within the classroom, we will also take account of factors from outside the classroom such as cooperation with peers and contribution to the whole school community through involvement in enrichment/co-curricular activities.

We will therefore use the following specific approaches to monitoring and evaluating the work of the school:

Regular lesson observations and 'learning walks', using the Ofsted inspection criteria and consultancy support for external support and challenge

Peer observations involving teacher-teacher and SLT-teacher pairs, again using the Ofsted inspection criteria and consultancy support for external support and challenge

D2 – measuring pupil performance effectively and setting challenging targets

Regular work scrutiny from work samples across all year and ability groupings

Data analysis from individual pupil to whole-school level, involving direct teacher accountability in the form of pupil progress meetings with individual teachers to evaluate the impact of their teaching

Governor scrutiny of outcomes of monitoring work and assessment outcomes; please see section F for more details of our approach to governance

Pupil voice, parents/carers and community perception surveys.

The outcomes of this self-evaluation will be validated through the use of external support and challenge

It will be crucial that staff, leadership and Trustees have an accurate knowledge of the school's strengths and weaknesses in all aspects of its provision. Gaps or weaknesses will then be addressed through focused action plans and progress assessed towards achieving the targets in these plans.

To that end, information and data on pupils will be monitored by each individual teacher and analysed by the SLT. Teachers will be able to access information through the MIS systems. Pupils from Year 3 upwards will be involved in knowing their attainment levels in English and mathematics so that everyone will be very clear about what targets they have, to move their learning to the next level.

We will consider the full range of data available on pupils to track progress, exploring best practice approaches to tracking including a management information system which is suited to our needs and, in particular, can be used very effectively by members of staff to inform planning and teaching.

Rigorously monitored termly milestone targets will be set and any individual or group target at risk of being missed will result in a tailored early intervention strategy being devised and implemented, based on a diagnosis of the particular circumstances. More frequent monitoring will then be used.

The quality of teaching will be assessed by pupils' achievement, and also by pupils' personal growth in a context of integration, cooperation, respect and interest to diversity. When assessing the quality of teaching, it is important to consider the planning, teaching activities, marking, assessment, feedback and intervention in specific problems. The quality of teaching will be judged using indicators from the classroom, and also from outside the classroom, such as support given, intervention, cooperation with peers and contribution to the whole school community.

The Deputy Head Teacher will provide individualised training plans to each member of their staff who does not attain their stipulated targets.

4) Parental/carer involvement and satisfaction

The degree of parental/carer involvement and satisfaction will be measured by the participation of parents/carers in the life of the school and activities and by their increasing empowerment.

We have set the following whole school targets for parental involvement and satisfaction:

- 80% or more of parents/carers will attend regular meetings at school, when requested by the teacher

D2 – measuring pupil performance effectively and setting challenging targets

- 50% or more of parents/carers will participate voluntarily in after-school activities
- 80% or more of parents/carers will respond to school satisfaction surveys.

Parents/carers clearly play an important role in their children's success when actively involved in their children's education. The children of involved parents/carers are absent less, and have better behaviour and better academic results. Encouraging learning at home is not dependent on family income or cultural background, but on the attitude and expectations parents/carers have towards education, reinforcing the idea that school is important.

We want parents/carers to be involved in school life and in their children's progress. Teachers will keep flexible hours to speak with parents/carers. Parents/carers will meet teachers or other members of staff to find out about their children's progress and to determine what they can do to help.

Parents associations will be supported and be a part of school life, participating in problem solving, fundraising, activities, tutoring reading activities or assisting in special interest groups.

As we want our school to have a strong impact in the community, we wish to offer parents/carers the opportunity to learn one of the languages in the curriculum. By doing so, families will be a part of the learning and integration process.

At home, there are several activities which can pupils to be motivated:

- Read aloud with their children and discuss the books and stories
- Help children organise their time
- Talk with children about what is going on at school
- Discuss the school rules and the importance of the school ethos.

The teachers will report to the Deputy Headteacher in cases of persistent parental/carer absence. The parents/carers will be called to School and will be briefed by the Deputy Headteacher about the necessity for their presence and the impact on their children's performance

5) The wellbeing of the school community

The wellbeing of pupils, staff and parents/carers wellbeing will be evaluated as a way of monitoring the overall effectiveness of the school.

This key aspect for our school will be based on the following principles:

- There will be total respect for every pupil's background and a safe environment for learning. Teachers will model that behaviour and encourage all pupils' participation. Mistakes will be accepted as a part of learning and they will therefore provide useful information for the learning process
- Sanctions will be used as a way of showing respect to others and to the school generally, not as means of punishment
- Peer support, especially for those pupils having difficulties in particular areas, will demonstrate to pupils that they all have an area of expertise where they can help others and feel confident to ask others for help
- Cultural and social diversity will to be promoted as providing a richness that

D2 – measuring pupil performance effectively and setting challenging targets

empowers the school, not perceived as a difficulty

- Community problems will be discussed in the school and pupils will prepare projects to intervene and act upon such problems as active members of society.

We will not set any quantitative targets for this key aspects of our vision. However, we will be constantly evaluating those elements of the daily life of our school which are indicative of the wellbeing of the school community. These will include:

- The extent to which pupils show empathy through, for example their engagement in: core curriculum activities; spontaneous participation in enrichment/co-curricular activities; volunteering for extra activities; as noted above, we will also be evaluating pupils' participation in the wider life of the school
- In particular, the extent to which pupils show a wider knowledge and understanding of environmental issues
- How the whole school community is able to demonstrate continuity of key strategies which will ensure the effectiveness of the school such as how the school is able to sustain its monitoring and evaluation strategies from one year to the other, from one group to the other, and from one teacher to the another
- The diversity of the overall curriculum such as there being a wide range of topics in the curriculum, specific projects in enrichment/co-curricular activities, and the involvement of parents/carers in the wider life of the school and the community
- Whether there is high quality and timely intervention to help individual pupils who may be experiencing some difficulties
- The quality and timeliness of the communications to all stakeholders such as parents/carers, pupils, and staff.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

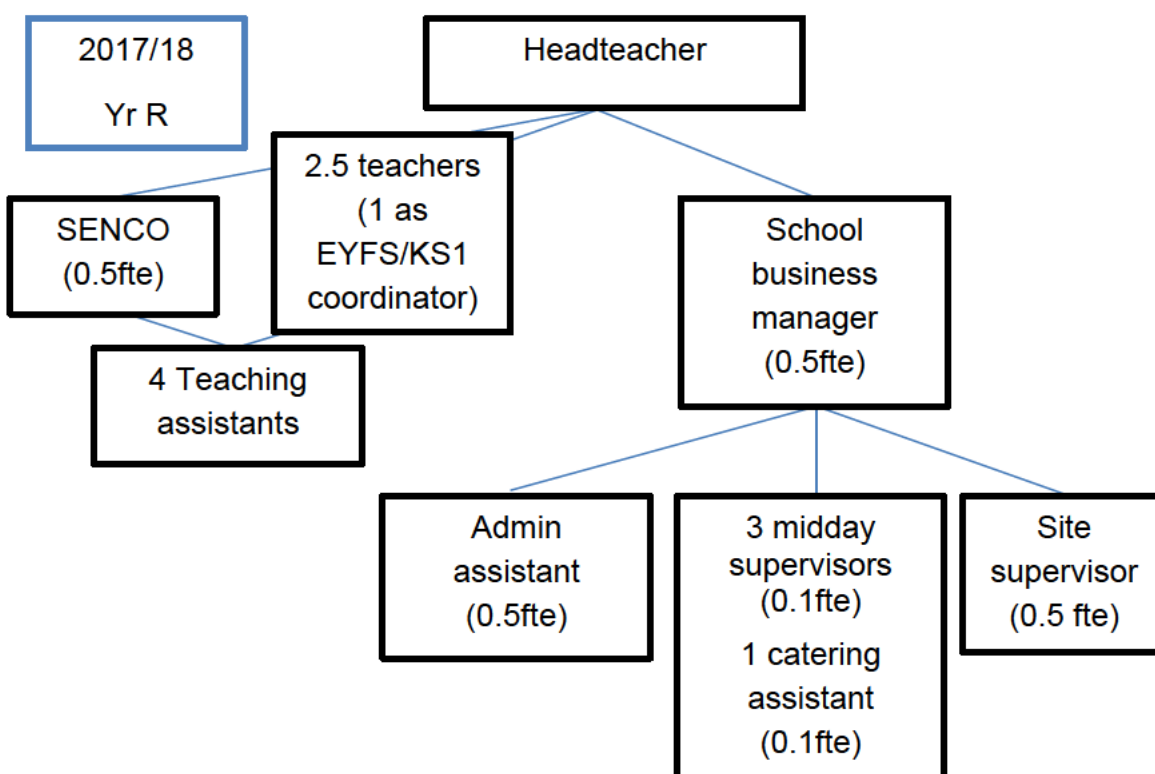
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

APSoL will be a two form entry school for pupils aged 4-11 providing places for 420 pupils when full in September 2023. We will be ready to open in September 2017 with 60 pupils.

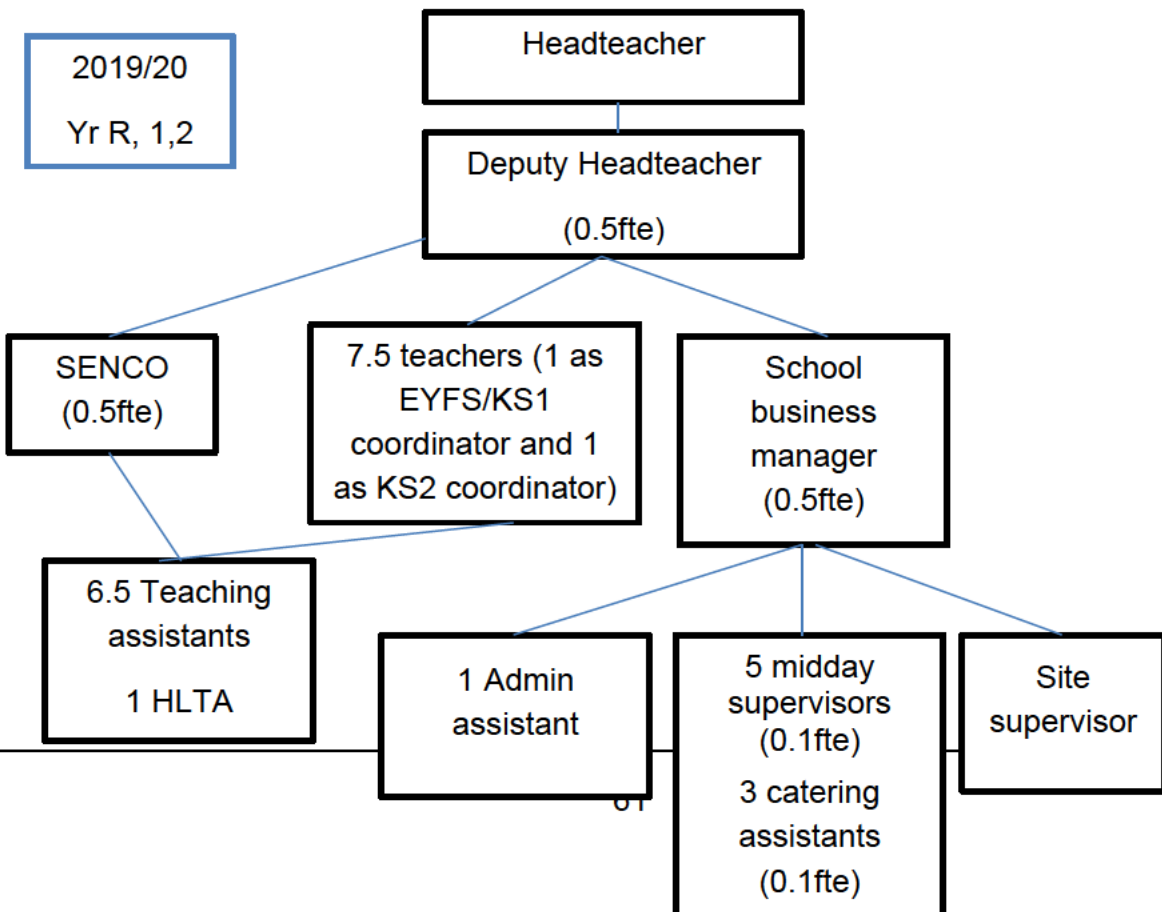
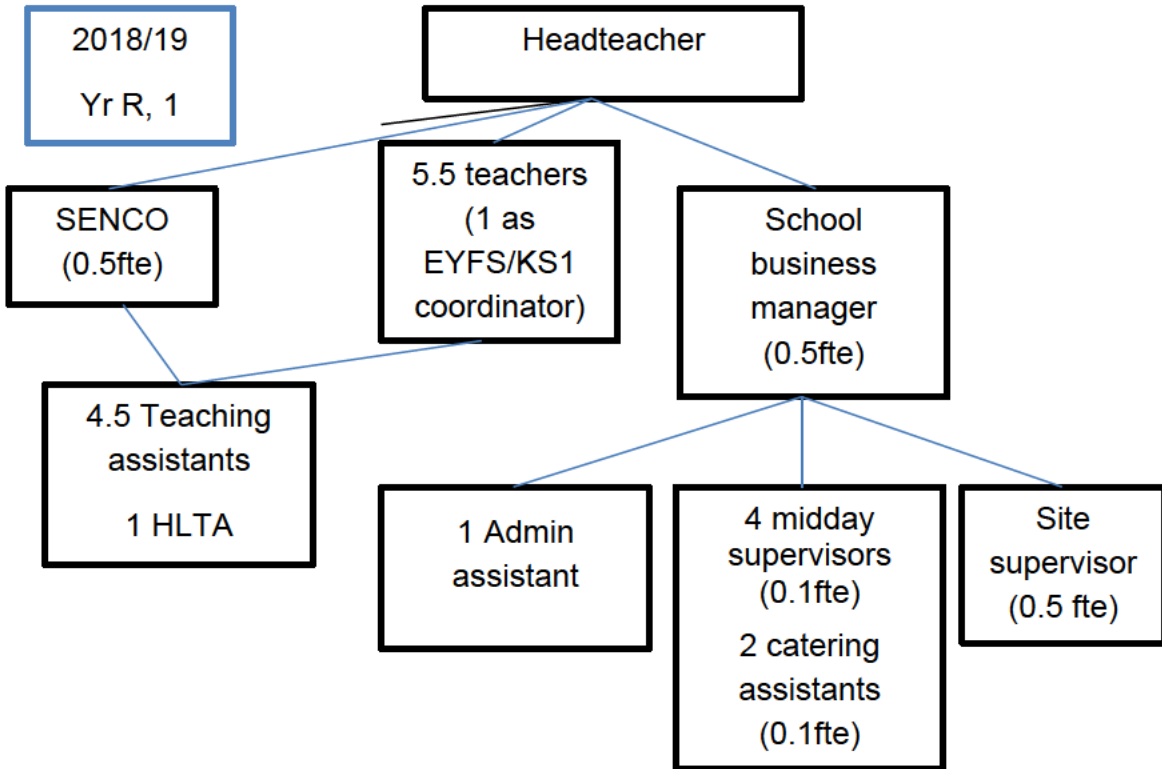
The table below gives details of the staffing structures needed to deliver the first five years of operation which will see the school reach full capacity. The proposed structure will ensure effective delivery of the curriculum plan. Therefore, as the school builds to full capacity during its first five years of operation, there will be put in place the appropriate numbers of staff with the appropriate expertise and at the appropriate levels within the structure in order to deliver a high quality curriculum and teaching and learning experience to all our pupils from the moment the school opens.

We have therefore planned for an affordable staffing structure and appropriate phasing plans that will deliver a suitable curriculum plan during the period up to and including when the school is at full capacity.

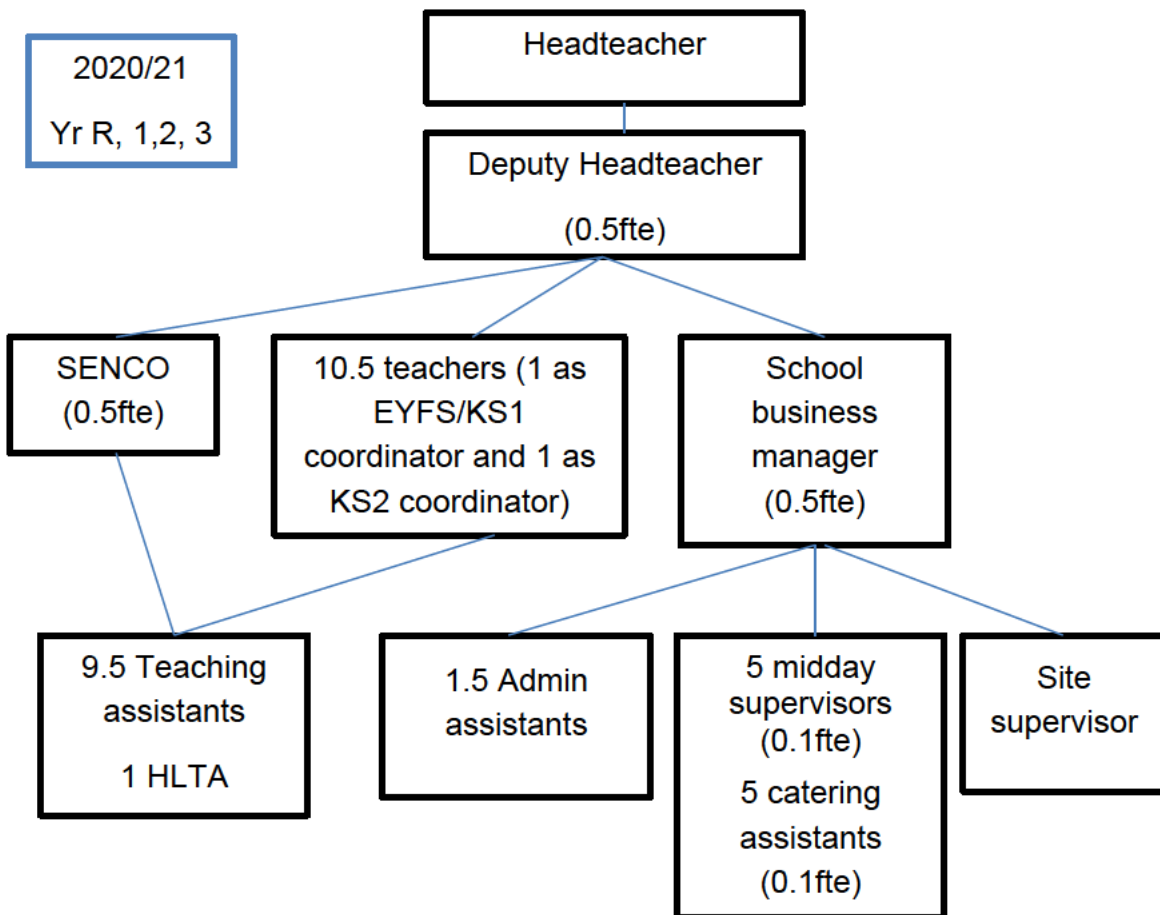
If income were to be less than expected perhaps caused by a shortfall in student numbers compared with the target numbers, we are confident that we will be able to reduce as needed our numbers of staff without compromising the quality of our provision.



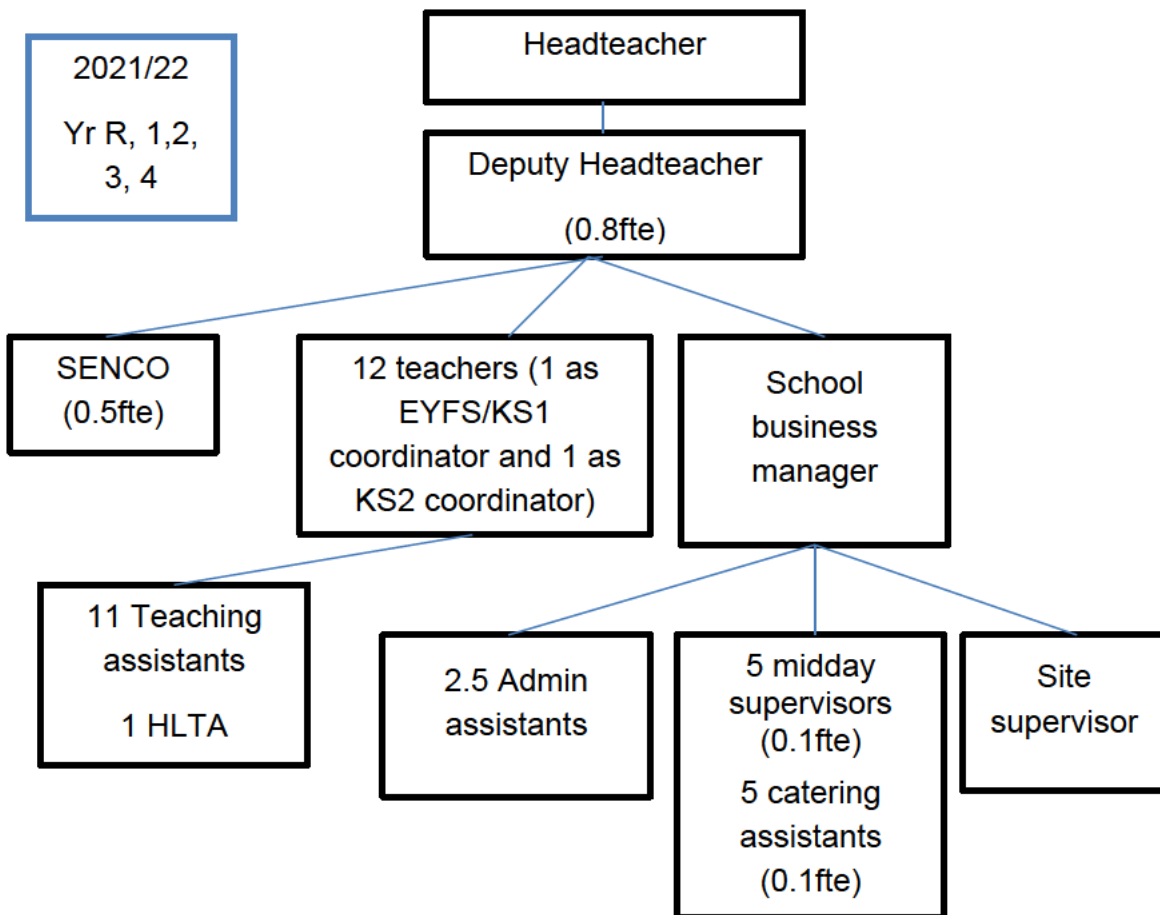
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



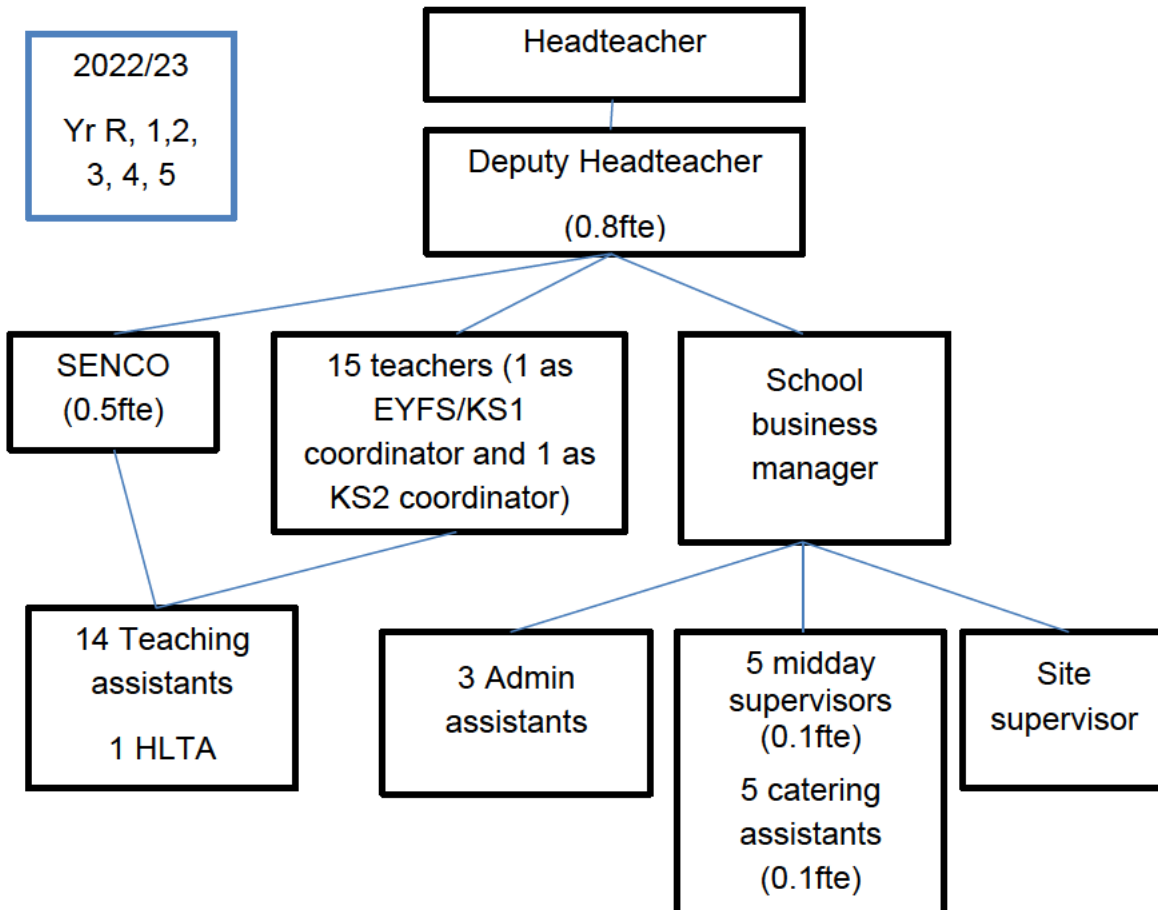
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



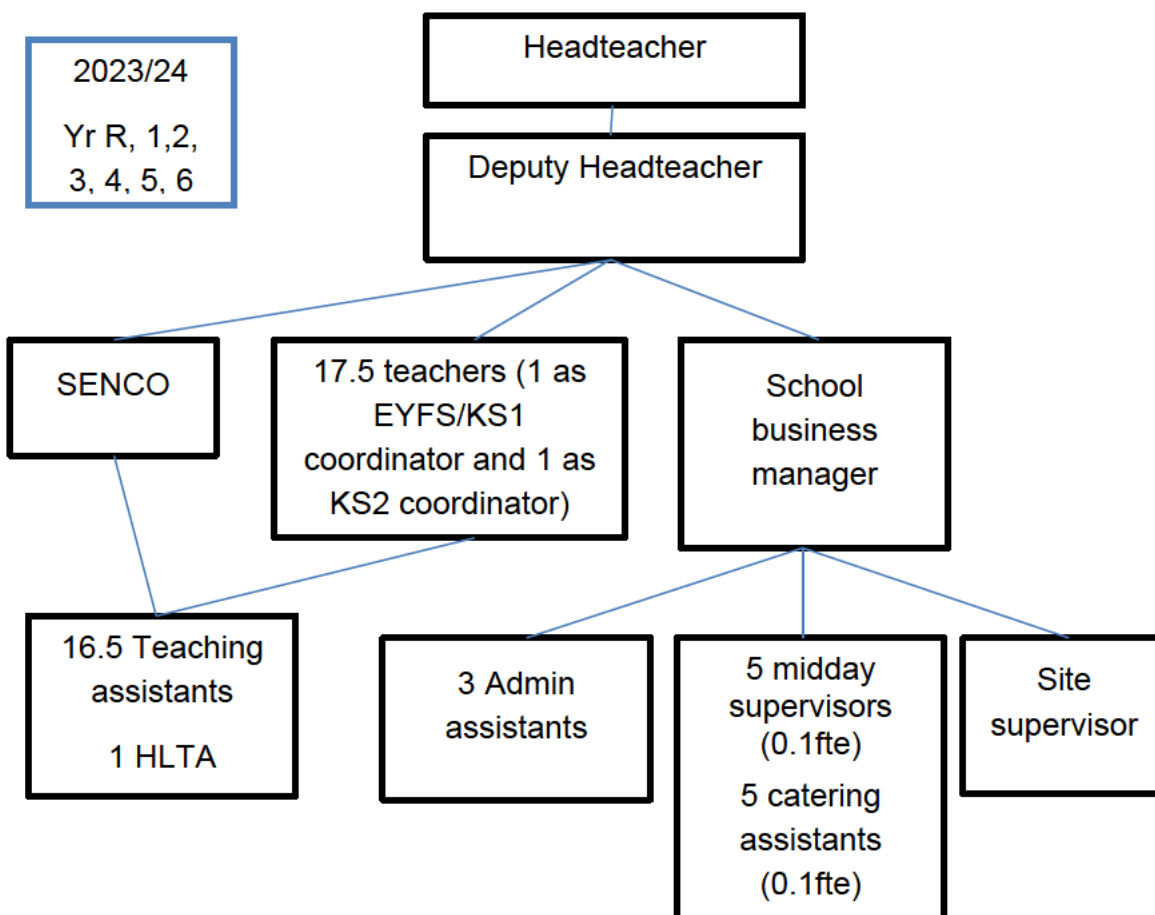
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



As can be seen above, for each year there will be two teachers and a number of teaching assistants for each pair of classes in each year group. Two teachers and the teaching assistants will therefore share all the planning across the two classes. We will be flexible with our regard to our staffing arrangements so that the skills (including the language skills) of each teacher are used to their maximum impact. To develop our bilingual curriculum, teachers will be required to work together, since subjects will often involve the two languages operating alongside each other with input from both two cultures.

For example, we could implement a timetable where a teacher who can speak fluent Portuguese will work with one class in each year of the school (e.g. Year 6) for some lessons and then work with the other class in the year for other lessons. However, in finalising the details of the timetable, we will take full account of the need for the younger pupils (especially in KS1) to have a degree of continuity of staffing in order to provide a feeling of security for the younger pupils.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The school will provide inset days for internal training, as determined by our educational plan and vision. We will work with universities to have action-research plans and external training tailored to these plans. We will also train in partnership with other bodies in teaching and learning innovative strategies such as the Institute of Education, London. To ensure we have enough teachers fluent in Portuguese, we will explore how we can work closely with Portuguese Universities to recruit teachers with the appropriate language expertise.

When the school is full, the senior leadership team will comprise:

- The Headteacher
- The Deputy Headteacher
- The Reception and KS1 coordinator
- The KS2 coordinator
- The SENCo
- The School Business Manager.

These will meet on a regular basis and will focus upon improving standards, moderating standards and grades across the curriculum. They will be seeking ways to ensure SEN pupils and gifted and talented pupils especially make progress. They will support teaching staff and develop training and induction courses for new staff. They will support NQTs and teaching assistants in their areas.

The salary scales have been set with reference to national pay scales and similar posts advertised. With specific regard to teachers and senior leaders' salaries, these have been set towards the top end of the relevant pay scale which also takes account of 'incremental drift'.

There will be an allowance to one of the teachers from KS1 and one from KS2 to reflect their extra responsibilities as Reception/KS1 coordinator and KS2 coordinator.

Roles and responsibilities

Headteacher

Qualities and knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils in the school
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents/carers, Trustees and members of the local community
- Lead by example, with integrity, creativity, resilience, and clarity, drawing on their own scholarship, expertise and skills, and that of those around them
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Hold all staff to account for their professional conduct and practice.

Systems and process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome strong governance and actively support the Board of Trustees to understand its role and deliver its functions effectively, in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

and the school's sustainability

- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

- Create an outward-facing school which works with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability
- Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The Deputy Headteacher

The Deputy Headteacher will assist the Headteacher in the key areas identified above and deputise in her/his absence. The Deputy Headteacher will also have oversight of the school's support for pupils with the full range of special educational needs, including those who speak English as an additional language and for other vulnerable pupils. More generally he/she will ensure that the school's inclusion and equality policies and procedures are carried out and monitored, with appropriate assessments of their impact and effectiveness, to guide future plans. He/she will also have particular responsibility for transitions.

The Reception and KS1 coordinator and the KS2 coordinator

They will:

- Be responsible for Reception and Key Stage 1, and Key stage 2
- Embed the values, ethos, and culture of the school
- Develop the curriculum in their phase of the school
- Undertake teaching and learning reviews
- Improve standards across the ability range.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Coordinators of curriculum areas

They will:

- Embed the values, ethos and culture of the school
- Improve the quality of teaching and learning in their curriculum areas
- Coach and mentor staff
- Report on pupil outcomes.

The Middle Leadership Group

This will consist of coordinators for the following curriculum areas:

- English
- Mathematics
- Science
- RE and Humanities
- Other foundation subjects.

An allowance for each has been included in the staffing budget.

Class teachers

Class teachers will be primarily responsible for teaching their assigned classes with an appropriate level of preparation by assessing, recording and reporting on the work of pupils. Teachers will promote and safeguard the health, welfare and safety of pupils working closely with other colleagues. They will also work in partnership with parents/carers, support staff and other professionals. All teachers will undertake agreed continuing professional development and participate in issues relating to school planning, raising achievement and individual pupil reviews.

Teaching assistants

All Teaching assistants and will be allocated to year groups. Under the direction of the teachers in each of the year groups, these colleagues will take responsibility for teaching small groups of pupils including those with special educational needs.

School Business Manager (SBM)

The SBM will be responsible for five key areas: strategic leadership and management, finance and managing resources, human resources, estate management and marketing. She/he will overlook all strategies relating to risk management, resource management, personnel issues, contracts administration, managing employment contracts, ICT management, health and safety management and promoting the school, including through the encouragement of links to other schools/Academies and agencies, including business community and volunteer organisation links.

Administrative support, catering and premises staff

The administrative support team, catering and premises staff will have a crucial role in delivering our vision and reaching our pupil and whole-school targets. These colleagues will attend meetings which will address key issues associated with teaching

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

and learning and raising standards so that they can consider their roles in this and what actions they might undertake to make important contributions to these core functions of the school. We will also require the members of this team to be multi-skilled and so very flexible in terms of the tasks they undertake so that, in particular, any staff absence does not lead to a significant reduction in the quality of the service they provide. In order to do this, we will put in place an in-house staffing development programme which will develop these varied skills.

All staff within the school will be responsible for promoting and safeguarding the welfare of all pupils.

We are confident that if our school has to operate at less than full capacity because we have fewer pupils than expected, we will still be able to deliver a high quality curriculum and an outstanding educational experience for all our pupils. Our school will therefore be resilient to changes in income as a result of having fewer pupils than we expect.

For example, if we were only to receive 70% of our income as a result of reduced numbers of pupils, in each year, we would prioritise reducing our expenditure on staffing costs (i.e. salaries and other staff costs), simply because this is the largest cost for any school, including our one. We would also reduce premises costs, the cost of educational resources, and the allowance for a contingency in direct proportion to the amount of funding we would lose as a result of the reduction of pupil numbers. We will also be able to save an appropriate amount each year for the pupil determined cost of depreciation.

For example, a 30% reduction in pupils in year 1 of the school's operation i.e. 2017/18, would mean that there would be 42 pupils in the school. In Section G, we have calculated the savings we would need to make in order to ensure that we did not operate with a deficit budget. After the savings on salaries described in Section G, for this group of 42 pupils there would be:

- 1 full time Headteacher, who would have a regular teaching commitment.
- 2 teachers
- 3.5 teaching assistants.

This would be an appropriate staffing level for such a cohort size. Clearly, there would be a need to recruit staff with the appropriate experience and expertise across the curriculum for these Reception class aged pupils. This could be easily achieved through the recruitment of say, 2 teachers at 0.5 fte each with the appropriate range of experience and expertise. This which would help to ensure that there was across the staff the required experience and expertise.

Similarly, for the year 2024/25 a 30% reduction in the number of pupils would mean that there would be 294 pupils in the school. After the savings on salaries described in Section G, for this group of 294 pupils there would be

- 1 full time Headteacher
- 1 full time Deputy Headteacher

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

- 11 teachers
- 11 teaching assistants.

This would be an appropriate staffing level for such a cohort size.

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Our school will be welcoming to pupils of all faiths/world views and none. As described throughout this application, our school’s curriculum will be broad and balanced and will prepare our children for life in modern Britain.

Indeed, it is one of the defining characteristics of our school that pupils from different communities, faiths and backgrounds will be encouraged to learn about each other’s customs, beliefs and ideas and respect each other’s views. There are many references to such an approach throughout our application such as in the statement of our values where all members of our school community will take care of each other as unique human beings and have a holistic approach, believing in the equality of human rights and respecting diversity, both in society and in nature. Throughout our teaching, we will encourage pupils to developed further their awareness of diversity and the need for respect and cooperation.

We will aim to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role in the school. We have already started to do this as shown in Section E.

Crucially we will establish and maintain a school which ensures that pupils’ spiritual, moral, social and cultural development helps to prepare them for life in modern Britain. In particular, we will nurture tolerance and understanding with respect to the rights, views, values and property of others through the active promotion of British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Guided by these universal values, we will create a community in which each pupil feels valued, respected and supported to grow and achieve. By instilling these values, we will establish the foundation upon which all pupils, irrespective of faith, race, gender, class or creed, can grow to be ethical and responsible British citizens.

We will help to promote greater community cohesion and harmony by developing responsible and tolerant British citizens. If needed, we will challenge pupils, staff or parents/carers expressing opinions contrary to fundamental British values. This will be the case even when such views originate from outside the school such. Any incidents of this will be reported immediately to the Headteacher and then considered by the Board of Trustees as a matter of urgency.

We will place a particular emphasis on pupils’ spiritual, moral, social and cultural (SMSC) development. In order to do this, we will focus on the totality of pupils’ experiences using Ofsted’s guidance on these matters where:

- Pupils’ spiritual development will be shown by their: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values; sense of

D4 – the school will be welcoming to pupils of all faiths/world views and none

enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; and willingness to reflect on their experiences.

- Pupils' moral development will be shown by their: ability to recognise the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England; understanding of the consequences of their behaviour and actions; interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
- Pupils' social development will be shown by their: use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds; willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs so that pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Pupils' cultural development will be shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others; understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

We will audit and track carefully pupils' experiences across our school to ensure that each pupil has the opportunity to develop the appropriate skills, and knowledge and understanding including as associated with each aspect of their spiritual, moral, social and cultural development.

We will take on board fully the responsibilities as set out in 'The Prevent duty. Departmental advice for schools and childcare providers.' (DfE June 2015). We will provide training to all staff so they are able to identify young people who may be vulnerable to radicalisation, and know what to do when they are identified. We will see the protection of our pupils from the risk of radicalisation as part of our wider safeguarding duties.

As described above, we will build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We will not stop pupils debating controversial issues. Indeed, we will provide a safe space in which young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. More particularly, we will focus on four key areas in our efforts: risk assessment, working in partnership, staff training and IT policies and will provide professional development for

D4 – the school will be welcoming to pupils of all faiths/world views and none

all our staff in these areas.

We will also ensure that pupils are encouraged to respect other people and that no student is discriminated against contrary to the Equality Act 2010. We will actively promote the fundamental British values as noted above, and will encourage all pupils to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

We will draw up the relevant policies and implement them effectively, and will have effective risk assessments in place to safeguard and promote pupils' welfare. These policies will take full account of all legislation and guidelines in place, including at the time of the opening of the College.

As stated above, we are committed to safeguarding and promoting the physical and emotional welfare of every pupil, inside and outside the school premises. We will achieve an excellent standard in safeguarding by carrying to the steps as described above.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

E1 – provide valid evidence that there is a need for this school in the area

Context

There is a clear rationale for establishing the Anglo Portuguese School of London in the inner/south west London vicinity.

Since our initial application in Wave 4 and indeed prior to that, our plans to open a bilingual Anglo-Portuguese school have attracted attention, comment and support from across London and beyond. Naturally, some of this support comes from the large Portuguese ex-patriot community which has its focus in London. Indeed the 2011 census noted that the locality with the largest concentration of Portuguese-born residents was London, accounting for almost half of the total England and Wales population.

As our vision is to establish a school for the whole community, it has been vitally important that we engaged with the entirety of the local community in the area which we intend to serve. This has helped to validate our plans, gain feedback on our educational model, and demonstrate that, as Portuguese is the 6th most widely spoken language on the planet and the 10th most widely spoken in the UK, the appeal of the school is based on broad support of a bilingual primary education and a specific interest in our unique offer.

From a geographical perspective, we have established that there is a clear need for new primary provision in the inner/south west London area encompassing the London Borough of Lambeth and the (neighbouring) London Borough of Wandsworth. The London Borough of Lambeth incorporates the community of Little Portugal in Stockwell, where a large number of Portuguese families settled in the 1950s and 1970s. There are estimated to be some 27,000 Portuguese speakers resident in this part of London, which makes it one of the largest communities within the Portuguese - British population. There is also a sizable Brazilian community residing in the area. This demographic need has been matched by significant evidence of demand which was collected to ensure that our specific plans for a bilingual primary school would be welcomed within the wider community at large and within the key target demographic group.

Research and forecasts published by the London Borough of Wandsworth (the neighbouring Borough) in 2014 indicated that that borough will need around 24 additional classes primary school by September 2020, to keep up with the rapidly expanding school-age population. Wandsworth also forecast, in September 2015, that the scale of Nine Elms residential development (in the north of the borough), would result in significant demand for additional Reception class places until at least 2023.

In the same year the London Borough of Lambeth reported that the number of children requiring a Reception place is projected to increase by 26% from 2012 to 2019. The north of the borough (neighbouring the London Borough of Wandsworth) was projected to experience particular pressure due, again, to the new housing construction taking place at the Nine Elms residential development.

Finally, there is also room for improvement in performance by primary schools located in the inner/south west London vicinity. For example, in terms of educational standards, 22 of the 60 primary education providers that are located in the London

E1 – provide valid evidence that there is a need for this school in the area

Borough of Lambeth had KS2 results (i.e. the % achieving level 4 or above in reading, writing and maths) for 2015 which were *below* the average percentage of 86% for the local authority area. The number of pupils currently on roll at these 22 establishments (naturally) exceeds the proposed number of places available at the Anglo Portuguese School of London.

Evidence of basic need**Projections for population(s) of 0 – 9 year olds (source ONS 2013)**

LA areas: Lambeth & Wandsworth combined	2016 Population	2018 Population	% change by 2018	2025 Population
0 – 4 years	23,000	23,000	none	23,000
5 – 9 years	18,000	18,000	none	20,000
0 – 9 years	41,000	41,000	none	43,000

The above table indicates that in volume terms, the number of 0–9 year olds resident as a combined total in the London Borough of Lambeth and the London Borough of Wandsworth (inner/south-west London locality) is projected to increase by 2,000 (children) between the years 2016 – 2025, which in turn will have a significant impact on primary school's capacities in the local authority area.

Additionally, a number of new housing developments have been (a) recently completed or are (b) set to take place in the inner/south west London locality, which will increase the local population of young families and children – for example:

- Vauxhall and Albert Embankment are part of Nine Elms residential development on the South Bank – extending from Lambeth Bridge in the north down to Battersea Power Station. This is the largest central London regeneration area. By the year 2030 more than 18,000 new homes expected to be built across the (inner/south London) area in question.
- The Clapham Park development will see by 2025, in excess of 3,200 new homes.

The London Borough of Lambeth currently already has a relatively high level of demand for additional primary pupil places. Analysis of the Department for Education's annual school capacity survey published in May 2014 indicated that approximately 16 of the borough/locality's primary schools were full or had one, or more, pupils in excess of capacity, i.e.:

Number of primary schools that were in excess of Lambeth primary school(s) capacity (DfE May 2014)

E1 – provide valid evidence that there is a need for this school in the area

LA Name	Number of primary schools	Number of schools that are full or had one or more pupils in excess of capacity (2014)
Lambeth	60	8

Similarly, analysis of the Department for Education's annual school capacity survey published in May 2014 indicated that approximately 1:5 of the London Borough of Wandsworth primary schools were full or had one, or more, pupils in excess of capacity, i.e.:

LA Name	Number of primary schools	Number of schools that are full or had one or more pupils in excess of capacity (2014)
Wandsworth	62	12

The Department for Education's annual school capacity survey May 2014 also provided (increasing) pupil number forecasts up to 2018 – 2019, for primary school level, in the London Borough of Lambeth – i.e.:

Projected increase(s) in pupil numbers at primary level up to 2018 – 2019 school year (DfE 2014) for the London Borough of Lambeth

Lambeth	2016 – 2017 Pupil forecast	2017 – 2018 Pupil forecast	% change by end 2018	2018 – 2019 Pupil forecast	% change by end 2019
Pupil Numbers	22,425	23,496	+4.5%	23,690	+5.3%

This table indicates that the volume of primary school pupils resident in the London Borough of Lambeth is projected to increase in number by 1,265 pupils between the school years 2016 – 2017 → 2018 – 2019.

Additionally, the Department for Education's annual school capacity survey May 2014 projected (also increasing) pupil number forecasts up to 2018 – 2019, for primary school level, in the London Borough of Wandsworth – i.e.:

Projected increase(s) in pupil numbers at primary level up to 2018 – 2019 school year (DfE 2014) for the London Borough of Wandsworth

Wandsworth	2016 – 2017 Pupil forecast	2017 – 2018 Pupil forecast	% change by end 2018	2018 – 2019 Pupil forecast	% change by end 2019
Pupil Numbers	18,906	19,344	+2.2%	19,632	+3.6%

E1 – provide valid evidence that there is a need for this school in the area

This table indicates that the volume of primary school pupils resident in the London Borough of Wandsworth is projected to increase in number by 726 pupils (i.e. 24 FE's) between the school years 2016 – 2017 → 2018 – 2019.

Research and forecasts published by the London Borough of Wandsworth in 2014 indicated that the borough will need around 24 additional classes primary school by September 2020, to keep up with the rapidly expanding school-age population. The London Borough of Wandsworth also forecast, in September 2015, that the scale of Nine Elms residential development (in the north of the borough), would result in significant demand for additional Reception class places until at least 2023. Particular pressures were also forecast for the Wandsworth Common locality.

In the same year the London Borough of Lambeth reported that the number of children requiring a Reception place is projected to increase by 26% from 2012 to 2019. The north of the borough (neighbouring the London Borough of Wandsworth), was projected to experience particular pressure due again to the new housing construction taking place at the Nine Elms residential development (see above).

In terms of (further) reported pressure for school places in the inner/south west locality:

- The ITV News website reported in April 2014 that in the London Borough of Lambeth more than 20% of children had missed out on their preferred first choice school – 78.6% in 2014 compared with 81.73% in 2013.
- Research undertaken by the Local Government Association in late 2013 concluded that *“pressure on primary school places in Wandsworth is set to rise dramatically by September 2016... the number of children in Wandsworth who are expected to need a Reception class place could rise by 15% by start of the 2016 – 2017 academic year”*.
- An article published in the Wandsworth Guardian in September 2013 reported that *“the number of children expected to need a Reception class is expected to rise by 15 per cent in 2016, with demand across all primary places expected to increase...”*

Finally, in terms of educational standards, 22 of the 60 primary education providers that are located in the London Borough of Lambeth had KS2 results (i.e. the % achieving level 4 or above in reading, writing and maths) for 2015 which were *below* the average percentage of 86% for the local authority area. The number of pupils currently on roll at these 22 establishments (naturally) exceeds the proposed number of places available at the Anglo Portuguese School of London.

Please tick to confirm that you have provided evidence as annexes:



E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

Evidence of need and interest

The Anglo Portuguese School of London implemented the following process in order to attain registrations of interest in their proposed school:

- Face-to-face canvassing using structured materials, including a requisitely informative flyer (see Annex) in order to attain firm registrations of interest
- Undertaking of a supplementary on-line registration of interest process, via the dedicated website for the proposed school
- Ensuring engagement with all sections of the wider community, including those from a cross-section of faith and no faith backgrounds
- Planned visits to early years settings including nurseries, playgroups and informal meeting places such as coffee shops and soft-play areas
- Promotion through the local media which encouraged promoted the ambition to establish the Anglo Portuguese School of London within the inner/south west London area

We attained the requisite registration of interests in winter 2016 – as demonstrated in Table E2a – including through members of an Anglo Portuguese School of London community engagement team engaging with and canvassing local parents/carers (a) face-to-face and (b) via the online survey/registration of interest response form.

The website: angloportugueseschool.org provides parents/carers and members of the inner/south west London community with the opportunity to learn more about the proposed school, to register their interest and to ask questions about the application.

The Anglo Portuguese School of London community engagement team also sent out communications through social media including via the school's Facebook page.

Regular updates and communications are being – and will continue to be – sent to those who have registered an interest in their children the Anglo Portuguese School of London.

Marketing materials

Marketing materials including a specific information flyer (see Annex) were designed to provide a concise summary of the proposed the Anglo Portuguese School of London, and the key characteristics that will underpin it. In addition, the website for the proposed school to which parents/carers and stakeholders could refer, incorporates a prominent 'About Us' section describing key features such as the plans for the first year intake and its proposed ethos and vision. When the Anglo Portuguese School of

E2 – successful engagement with parents and the local community

London project team were undertaking face-to-face canvassing with prospective parents/carers, the informative flyer was always handed to each one. This flyer contained specifics about the type of education provision which the school will offer – including an explanation that the school:

- Would offer a bilingual English/Portuguese curriculum
- Would incorporate a broad and balanced curriculum
- Would focus on collaborative teaching techniques and would include a wide range of enrichment activities

The on-line survey/registration of interest process was linked from our Facebook page and had further information about the Trust and its plans. The cumulative results from our marketing activity were nothing should of outstanding:

- Over 20,000 hits to our website since November 2015
- Over 1,000 'Likes' to our Facebook Page
- Over 300 expressions of interest through our website
- Over 200 engagements face to face as with individuals in early years settings

More encouraging still were the number of 'first choice pledges' we continued to collect from parents even though the criteria were changed to make this optional. The results are recorded below:

Table E2a – Survey form

Anglo Portuguese School of London					
Proposed to Open in Inner/South West London in September 2017					
We will use this information to support our application to the Department for Education through the free schools programme					
First Name	Last Name	Child D.O.B	By signing here I confirm that I will select APSoL as first choice for my child should it open in September 2017	Email	Mobile

Table E2b – First choice pledges by Year/Postcode/Reception Year

Home Postcode	First choice pledges for 2017 Year R	First choice pledges for 2018 Year R	First choice pledges for 2019 Year R
SW 4	32	23	15
SW 8	24	14	8
SW 11	17	15	3
SW 2	21	15	5
Other London	15	17	12
Total	109	84	43
Places	60	60	60
Subscription	182%	142%	72%

As can be seen, the school is significantly over-subscribed in its first two years of operation and has a healthy number of expressions of interest for 2019. Additionally,

E2 – successful engagement with parents and the local community

while a high proportion of interest from parents in the local communities we are intending to serve, significant interest was also generated across London which we attribute to the growing community of Portuguese ex-patriots.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, 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.

F1 (a) Skills and experience of your team

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

During the preopening period and beyond up to at least our first Ofsted inspection in year 2 of our operation, we will work with Wyvil Primary School where a significant proportion of the pupils at the school are of Portuguese heritage. For example, Wyvil will be able to support us in our work with pupils who speak English as an additional language, and in the establishment of rigorous systems to monitor the quality of teaching and provide support and training for teachers.

[REDACTED] The outcome of the school's most recent Ofsted inspection in November 2013 was 'outstanding'. The school is part of the Lambeth Teaching Schools' Alliance; we will therefore be able to access some of the Alliance's school to school support activities such as leadership development.

During the preopening phase, we will focus on key areas of activity in order to ensure that we complete all the tasks required before we open in September 2017. These areas will be:

- Capacity and capability. We will establish robust planning and project management arrangements. The responsibility for managing the project during the preopening phase will lie with the Project Steering Group (PSG) made up of key members of the preopening team. This will ensure that we have the required capacity and capability.
- Good governance. We will construct a governance plan which will show how the trustees will be responsible for setting the strategic priorities for the school, holding the senior leadership team to account for the school's educational performance and improvement, and running the Trust properly.
- Marketing, pupil recruitment, and admissions. We will have a clear and fair admissions policy which will comply with the School Admissions Code and the Appeals Code. We will also provide regular updates to our lead contact within the DfE on the effectiveness of our marketing activities and our progress on pupil recruitment.
- Staffing, education plans and policies. We will recruit high-quality staff and have in place detailed staffing, education policies, and schemes of work. In particular, a key task to be undertaken during the preopening period will be to appoint a Headteacher Designate. We will advertise nationally for the this role, using online and paper published media to attract an outstanding leader for our school, reflecting the levels of experience and expertise needed to successfully open and then develop our school.

The selection process will take account of the resignation deadlines for staff, especially serving Headteachers, and also will take account of the need to advertise when it is generally thought that relevant professionals will be looking to move posts.

The timeline for the recruitment of the Principal Designate will be as follows:

F1 (a) Skills and experience of your team

- advertise in late November 2016
- with the aim then of recruiting a suitable candidate for her/him to take up post for the summer term of 2017
- and so be in post for one term before opening in September 2017.
- This timeline will enable the appointee to hand in her/his resignation before the end of May 2017 which will meet the appropriate resignation and serving of notice timelines
- If we are not able to recruit a suitable candidate when we advertise in late November 2016, we can then advertise in January 2017 which will then still be in time for the appointee to hand in her/his resignation before the end of May 2017.
- In the very unlikely situation that we cannot recruit in good time for somebody to take up post in September 2017 when the school opens, we will explore the possibility of having in place an interim Headteacher.

We will use best practice approaches by using the following menu of selection instruments following advertising nationally online (such as through ETeach) and in hard copy (e.g. the TES):

- Application form
- References including a structured request for a reference against selection criteria
- Structured panel interview
- Psychometric test online (e.g. SHL OPQ, Manager Plus and Team Types Leadership Styles reports, analysis using Professional and Managerial norm reference group)
- In-tray exercise
- Presentation
- Statutory consultation. We will consult with the people we think appropriate on whether we should enter into the funding agreement with the Secretary of State to open our school.
- Financial management. We will plan and manage our expenditure up to the school's opening, making very good use of the project development grant. We will also construct a financial plan that demonstrates the school's viability on opening, and put in place robust governance arrangements and accounting procedures to ensure that we manage responsibly the funding we receive post-opening.
- Procurement and additional support. We will consider what additional support and services we need to procure. We will also set out our approach to procurement within our financial management policy which will comply with public procurement regulations.
- Site and buildings. We will work closely with various colleagues within the EFA to secure a site and construct the buildings for our school. In particular, we will work with colleagues to agree the capital budget for our school and also put in place the

F1 (a) Skills and experience of your team

necessary procurement processes.

Funding agreement. Many of the most significant tasks during the preopening phase will need to be completed before we can enter into a funding agreement with the Secretary of State. We will play our part in expediting all matters, only focusing on the school-specific clauses of the agreement.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Marketing	Trustees.	<p>We will use the expertise in the wider preopening team in marketing, especially as related to the establishment of new schools.</p> <p>We will also carry out regular audits of Trustees' skills and expertise during the preopening period and after the school is open. This will help us to fill any gaps we have, including those related to marketing. We will also seek to work with colleagues who will be able to provide us with additional capacity and capability to address any issues including any related to marketing.</p>
Human resources	Preopening team. Trustees.	<p>Since we have this gap in the preopening team, we have already begun to seek out colleagues (e.g. from schools) who can support in this area. We are conscious of the need to ensure we have this experience and expertise in place very early during the preopening period, especially as we begin to recruit staff, including the Principal Designate.</p>

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		As above, we will also carry out regular audits of Trustees' skills and expertise during the preopening period and after the school is open. This will help us to fill any gaps we have, including those related to human resources. We will also seek to work with colleagues who will be able to provide us with additional capacity and capability to address any issues including any related to human resources.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

- 1 Headteacher (ex officio)
- 6 trustees appointed by the members

This Board of Trustees will then be of the appropriate size and composition in order to meet the likely demands of running the school.

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

Roles and responsibilities of Members, Trustees, Committees and the Headteacher

The members of the Trust are the subscribers to the Trust’s Memorandum and Articles of Association, have an overview of the governance arrangements of the Trust, and have the power to appoint and remove trustees. Members can also amend the Memorandum and Articles of Association, and may do so to support stronger governance arrangements.

While members can also be trustees, retaining some distinction between the two layers will ensure that members, independent of trustees, can provide oversight and challenge.

We will have five members in total, as this:

- ensures that enough members can take decisions via special resolution (which requires 75% of members to agree) without requiring unanimity; and
- facilitates majority decisions being taken by ordinary resolution which requires a majority of members to agree.

The Board of Trustees will be responsible under the Trust’s Articles of Association for controlling its management and administration. It will have responsibility for directing the affairs of the Trust, and for ensuring that it is solvent, well-run, and delivering the Trust’s charitable outcomes for the benefit of the public.

The Board of Trustees will therefore have wide responsibilities under statute, regulations and the funding agreement. Principally, it will be responsible for ensuring that the Trust funds are used only in accordance with the law, its Articles of Association, its funding agreement and as set out in the Academies Financial Handbook (2015). The Board of Trustees will have discretion over its use of the Trust’s funds, which it will discharge reasonably and in a way that will command broad public support. It will be responsible for the proper stewardship of those funds, including regularity and propriety, and for ensuring economy, efficiency and effectiveness in their use.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Trusts are companies limited by guarantee and exempt charities. The Board of Trustees will be subject to the duties and responsibilities of charitable trustees and company directors as well as any other conditions that the Secretary of State agrees with them. These responsibilities are mutually reinforcing and are there to ensure the proper governance and conduct of the Trust. The key requirements are reflected in the Articles of Association, the funding agreement, and the Academies Financial Handbook (2015).

The Board of Trustees will understand and will act appropriately in relation to its statutory duties as company directors as set out in the Companies Act 2006.

These comprise the duties to:

- act within its powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not to accept benefits from third parties
- declare interest in proposed transactions or arrangements.

As noted below, we will put in place an effective Conflict of Interests Policy which will apply to all members and trustees. We will also put in place a financial scheme of delegation which will provide significant detail of the financial responsibilities of the Board of Trustees.

In 1995 the DfE published guidance on the 7 principles of public life often referred to as the 'Nolan Principles'. These are the basis of the ethical standards expected of public office holders.

All members and trustees will abide by these principles at all times. These principles are:

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The main purposes of each of the committees identified above will be to assist the decision making of the Trust, by enabling more detailed consideration to be given to key matters within the remit of each committee. In particular:

- the teaching and learning committee will focus on fulfilling the Trust's responsibility to ensure that its strategic responsibility to raise standards is acted upon; and
- the resources committee will focus on assisting the decision making of the Trust by enabling more detailed consideration to be given to the best means of fulfilling the Trust's responsibility to ensure sound management of the school's finances and resources, including proper planning, monitoring and probity.

For the first year of the school's operation, each committee will meet six times with one meeting during each half term period. After that, each committee will generally meet three times a year. Each committee will consist of the Chair of the Trust, the Headteacher, and three other trustees. A Chair will be elected from among the committee members at the first meeting in the first term of each school year. To be quorate, there will need to be at least 3 members of the committee in attendance.

The Headteacher will have responsibility for the leadership and management of the school on a day to day basis. She/he will manage all resources effectively and so help to provide the best learning environment and welfare for pupils and staff. In particular, she/he will ensure that there are in place the appropriate mechanisms to monitor the overall progress which the school is making.

Conflicts of interest

We will establish and maintain a robust strategy for avoiding and minimising any conflicts of interest and securing independent challenge to members and trustees.

The key principles for this strategy will be:

- Defining a conflict of interest
- Considering the future likelihood of such conflicts
- Declaring an interest
- Agreeing the method of addressing the conflict.

We will be especially conscious of the need to be even-handed in our relationships with connected parties/businesses by ensuring that:

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

- the members, trustees, and senior employees understand and comply with their statutory duties to avoid conflicts of interest, not to accept benefits from third parties, and to declare any interest(s) in proposed transactions or arrangements
- the members, trustees, and senior employees have completed the register of interests documentation
- no member, trustee, employee or related individual or organisation uses their connection to the Trust for personal gain
- there are no payments to any member or trustee by the Trust unless such payments are permitted by the articles, or by express authority from the Charity Commission and comply with the terms of any relevant agreement entered into with the Secretary of State. We will consider these obligations where payments are made to other business entities who employ the member or trustee, are owned by the member or trustee, or in which the member or trustee holds a controlling interest
- any payment provided to a member or trustee satisfies the 'at cost' requirement.

Members, trustees, the Headteacher, and the school business manager (SBM) will register relevant business and pecuniary interests by completing a declaration of interest form. This will include:

- directorships, partnerships and employments with businesses
- trusteeships and governorships at other educational institutions and charities
- for each interest: the name of the business; the nature of the business; the nature of the interest; and the date the interest began.

The register will also identify any material interests arising from close family relationships between members or trustees, and relationships between members or trustees and employees. Close family relationships will be defined as in section 3.2.2 of the Academies Financial Handbook (2015). Individuals will review and update this document on a termly basis; however, individuals will also be under an obligation to update this as soon as they become aware of any new real or perceived conflict of interest.

We will consider carefully whether to include the interests of other individuals in the register of interests. This may include other employees of the Trust and close family members of individuals already on the register. If in doubt we will include an interest in the register.

We will publish on our website relevant business and pecuniary interests of members, trustees and senior employees.

There are currently no specific conflicts of interest between members of the preopening team, members of The Trust, trustees (or a connected party/business) and anybody else closely associated with the proposed school. We do not envisage that there will be any financial transactions between any member or trustee (or a connected party/business) and the school. However, if there do arise any such transactions, they will comply with the 'at cost' principles set out in the Academies Financial Handbook

Recruitment and training of high quality individuals

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

As noted in Table F1(b) above, we have identified some skills gaps in our preopening team and also in the Trust.

As noted in section F1(a) during the preopening phase of the school, we will construct a governance plan which will show how the trustees will be responsible for setting the strategic priorities for the school, holding the senior leadership team to account for the school’s educational performance and improvement, and running the Trust properly. This will include a training plan for trustees which will help them to work effectively before and after the school is open. This training plan will be based on the sources of skills’ audits for all Trustees. Issues which are likely to be addressed in such training would be: use of data in order to support and challenge the senior leadership team; financial management in schools; and the Principal’s performance management/appraisal process.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site

[Add text here. Table expands]

G1 – budget planning and affordability

	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
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Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Promotional Materials

Flyer



The Anglo-Portuguese Free School of London is a new school which intends to open in South West London in 2017.

The Trust will be making a submission to the Department for Education's Free School Programme in March 2016. It is being proposed to bring additional choice for parents who see the many benefits of a high-quality bilingual education.

It is being established by a group of professionals and London primary teachers and has the support of the Portuguese Embassy in London and a cross section of local people.

We propose open with two Reception classes of 30 children and grow to our full capacity of 420 by 2024. The school will be non-selective, non-faith and open to all children from all backgrounds. It will offer a bilingual English/Portuguese curriculum and a wider range of enrichment activities.

- Primary school for all children aged 4 – 11
- Opening in 2017 with 60 children in Reception
- 420 children in the school when full
- High expectations of what children will achieve
- A broad and balanced curriculum
- Bilingual curriculum in English and Portuguese
- Respect for all children's backgrounds
- Collaborative teaching and learning
- A wide range of enrichment activities
- Working closely with all parents/carers
- Non-denominational, no fees, non-selective

To find out more about our vision for the school, please visit www.angloportuguesschool.co.uk or email: info@angloportuguesschool.org

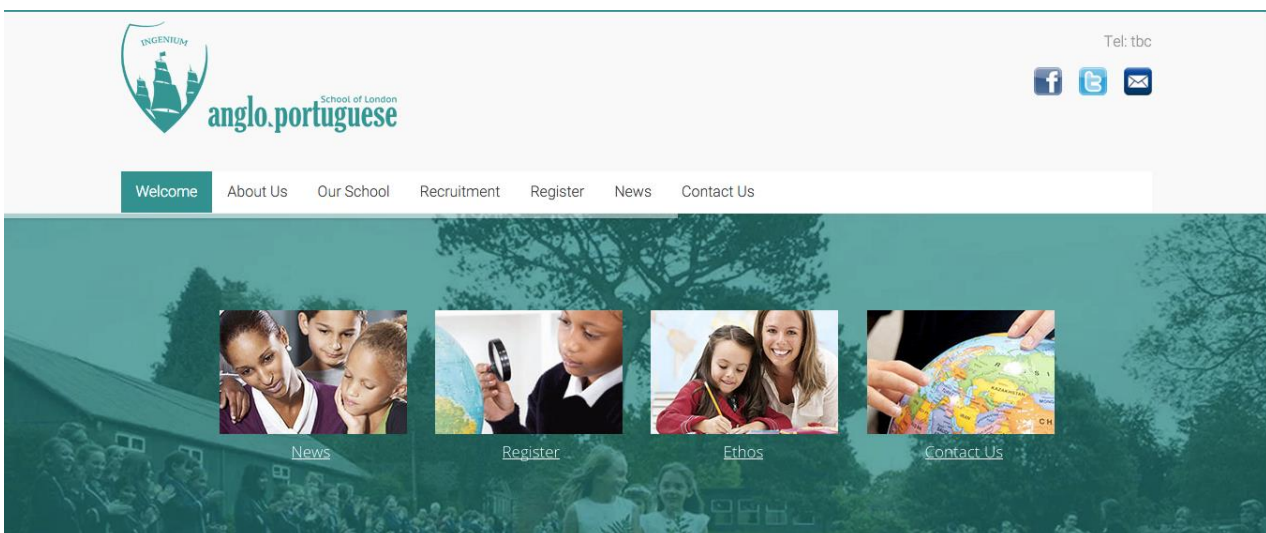


Facebook



The image shows a Facebook page for the Anglo-Portuguese School of London. The header features a large photo of a smiling teacher and a young girl working together. To the left is the school's logo, a shield with the word 'INGENIUM' and a ship. The page name 'Anglo-Portuguese School of London' is displayed, along with 'Like' and 'Message' buttons. Below the header are navigation tabs for 'Timeline', 'About', 'Likes', 'Photos', and 'Videos'. On the left sidebar, it shows '1,096 people like this' and an 'Invite friends' button. The main content area shows a post from the school dated 'Yesterday at 12:05'. The post text reads: 'Today is the last day to make your support count before we submit our application for the Anglo-Portuguese School of London to the Department for Education. Each registration brings us one step closer to making our vision for this new primary school a reality for South West London from 2017. If you have a child aged 3 or under, have you completed the short form via the link'. Below the text is a blue link: 'Ask for Anglo-Portuguese School of London's address'. At the bottom of the post, a URL is partially visible: 'facebook.com/Anglo-Portuguese-School-of-London-507253042635362/#?'. The page is set to public.

Website



The image shows the header section of the school's website. On the left is the school logo, 'INGENIUM' above a shield with a ship, and 'anglo.portuguese School of London' below it. On the right, the text 'Tel: tbc' is displayed above social media icons for Facebook, Twitter, and Email. Below the logo and contact information is a horizontal navigation menu with the following items: 'Welcome' (highlighted), 'About Us', 'Our School', 'Recruitment', 'Register', 'News', and 'Contact Us'. The main content area below the menu features a large teal background with four small images and their corresponding labels: 'News' (a teacher and children), 'Register' (a child with a magnifying glass), 'Ethos' (a teacher and child), and 'Contact Us' (hands on a globe).

Website

Welcome

Welcome to the Anglo-Portuguese School of London (APSoL), a free 4-11 primary school proposing to open in South West London in September 2017.

We will be submitting an application to the Department for Education in March 2016 and if approved, we will open with two Reception classes of 30 children. We will add two further Reception classes each year until we reach our full capacity of 420 pupils in 2023.

Our school will provide a bilingual curriculum in English and in Portuguese to all pupils. Being fluent in two of the five most spoken languages in the world will prepare our pupils to live in multicultural and multilingual settings, and raise their awareness of diversity and the need for respect and cooperation.

In order for our submission to be successful we need to show that, among many other things, that we have the support of parents and the community. If you are a parent of a child that will be entering Reception in September 2017 and you feel that your child would thrive in our school, please get in touch or register your interest in one of our first Reception places.

Thank you!

Anglo-Portuguese School of London Team



Register Your Interest

INGENIUM

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				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems 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.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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