



## AGENDA

### SCHOOL ORGANISATION ADVISORY BOARD

**Wednesday, 10th December, 2008, at 2.30 pm**  
**Council Chamber, Sessions House, County Hall, Maidstone**

Ask for: **Geoff Mills/Karen Mannering**

Telephone **(01622) 694289/694367**

*Tea/Coffee will be available from 2.15pm*

#### **UNRESTRICTED ITEMS**

*(During these items the meeting is likely to be open to the public)*

1. Substitutes
2. Declarations of Interests by Members in items on the Agenda for this meeting.
3. Minutes - 5 November 2008 (Pages 1 - 4)
4. A New Maintained Secondary School to replace the Hereson (Community) School and Ellington (Community) School for Girls - Ramsgate (Pages 5 - 56)
5. Repton Park (also known as Templar Barracks), Ashford - Proposed New Primary School Provision - Outcome of Consultation on Proposal (Pages 57 - 100)
6. Schools Applying for Foundation/Trust Status (Pages 101 - 102)

#### **EXEMPT ITEMS**

*(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)*

Peter Sass  
Head of Democratic Services and Local Leadership  
(01622) 694002

**Tuesday, 2 December 2008**

*Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.*

This page is intentionally left blank

## KENT COUNTY COUNCIL

---

### SCHOOL ORGANISATION ADVISORY BOARD

MINUTES of a meeting of the School Organisation Advisory Board held in the Council Chamber, Sessions House, County Hall, Maidstone on Wednesday, 5 November 2008.

PRESENT: Mrs V J Dagger (Chairman), Mr R B Burgess (Vice-Chairman), Mrs C Angell, Mr C J Capon, Mr A D Crowther, Mrs T Dean (substitute for Mr M J Vye), Mr M J Northey and Mr A R Poole

ALSO PRESENT: Mr L B Ridings and Rev N Genders

IN ATTENDANCE: Mr D Adams, Area Children's Services Officer for Ashford & Shepway; Ms C Lay, Area Children's Services Officer for Sevenoaks and Tunbridge Wells; Mr I Turner, Area Children's Services Officer and Mr G Mills, Democratic Services.

#### UNRESTRICTED ITEMS

**1. Minutes - 11 September 2008**  
(Item 3)

RESOLVED that, subject to the inclusion of Mr A Poole to the list of those present, the Minutes for the meeting held on 11 September 2008 were agreed as a true record.

**2. Dates of Meetings - 2009**  
(Item 4)

The Advisory Board noted its meeting dates for 2009 as follows:-

Thursday, 8 January – 10.30 am  
 Thursday, 5 February – 10.30 am  
 Thursday, 12 March – 2.00 pm  
 Thursday, 23 April – 10.30 am  
 Thursday, 21 May – 10.30 am  
 Thursday, 16 July - 2.00 pm  
 Thursday, 10 September – 2.00 pm  
 Thursday, 8 October – 10.30 am  
 Wednesday, 4 November – 10.30 am  
 Wednesday, 9 December – 2.00 pm

**3. Proposed Closure of Park Farm (Foundation) Primary School and its replacement as a Primary School within the Folkestone Academy**  
(Item 5 – Report by Director, Operations)

(1) This report sought the views of the Advisory Board on a proposal to undertake a public consultation in conjunction with the Governing Body, on the closure of Park Farm (Foundation) Primary School. The school would be replaced by a new primary school within the Folkestone Academy.

(2) During the course of discussion, Members of the Advisory Board raised a number of concerns. These included the arrangements for the Headship of the Primary School; the potential loss of playing fields; the admission arrangements; special needs provision; the need for Members to receive legal advice on the establishment of schools under this process; the need to see evidence that the Academy was prepared to engage with other primary schools in the area and the adequacy of the map provided with the report.

(3) In response, officers advised Members that it was likely that the new all through school would have an Executive Head with the Primary School having a "Head of School". The current Head teacher of Park Farm was aware of the situation and, it would be the responsibility of the Governing Body to decide whether to have a Head teacher to oversee the primary element of the school. As to the playing fields these were considered to be adequate to serve all needs and only land which was surplus would be disposed of. However, Sport England would be asked for its views as part of the consultation exercise.

(4) As to the admission arrangements the Folkestone Academy would become an "all age" school admitting some 60 pupils per year group in its primary phase and 240 pupils in the secondary phase. The Academy would also have some 250 post 16 places. In 2010 entering the Academy would be subject to the statutory admissions arrangements and officers said it was clear that no-one would want to have a situation where children were being disadvantaged. If the proposal to go out to consultation was approved, then officers said they would provide more detailed information about the admission arrangements and also provide advice on the legal position regarding the establishment of schools under this process. With regard to special needs, the current special needs provisions provided at Foxwood and High Hill would be relocated to the Brockhill site in new buildings with integrated provision. Officers also said that they would ensure that any future reports included a more detailed site map.

(5) Following further discussion, officers said they acknowledged the concerns which Members had raised and if approval was given for the proposal to go out to consultation then they would ensure that in their next report they would deal in more detail with the points which had been raised during the course of the debate.

(6) The Advisory Board then agreed unanimously that a public consultation exercise should be undertaken in conjunction with the Governing Body on the proposal for the closure of Park Farm Primary School, Folkestone and its replacement as part of the Folkestone Academy.

#### **4. Proposed Closure of Tunbridge Wells (Community) High School to replace with a Government Funded Academy**

*(Item 6 – Report by Director, Operations)*

(1) This report sought the views of the Advisory Board on a proposal to undertake a public consultation on the closure of Tunbridge Wells High School, in order that it may be replaced with a Government Funded Academy.

(2) During discussion, Members of the Board raised some issues around the size of the new Academy and whether it could be filled with pupils without damaging the

school rolls of other schools in the area. Members also raised questions around the timescale to get the new Academy open; what the costs would be and the funding arrangements, and would these arrangements mean that the construction of the Academy would mean the rules relating to the Building Schools for the Future Programme being circumvented. In reply officers agreed that the proposed opening of the new Academy in September 2009 would be a challenge but they believed this was achievable. The new Academy would provide enhanced secondary provision for the Tunbridge Wells area and provide students and parents/carers with a local school of choice for all aptitudes and abilities. It was said that the investment in facilities and curriculum development together with the funding flexibility that the Academy would bring would have a positive impact on current standards of attainment and bring about improved life opportunities for the local community. On the funding issues, officers said that the Academy programme and the BSF programme were separate so building the Academy would not have an adverse impact on the improvements to be undertaken to other schools, under the BSF programme. The funding opportunity to build this Academy should therefore be seized now so that local students could be taught in a modern and well funded school.

(3) Following further discussions, Members of the Advisory Board considered the recommendations set out in the report. Mrs Dean said that she was not convinced by the proposal nor the arguments for building the Academy which had been put forward. She therefore decided to abstain from voting. Mr Poole said that he had reservations about the proposal but agreed to support the recommendation to undertake a consultation in order to gauge public opinion. The other Members of the Advisory Board supported the recommendation.

(4) It was therefore agreed that a public consultation be undertaken, in conjunction with the Governing Body on the proposal to close the Tunbridge Wells High School in order for it to be replaced with a Government funded Academy.

## **5. Schools Applying for Foundation/Trust Status** *(Item 7 – Report by Director, Operations)*

Members of the Advisory Board noted this report which informed them of the current situation regarding Foundation/Trust proposals.

This page is intentionally left blank

By: Director - Operations

To: School Organisation Advisory Board – 10 December 2008

Subject: A NEW MAINTAINED SECONDARY SCHOOL TO REPLACE THE HERESON (COMMUNITY) SCHOOL AND ELLINGTON (COMMUNITY) SCHOOL FOR GIRLS - RAMSGATE

Classification: Unrestricted

---

Summary: This report sets out the results of the public consultation on the proposal received from The Local Learning Trust to establish a new Trust School on the Ellington site and seeks the views of the School Organisation Advisory Board on the proposal.

---

## **Introduction**

1. (1) At its meeting on 14 June 2007 the School Organisation Advisory Board supported a proposal to undertake a public consultation on the possible amalgamation of The Hereson School and Ellington School for Girls. Subsequently the decision was taken, in consultation with the Cabinet Member, to go to public consultation on this issue.

(2) The results of the public consultation (undertaken in November and December 2007) were reported back to the School Organisation Advisory Board at its meeting on 10 January 2008. Following discussion, the School Organisation Advisory Board recommended issuing of a public notice to close both schools and establish a new 4 FE High school on the Ellington site by means of a competition. On 5 February 2008 the Cabinet Member for Operations, Resources and Skills CFE, agreed for the issuing of a public notice on the closure of The Hereson School and Ellington School for Girls and the issuing of the competition notice for a new school.

(3) The first competition notice (invitation to bid) was published on 2 May 2008. This notice ran for a period of 4 months and expired on 2 September 2008. The Department for Children, Schools and Families appointed consultants, the Office of Public Management (OPM) to market the competition to potential proposers. A seminar was held on 6 May 2008, arranged by OPM, where the Local Authority outlined its specification for the new school.

(4) One proposal was received in response to the competition. The proposal received from The Local Learning Trust is to establish a new Trust school.

(5) A second competition notice was published on 17 September 2008. Part 1 of the notice summarised the bid received from The Local Learning Trust and explained how people could send in their objections and comments on the proposal to the Area Children's Services Officer. Part 2 of the second competition notice was the linked proposed closure of both The Hereson School and Ellington School for Girls, dependent upon a Local Authority decision to establish the new school. Part 2 of the notice explained how people could object or make comments on the proposed closures.

(6) As the Local Authority has not taken part in the competition by submitting a proposal for a community school and does not have an interest in the proposal received from The Local Learning Trust, the Local Authority will be the decision maker. The Local Authority can approve (either conditionally or unconditionally), reject or request a modification to the proposal.

(7) Concurrent with the decision about this proposal for the new school will be the decision on the proposed closures of The Hereson School and Ellington School for Girls. The existing schools would only close if this proposal for the new school is agreed.

(8) A decision to close the schools would trigger a 4 week statutory appeal period starting from the date of the letter notifying the statutory bodies of the decision to implement. A copy of the decision letter would also be sent for information to those who made representations to the public notice.

Appeals against a decision to close Hereson and Ellington can only be made by the following statutory bodies:

- The local Church of England or Roman Catholic Diocese
- The Learning and Skills Council

If a statutory appeal is received the decision must be forwarded to the Schools Adjudicator for determination.

(9) If a statutory appeal is not lodged, the Cabinet Member decision can be implemented.

(10) If the proposal for the new school is agreed by the Cabinet Member, the decision would also be conditional upon the Local Learning Trust being formally established as a legal entity and a foundation being established for the new school. Other statutory compliance criteria would need to be met in full.

## **Background**

2. (1) A report to the School Organisation Advisory Board on 14 June 2007 outlined the reasons for bringing forward the proposal to amalgamate Ellington School for Girls and The Hereson School. Both schools admit significantly below their Published Admissions Number (PAN) of 120. The Hereson School has a net capacity of 688 and in September 2008 there were 478 pupils on roll giving a surplus capacity of 30%. Ellington School for Girls has a net capacity of 642 and in September 2008 there were 409 pupils on roll giving a surplus capacity of 36%.

(2) Pupil numbers in the secondary sector in Thanet are set to decline in the next few years as the lower numbers in the primary schools feed through into the secondary sector. Over the medium to long term neither Ellington School for Girls nor The Hereson School would remain viable educationally, organisationally or financially.

(3) Roll projections based on historic patterns of pupils distribution and taking account of demographic factors and local development suggest a long-term need for a 4 FE high school in the Ramsgate locality, which is an annual intake of 120 pupils between Hereson and Ellington.

(4) A new 4 FE school established by amalgamating the two schools would have the critical mass of students, staff and resources to enable it to offer high quality,

flexible and diverse provision, while making cost effective use of resources and securing value for money.

(5) Kent County Council's requirements for the new school were published in a notice on 2 May 2008, a copy of which is attached as appendix 1, and met the following specification:

- 600 places for Boys and Girls
- Age range 11- 16
- Published Admissions Number of 120
- 4 FE School
- Located at Ellington School for Girls site
- Specialist provision for up to 15 girls and boys with Specific Learning Difficulties (SPLD)
- Lead school locally for pupils with Speech, Language and Communication Needs (SCLN); specific Learning Difficulties (SPLD) and Autistic Spectrum Disorder (ASD)
- Extended services to be developed meeting community needs
- To open 1 September 2009

## **Details of the Proposal Received**

2. (1) In response to the first competition notice, one proposal was received from the Local Learning Trust to establish and run the new school. The Trust members will be drawn from the governing bodies of the existing Ellington and Hereson schools, Thanet College, St Lawrence College and The School of Emotional Literacy. A copy of the proposal is attached as appendix 2.

(2) The promoters of the proposal have confirmed that they would deliver a school which conforms to the Local Authority specification. This is supported by their detailed submission. At the time of publication of this report, the Local Learning Trust has not yet been formally established as a legal entity. However, the partners in the prospective Trust are currently pursuing trust status and have assured the Local Authority that the Trust will be in place prior to September 2009.

(3) This paper seeks the views of the School Organisation Advisory Board on the Local Learning Trust proposal.

## **The Consultation**

3. (1) The second public notice (published on 17 September 2008) summarised the Local Learning Trust's bid.) A brochure summarising the bid and explaining how people could send in their comments and objections was distributed to staff, governors and parents, County Councillors, the local Member of Parliament, the Diocesan Authorities, local libraries, the District Council and others in accordance with the agreed County policy. The brochure was also posted on the KCC website together with the complete proposal and details of the linked closures of Hereson and Ellington.

(2) Approximately 1400 copies of the brochure were circulated, which included a form for written responses. A copy of the brochure is attached as appendix 3.

(3) A public meeting was held on 23 September 2008 at Ellington School for Girls. The Local Learning Trust outlined their proposal for a new Trust school and the

Area Children's Services Officer explained the decision making process and advised people on how to send in their views on the proposal.

(4) Approximately 35 people attended the meeting of which 15 were parents and the remaining attendees included a local member, governors, teaching staff and a local resident.

## **Responses to the Public Consultation**

### Written Responses

4. (1) A total of 7 written responses were received. 5 of the responses objected to the closure of both schools, rather than to the proposal for the new school, and should therefore be considered as representations for Part 2 of the competition notice.

(2) A summary of written responses is attached as appendix 4.

### Public Meeting Responses

(3) A summary of points, questions and comments made at the public consultation meeting is attached as appendix 5.

## **Views of the Local Members**

5. (1) The Local members are Mrs E Green, Mr A Poole, Mr W Hayton and Mr J Fullarton.

(2) Mr Hayton fully supports the amalgamation of the two schools and the bid received from the Local Learning Trust in response to the competition notice. Mr Hayton has been a governor of The Hereson School for 15 years and understands that it is not viable to continue to operate both schools separately. Mr Hayton recognises that both schools offer a good education to the pupils that they serve and he looks forward to the two schools coming together with continued opportunities for single sex teaching.

(3) Mr Poole, having read the Ellington/Hereson school competition bid document, believes that this is now the best way forward for the amalgamated school.

"I am pleased to note that the Trust will be 'maintaining a preponderance of single gender teaching within an overall mixed gender framework'. I have every confidence that The Local Learning Trust will provide a high quality education for all the students".

## **Views of the Local Member of Parliament**

6. Dr S Ladyman, the local Member of Parliament, was invited to comment on the proposal submitted by The Local Learning Trust but has not submitted a formal response.

## **Views of Thanet District Council**

7. Thanet District Council's views on the proposal were sought. The District Council asked their members to respond directly. No responses have been received at the time of going to print.

## **Views of the Learning and Skills Council**

8. The proposal seems to be a sensible development in relation to Key Stage 4 provision in the area; and it complements associated BSF-linked developments as well as Thanet College's relocation plans. We note that the proposal does not involve any reorganisation of school sixth form provision; and that Thanet College is a partner in the Trust bid

## **Views of the Pupils**

9. (1) The views of both schools' Student Councils were sought.

(2) Overwhelmingly the boys at The Hereson School were in favour of the proposed move. They were enthusiastic about the new facilities and made comments that showed they were in favour and believed that their education would be enhanced. Some were pleased that the boys and girls would continue to be taught separately. Comments on the social and learning opportunities of attending a mixed school were mainly positive.

(3) Comments from the students at Ellington School for Girls mainly reflected concerns about the impact of having boys at the new school including increased bullying. They were concerned about the lack of facilities for boys. Some were worried about the social impact including fighting over girls or boys. On the other hand, some felt it could help build confidence with both sexes. Some girls would welcome the opportunity to participate in sports activities which were more traditionally played by boys.

## **Views of the Thanet Partnership Board**

10. The two Thanet Partnership Boards were supportive of the proposal, recognising the local community focus, the commitment to preserving strong elements of single-sex provision and the commitment to building on the strengths of the two existing schools.

## **Views of the Area Children's Services Officer**

11. (1) The proposal conforms to the Local Authority specification. The partners in the Local Learning Trust include governors from both of the existing schools, both of which have a very strong tradition of inclusion, nurture and support for all their students. In addition, St Lawrence College brings with it a track record of high attainment and excellent educational achievement. Thanet College and The School of Emotional Literacy each have considerable strengths which will significantly enhance the educational offer at the new school. The proposal addresses very directly the importance of collaboration and community which are fundamental to the success of the new school. I strongly support the proposal.

(2) SOAB Members are asked to comment on the proposal and to consider whether it fully meets the Local Authority specification for the new school, before making a recommendation to the Cabinet Member. To assist SOAB and the Cabinet Member in the decision making process selection criteria have been developed. Although the criteria were originally intended for the selection process if more than one proposal was received, Members may consider the criteria a useful reference in this particular context. The criteria are attached in appendix 6.

(3) When reaching his decision, the Cabinet Member is required to have regard to the statutory guidance published by the DCSF, a copy of which is available from the DCSF website [www.dcsf.gov.uk/school.org](http://www.dcsf.gov.uk/school.org).

## **Transport and Environmental Impact including Community Implications**

12. (1) The amalgamated school will continue to serve the population of Ramsgate and the surrounding area. The Pysons Road site is approximately 1.3 miles from The Hereson site and 1.5 miles from the former Ellington site.

(2) The overall number of pupils who will eventually be located on the new Pysons Road site will be no more than was originally envisaged for Ellington School for Girls, which is 4FE, approximately 600 pupils.

(3) Consultations with the Highways and Transport Integration Unit suggest that there would be minimal implications for non-public service transport. Over the transition period it may be necessary to consider the rescheduling of existing bus services to accommodate the phased migration away from The Hereson School to the Pysons Road site. Given the close proximity and modest number of pupils it is anticipated that these arrangements would be both manageable and unproblematic.

## **Resource Implications**

13. (1) In the SOAB paper of 14 June 2007 it was reported that adaptations to the new buildings would be needed to cater for a mixed intake and that a feasibility study was being undertaken. The initial assessment is that approximately £200K would be needed to support adaptations to the site from 2009 so that it can cater for boys and girls. This work would be completed prior to September 2009.

(2) As part of the Building Schools for the Future (BSF) programme, a submission is being made to secure significant additional funding which would be used to further enhance the excellent facilities already available on the Ellington site. Allocation of this funding is subject to ongoing discussion and negotiation and approval by Partnership for Schools and the DCSF.

## **Equality issues**

14. (1) The new buildings currently occupied by Ellington School for Girls were designed to optimise physical access to the site and its facilities. All students, both boys and girls, will benefit from the accessible design of the new school.

(2) The proposal itself includes a strong commitment to inclusion and specifically addresses, very strongly, the issue of maintaining substantial opportunities for single-sex teaching and learning. The proposed arrangements will enrich diversity and choice at a local level.

(3) The proposed new school would seek the role of "Cluster Lead School" for SLCN (Speech, Language and Communication Disorder), SpLD (Specific Learning Disorder) and ASD (Autistic Spectrum Disorders).

## School Improvement Implications

15. (1) The proposal has a clear focus on raising standards. Consolidation of the two existing schools onto one site will secure the long term viability of the new school and ensure the critical mass of students and staff to provide flexibility in terms of school organisation and the curriculum offer.

(2) The external partners have the capacity to contribute significantly to raising attainment and achievement. The proposal contains constructive ideas for the development of an additional specialism offering the potential for enhanced engagement and student achievement.

## Proposed Timetable

16. Subject to the proposal being approved, the following timetable will apply

Cabinet Member Decision to implement the proposed closures of The Hereson School and Ellington School for Girls conditional upon the establishment of a new school.	by 29 December 2008
Cabinet Member Decision to implement the proposal conditional upon the Local Learning Trust being formally established	by 29 December 2008
Implementation	1 September 2009

17. The views of the School Organisation Advisory Board are sought on the proposal received from The Local Learning Trust for a new Trust School to replace The Hereson School and Ellington School for Girls to be established on the Ellington site from September 2009.

Martyn Doole  
Area Children's Services Officer  
(Thanet & Dover)  
Tel: (01227) 284407

The Local Members are Mrs E Green, Mr A Poole, Mr W Hayton and Mr J Fullarton.

---

Background Documents:  
None

Previous Committee Reports:  
Report to School Organisation Advisory Board 14 June 2007  
Report to School Organisation Advisory Board 10 January 2008



## Public Notice

### **A New Secondary School to Replace Ellington (Community) School for Girls and The Hereson (Community) School (boys) from 1 September 2009**

**NOTICE** is given in accordance with section 7(1) of the Education and Inspections Act 2006 that Kent County Council invites proposals to establish a new mainstream school from the merger of Ellington School for Girls and The Hereson School. The two existing schools would close on 31 August 2009 and the new school would open on 1 September 2009.

The school will provide 600 places for pupils between the ages of 11 and 16. The admission number for the school on the opening date should be 120.

Initially the new school will operate on the two existing school sites before consolidating onto the new purpose built accommodation on the Ellington site, Newlands Lane, Ramsgate, Kent CT12 6RH. There will be a one year transition period from 2009-2010. The new Year 7 plus Years 8 and 9 at The Hereson School will move onto the Ellington site in September 2009. The Hereson Years 10 and 11 will stay on the existing Hereson site for a further year.

The new school will service principally the Ramsgate area. The majority of the pupils currently attending the two existing schools come from the Ramsgate area and live within two miles of the existing schools.

It is confirmed that Kent County Council will transfer its interest in the existing Ellington buildings and site to the school's trustees, foundation body, or governing body, as appropriate. Under the existing Private Finance Initiative (PFI) contract, the site is maintained and operated through a Licensing agreement which will continue to operate until expiry in 2032.

The Hereson School has a special unit currently catering for 9 pupils with Specific Learning Difficulties (SPLD). The new school would extend this specialist support to girls as well as boys and should provide for a total of 15 pupils. The school would be the lead school within the locality for pupils with Speech and Language and Communication Needs (SCLN); Specific Learning Difficulties (SPLD) and Autistic Spectrum Disorder (ASD).

The new school would develop and maintain a range of extended services to meet the specific needs of the local community including quality childcare provision through on-site local providers; a varied menu of activities including out of hours clubs, study support, parenting support; swift and easy referral to specialist support services and community access, including adult learning.

In order to cater for a mixed intake of boys and girls, the existing Ellington School buildings will need some adaptations. This work will be undertaken by September 2009. The estimated cost of this work is c. £200k. This work will be funded by the Local Authority.

The complete invitation states what information must be included in a proposal made in response to this published summary invitation notice. Copies of the complete invitation notice can be obtained by writing to: **Martyn Doole, Area Education Officer (Dover & Thanet), East Kent Office, Clover House, John Wilson Business Park, Thanet Way, Whitstable, Kent CT5 3QZ**. Copies of the complete invitation notice can also be obtained from <http://www.kent.gov.uk/education-and-learning/about-education-service/consultations/>

If you wish to submit a proposal in response to this invitation, it should be sent to: **Martyn Doole, Area Education Officer (Dover & Thanet), East Kent Office, Clover House, John Wilson Business Park, Thanet Way, Whitstable, Kent CT5 3QZ**.

The deadline for receipt of proposals is 2 September 2008.

Signed: Graham Badman  
 Managing Director  
 Children, Families and Education Directorate  
 Kent County Council

Publication Date: 2 May 2008 (First Publication Date: 4 April 2008)

**Explanatory Notes**

1. The Local Authority would wish to see the new school provide single sex learning wherever and whenever it can, for example in the core subjects – English, Maths and Science at Key Stage 3, with separate senior leadership responsibilities for the development of boys and girls respectively reflected in the senior management structure. These developments are strongly supported by the leadership and governing bodies of both schools as well as by the Local Authority. This will provide real diversity in terms of the range of provision available locally and would enable the new school to be organised in a way which optimises learning experiences for students of both genders, across the age range.
2. In addition to the adaptations referred to in the public notice, the Local Authority wishes to enhance significantly the facilities available on the Ellington site by undertaking more substantial work to provide additional accommodation, including additional teaching space. This will increase organisational flexibility and provide the physical capacity for the school to organise on a ‘school within a school’ basis. The estimated cost of these additional works would be approximately £6m. The Local Authority is seeking to secure this funding through the Building Schools for the Future (BSF) programme. Subject to approval of this submission funding would be available to undertake the required work from Autumn 2009 with a view to completion by September 2010.
3. The school is subject to a licensing agreement which is part of a Private Finance Initiative (PFI) contract entered into between Kent County Council and Kent Education Partnership. The PFI agreement runs until 2032. Under the agreement Kent Education Partnership is responsible for the maintenance and operation of the site. The PFI agreement would be adapted to incorporate a ‘back to back’ agreement between Kent County Council and the trustee, foundation body or governing body of the new school, as appropriate. Kent Education Partnership would thereby retain responsibility for the maintenance and operation of the site for the duration of the existing PFI contract.
4. Both of the existing schools are keen to develop the range of extended services available to the local community and are working collaboratively to this end. The Local Authority would actively support the newly established school in undertaking a detailed audit of community need and demand to inform future service development.
5. The current roll forecast for September 2009 is between 692 (min) and 794 (max). The maximum figure assumes that all children currently offered a place at Ellington and Hereson for September 2008 take up their places. However the actual take up may vary significantly from this figure following the outcome of appeals processes, including grammar school appeals before the end of the current academic year. The minimum figure assumes an actual intake based on historic levels over the last two years.
6. From September 2009 the Published Admission Number would be 120 and the roll will eventually settle at 600 pupils as the existing larger year groups work their way through the school. From September 2010 the roll could be up to 710 pupils which is higher than the capacity of the existing school buildings although the Local Authority expects the actual roll to be somewhat lower at that time. However, the additional building work which is referred to in Note 2 will provide substantial additional capacity sufficient to accommodate the maximum number which could potentially materialise.





A unique vision which develops single sex teaching in a mixed environment

**The Bid to form a Trust School  
from  
Ellington School for Girls  
&  
The Hereson School**



## **What, Why and Who?**

### **The Trust – Its Aims and Values**

The formation of the Trust – to be known as The Local Learning Trust will link and cement the joint future of the two schools under the auspices of members of the two existing Governing Bodies augmented by national and local representatives of associated partners. The Trust believes that a powerful synergy can be obtained which will enable the new school to further raise standards and provide a quality education for its students.

The Governors represent the community they serve, bringing experience of the needs and aspirations of that community to the scoping of a new school which builds on the successes of the two original schools. Their motivation, as representatives of the community, is to forge a school which is uniquely for the community.

The Trust believes that it is structured so that it can act as custodian of the existing virtues of both schools. The experience of those on the Trust is such that the successes of both schools are recognised and understood. The Trust is therefore ideally placed to conserve what is best in both schools.

Alongside the understanding of what is working well now, there is also an ambition to drive beyond that which is currently in place. The Trust believes that Ramsgate and Thanet need confident, well educated and dynamic young people to confront and conquer the challenges the area faces. These young people must be balanced and forward thinking, ready to lead the economic regeneration that the area deserves. The Trust sees the new school as offering a critical impetus to the students it nurtures. It believes that it has a mission to create a school in which students are enabled. The Trust envisages students being helped to acquire highly developed transferable skills. It sees these students as people who will be prepared by the school to be lifelong independent learners. It believes that these skills are those which are required to make students responsive and able to adapt to societal changes as yet unforeseen.

### **Progress Through Partnership**

The Trust sees the school as part of a myriad of essential and sometimes overlapping networks. The Trust itself is built on two local and one national partnerships. Both schools have always had strong links with Thanet College, which is the preferred leaving destination of the majority of students from both schools. These are now cemented within the Trust. This gives the Trust the benefit of input from an institution which is at the leading edge of vocational education in the region. The partnership will ensure that existing links between school and college are further enhanced. This will ensure that the school will be able to react positively to local employment needs and be creative in offering a broad based raft of training to address those needs.

The inclusion of St Lawrence College as a Trust partner allows the new school to draw on a wealth of experience of providing for academic excellence within the private sector. If

government targets are to be reflected locally the school will need to increase the proportion of students currently reaching the benchmark performance levels deemed sufficient for progress to academic courses post 16. There will also be a need for student ambition to more often embrace the post 16 academic pathway. The Trust sees the high expectations and rigor that St Lawrence represents as a critical element of the drive to raise standards generally and provide a broader stream of aspirational pupils willing and able to pursue academic learning after leaving school. The Trust also believes that support should be reciprocated and that, in turn, the school will hope to offer reciprocal expertise to St Lawrence in areas of the wider curriculum where they have less well developed experience.

The School of Emotional Literacy has worked with both schools for a number of years. The groundbreaking work that has been done with both adults and students to understand how emotions can work both as barriers to, or stimulants of, learning has contributed to the ethos of both schools. Outside observers, who have visited both schools, have often commented on the culture of mutual respect that can be seen to clearly exist. The Trust believes that this is one of the cornerstones for success in both establishments. It is seen as a major factor in both schools transcending national expectations of student performance. The continued support of the School of Emotional Literacy will ensure that practice in the new school will focus critically on each individual. There will be recognition of individual emotional need and at the same time the need for emotional development.

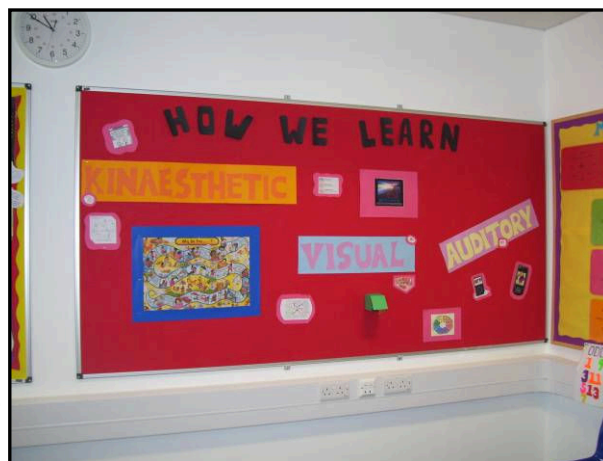
## Standards

Both schools have strong traditions of providing excellent contextual value added to cohorts of students over a number of years. These achievements have been detailed in a number of Ofsted reports. The clear expectations and supportive climate that characterise both schools have made a massive contribution to these significant levels of progress and achievement. The Trust understands this and wishes to see the positive and caring ethos of each school perpetuated. However the Trust is determined to raise standards still further. Although the quality of teaching and learning in both schools is good the Trust will work tirelessly to ensure that teaching is both highly innovative and critically effective. The Trust believes that teaching and learning opportunities will be maximised in a school which is passionately committed to young people and their futures.

## A Vision for The Future

The Trust has a vision of what the new school will be.

To those who walk through its doors it will offer a warm welcome. It will be clear to students and to those who care for them that every individual matters and that practices reflect that. Each student will become part of one of six Learning Communities in the school. These will be essential families that will emotionally and academically nurture their student members. They will provide pastoral



support, academic mentoring and a corporate identity for each student, all within an intimate and human framework. Learning will be tailored to individual needs within a broad and relevant range of opportunities. There will be a high degree of personalisation which characterises the learning process.

Both schools have obvious experience of providing education within a single sex context. It is the Trust's intention to build on that expertise by maintaining a preponderance of single gender teaching within an overall mixed gender framework. The school will therefore maintain the possibility of access to single sex teaching for those outside the grammar school system. This will give the school a unique opportunity to challenge gender stereotyping in the learning process and provide for a secure transition for both staff and students when the two existing schools come together. The Trust believes that the school will bring together all that is best in single sex and mixed provision.

The Trust believes that a school must do more than represent the community; it must be embedded in the community. In this regard the school will be a place where the community feels at ease and where the community comes to access services and facilities. Through the Thanet Early Years Trust, it is intended that high quality on-site childcare facilities will be made available to local families.



Primary school children will have regular learning opportunities provided for them by the staff of the school, making use of some of the unique facilities that the school can deploy. Local organisations will have access to school and will in many cases also contribute to student learning in school. The school will also be an agent of outreach into the community, going out to provide services where they are needed, whether that be in other schools, community centres, businesses or other areas where communal need can be met.

The Trust believes that the school will be characterised by its specialism in humanities and its intention to lead in engineering. In terms of the specialism, connections have already been forged with organisations associated with local history. These links will be further articulated so that local history becomes a real canvas of wider learning in the school. The school also offers impact in the community in terms of drama and English. In the field of engineering the Trust will ensure that the school will play its part in leading provision locally. Whilst the school will work within educational collaboratives to source a broad offering that reflects the many facets of engineering, it is the Trust's intention that the school will specialise in agricultural engineering and its links with horticultural science. This will allow input to the local economy in terms of developed skills in an area important to Thanet's development and at present not addressed in other educational institutions.

The buildings of the school will echo the desire of the Trust to provide for students in a friendly environment tailored to meet academic and personal need. The school is arranged around a



performance courtyard which itself is a social hub. The Trust would wish to see that is weather proofed so that it can play the part for which it was designed. Facilities in information technology, through the managed service provision, will augment learning and promote administration. Provision will be made for a vast array of specialist learning opportunities which enrich the lives of students.

The Trust has been ambitious in the detailed preparation of this bid. It feels that the rich experience of its membership gives it confidence that the vision can be delivered and is committed to making that happen.

**The Trust believes that it has the vision to provide a school for the 21<sup>st</sup> century which is big enough to promote success but small enough to care.**

The following paragraphs are in response to the detailed schedule in the New School Competition Guide.

## 1. Proposer Details

Mr Tony Carpenter  
 The Local Learning Trust  
 Newlands Lane  
 Ramsgate  
 CT12 6RH  
 Tel: 01843 848309  
 Fax: 01843 572501  
 Email: [meg.carpenter@btinternet.com](mailto:meg.carpenter@btinternet.com)

1.1 A Local Learning Trust is to be established from the two Governing Bodies of the existing Ellington School for Girls and the Hereson School and their partners. The Governors will work with partners to deliver an educational service that derives from the rich and successful traditions of the two constituent schools yet reaches out beyond that to embrace the demands of the future needs of the community it serves.

1.2 The Learning Trust is in partnership with two local and one national educational provider.

### 1.2.1 Thanet College

Thanet College is the local provider of further education in Thanet and has an excellent reputation for strong partnership working with schools. The College has provided 14-16 provision for a number of years which has resulted in successful progression to further education and the College has gained national recognition for this partnership work. The College provides a wide range of progression opportunities and by working closely with schools can ensure students' needs are matched and that students who may otherwise have fallen into the "Not in Education, Employment or Training" (NEETS) group continue in education. The College is already the preferred destination for the majority of students who leave Ellington and Hereson.



Given its success Thanet College is ideally placed to build on this and to become a partner in the Local Learning Trust. The College has always put the needs of the Thanet community at the top of its priorities and sees this partnership as a further way to respond to local need. Thanet College will bring to the Trust a wide range

of top class skills, vocational expertise and business acumen and will provide excellent routes into further education and employment.

Through this partnership there will be clear commitment to developing the very best provision to meet all learners' needs both now and in the future. By sharing information, expertise and resources the Local Learning Trust will be able to provide outstanding provision and to meet a diverse range of learners needs.

### 1.2.2 St. Lawrence College

St Lawrence College is a public school which is immediately adjacent to the site of the new school. It has its own tradition of academic excellence and will offer the Trust its experience of preparing students successfully for more academic pathways. The coming together of the public and private sectors in education will provide structure and stimulation for both organisations and in particular the school will benefit from an organisation which has the highest of expectations.



### 1.2.3 The School of Emotional Literacy

The School of Emotional Literacy fosters the development of emotional competencies as a way to overcome barriers to learning. Ellington and Hereson serve an area where multiple levels of deprivation are obvious and recorded. Deprivation is often accompanied by truncated horizons and artificial limits placed on individual development. The School of Emotional Literacy aims to help us set up systems designed to elicit emotional development and thus allow the greater empowerment of students.

**2.** The proposals are being submitted independently

### **3. School Category**

The school will operate as a Trust School.

### **4. Student numbers and Admissions**

The Learning Trust intends to open a new school (to be called “The Ellington and Hereson School”) in September 2009, situated predominantly on the current

Ellington site though utilising the Hereson School site over a one year transitional period. The school will cater for all students of both schools and will initially have on roll something over 800 students. The number of students to be admitted to the new school at age 11 on the opening date and subsequent years will be 120, so determining an eventual school size of 600 students.

It is intended that the school will be for both boys and girls in the 11-16 age range (National Curriculum Years 7 to 11).

## 5. Extended Services

5.1 The Trust expects the school to offer a range of additional activities and services to students.

- Breakfast club open to students from 8am.
- A range of after school clubs and activities including those involving the use of a variety of sporting facilities.
- Extensive study support for students in years 9 and 11 during 3 of the year's holiday periods.
- One to one and small group literacy and numeracy opportunities before and after school.
- Daily homework support available in each of the six Learning Communities till 5 pm.
- Transitional support for students in years 5 and 6 of local feeder primary schools, including taster days, visits by staff to the primary schools and activities in school for primary students.
- Transition support at the end of Key Stages 3 and 4.
- A series of residential and other visits.
- In-school coaching from members of local sports clubs.
- Subscription to "SAM Learning", "My Maths" and other learning packages to enable computer based home learning.
- A VLE (virtual learning environment) will form a major part of School Life as technology plays an increasing part in the lives of our pupils.



5.2 The school will offer specific additional activities relating to the existing specialism in humanities and the school's declared ambition to be a local lead school in engineering. In due course the school intends to work towards a second vocational specialism.

- Drama and dance opportunities for the six Learning Communities, the whole school and other groups in partnership with a local theatre company,

utilising the drama and dance studios for rehearsal and the school hall for performance.

- A local history club.
- A school radio station.
- A monthly school magazine.
- A school-funded “Arts Week” concentrating on drama and literature.
- A motorcycle maintenance club.
- Product design and make club.
- A maths club.
- A cookery club.
- A science club.
- A gardening club.



5.3 The school will, through its Learning Support Centre, offer comprehensive pastoral support to students:

- Extensive support from a team of pastoral support officers and tutors.
- Educational welfare and inclusion services.
- A one-stop approach to support from outside agencies.
- Adult and peer mentoring.
- In partnership with “Connexions” a full range of career advice will be given.
- Assistance will be given to all students making application to further education.

5.4 In partnership with the local education business partnership the school will offer:

- Business enterprise opportunities in school, with particular emphasis on land-based business.
- Short term work placements for all and long term work placements for those who choose it.
- Access to work place learning schemes where available.

5.5 As part of the Thanet 14-19 consortium and in partnership with Thanet Skills Studio and Thanet College a wide range of appropriate vocational opportunities will be made available. The consortium plans to work towards an eventual offer across all diploma lines.

5.6 The school seeks the role of “Cluster Lead School” for SLCN (Speech, Language and Communication Disorder), SpLD (Specific Learning Disorder) and ASD (Autistic Spectrum Disorder). In this capacity it will:

- Provide in-school support for a number of students with moderate SLCN, SpLD and ASD where their needs do not warrant special school provision.
- Co-ordinate outreach to other mainstream schools in the area to assist in their work with students with SLCN, SpLD and ASD.

- Develop a learning partnership with the local special school for SLCN, SpLD and ASD.

5.7 The school seek to offer facilities for a nursery, under the auspices of the Thanet Early Years Project, allowing childcare to be provided locally at reduced cost for up to 50 children.

## 6. Ethos



The Trust's vision is of a compact and intimate school which promotes the excellence of every individual. The school will include rather than exclude. The school will be a place where all faiths will be respected and valued. The school will provide a rich and varied educational environment in which every student will be significant and every student cared for and nurtured. Social skills for life will be developed.

The school will challenge prejudice and discrimination in all its forms. The curriculum will be designed to provide a rounded education that enables students to explore the full range of education and training pathways post 16. The aims of the school will be twofold:

- To develop a learning culture within the school with an emphasis on high expectations and achievements for all.
- To develop the school to serve and be part of the local community.

The Trust will also seek to maintain a structured dialogue with its community so that the relationship between the school and the community is always reciprocated.

The Trust believes that through both its membership and aims it is uniquely able to reflect:

- The wishes of the community the new school will serve.
- The legacy of the two schools coming together in partnership.

**The Trust will ensure that the school is run by the community for the community.**

## 7. Religious Character

Not applicable

## 8. Area or Community that the school serves.

The new school will serve the whole of Thanet but can be expected to be a school that predominantly serves Ramsgate.

## 9. Admission Arrangements



The Trust recognises that the school will be a non-selective school in an area where selective grammar school education is available. The admissions policy of the school will be totally inclusive. Students will be accepted irrespective of faith. All places at the school will be free and available to the local community within an admissions policy that mirrors the admissions requirements for community schools in Thanet. Although the school will have a specialist status and will be applying for a further specialism in due course it will not opt to select up to 10% of its students by aptitude.

If there are more applications than places available, priority will be given to applicants in the following order.

1. Children with Statements of Special Educational Need where the school is named on the Statement (under Section 324 of the 1996 Education Act).
2. Children in public care (Looked after Children) at the time of application.
3. Children who have specific medical needs, social needs or special needs where the application is supported by written specific professional advice as to why admission to the school is necessary.
4. Siblings of students who will be attending the school and living at the same address on the date when the applicant will be admitted.
5. Children who live the nearest distance from the school.

## 10. Grammar schools

Not applicable

## 11. Schools with a religious character or particular educational philosophy – parental demand.

The school will not have a religious character beyond that deemed necessary by Act of Parliament. It will seek to adhere to a philosophy of extensive single sex teaching within a co-educational framework. The maintenance of a considerable degree of single sex teaching addresses the majority of the objections raised by parents and carers at the two public consultation meetings chaired by the Local Authority. Single sex teaching is also supported by the members of the Trust who see its provision as both an opportunity to make amalgamation a more seamless process, and an opportunity to maintain regional parity of provision with the grammar school sector.



## 12. Sixth Form Education

The new school will not have a sixth form but will be opening a dialogue with other local post -16 providers to identify any franchised post-16 courses that might be developed on the Pysons Road site. Also, students will be given the chance to extend their Maths knowledge by doing an Advanced Maths Cert. (AS Level)

## 13. Early Years Provision

Not applicable. Childcare would be operated by the Thanet Early Years Project.

## 14. Specialisms

Ellington School for Girls will carry its specialism in humanities (granted in September 2007) into the amalgamated school. The Trust intends that the names of its six Learning Communities will be derived from the names of castles within the county chosen by student preference.

The Trust intends in due course to apply for an additional specialism in the vocational area after the establishment of the new school in September 2009.

## 15. Effects on Standards and Contributions to School Improvement

Current standards in the two schools in terms of contextual value added between Key Stage 2 and Key Stage 3 and Key Stage 2 and Key Stage 4 are very strong and indicate strong core values. The following tables demonstrate achievement for 2005-7.

### 15.1 Hereson KS2 – KS3.

<b>Percentile Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>All subjects</b>	3	3	3
<b>English</b>	16	24	18
<b>Mathematics</b>	2	5	1
<b>Science</b>	8	1	3

### 15.2 Hereson KS2 – KS4.

<b>Percentile Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>All subjects</b>	7	25	9
<b>English</b>	92	92	6
<b>Mathematics</b>	1	1	1

### 15.3 Ellington KS2 – KS3

<b>Percentile Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>All subjects</b>	1	1	1
<b>English</b>	35	32	18
<b>Mathematics</b>	1	2	1
<b>Science</b>	1	1	1

### 15.4 Ellington KS2 – KS4

<b>Percentile Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>All subjects</b>	4	5	2
<b>English</b>	6	31	11
<b>Mathematics</b>	1	1	1

15.5 Trustees will expect the new school to build upon these successes through maintaining a focus on the core, with sympathetic curriculum provision and

staffing. They will further expect the school to examine additional strategies to improve literacy for both boys and girls and keep mathematics and science at the heart of the new curriculum. There is an expectation by Trustees that current and future specialisms will contribute to the development of excellence both inside the core and beyond. Trustees believe that it will be possible, through thorough and innovative practice, to improve upon these impressive statistics and provide students with an appropriate grounding for economic prosperity and fulfilment in the world beyond school. A curriculum that is strong in its approach to the core and broad in other respects will be enriched by real and extensive opportunities for personalised and extended learning. Students who enter the school with achievements below the national average will be expected to leave with achievement levels that exceed the national average.



## **16. Every Child Matters Agenda**

- 16.1 The school will be an inclusive school which offers a variety in its provision that caters for different learning styles, different abilities and different levels of social skills and emotional literacy. It will be the opposite of a one size fits all model.
- 16.2 The school will have a strong pastoral system, based on the pastoral achievements of both schools which were favourably commented upon by Ofsted. This system will be predicated on six Learning Communities and the vertical tutor groups which make up each learning community. Teachers and support staff will work in six Faculties which themselves form the basis of the tutorial staffing of the Six Learning Communities. Each Learning Community will have a Head and Deputy who between them will promote the educational benefits of a faculty structure for staff and the wider benefits of vertical tutoring for students. As far as possible, faculties and learning communities will be co-located to promote cohesion.
- 16.2.1 Faculty Structure Benefits
- The Faculties will ensure project developments in learning and teaching in a consistent and coherent fashion across the school.
  - The Faculties will be central to the QA of learning and teaching.

- The Faculties will offer to small departments the opportunity for sharing practice with others.
- The Faculties will ensure that assessment and reporting processes are regular, accurate and diagnostic of student achievement. Assessment will be seen as an agent to enhance learning.
- The Faculties will ensure that the school's specialism(s) is seen in all aspects of school life and beyond.

#### 16.2.2 Vertical Tutoring Benefits

- Vertical tutor groups offer limitless mentoring possibilities.
- Vertical tutor groups promote higher order tutor skills (fast-track learning for tutors).
- Vertical tutor groups focus attention by need in small groups.
- Vertical tutor groups promote collaboration both within and between groups.
- Vertical tutor groups give significant opportunities for student leadership in an enhanced citizenship context.
- Vertical tutor groups are vehicles to promote the ethos of the Learning Community and the School.
- Vertical tutor groups contribute to the efficient and effective monitoring of students and the reporting to parents and carers.
- Vertical tutoring offers deep support, care and attention to the “Every Child Matters” agenda.
- Vertical tutoring promotes the development of human relationships and gives an everyday forum for student voice.

16.3 There will be good links with external agencies. These links will be managed through the team of student support officers with meeting rooms set aside in school. In this way these agencies will be an integral part of on-site student support.



16.4 The interface with students will be particularly strong. The Learning Communities will play a critical role in terms of pastoral work, but also through the promotion of independent learning through homework clubs. The Learning Communities will form the basis of most assemblies which will be a blend of teacher, other adult and student led experiences. The programmes for PSHCE, which will be based around small vertical tutor groups or age-related subsets of each learning community, will foster social learning and sharing. The School Council will provide a particular forum for “student voice” and will also be a vehicle for the

promotion of social cohesion. The Learning Support Centre and its team of student support officers will promote both educational and social inclusivity. There will be space for a “golden curriculum” area within the centre to offer a literacy driven curriculum for the youngest students with learning difficulties that is based on best primary practice.

- 16.5 Through the “Aim Higher” initiative and any subsequent similar schemes care will be taken to ensure that students are encouraged to think of educational and career progression which is ambitious but realistic. Year 10 and 11 students will receive tailored mentoring from sixth formers from the two single sex grammar schools. Students will be supported extensively in making option choices. In addition they will receive guidance and support as they prepare for their examinations. Students will be well supported by the AEN department.
- 16.6 Links with parents will also be fostered through regular reporting (6 times a year) of student achievement. Parents will be invited to meet with their child’s tutor three times during the year on Academic Review days where progress will be discussed and targets set.
- 16.7 The Trust believes that most of the entitlements under the “Every Child Matters” agenda will be met in an environment where:

- All students, including the most able, are challenged to achieve the highest possible grades.
- The data that tracks student achievement is embedded in the lives of staff, students and parents/carers.
- Students are entitled to an educational diet with a strong core, student choice and a full range of opportunity which embraces both vocational and academic learning pathways.
- Student voice is prominent
- Student support is integrated across the school.
- Independent learning is encouraged.



- 16.8 The Trust expects that the midday meal will be both a civilised and civilising dining experience. It will be the intention to build on the already high standard of catering in the school cafe, offering real choice to students under the umbrella of “healthy eating”. There will be a split lunch to allow students speedy access to service. It will be expected that staff will eat with the students.

## 17. Community Cohesion

The Trust views its role in promoting community cohesion as critical. It sees the school as both a community resource and part of the community itself.

17.1 The Trust will seek to negotiate an extension of core hours to 9 pm during term time to enable it to offer subsidised opportunities for community user groups to utilise the school's facilities within core hours. These opportunities will be complemented by opportunities outside of core hours, managed as part of the Private Finance Initiative (PFI). Particular facilities that will be made available will be:

- The Sports Hall.
- Sports pitches.
- ICT facilities.
- The Dance Studio.
- The Drama Studio.
- The School Hall and Performance Courtyard.
- The school café.
- Art, design and technology facilities.
- The school conference room.
- The food technology facility.
- The school's engineering facilities.



17.2 It is the Trust's belief that community cohesion is more likely in a community with developed educational skills and competencies. As envisaged, the role of the school in promoting educational achievement works towards community cohesion. Community cohesion is also about shared moral values and common understandings of the demands of citizenship which again are central to student development in school.

17.3 The school will make a significant contribution to inclusion through:

- Its support of students in Learning Communities.
- An understanding of pedagogy which allows preferred learning styles to be addressed.
- Good teaching which involves students.
- The use of the "Learning Support Centre" to offer students other educational models.
- The appointment of a team of student support officers to deal with pastoral issues.



- The appointment of a dedicated school counsellor.
- Access to a full range of external agencies in school.
- Participation in reciprocal arrangements for managed moves for challenging students.
- Prominence afforded to student voice.
- Articulated provision for AEN including SLCN, SpLD, ASD and Gifted and Talented.
- The use of accredited alternative curriculum provision to reduce the risk of exclusion for older students.



17.4 The school will be prominent in a number of local educational collaboratives:

- Collaboration through the Excellence Cluster with a number of other local primary and secondary schools, developing work on a number of themes including emotional intelligence.
- Collaboration through membership of Thanet Secondary Heads.
- Collaboration in the “Local Children’s Services Partnership”.
- Collaboration through membership of the local 14-19 consortium, which involves both Thanet College and Thanet Skills Studio.
- Collaboration with Thanet College to provide training for teaching assistants.
- Collaboration through membership of the geographical cluster.
- Collaboration through specific initiatives with other Ramsgate schools.
- Collaboration with Christchurch College to promote higher education for students and to develop and train teachers.
- Collaboration with other schools as part of the furtherance of all schools’ specialisms.
- Collaboration with other schools to provide support for SLCN, SpLD, ASD and Gifted and Talented.
- Collaboration through the “Specialist Schools Trust”.
- Collaboration between the Local Learning Trust partners.
- Collaboration with colleagues as part of the Transforming Thanet Transition Team.

17.5 The community will have influence in the life of the school through:

- Access to the Board of Trustees.
- A parents’ council, elected by all parents with links to both the Senior Leadership Team and the Board of Trustees.

## 18. Accommodation

The existing buildings on the Newlands Lane site were built under PFI and were opened in the summer of 2007. The design was for a fairly traditional girls’ school. However the buildings form an intimate and welcoming campus which can be developed to provide for a modern school serving both genders. Plans are being



developed through the Building Schools for the Future (BSF) programme to augment provision on the Newlands Lane site to accommodate the newly amalgamated school.

BSF is predicated on transformational learning in buildings offering radical designs for the future. It is believed that BSF should provide an investment

of in the region of £6 million into the Newlands Lane site. Subject to the acquisition of suitable funding the intention would be to provide:

18.1 A fourth learning barn

This would supply additional capacity and a number of versatile, flexible and specialist facilities which will enhance the learning environment and augment gender specific provision.



18.2 Modifications to the existing building and grounds

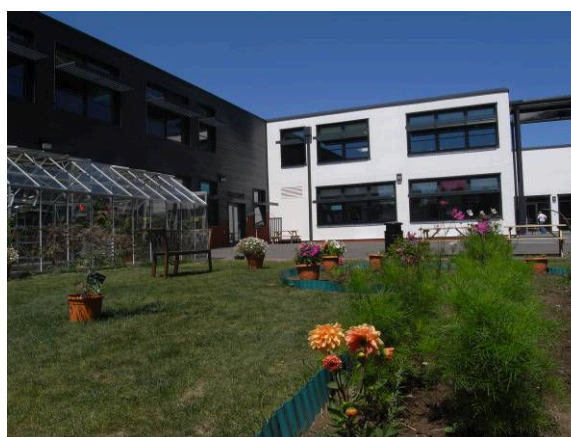


The trust would hope to see modifications to existing buildings and grounds to ensure that the unique blend of single sex teaching in a mixed environment is fully facilitated and that existing resource provision in both schools is preserved.

18.3 A robust renegotiation of the terms of PFI by the Local Authority to ensure that the school can more properly meet the needs of its community through extended usage.

**19./ 20. Single Sex or Co-educational School**

Although the school will admit both boys and girls, the Trust has the clear view that the new school should maximise the opportunities for single sex teaching. At Key Stage 3 almost all teaching will be delivered to single sex groups whilst at Key Stage



4 there will be some single sex and some mixed teaching according to best advice and the need to maximise opportunity. Where gender is shown to negatively impact on learning, the Trust will consider positive discrimination to ensure an approach to equality in standards. This may involve additional time for particular subjects or additional support of teaching and learning. Outside of lessons there will be no forced integration of the genders. Spaces will be provided for those who wished to avoid mixed social areas. Parents and students will be consulted regarding a new uniform which will both echo the past and celebrate the future. Logos will be developed which identify each of the six learning communities within the school. Two designated members of the schools' leadership team will be appointed with a major part of their role being the oversight of pastoral and academic concerns relating separately to boys and girls. The school will therefore seek to develop from its twin histories of single sex provision in a way which both enshrines the benefits of single sex teaching yet reaches out to the enhanced possibilities offered by a judicious exposure to mixed gender teaching in Key Stage 4.

## 21. Location

- 21.1.1 As detailed elsewhere the new school will initially occupy a split site comprising the enhanced buildings on the Newlands Lane site and the old Hereson site. In 2010 accommodation will be consolidated on the Newlands Lane site. The current postal address of both sites is given below.

**Ellington School for Girls, Newlands Lane, Ramsgate, Kent CT12 6RH**

**The Hereson School, Ramsgate Road, Broadstairs, Kent CT10 1PJ**

- 21.2 The site is accessible through front and rear entrance. The majority of students live locally and many can access the site on foot. Almost all students live within two miles of the school and can avail themselves of bus links to Pysons Road (adjacent to Newlands Lane). As the Newlands Lane site is new it is wheelchair friendly and fully accessible. The



shortcomings of the old Hereson site are familiar to the staff students and parents who will use it in the academic year 2009-10.

- 21.3 Both sites are held freehold by Kent County Council.

- 21.4 The Newlands Lane site is subject to an agreement under a Private Finance Initiative between Kent County Council and Kent Education Partnership. The PFI agreement runs until 2032. Under the agreement Kent Education Partnership is responsible for the maintenance and operation of the site. The PFI agreement will be adapted to incorporate a “ back to back” agreement between Kent County Council and the Trustees of the new school. Kent Education Partnership will therefore retain responsibility for the maintenance and operation of the site for the duration of the PFI contract.
- 21.5 The costs are as detailed in the competition notice.
- 22.** Implementation will be in line with the timelines set out in the competition notice.
- 23.** The proposals in terms of site and buildings will be negotiated through Kent County Council and the Kent Education Partnership and other BSF partners. The Trust will partially accept the school in 2009 and fully accept the augmented provision in 2010, at that time relinquishing all holds on the Hereson site. The Trust will be responsible for implementing the educational provisions within this proposal from 2009.
- 24.** The Trust considers that the cost of establishing the new school can be met from the estimates of cost detailed in the competition notice.
- 25.** The Local Authority gives funding confirmation in the competition notice.
- 26.** The proposer is not considering sharing capital costs.

**27. Travel**

Significant numbers of students of both original schools walk to school and can be expected to do so when the schools amalgamate. No specific transport arrangements are deemed necessary given the close proximity of the Newlands Lane site to students’ homes and the availability of public buses close to both sites.

**28. Federation**

At present there are no definite plans for a hard or soft federation. However the Trust will seek to work with the Governors of the two local single sex grammar schools to explore potential future partnerships that will be to the benefit of all students and the wider community. In addition the Trust will seek to develop a relationship with the local academy that could widen choices from 14-19.

## 29. Curriculum

The school will meet the general requirements in relation to curriculum contained in section 78 of the Education Act of 2002.

29.1 The Trust strongly believes that the curriculum should be based on a blend of:

- Traditional timetable provision, based on one hour lessons delivered with pace, variety, challenge and enjoyment. Learning has content, but is primarily skills based. Clear planning at faculty level will ensure that learners will have a balance of opportunities to develop as creative thinkers, effective participants, independent enquirers, reflective learners, self-managers and team workers.
- Longer timetabled learning periods to facilitate enrichment activities at Key Stage 3 and Vocational activities at Key Stage 4.
- Longer blocks of time created by the suspension of the regular curriculum for project based work in both age-dependant and age-independent teams led by tutorial staff.
- The extended curriculum and all the opportunities this brings for learning.



29.2 The Trust is committed to making learning increasingly personalised through:

- Setting which is used to group students by ability, where appropriate and provides the opportunity for small set sizes for students with learning difficulties.
- The dynamic use of trained teaching assistants and learning mentors to individualise learning experiences.
- Independent learning opportunities outside of school which are fostered through the use of technology.
- Extended project work which is influenced by individual choice.
- An extended voluntary curriculum which is negotiated for every student in consultation with tutors and parents.
- The contribution of a dynamic AEN department which embraces all additional needs, including those of the gifted and talented.
- Some timetabled curriculum choice at Key Stage 3 and a wide choice at Key Stage 4.



29.3 The Trust is committed to ensuring that all parts of students' own curricula are appropriately assessed, tracked and communicated to students and parents/carers in ways they understand.

29.4 The Trust will work with the Thanet 14-19 consortium to ensure that all relevant diploma pathways are eventually available to the students at the school. The contributions of Thanet College and the Thanet Skills Studio already assure some of the best 14-16 vocational provision available in the south east and that provision can be expected to develop in ground-breaking ways as new diploma lines are investigated. The school will also explore courses being offered by the other Ramsgate schools.



29.5 The school itself will be looking to offer level 1 and 2 diploma courses in:

- Health Society and Development.
- Engineering.
- Public Services.
- Land based services

The Trust will also seek to bring together land-based science and agricultural engineering.

### 30. Voluntary Aided Schools

Not Applicable

### 31. Staff

31.1 The Senior Leadership Team will comprise a Head, five other senior leaders of learning (at Deputy Head or Assistant Head level) and a Bursar. They will take collective ownership of the following responsibilities as detailed below.

- Curriculum and Timetable.
- Overall Responsibility for Boys' Learning.
- Overall Responsibility for Girls' Learning.
- Developments in Learning and Teaching.
- Performance Management, CPD and quality assurance.
- Specialist Status and Off-Site Provision.
- Assessment Recording and Reporting.
- Additional Educational Needs (including Gifted and Talented) and Lead School Status in SLCN, SpLD and ASD.
- Financial planning and business management.



31.2 Principal leadership roles will be undertaken by those members of staff leading the six Learning Communities and associated Faculties. It may be necessary for some members of SLT to assist in the leadership of some Learning Communities.

31.3 Due care will be given to the demands on students and staff of managing a one year transitional period involving two separate sites. In particular it will be expected that particular duties will be discharged and certain educational intentions observed.

- One member of the Senior Leadership Team will have specific responsibility for the Hereson Site and the 2 year groups of students on that site.
- Efforts will be made to positively discriminate in favour of the boys on the old site to offset any feelings of alienation they may experience.
- Social events will be organized that help to bridge the gaps between the two sites.
- Careful consideration will be given to staff mobility to ensure that boys on the old site are not in any way disadvantaged in provision.
- The old site will be maintained in good condition throughout the year of transition.



31.4 The final overall management structure of the school and its associated roles and responsibilities will be for the Head, Governors and the Board of Trustees to determine.

31.5 The Trust will:

- Work with TUPE regulations, requirements and provisions.
- Recognise the various unions and associations. The Trust seeks good working relationships with all trade and professional bodies.

**32.** Foundation Schools - we do not intend the school to be foundation school without a foundation.

**33.** The school is to be a Trust school which is defined as a foundation school which has a foundation.

### 34. Relevant experience of proposers.

**Sue Buss:** Principal of Thanet College. Sue has worked in USA and in eight further education colleges in the UK. She has a strong commitment to the development of literacy, is an active member of the Thanet 14-19 Forum and represents all 7 Kent Colleges on the 14-19 Strategic Implementation Group. Fully committed to the development of the Trust Sue brings an extensive working knowledge of education for all ages and a burning desire to help Thanet youngsters fulfil their potential.

**Anne Leese:** Deputy Principal, Thanet College. Anne has worked at Thanet College since 1992, initially in Personnel and subsequently within training, appraisal and quality assurance before assuming her current role as deputy principal. She is passionate about the college's achievement levels and is determined to move the college to "outstanding" in terms of Ofsted perception, a goal she sees as critical to its future success. Anne has been a Hereson governor since 2004 and is strongly committed to this bid.

**Mark Aitken:** Head of St Lawrence College. Mark was ordained as a priest in 1980 and worked in parishes in Finchley and Radlett before becoming Vicar of a large parish on the edge of Norwich. During that time he served as a governor of a secondary school and chair of governors of a first school. Mark then moved on to be Chaplain of Sherborne School before becoming Head of St Lawrence in 2004. He brings to the trust considerable experience of pastoral and educational work. He also has a background in finance.

**Elisabeth Morris:** Principal of the School of Emotional Literacy. Dr Morris is a psychologist specialising in the development of Emotional Literacy. An influential member of the first government sponsored steering group examining social and emotional competence, Dr Morris is currently a member of the national education strategy steering group. She pioneered the first specific training programme for parents who wanted to create emotionally literate families. Dr Morris writes and lectures extensively on these and associated topics.

**Tony Carpenter:** Chair of Governors Ellington School for Girls. Tony is also parent governor at the Ursuline College and LA governor at Birchington C of E Primary School, serving on various committees at both schools. Tony serves on the Birchington PTFA as treasurer, a position he also undertakes for the Old Ruymians Club. In addition he is a member of the Grammar Schools appeals panel. Tony brings a background in marketing, sales and general management to the table and with it extensive experience in administration and finance. He has four children, the youngest at Ursuline College.

**Arthur Darby:** Arthur has taught at Ellington for 14 years and has been a staff governor for eleven. He has served as a parent governor at Clarendon House Grammar School for eight years serving on various committees at both establishments. Previously employed as an Inspector of Taxes Arthur also ran his own primary healthcare business for sixteen years. With five years' previous experience as Head of the Science Department at Ellington Arthur is well-placed to offer guidance and insight to the emerging Trust.

**Hayden Beerling:** Chair of Governors at The Hereson School. A highly qualified retired teacher and Head of Department, Hayden offers the accumulated benefit of 26 years classroom lore. He has been a teacher governor for six years and a community governor for eight. Amongst his previous duties were Head of Careers, Pastoral Co-ordinator, Head of Upper School and Curriculum Co-ordinator.

**Michael Wheatley-Ward:** Governor at Ellington. Michael was General Manager of the Margate Theatre Royal Trust until 2007 and is a local businessman with extensive links to the Arts. Previously he was a partner in a chain of menswear outlets including Radnor's of Windsor, an establishment under royal patronage. Michael has a wealth of business expertise and numbers public speaking, marketing, management and financial skills amongst his various strengths.

**Anne Francis:** Assistant Head teacher at The Hereson School, with responsibilities as Head of Year 7, Head of Science, Emotional Literacy Co-ordinator, strategic AEN responsibility and KS4 Teaching and Learning supervision. Anne represents Hereson at local cluster meetings re Emotional Literacy and presents nationally at conferences.

**Terrie Wheatley-Ward:** Governor at Ellington. 22 years' experience working in solicitors offices and currently involved in matrimonial and family work, specialising in cases concerning looked after children.

**Bill Dodds:** Governor at Ellington with twenty plus year's service. Bill was Director of Active Pharmaceutical Ingredients at Pzifers until his retirement a year or so ago. Highly experienced in Finance, Budgeting, Strategy, Health and Safety, HR, Facilities Management and Capital Projects Bill managed a multi million pound budget and led a team of 200 employees.

**Yvonne Ives:** Governor at The Hereson School. Yvonne has worked at Hereson for 15 years and is currently the SEN Administrator. Both sons were educated at Hereson and her eldest recently took up an appointment as IT Network Manager at Ellington. She is passionate about Hereson and excited by the prospect of the planned merger with Ellington on the new site.

**John Osborne:** Parent Governor at Hereson, John is leader of the Trade School at Thanet College where he has worked for four years. Two of his five children attended Hereson. His current role includes a significant proportion of pastoral responsibility as the majority of 14-19 children within his care are at risk.

**Davis Collis:** Governor at Ellington and Chair of Governors at Garlinge Infants School, recipient of one of the first "Outstanding " awards from Ofsted. David also serves as a Parent Governor at King Ethelberts.

**Robert Lindsay:** Governor at Hereson. Served with the Fire Brigade for 25 years, 18 as Sub Officer.

**Tony Hamson:** Governor at Hereson, existing substantive Headteacher of the Hereson School and Acting Headteacher of Ellington School for Girls.

**Bob Anslow:** Bursar at Ellington since 2001. Previously worked for Lloyds Bank for 30+ years, the last ten in local management roles. Four years experience as staff governor at Ellington. Passionate about youngsters getting the most out of their educational opportunities. Absolutely committed to the current management at Ellington, to the proposed merge with Hereson and the suggested establishment of the Trust.

**John Farmer:** Governor at Hereson for 16 years and 8 as Vice Chairman with a background in engineering. Served as a Borough Councillor with Hackney Borough Council.

### 35. Special educational benefits

35.1 The school will offer improved access to education and services for all its students through:

- Shorter journeys and safer access for the vast majority of boys attending the Newlands Lane site.
- After the first year, when the old Hereson site is surplus to requirements, all students and adults with physical disabilities will have access to all areas of the school.
- The benefits of a substantial amount of single sex teaching within a mixed environment.
- A high quality mix of traditional and innovative learning experiences.
- A greater degree of personalisation in learning.
- A greater variety of support mechanisms to overcome barriers to learning.
- A greater range of facilities both within the buildings and in terms of external provision.



35.2 There will be improved access to specialist provision through these proposals in terms of:

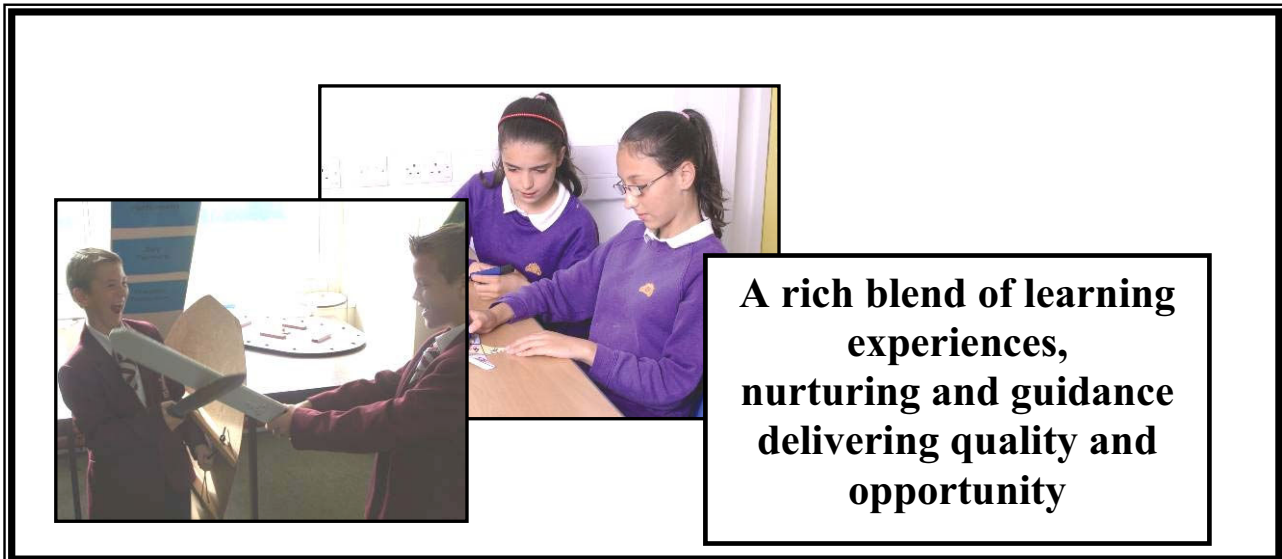
- A wider range of teaching/instructor competencies available to all students.
- A wider range of other professional working in the school through an enhanced Learning Support Centre.



35.3 The Trust hopes to offer improved accommodation for learning in terms of:

- Enhanced facilities for Design Technology and Engineering.
- Better provision for dance and drama.
- Better social provision.
- A mixture of modern learning spaces with increased flexibility in terms of possible usage.
- Improvements in provision for sport and recreation.

35.4 With the design of the Hereson site compromising some educational offers, these proposals ensure future places for boys will be more suitable than they are at present. The proposals offer the prospect of an education for all which is appropriate for its time and looks to the future whilst perpetuating the moral and social values of the two amalgamating schools.



This page is intentionally left blank

# East Kent New Secondary School

## New school competition

*Your* opportunity to comment on the proposals to establish a new school

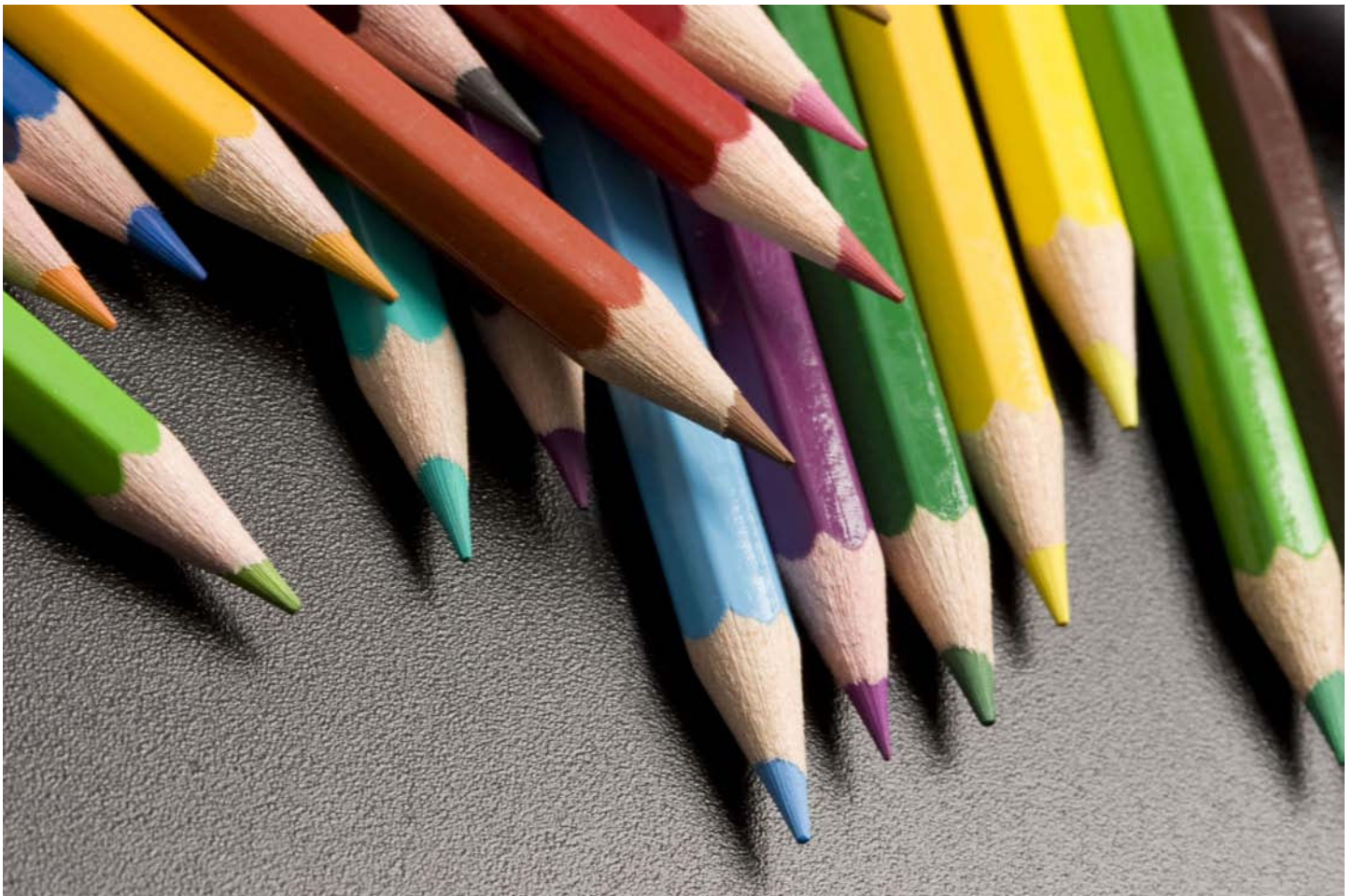


Photo:123RF/Fouquin Christophe

Date of Public Meeting: Tuesday 23 September 2008, 7.00 p.m.

Venue for Public Meeting: Ellington School for Girls

## The new school

Kent County Council proposes to amalgamate Ellington School for Girls and The Hereson School by closing both schools and immediately opening a new maintained secondary school with effect from 1 September 2009. Kent County Council published a Notice on 2 May 2008 inviting proposals from organisations interested in establishing the new school.

One proposal was received from potential proposers and will be published by the Local Authority on 17 September 2008. The Public Notice will include the proposed closure of both Ellington School for Girls and The Hereson School. Publication of the Public Notice triggers a six-week representation period.

## The proposal

The proposal, received from The Local Learning Trust, c/o Mr Tony Carpenter, Newlands Lane, Ramsgate, Kent CT12 6RH, is to establish a new Trust School (a Foundation School with a Foundation). No other proposals were received.

The Local Learning Trust is to be established from the two Governing Bodies of the existing Ellington School for Girls and The Hereson School. The Learning Trust will be a partnership with Thanet College, St Lawrence College and The School of Emotional Literacy. The Governors will work with the partners to deliver an educational service that derives from the rich and successful traditions of the two constituent schools, yet reaches out beyond that to embrace the demands of the future needs of the community it serves.

The Trust's vision for the proposed ethos of the new school is of a compact and intimate school which promotes the excellence of every individual. The school will include rather than exclude. The school will be a place where all faiths will be respected and valued. The school will provide a rich and varied educational environment in which every student will be significant, cared for and nurtured. The aims of the school will be twofold:

- To develop a learning culture within the school with an emphasis on high expectations and achievement for all.
- To develop the school to serve and be part of the local community.

The Trust will ensure that the school is run by the community for the community.

### Admissions to the new school

The Learning Trust intends to open a new school (to be called “The Ellington and Hereson School”) in September 2009, situated predominantly on the current Ellington site, though utilising the Hereson School site over a one-year transitional period. The new school will cater for both boys and girls in the 11-16 age range. The school will cater for all students of both schools and will initially have on roll something over 800 students. The number of students to be admitted to the new school at age 11 on the opening date and subsequent years will be 120, so determining an eventual school size of 600 students.

Although the school will admit both boys and girls, the Trust has the clear view that the new school should maximise the opportunities for single sex teaching. At Key Stage 3 almost all teaching will be delivered to single sex groups whilst at Key Stage 4 there will be some single sex and some mixed teaching according to best advice and the need to maximise opportunity.

The school will be a non-selective school and students will be accepted irrespective of faith. The admissions policy will mirror the admissions requirements for community schools in Thanet.

### Specialisms

Ellington School for Girls is a specialist school in humanities (granted in September 2007). This specialism will transfer to the new amalgamated school. The Trust intends in due course to apply for an additional specialism in a vocational area after the establishment of the new school in September 2009. The new school will also seek to lead in provision for engineering and a range of additional educational needs.

### Extended services

The Trust expects the school to offer a range of additional activities and services to students.

## Public meeting

The Local Authority is required to hold at least one public meeting during the representation period to provide members of the community the opportunity to hear more about the proposal and ask questions.

A public meeting has been arranged for **Tuesday 23 September, 7 p.m.** and will be held at Ellington School for Girls, Newlands Lane, Ramsgate, Kent CT12 6RH.

## After the representation period

At the end of the representation period (29 October 2008) the Local Authority will collate all of the comments or objections received on the proposal and will forward them to the decision maker. As the Local Authority has not published its own proposal, and does not have an interest in the proposal received from the Learning Trust, it will decide the competition. In deciding the competition it will take account of the comments made during the representation period and the guidance published by the Secretary of State.

## Providing comments

Kent County Council wants to know your views about the proposal it has received for the new school. You can provide your comments in the following ways:

1. You can attend the public meeting at Ellington School for Girls, Newlands Lane, Ramsgate on 23 September 2008 at 7 p.m. The proposer will be present to answer questions.

2. You can send written comments using the attached form to:

Martyn Doole,  
Area Children's Services Officer  
East Kent Education Office  
Clover House,  
John Wilson Business Park  
Thanet Way,  
Whitstable,  
Kent CT5 3QZ.

3. You can email your comments to: [school.consultations@kent.gov.uk](mailto:school.consultations@kent.gov.uk)

You can also obtain a full copy of the proposal from the above address or on the Kent County Council website at: <http://kent.gov.uk/education-and-learning/about-education-service/consultations/soab-east-kent.htm>

The closing date for responses is **5 p.m. Wednesday 29 October 2008**.

**A New Maintained Secondary School to replace Ellington (Community) School for Girls and The Hereson (Community) School (Boys) from 1 September 2009**

**Response form**

The Local Learning Trust

Comments

**Are you?**

<b>A pupil <input type="checkbox"/></b> Please name your school	<b>A member of staff at a school <input type="checkbox"/></b> Please name your school	<b>A governor <input type="checkbox"/></b> Please name your school
<b>A parent <input type="checkbox"/></b> Please name the school your children attend	<b>A local community representative <input type="checkbox"/></b> Please name the community you represent	<b>Local resident <input type="checkbox"/></b>

Please return this form to:

Martyn Doole,  
Area Children's Services Officer  
East Kent Education Office  
Clover House,  
John Wilson Business Park  
Thanet Way,  
Whitstable,  
Kent CT5 3QZ.

The closing date for responses is **5 p.m. Wednesday 29 October 2008.**

**PROPOSAL TO ESTABLISH A NEW TRUST SCHOOL RECEIVED FROM THE LOCAL LEARNING TRUST**

**Summary of written responses**

Brochures distributed: Approximately 1400  
 Responses received: 7

	Support	Against	Undecided	Total
Parents/Carers of pupils attending Hereson or Ellington	1	5		6
Members of staff				
Governors				
Pupils		1		1
Local residents				
Interested parties				
<b>Total</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>7</b>

In support

- Looking forward to see the schools amalgamate in 2009.

Against

- Teenagers studying in a mixed sex school do not concentrate as much as pupils in a single sex school.
- Ellington School for Girls is the only non-selective girls' school in Thanet and amalgamating it with Hereson will be taking away parental and pupil choice.
- I do not want to attend a mixed sex school.
- The single sex schools should stay, they both have good results.
- We have a lot of respect for Mr Hamson but want the schools to remain as they are.

Comment

- As a parent of a pupil attending The Hereson School I think it is not unreasonable to expect details of how the teaching staff will operate from the two sites, especially as those pupils who will remain on the Hereson site will be in the crucial GCSE stage of education.

This page is intentionally left blank

**PROPOSAL TO ESTABLISH A NEW TRUST SCHOOL RECEIVED  
FROM THE LOCAL LEARNING TRUST (LLT)**

**Summary of points made at the public meeting held on  
23 September 2008 at Ellington School for Girls**

<b>Issue or Comment</b>	<b>Response</b>
(parent) I am concerned that my son currently in Year 6 may not get a place in the new school since under the proposal the new school will only make 120 places available, while the current two schools can admit 120 each	<p>LLT – Whilst the two existing schools can admit up to 120 pupils, historically, over the last three to four years, this has not been happening. The actual intake has been less; in fact secondary rolls across Thanet have been falling. Therefore we need to reduce capacity.</p> <p>LA – To clarify, there will not be 240 students seeking places in the future school. Given our thorough analysis of trends we believe that 120 places will be sufficient to meet demand over the medium and long term.</p>
(parent) You mentioned that some lessons will be taught mixed in Key Stage 3. How might this impact on students with special needs?	<p>LLT – The only lesson that might be mixed will be PSHE which is one lesson a week for students out of a total of 25. The number of pupils with special needs in any one year might be as low as one or two children. Clearly gender won't play a role if it is one child but in the case of two it might be preferable to teach them in a mixed environment</p>
(parent) Can Kent County Council give their assurance that they will provide the necessary funding required to maintain the provision of single sex teaching in the new school? By reducing funding Kent County Council could 'manipulate' the school into a situation where increasing the number of mixed classes could become the preferred option.	<p>LA – The organisation structure of the school will be the responsibility of the Head and the governing body. The Local Authority cannot make decisions about how the school organises itself. It will be for the governing body to review and deploy resources. Schools are funded by a formula and the Local Authority must allocate funds on the basis of the formula.</p> <p>LLT – Under our proposals our commitment to single sex teaching is 'written large'. When we talk about the benefits of economies of scale it is principally about not having two headteachers, two heads of Maths and English and not employing quite so many people in administrative roles.</p>

<b>Issue or Comment</b>	<b>Response</b>
(parent) If your proposal were to be rejected by Kent County Council what would happen then?	LA – It should be noted that the judgement will be made entirely on the quality of the proposal. The Local Authority is looking at the quality of the proposal to meet the stated requirements not at the decision to amalgamate the two schools. If the merits of the proposal were rejected, the question is whether or not another competition would be required and could a Local Authority proposal better meet the requirements. It would depend on the grounds on which the proposal was rejected.
(member of staff) The new school will operate on two sites for the first year – will there be additional Local Authority funding to meet the financial pressure of operating on two sites?	LA – The additional cost of running the two sites has not yet been quantified. We would ensure that there would be no shortfall. The Local Authority would not allow the school to fail in the interim period and we have no reason to believe that this would happen. Kent County Council would be committed to making sure the transition works effectively.
(parent) Will the Year 7 girls remain on the Ellington site in the transition period?	LLT – In the interim period moving staff is possible but we do not intend to move children between sites.
(member of staff) Since Kent County Council approved the amalgamation of the two schools how can they be viewed as an impartial decision maker? How can we appeal to them, bearing in mind that Kent County Council instigated the amalgamation. Would it not be more appropriate for the decision to be made by an independent adjudicator?	LA – Kent County Council is operating within the legal requirements set out by the Department for Children, Schools and Families. Under the new school competition regulations, where the Local Authority does not intend to submit a proposal, the Local Authority becomes the decision maker with the power to accept, reject or modify proposals. We as the Local Authority do not have to be impartial about the <u>need</u> for a new school. As the decision maker, the Local Authority must evaluate any proposal objectively against the requirements specified in the competition notice.

NB. This is not intended to be a verbatim record and does not include personal attributions. Responses from the representative of the Local Learning Trust (LLT) or Local Authority Officers (LA)

## Proposer and/or Bid Name: LOCAL LEARNING TRUST

Evaluation Criteria	Achieved Tick ✓	Score * 1 - 5	Recommendations/Notes
<u>Ethos and Identity</u> i) <i>Demonstrate understanding of the strengths of the two existing schools and evidence of a commitment to preserve and build on these.</i> ii) <i>Evidence of a desire to blend the best of the two existing schools with new thinking and practice for the benefit of students.</i> iii) <i>Proposal should evidence a school which is self confident and secure in its identity, mission and purpose. Driven by the desire for all students to maximise their potential.</i> iv) <i>A total commitment to establishing a successful school of choice.</i>			
<u>Standards</u> i) <i>A focus on raising standards and achievement for all.</i> ii) <i>Evidence of support for underachieving groups.</i> iii) <i>A commitment to collaboration with other schools, providers and external agencies to raise standards for all.</i>			
<u>Diversity and Community Cohesion</u> i) <i>A very strong commitment to maximising opportunities for single sex provision providing a distinctive school within a school approach, thereby offering real choice and diversity within the locality.</i> ii) <i>A demonstrable commitment to inclusion and to meet the entitlement and needs of all learners irrespective of nationality, race, ethnicity, religion or disability.</i> iii) <i>Evidence of commitment to support all students with additional educational needs.</i> iv) <i>Commitment to becoming Lead school in the Cluster for SPLD, Autism and Speech, Language and Communication Disorder (SLCD).</i> v) <i>Evidence of commitment to Equal Opportunities for all.</i>			

<p><u>Extended Schools</u></p> <p>i) <i>Offering a range of services in relation to extended school provision, reflecting the needs and wishes of the local community.</i></p> <p>ii) <i>Evidence that the proposal seeks to address the specific nature of the community.</i></p>		
<p><u>Admissions Arrangements</u></p> <p>i) <i>Compliance with the law and mandatory provisions of the Admissions Code of Practice.</i></p> <p>ii) <i>Prioritisation for children with statements of special educational needs and Looked After Children.</i></p>		
<p><u>Curriculum</u></p> <p>i) <i>The provision of a balanced and broadly based curriculum (as required by section 78 of the Education Act 2002) and</i></p> <p>ii) <i>The National Curriculum and Religious Education (as required by section 80 of the Education Act 2002).</i></p> <p>iii) <i>A commitment to maintaining the existing specialist status of Ellington School (in the Humanities) and developing additional specialist strengths compatible with the need to maximise local diversity and choice and meet local need.</i></p>		
<p><u>Compliance with the specification for the new school, set out in the First Competition Notice</u></p> <p><i>Size</i> c. 600 Students (eventually)</p> <p><i>Intake</i> 120 Students (Boys and Girls)</p> <p><i>Location</i> Ellington School site.</p> <p><i>Age Range</i> 11-16</p> <p><i>Opening Date</i> 1 September 2009</p> <p><i>Based on the merger of Ellington and The Hereson schools.</i></p>		
<p><u>Compliance with other Statutory Criteria</u></p> <p>Establishment of the Trust as a legal entity or work underway to achieve this asap before the proposed implementation date.</p>		

By: Director - Operations

To: School Organisation Advisory Board – 10 December 2008

Subject: REPTON PARK (also known as Templar Barracks), ASHFORD.  
PROPOSED NEW PRIMARY SCHOOL PROVISION - OUTCOME  
OF CONSULTATION ON PROPOSAL.

Classification: Unrestricted

---

Summary: A consultation was undertaken to seek the public's views on The Homewood Trust proposal to promote the new Repton Park Primary School.

SOAB Members' views are sought on whether the 'The Homewood Trust' proposal should be approved.

---

## Introduction

1. (1) In January 2008, the Local Authority (LA) consulted on the need for a new maintained primary school to meet the demand for places arising from the new housing expected in Repton Park, Templar Way, Ashford. The outcome (reported to SOAB on 19 March 2008) was that the community were fully supportive of a new primary school which met the following specification:

- 210 places for boys and girls
- Age range 4 to 11 years
- Published Admissions Number of 30
- Provision (in partnership or directly) of full day care pre-school places
- Located in Repton Park
- To serve Repton Park and neighbouring housing developments provision
- To be accessible to disabled pupils
- The central infrastructure to be sufficient for a 2FE school
- Offer extended school services
- To open 1 September 2010

(2) Following on from this, and in accordance with Legislation, the LA issued a competition notice (see Appendix 1) in April 2008 inviting potential promoters to submit proposals for the new school. The competition period ran for four months and ended on 9 September 2008. Promoters were encouraged to submit proposals which complied with the LA specification for the new school as set out above.

(3) This paper reports back on the outcome of the consultation in which the public's views were sought on the proposal received.

## Details of Proposals Received

2. (1) During the competition period one proposal was received from 'The Homewood Trust', its members being Mr W Cotterell, Principal of Homewood School, Mrs J Kirk and Mr M Frey (Chair and Vice-Chair of Homewood School). A copy of the proposal is attached as Appendix 2.

(2) 'The Homewood Trust' is proposing to establish a new foundation school which would be supported by the Homewood School Trust. The promoters have confirmed that they would deliver a school which conforms to the LA specification and their submission supports this assurance. It should be highlighted that 'The Homewood Trust' has not yet been formed. However, it is our understanding that Homewood School is currently pursuing Trust status and the formation of the Trust is imminent.

### **Consultation Process**

3. (1) Legislation requires the LA has to seek the views of the public regarding proposals received during the competition period. The LA started a consultation on 26 September, in which a statutory notice (see Appendix 3) was issued and a consultation document was distributed (copy attached as Appendix 4). The representation period ended on 7 November 2008.

(2) The consultation document was produced in collaboration with the DCSF appointed consultants from the Office for Public Management. Approximately 1,000 copies of the document were circulated. It was widely distributed. Consultees included; Cabinet Members, SOAB Members, Local Members, Local Member of Parliament, Parish Councils, Ashford Borough Council (including the Local Ward Councillor), primary and secondary schools in the Ashford Partnerships, Kent Governors Association, Diocesan Boards, all early years settings in Ashford, key colleagues within the Children, Families and Education Directorate, Ashford's Future Board, houses and marketing suites on the Repton Park development, Primary Care Trust, Willows Children's Centre and the Ray Allen Children's Centre.

(3) In addition, a public meeting was held at St Teresa's Primary School on 1 October 2008 to raise public awareness of the proposal and to seek comments. Mrs Valerie Dagger, Chaired the meeting. In attendance were David Adams, Area Children's Services Officer and other KCC Officers. The Local Member, Mrs Elizabeth Tweed attended. DCSF appointed consultants from the Office for Public Management were also in attendance.

(4) Approximately 12 members of the public attended.

### **Response to the Public Consultation**

#### *Written responses*

4. (1) The statutory representation period ended on 7 November 2008. As at 22 October 2008, 5 responses have been received, of which 2 are in favour, and the remainder raise questions of concern.

(2) A detailed analysis of written responses is attached in Appendix 5.

#### *Public meeting responses*

(3) Summaries of the points, questions and comments made at the public consultation meeting are attached at Appendix 6.

## **Views of the Local Member**

5. Mrs Elizabeth Tweed supports the proposal. A school is needed early in the development cycle of this estate to ensure there is a focal point for community development and to create a sense of place. The estate will sustain its own school and children should be able to access provision within walking distance.

## **Views of the Ashford Partnership Boards**

6. *Ashford Rural*

(1) The school will be located in the Ashford Rural Partnership area. The Partnership Board fully endorse the proposal. They see the benefits of the Homewood Trust Bid in terms of curriculum innovation and community development. Homewood School has a proven record of strong extended services and outward-looking approach to education. The Board felt that the proposal would ensure community cohesion and high educational expectations and standards.

*Ashford 1*

(2) The Partnership has raised concerns that Homewood School is 12 miles from Repton Park and the proposal risks extracting this primary school from potential Partnerships with Ashford One schools. This might undermine Local Children's Trust development.

## **Views of the Local Member of Parliament**

7. (1) Comments have yet to be received from Mr Damian Green, MP for Ashford

## **Views of Ashford Borough Council**

8. (1) Have not yet been received.

## **Views of Parish Council**

9. (1) Great Chart, Hothfield, Kingsnorth, Stanhope and Westwell Parish Councils are aware of the proposal. Responses have not yet been received from any of the Parish Councils.

## **Views of the Area's Children's Services Officer**

10. (1) The proposal conforms to the specification published by the Local Authority. The promoters can evidence a strong record of educational achievement at Homewood School where they are governors. Homewood School is also recognised for its extended school provision and community access. Fundamental to the vision of the LA is a school which helps create a community in Repton Park, one which is open to the public and responsive to the needs of the local residents (of all ages). The promoters have indicated a willingness to include residents into The Homewood Trust to ensure they have a real stake in their local school. The promoters, through Homewood School have demonstrated a strong commitment to working with a family of schools, both via their Partnership and through the School's leading edge status. I support the proposal.

(2) SOAB Members' are to comment on the proposal and to consider whether it fully meets the LA specification for the new school, before making a recommendation to the Cabinet Member. To assist SOAB and the Cabinet Member in the decision making process selection criteria has been developed. Although the criteria was originally intended for the selection process if more than one proposal was received, Members may consider it a useful resource for determining the outcome of the proposal. The criteria are attached in Appendix 7.

(3) Due to the economic situation and slow-down in house building, the developers have temporarily suspended building works on the north side of the Repton Park development, which is where the school site is situated. Current indications from the developers are that completions would resume in 2010, but at a lesser rate than will be the case in 2012. This will delay the land transfer to KCC and the provision of access roads.

(4) As a consequence of this, Members' views are sought on modifying the proposal to have an implementation date of September 2012, with the decision maker (the Cabinet Member for Operations, Resources & Skills), being able to agree a further delay in implementation at the request of the promoter if circumstances require.

(5) The promoter has been consulted and would support this modification.

## **Transport and Environmental Impact Including Community Implications**

11. (1) The creation of a school should reduce the risk of the LA needing to transport primary aged pupils to access education. Government requirements emphasise the need for new schools to be built with a zero carbon foot-print.

(2) The creation of a school early in the development of the Repton Park site will have a positive impact on generating a sustainable community in this locality. It will enable the community to gel, and create a heart which is essential for community well being. This fits with the LA's vision of schools at the heart of their community.

## **Resource Implications**

### *Capital*

12. (1) The site and the capital costs of this development are available via developer contributions. The anticipated costs for a 1FE hybrid school with nursery are £3m. The remaining developer contributions may be used at a later date to enable expansion to 2FE subject to demand.

### *Revenue*

(2) The school will be funded via the Dedicated Schools Grant according to KCC's funding formula. The LA's allocation from Central Government is increased according to rising pupil numbers.

(3) KCC's current policy is to provide reorganisation fund money to new schools. The current allocation is £47,100 lump sum plus £6,728 per class. An existing budget exists to meet this cost. The exact allocation made available to this new school would be derived according to the policy and rates that apply in the year of opening.

(4) The nursery will be funded in accordance with the County Council's Early Years funding mechanism.

### **Equality Issues**

13. (1) The school will be fully accessible, thereby increasing the range of provision available to pupils with a physical disability.

### **School Improvement Implications**

14. (1) The ambition to create a new school early in the building of the development aims to avoid the negative impact on neighbouring schools of children being admitted due to a lack of on-site provision, only to leave when the new school opens.

(2) The promoters track record as school governors indicates they have the capacity and innovation to promote a good quality school. They are committed to working in partnership to achieve this.

### **Proposed Timetable**

15. If SOAB Members are of the opinion that the proposal be considered for approval by the Cabinet Member, then the following decision making timeline should apply:

Cabinet Member Decision	10 December 2008
Scrutiny Committee (if required)	by 31 December 2008
Final date by which the Local Authority Must make a decision on the proposal	by 12 January 2009
Implementation date	1 September 2010 <i>(but Members' views are sought on modifying this to 1 September 2012)</i>

20. The views of the School Organisation Advisory Board are sought on;

- a) 'The Homewood Trust bid'
- b) The proposed start date of September 2010 being modified to September 2012, with the decision maker being able to agree a further delay at the request of the promoter if circumstances require.

David Adams  
Area Children's Services Officer  
Ashford & Shepway  
Tel 01233 898559

The local member is: Mrs Elizabeth Tweed

---

Background Documents: None

Previous Committee Reports:

Report to School Organisation Advisory Board – 14 November 2007

Report to School Organisation Advisory Board – 19 March 2008

**‘INVITATION TO BID’  
Public Notice**

**Notice** is given in accordance with section 7(1) of the Education and Inspections Act 2006 that Kent County Council invites proposals to establish a new mainstream primary school and nursery to open on 1 September 2010.

The new school will provide 210 places for boys and girls between the ages of 4 and 11 years. The admission number for the school on the opening date will be 30. In addition, 26 full time equivalent nursery places will be provided for pre-school aged pupils. The nursery facility will be attached to the school, but will run separately as either a private, voluntary registered or independent nursery. It will offer full day care either for children aged 0 to 4 years, or 2 to 4 years. The specific age-range to be offered will depend upon local demand and the business case.

The school will be situated on the Repton Park development in Ashford<sup>1</sup>, which is situated adjacent to Templer Way, Ashford, Kent. A single school site has been identified within the development boundary. The school will be built to primarily serve the new community from Repton Park and neighbouring developments and will seek to provide a high quality learning provision for this new community. The majority of pupils to attend the new school will live within one mile of the development. It will be fully accessible and will increase the range of provision available to pupils with a physical disability and will admit pupils with special educational needs.

The new school will be built in the early stages of the Repton Park development and will secure a sustainable community through developing and maintaining a range of extended services in this locality (ranging from childcare through the on-site nursery to study support, out of hours clubs, adult learning and signposting to other support services). It will be a school at the heart of its community. The school site is adjoined by land set aside for other community facilities (community hall, playing field, and health facility). Proposals that seek to integrate these facilities to provide a cohesive community provision would be welcomed.

Upon result of the competition, the Local Authority will transfer their interest in the site, buildings or premises to the school's trustees, foundation body, or governing body, as appropriate.

In order to achieve the opening date of September 2010 the Local Authority will commission the building of the school. It will be built as a 1FE (hybrid) school. This means it will have the necessary central infrastructure to enable it to expand through the addition of classrooms to 2FE as and when the pupil demand requires. The site and the capital costs of this development have been provided by the Developer. The estimated capital costs of providing the 1FE school and nursery will be £3m. The remaining developer contributions may be used at a later date to enable expansion to 2FE subject to demand.

The complete invitation notice states what information must be included in a proposal made in response to this published summary invitation notice. Copies of the complete invitation notice can be obtained by contacting **David Adams, Area Education Officer, Kent County Council, Kroner House, Eurogate Business Park, Ashford, Kent TN24 8XU** from <http://www.kent.gov.uk/education-and-learning/about-education-service/consultations>.

If you wish to submit a proposal in response to this invitation notice, it should be sent to: **David Adams, Area Education Officer, Kent County Council, Kroner House, Eurogate Business Park, Ashford, Kent TN24 8XU**.

The deadline for receipt of proposals is 9 September 2008.

Signed: Graham Badman  
Managing Director  
Children, Families and Education Directorate  
Kent County Council

Publication Date: **9 May 2008**

---

<sup>1</sup> A location and site map of the Repton Park development can be obtained from the Local Authority by contacting David Adams, Area Education Officer, Kent County Council, Kroner House, Eurogate Business Park, Ashford, Kent TN24 8XU.

**Explanatory notes:**

1. This notice provides potential promoters with the opportunity of submitting proposals to the Local Authority for setting up a new school. Any promoter interested in submitting a proposal during this bid period should access the 'Guide for those responding to a competition for a new school in the national *'Department for Children, Schools and Families'* website.
2. Ashford is a designated growth area with 30,000 new houses planned for the period up to 2030. Repton Park is a major site where 83 replacement dwellings have been built and planning permission has been granted for 1250 new homes on the site. The developer contribution (S106) agreement has recently been signed off.
3. The Repton Park development commenced in early 2008.



**INFORMATION TO BE INCLUDED IN A PROPOSAL SUBMITTED BY A PROPOSER TO ESTABLISH A NEW SCHOOL IN RESPONSE TO A COMPETITION INVITATION NOTICE (Section 7 of the E&I Act 2006): Mainstream Schools**

*Insert the information asked for in the expandable box below each section.*

**Contact Details**

1. The name of the proposer or proposers and a contact address.

**The Governing Body of Homewood School and Sixth Form Centre.**

**FAO : Mrs J Kirk – Chair of Governors.**

**Homewood School and Sixth Form Centre, Ashford Road, Tenterden, Kent TN30 6LT.**

2. Whether the proposals are being submitted independently or jointly with another proposer or proposers.

**The school is currently pursuing Trust status ( for submission in November 2008 ) and we therefore have ambition that there will be other partners in the proposal. We wish to formalise trust linkage with global business partners ( already working in tandem with the school ) a representation from the secondary independent sector, a representation from the state secondary sector, a higher education institution and the local authority drawing upon expertise from across the ECM agenda. Discussions at still at early stages but given our profile and intent, the indications are that all these partners will be not only supportive of the proposal but will bring value to the philosophical steer of the new school.**

**Category**

3. The type of school that it is proposed be established (a foundation school and, if so, whether it is to have a foundation, a voluntary school, a community school or an Academy) and, where it is to be a community school, if required by section 8 of the EIA 2006, a statement that the Secretary of State's consent has been obtained to publication of the proposals.

**Our intention is make the school a foundation school that is federated to Homewood School trust – subject to the approval of the formation of Homewood Trust.**

### **Pupil numbers and admissions**

4. Confirmation that the size, age-range and pupil number of the school will be in line with the specification in the competition notice, or, if this is not the case, the proposed details.

**We have no plans to step away from the original age-range, pupil number or size so I confirm that we will comply with these conditions. However, it is important to note that during the first three years of operation, we will take the opportunity to review the impact of the learning philosophy on the school and on the local community and revise any of these parameters as appropriate.**

### **Extended Services**

5. Information on the extended services which it is envisaged will be provided on the site of the school.

**Homewood has a national reputation for its extended services and has been designated as one of the few “Advanced Status “ schools in the country. Central to our philosophy is the role that the school must take at the heart of the learning community. We intend to offer a similar range to those which already exist on the secondary site with a major emphasis on “family learning “ and an encouragement to allow parents and other adults to take up opportunities that the facility can offer when the young learners are not in session.**

**This issue also becomes essential when considering the need to develop community cohesion. We have demonstrated that the engagement with people beyond the classroom works, linkage with different schools and communities allowing families to access new opportunities that broaden understanding and develop skills. This all aids self worth and self determination.**

### **Ethos/Religious Character**

6. A short statement suitable for publication setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.

**The school will follow the philosophical model developed at Homewood School – the issues of Belonging, Respect and Learning acting as the key drivers. Repton Park Primary School will be a learning community made up of learners, staff, parents , carers and the wider world. Every member of this community will be treated with respect and will feel a sense of belonging. Learning will be delivered through a personalised programme which provides opportunities that are reflective of need and aspiration irrespective of age or ability. The school will have high expectations and we will strive for success for all.**

7. If the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers intend to ask the Secretary of State to designate the school as a school with such a religious character.

**The school will have no religious affiliation**

#### **Area or community that school serves**

8. The area or particular community or communities that the school is expected to serve if different from that specified in the competition notice.

**There is no intention to change the specified community that the school will serve.**

#### **Admission Arrangements**

9. An indication of the proposed admission arrangements and over-subscription criteria for the new school including, where the school is proposed to be a foundation or voluntary school or Academy which is to have a religious character—

- (a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and
- (b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.

#### **Repton Park Primary School Admission Arrangements : Autumn Term ( Term 1 ) in 2010**

##### **Preamble :**

- The school will have a capacity of 210 learners.
- There will be seven notional year groups of 30 students per year although some mixed age arrangements may be desirable to support effective teaching and learning.
- Learners who are admitted into the Foundation Year Class will do so before their fifth birthday. Usually, learners will enter the Foundation Year Class at the start of the academic year (September 2010 – July 2011) that they have their fifth birthday in. Admission for the foundation year will always be in September.

##### **Key Themes :**

- Repton Park Primary School will operate an inclusive policy to admit pupils to the school up to the published, planned admission number for each year group.
- The policy is underpinned by the principles of Equal Opportunities and will therefore not discriminate against any applicant on the grounds of gender, ability, aptitude, disability, ethnicity, religion or family situation.
- The school will admit learners with statements of special educational needs, where the school is named in the statement and can address the needs of the learner.
- In the event of oversubscription the Admission Committee will allocate places to

children using the published oversubscription criteria which are as follows in priority order :

- **Learners in Local Authority Care**
- **Learners with siblings in school at the time of entry.**
- **Health and special access reasons.** Learners who for reasons of health or physical impairment require them to attend this school. Your child's health reasons must be very strong and the evidence must demonstrate a special connection between your child's need and this school. The evidence must be supported in writing by a medical practitioner. Your child's physical impairment must be such that it requires him/her to attend this school because its buildings do not inhibit your child's mobility. Parental health or physical impairment is not a criterion.
- **Proximity of the learners's home to the school as measured by the shortest available walking route, with those living nearer to the school will be given the higher priority.**

In Year 1 of operation, the applications for the academic year starting autumn 2010 will be processed in March 2010 with the proviso late applications from families who have just moved into the area will be accommodated according to the priority criteria above.

Parents seeking a place for their child are asked to fill in an application form available from the school office and parents are welcome to visit the school on an appointment basis.

- **Once the published, planned admission number for the year group has been reached no other children can be offered a place. Any remaining children will automatically be entered onto a waiting list.**
- **Any parent whose child has been refused admission has the right to appeal against this decision. In these circumstances the school administrative officer would give advice and an appeal form**
- **This policy will be reviewed annually by the Governing Body in line with statutory requirement.**

### **Grammar schools**

**10.** Where the school is to be established in substitution for one or more discontinued grammar schools, a statement to this effect and a statement that the school may be designated as a grammar school for the purpose of Chapter 2 of Part 3 of SSFA 1998.

N/A

### **Schools with a religious character or particular educational philosophy – parental demand**

**11.** Where the school is—

- (a) proposed to have a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion;
- (b) proposed to adhere to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question that is not already met in other maintained schools or Academies in the area.

**There is no intention for the school to have any religious affiliation or character. In reference to educational philosophy, the only thing that counts is to put the learner at the centre of our work.**

### **Sixth Form Education**

**12.** Where it is proposed that the school will provide sixth form education, how the proposals will—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities, for 16-19 year olds in the area.

**N/A**

### **Early Years Provision**

**13.** Where the proposals are to include provision for pupils aged between 2 and 5, the following information must be provided—

- (a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;
- (b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;
- (c) evidence of parental demand for additional provision of early years provision;
- (d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and
- (e) the reasons why schools and establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

**Whilst there is no specific role of the school in the 2 – 5 years age group save that some learners may well be starting in reception at the age of 4, there is intention to work in close collaboration with the 26 place nursery that will be on site. Homewood has already had a great deal of experience in the successful development of a nursery on its existing site in Tenterden. In the original plans, this nursery ( early years ) unit will run as a separate legal and financial entity although the desire for collaborative working is evident. As with all future proofing, the existence of the nursery must be predicated on the current research which would suggest that there will be a ready market given the nature or the local housing development and thus likely demand although more research will need to be completed so that community demands can be accurately identified and**

met. Current estimates are that there is a 55 place deficit for such a service so a market clearly already exists. For the Foundation Year ( 4/5 ) learners, the timing is likely to be staggered with alternate day or time access for the first term then full integration from the October/ November period onwards.

### Specialisms

14. Whether the school will have any specialisms on implementation and whether the proposer intends to apply to the Secretary of State for the school to be a specialist school from implementation.

We do not have any intention for the primary school to have a specific specialism for although given that Homewood School has specialisms in Arts and Vocational Education and is a Leading Edge and RATL School , the benefits of these circumstances can be shared with the new primary school.

### Effects on Standards and Contributions to School Improvement

15. Information and supporting evidence on:

(a) how the school will contribute to enhancing the diversity and quality of education in the area; and

(b) how the school will help to raise the standard of education in the area and contribute to school improvement.

16. Information and supporting evidence on how the proposals will contribute to enabling children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and society, and achieve economic well-being.

15.

The essence of a “ good school “ is one that knows what it is doing and where it is going – reliance upon a traditional model is neither desirable nor fit for purpose in the early part of the twenty first century. The human condition has not changed – we still have the same desires but the context and the environment in which we live is different so the delivery of a learning model also has to be different. We have no intention to do away with the basics of literacy and numeracy – these are and will remain essential skills to develop but there also needs to be more emphasis on the contextualisation of learning, the collaborative and team working skills, research skills, technological skills, the use of ICT – all will be essential elements of a curriculum that provides a community based view of the world. We have worked hard at Homewood School over the past few years to develop our “TOTaL “ Curriculum experience and we feel it will be appropriate to deliver a similar model to the learners at Repton Park Primary. What does a young person need to know in order to be equipped for life in the 2010 and beyond – how does that young person understand their place in the world – whatever and however large or small that world may be ? The other key ingredient driving the curriculum will be the need to allow the child to be just that, a child. Too often schools are predicated on targets – this is important but it is not the only issue in a world where the landscape of society has changed. We will use targets to do what they should do, target areas of weakness and create ways to improve but not at the expense of growth and individuality. We have to create opportunities for the soft skills to be developed alongside those of the traditional core curriculum. To move a learner forward, we first have to

know our learner, so the establishment of a mentor or tutor programme is essential. A single point of access for the learner and for the parent will make this “ knowledge “ easier to glean and maintain. The relationship with the mentor / tutor is central to the development of the learner. We would seek to ensure that this mentor moves with the learner through their school career at Repton Park for the entire seven years of their experience.

16.

These central issues of the ECM agenda are at the heart of our current work at Homewood School and will also be at the heart of Repton Park. We have recently been awarded “ Healthy Schools Status “ which is testament to our efforts.

The nature of our guiding philosophy and the proposed principles of the curriculum will ensure that these targets are reflected. The annual school development plan will include audits to ensure that the issues are being addressed – not just as an afterthought but as a central part of our practice. To be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and society, and achieve economic well-being are all desirable outcomes but they must and will be lived through the curriculum and the opportunities that learners will be encouraged to participate in.

### Community Cohesion

17. The following information relating to the proposals—

- (a) how the school will promote and contribute to community cohesion;
- (b) how the school will increase inclusion and equality of access for all social groups; and
- (c) how the school will collaborate with other schools, and in relation to secondary school proposals, how the school will collaborate with colleges and training providers.

A community comes together in all manner of ways but a school will and should always act as a focal point for young people to work together. If we can encourage young learners to work together, they should be able to rise above the antagonism and ignorance that often fractures society, In short if we can get young people to see beyond colour, race, religion, social background and cultural differences, we can hope that they will inform the next generation.

The nature of the school as being independent of any faith background will allow some of the essential understandings to be met : differences can be understood but tolerated and perhaps even encouraged. In essence the cohesion issue is about developing a common vision for the community and a sense of belonging ( see *the original philosophy section* ) . Value yourself, value each other and respect your differences. The juxtaposition of the school with other community facilities will create ideal opportunities for the local community to engage across the ages and population differences with the school taking a leading role whether through the obvious developments of events or through the simple teaching of that sense of belonging. The families that will send their children to Repton Park will primarily share two issues : - where they live and where their children are educated – this needs to be the basis of cohesion that should ultimately spread beyond the school age to all ages.

Community of course, is not just about Repton Park. We live in a global village and the advent of cheap and powerful technology will allow the learners to connect and start to understand the world beyond their dwellings, the world beyond Ashford and the world beyond Britain. Being a citizen of the world must be an essential concept for the young

**minds of primary aged learners to grasp.**

**This concept also extends to the notion of inclusion. We must build a more tolerant society that is fair, understanding, has respect for diversity but has shared values. This is laudable ambition is to say that it starts in the local community, it is not an unrealistic one where a school has a chance to start from scratch.**

**How is it done?**

**Learning : build a curriculum that allows learners to understand and to value diversity**

**Belonging : create a school where learners and parents are proud to be associated**

**Respect : each other and each others differences**

**The other element of Community Cohesion that must be emphasised is the collaborative role of the school with other local schools. The provision of education needs to break out of the old territorial and competitive mould. Provision may be delivered in specific centres but the role of governing bodies and headteachers and teachers and the local authority is to provide a level of service that suits the learner regardless of the centre they work in. Over the past few years Homewood School has been increasingly collaborative in its work with both primary and secondary schools in the local area and we would wish to ensure that such an open approach is encouraged. No one school has the answers to all the telling questions but if schools act in a mutually supportive fashion – irrespective of their constituency – we will collectively get more of the answers right.**

### **Accommodation**

**18.** A statement as to whether accommodation will be adequate to meet the number of pupil places specified in the competition invitation notice.

**The planning of the school is already advanced to the extent that it will meet the expected need to create 210 places. As a hybrid school the ability to expand on-site is integral to the design so we are confident that the expansion can be managed within the existing design specifications.**

### **Single sex or co-educational school**

**19.** Whether the new school will admit pupils of both sexes or boys only or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

**20.** Where the school is to admit pupils of a single sex:

(a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and

(b) a statement giving details of the likely effect the new school will have on the balance of the provision of single sex education in the area.

**The intention is to admit students of both genders.**

### **Location**

**21.** Confirmation that the school will be established on the site specified in the competition notice or where that is not the case—

- (a) the location of the site (including where appropriate the postal address or addresses if the school is to occupy a split site);
- (b) whether the school will occupy a single or split site;
- (c) the accessibility of the site (or if the school is to occupy a split site the accessibility of the accommodation);
- (d) the current ownership and tenure (freehold or leasehold) of the site and the proposed use of any buildings already on the site;
- (e) details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease including details of any provisions which could obstruct the governing body or the head teacher in the exercise of any of their functions under any of the Education Acts or place indirect pressures upon funding bodies;
- (f) whether the site is currently used for the purposes of another school which will no longer be required for the purposes of that school. If so, provide details as to why the site will no longer be required for the purposes of that school; and
- (g) the estimated costs of providing the site and a statement about how the costs will be met.

**All these details have already been set out in the pre-determined schedule and it is not our intention to change or deviate from them – ie a single site, there are no current buildings on site, the freehold will pass from the developer to KCC and then to the Trust / foundation upon completion.**

### **Implementation of the proposals**

**22.** Confirmation that the proposals will be implemented in line with the timing in the competition notice or, if this is not the case, the date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

**23.** Where the proposals are to establish a voluntary controlled or foundation school, a statement as to whether the proposals are to be implemented by the local education authority or by the proposers, and if the proposals are to be implemented by both—

- (a) a statement as to the extent that they are to be implemented by each body, and
- (b) a statement as to the extent to which the capital costs of implementation are to be met by each body.

**Whilst there is every intention to comply with the original time frame, the current economic climate may well lead to a review of the original timing proposals. This decision will be taken in conjunction with the local authority. However, if everything else is equal, we intend to go ahead for opening on September 1<sup>st</sup> 2010.**

**With regard to the establish of different bodies to manage and govern, the proposal as set out makes it clear that Homewood Trust has a desire to form and submissions for this entity are likely to be made in November 2008. If the submission is not successful, with modification, the school will re-submit. If there is still an issue about its formation, then the**

**existing foundation status will be used as a vehicle to accommodate the formation of the new primary school.**

**Whatever the circumstances of foundation / trust status, the capital costs will be met by the local authority.**

### **Project Costs**

**24.** Confirmation that the proposers consider that the costs of establishing the new school can be met within the estimate of capital costs of providing the school outlined in the competition notice and, where they cannot be met within that estimate, an explanation of the reasons for the additional costs and how any shortfall will be met.

**25.** A copy of a confirmation from the Secretary of State or local education authority or the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

**26.** Details of how it is proposed to fund the proposer's share of the capital costs of implementing the proposals (if any).

**We have no intention to step outside the capital cost estimates for the new school. Our view is that the essential design of the school will remain unchanged given the expected learner population. We must remain confident that the original costings and capital programme have been carried out in a diligent and accurate fashion. If awarded the bid, then we will hope to influence the internal specifications and layout of the school to ensure that an appropriate teaching and learning environment can be created.**

### **Travel**

**27.** The proposed arrangements for travel of pupils to the school.

**As this is a school servicing the needs of the immediate local community, we would expect most learners to travel to school on foot – indeed we would actively encourage this. Our intention would be for a Travel Plan to be established that not only addresses basic safety and security issues but that also helps to encourage environmentally responsible attitudes amongst the parent and staff bodies.**

### **Federation**

**28.** Details of any proposals for the school to be federated with one or more schools (by virtue of section 24 of EA 2002 and section 12).

**There is no intention for the school to be federated with other primary at this stage but**

**our intention will be that it is federated with Homewood School & Sixth Form Centre and exist within the auspices the intended Homewood Trust. ( see Box 2 )**

### **Curriculum**

**29.** Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education.

**The school curriculum will be reflective of the section 78 requirements of the 2002 Education Act and all National Curriculum programmes of study and assessment regimes will be adhered to.**

### **Specific educational needs**

**30.** Where proposals for the new school will include provision that would be recognised by the local education authority as reserved for children with special educational needs, details of the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both education and other professionals, including any external support and, or, outreach services;
- (c) improved access to suitable accommodation;
- (d) improved supply of suitable places; and
- (e) a statement that special educational needs provision will be in line with that specified in the competition notice, or, where not, the nature of any such provision and the proposed number of pupils for whom such provision is to be made.

**There is no intention to make the school any different from a mainstream primary school. There is an expectation that the school will have a SENCO and will attempt to address statement needs commensurate with mainstream provision. Clearly, contemporary building design will ensure that access is as open as is reasonably possible.**

### **Voluntary Aided Schools**

**31.** Where the school is to be a voluntary aided school—

- (a) details of the trusts on which the site is to be held; and
- (b) confirmation that the governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998

**N/A**

### **Foundation Schools**

**32.** Where the school is to be a foundation school, confirmation as to whether the school—

- (a) will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;
- (b) will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or
- (c) will not fall within paragraph (a) or (b).

**33.** Where the school is to be a foundation school which has a foundation—

- (a) the name of the foundation where known;
- (b) the rationale for the foundation and the particular ethos that it will bring to the school;
- (c) the details of membership of the foundation, including the names of the members;
- (d) the entitlement to appoint charity trustees and the number of trustees to be appointed;
- (e) the proposed constitution of the governing body;
- (f) details of the foundation's charitable objects;
- (g) where the majority of governors are to be foundation governors, a statement that a parent council will be established in accordance with section 23A of EA 2002(2);
- (h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England ) Regulations(3) will be met;
- (i) a statement of how the foundation will contribute to the advancement of education at the school and how it is envisaged it will help to raise standards; and
- (j) a statement of how the foundation will contribute to the advancement of community cohesion and the impact the foundation will have on the diversity of school provision in the area.

**As indicated, Homewood School is actively seeking Trust status and would wish Repton Park Primary to be part of that trust. If successful, the trust would be known as Homewood Trust.**

**The determination of the governing body will depend upon our success in securing trust status but ideally there will be a governing body that eventually operates for the two schools. If the language of hard federation helps, it is envisaged that Repton Park would be a member of a federation of two schools, ie Homewood and Repton Park.**

**The composition of the governing body would reflect the model of a "trust school with no majority on the GB "**

<b>Number of members :</b>	<b>13</b>
Staff members	2
Parent Governors	3
LA Appointed Governor	1
Community Governors	1
Foundation Governors	3
Sponsor Governors	2
Headteacher	1

### Relevant experience of proposers

**34.** Evidence of any relevant experience in education held by the proposer, or proposers (other than a local education authority), including details of any involvement in the improvement of standards in education.

**The proposer is the governing body of Homewood School and Sixth Form Centre in Tenterden. The school has existed as an entity since 1948. In 1990 it became Grant Maintained and then became a Foundation school in 1999. The school is a successful mixed comprehensive of over 2000 students in the 11 – 18 age group. Over the past decade, the school has;**

- **earned a reputation for innovative practice in both curriculum and organisational design**
- **pioneered many new and effective teaching and learning methodologies**
- **been awarded Arts College Status**
- **been awarded Arts Mark Gold Award**
- **been awarded HPSS as is a Leading Edge School**
- **been awarded Vocational Specialism Status**
- **been awarded RATL School status**
- **been awarded Advanced Extended School status**
- **been awarded the Basic Skills Quality Mark ( three times )**
- **been identified as one of 10 schools nationally leading system re-design**
- **been involved directly with the Innovation Unit to explore the resourcing of personalisation .**

**The school is also a member of the local Children’s Service Partnership ( formally Ashford Rural Cluster ) where it is the only secondary school working with 19 primary schools – this puts us in a unique position for working with and learning from primary colleagues. It would be our intention to make Repton Park a member of this partnership so that they become a member of the family of schools delivering learning for all.**

**In terms of our own standards, value added is consistently high and always well in excess of 1000, benchmark standards are also high – eg 69% 5A\*-C at GCSE this year, 40% 5A\* - C including English and Mathematics – which is an outstanding achievement considering we are a comprehensive school in a selective area and 97% Pass rate at A level.**

**The governing body is used to challenge and very supportive of educational innovation to improve the lot of the learners that are ultimately in its care. Not only have they supported Homewood in its aspirations to improve in delivery, they have also been supportive of a building programme in the school of the past decade of over £10 million.**

**An objective perspective of the proposers and their experience from the recent ( November 2007 ) OFSTED report. Whilst we recognise a school is not built in a few months, the experience and attitude to education will clearly provide the appropriate direction for the new school.**

**Key observations include;**

- This is a good school, outstanding in many respects.
- Amongst its key strengths are the transparency and coherence of its leadership and management, carefully monitored and supported by the governing body.
- Homewood's positive ethos is evident in students' care for each other and their readiness to take on responsibility.
- Equality of opportunity is real.
- Students with learning difficulties and/or disabilities achieve as well as their contemporaries in relation to their starting points and capabilities.
- Students' personal, spiritual, moral, social and cultural development is good.
- The school's ethos of mutual respect makes a difference; parents have commented on their children's improvement.
- Students participate enthusiastically in the many activities offered, especially the 'unique enrichment' timetabled into the curriculum
- They feel safe, treat each other sensibly and are confident in seeking guidance where needed.
- Any instances of bullying are swiftly resolved. Students are well informed about health and welfare issues. Behaviour is generally good; however, a few students find it difficult to manage their own behaviour in lessons, which limits their own and sometimes others' progress.
- Students' contribution to the school community and beyond is outstanding.
- The active and well-respected student council contributes much to the school's efficient running.
- The school's determinedly inclusive approach ensures that students of all abilities and interests are confident in their long-term prospects and feel that they are being well prepared for their future lives.
- Teaching and learning are good overall and sometimes outstanding.
- The curriculum is innovative and outstanding, designed to personalise learning and promote achievement in its widest sense.

These comments provide key messages about the experience and priorities of the proposer.

Mr David Adams  
Area Children's Services Officer  
Ashford & Shepway  
Kroner House  
Eurogate Business Park  
Ashford Kent TN24 8XU

30 September 2008

Dear David

### **Clarification of The Homewood Trust's Proposal to Provide a New School in Repton Park**

Thank you for contacting me to seek clarification on certain aspects of our submission in response to the Repton Park School Competition. As agreed, I set out below our responses and acknowledge that this letter will be treated as an addendum to our submission.

1. The Providers - In line with the change in national guidance which occurred during the competition notice period, I confirm that the proposal has been submitted by three individuals, all of whom are governors of Homewood School and Sixth Form College. It is not a submission by the Governing Body of Homewood. Initially, the three individuals (myself, Mrs Kirk and Mr Frey) will establish The Homewood Trust. This Trust will support Homewood School and the new primary school in Repton Park. We are currently in discussion with other potential partners to broaden the membership of The Homewood Trust and incorporate business expertise.
2. Nursery Provision - We propose that The Homewood Trust will operate a private nursery on the school site. The exact nature of this will be determined following market research.
3. The Category of School - The school will be a Trust School (i.e. a foundation school supported by a Charitable Trust - The Homewood Trust).
4. Extended Services - We as providers are committed to delivering a full range of services to support children and their families, as well as the wider community. We anticipate this including childcare from 8 am to 6 pm, premises being available to external users, access to health services, and adult learning. Our experience of running a school (Homewood) which has national recognition as an extended school is that the services offered have to be determined in conjunction with the community, and therefore it is inappropriate at this time to be prescriptive.

I hope this clarifies all the issues we discussed.

Yours sincerely

William Cotterell

This page is intentionally left blank

## Public Notice

### Second Public Notice summarising a bid for a new primary school

In response to the notice issued by Kent County Council on 9 May 2008 which sought proposers for a new maintained primary school in Repton Park, Templar Way, Ashford TN23 3HA, one proposal was received. In accordance with, Section 7 (5) of the Education and Inspections Act 2006, the proposal is summarised below.

A group of individuals<sup>1</sup> propose to establish a new foundation School which will be included in the Homewood School Trust<sup>2</sup> (subject to approval of its formation). The new school will have a published admissions number of 30 per year group, thereby providing 210 places for boys and girls aged between 4 to 11 years. The opening date will be 1 September 2010. A separate 26 place nursery facility will be created and run as a separate legal entity by the Trust. This proposal conformed to the specification issued by the Local Authority.

The school will co-operate with the Local Authority in organising admissions. Where there are more applications for admission than places available, places will be allocated in line with following prioritised oversubscription criteria: 1. Learners in Local Authority Care, 2. Learners with siblings in school at the time of entry, 3. Learners with health and special access reasons, and 4. Proximity of the learner's home to school distance as measured by the shortest available walking route.

The proposed ethos of the school will be based on the philosophical model, currently in place at Homewood School, with the principles of Belonging, Respect and Learning at its centre. The school will be a 'learning community' made up of learners, staff, parents and carers. Learning is to be delivered through personalised programmes which will provide opportunities that are reflective of need and aspiration irrespective of age and ability. Every member of the school community will be treated with respect and will feel a sense of belonging. The school will not have any religious affiliation. The Homewood School Trust would support the ethos of the school and in meeting the needs of all pupils.

It is proposed that the new school would develop and maintain a range of extended services which would meet the needs of its community. It will be a school at the heart of its community with a major emphasis on family learning and community cohesion. The range of extended services on the school site will be representative of the model currently in operation at Homewood school (of which the promoters are governors). Homewood School and Sixth Form Centre has a national reputation for its extended services and has been accredited with 'Advanced Status' for the planning, development, delivery and evaluation of its extended services.

A complete copy of the proposal can be obtained from David Adams, Area Children's Services Officer, Kent County Council, Kroner House, Eurogate Business Park, Ashford, Kent TN24 8XU or at <http://www.kent.gov.uk/publications/education-and-learning/repton-park-consultation-documents.htm>

A public meeting to discuss this proposal is to be held at St Teresa's Catholic Primary School, Quantock Drive, Ashford Kent TN24 8QN on Wednesday 1 October at 7pm. The proposers will be present to answer any questions.

Within six weeks of the date of publication of this proposal any person may object to, or make comments on the proposal by sending their representations to the County Council (via David Adams at the address above).

Signed: Graham Badman  
 Managing Director  
 Children, Families & Education Directorate  
 Kent County Council

Publication Date:  
**26 September 2008**



<sup>1</sup> The individuals are also governors of Homewood School and Sixth Form Centre. They are Mr W Cotterell (Principal of Homewood School), Mrs J Kirk, and Mr M Frey (Chair and Vice-Chair of Homewood School respectively).

<sup>2</sup> The Homewood School Trust has not yet been formed. In addition to the three individuals in 1 above, potential partners could include global business partners (which already work with Homewood School), secondary maintained and independent schools, and a higher education institution.

This page is intentionally left blank

# Repton Park, Ashford, Kent

## New school competition: public consultation document



Photo:123RF/Olga Telnova

Public Meeting: **Wednesday 1 October 2008 at 7pm**  
at **St Teresa's Primary School,**  
**Quantock Drive, Ashford, Kent TN24 8QN**

## The new school

During early 2008, Kent County Council consulted the public on the need for a new primary school to meet the demand for places arising from the new housing in Repton Park, Templar Way, Ashford TN23 3HA. Respondents supported the Council's suggestion that a new school was needed and this should:

- be for boys and girls aged 4 to 11 years
- provide 30 places per year group (its published admissions number), thereby creating 210 places
- be built as a 'hybrid' school (i.e have seven class bases, but the central infrastructure to support 14 class bases to enable future expansion with minimal disruption)
- open 1 September 2010
- provide a 26 place nursery facility, operated by a private, voluntary or independent provider.

In line with current legislation, on 9 May 2008, the County Council advertised inviting potential promoters to submit proposals to establish the school.

## The proposal

One proposal was received. A summary is contained below and you can view the full proposal on <http://www.kent.gov.uk/education-and-learning/about-education-service/consultations/soab-mid-kent.htm>

The proposal received from The Homewood Trust (c/o Mrs J Kirk, Ashford Road, Tenterden, Kent, TN30 6LT) is to establish a new Trust School (i.e a Foundation School which will be supported by The Homewood Trust). The promoters have confirmed that they will deliver a school which conforms to the structural form set out in the bullet points above, which was determined by the County Council following consultation.

The nursery facility will be attached to the school, but will be run separately as a private nursery by The Homewood Trust. The school will work in close collaboration with the nursery to promote a cohesive learning environment to the community of Repton Park.

The proposed ethos of the school will be based on the philosophical model currently in practice at Homewood School (where the promoters are all governors), with the principles of Belonging, Respect and Learning at its centre. The Homewood Trust will support the ethos of the new school and in meeting the needs of every learner. It is proposed that the new school will be a 'learning community' made up of learners, staff, parents and the wider community. Learning will be delivered through personalised programmes. The new school will have high expectations and will strive for success for every individual learner.

## Admissions to the new school

The Homewood Trust has confirmed that it intends the school to primarily serve the Repton Park estate. The new school will co-operate with the Local Authority in organising admissions. Where there are more applications for admission than places available, places will be allocated in line with the following prioritised over-subscription criteria:

1. Learners in Local Authority Care
2. Learners with siblings in school at the time of entry
3. Learners with health and special access reasons, and
4. Proximity of the learner's home to school distance as measured by the shortest available walking route.

## Extended services

The promoters, in their role as governors at Homewood School, have experience of delivering high quality extended school services. Homewood School has been accredited with 'Advanced Status' for the planning, development, delivery and evaluation of its extended services. The promoters expect the new school would offer a range of extended services and activities to meet the needs of the school, its pupils and the wider community. It will be a new school at the heart of its community with a major emphasis on family learning and community cohesion.

## Your views

The County Council wants to hear your views about this proposal. We are holding a public meeting on:

**Wednesday 1 October 2008 at 7pm  
at St Teresa's Primary School, Quantock Drive,  
Ashford, Kent TN24 8QN.**

You can attend to hear more about the proposal, ask questions and tell us what you think. Alternatively, you can complete the response form (at the back of this document) and return it to the address provided by **7 November 2008.**

## After the representation period

At the end of the representation period (7 November 2008) the County Council will collate all of the comments or objections received on the proposal and decide the competition. In doing so, the County Council will take account of guidance published by the Secretary of State, accessible on the Government webpages:

[www.dcsf.gov.uk/schoolorg/data/guidance\\_Documents/  
NewSchoolGuide2008-07-18.doc](http://www.dcsf.gov.uk/schoolorg/data/guidance_Documents/NewSchoolGuide2008-07-18.doc)



# New primary school in Repton Park, Ashford

## Response form

My comments on the Homewood Trust proposal are:  
(please complete on an additional sheet if necessary)



Please turn over and complete the other side of this form

**Name:** .....

**Address:** .....

.....

.....

I am:

<input type="checkbox"/> <b>A pupil</b> Please name your school	<input type="checkbox"/> <b>A member of staff at a school</b> Please name your school	<input type="checkbox"/> <b>A governor</b> Please name your school
<input type="checkbox"/> <b>A parent</b> Please name the school your children attend	<input type="checkbox"/> <b>A local community representative</b> Please name the community you represent	<input type="checkbox"/> <b>A local resident</b> Please specify your area of residence
	<input type="checkbox"/> <b>An Early Years provider</b>	<input type="checkbox"/> <b>Other interested party</b>

Kent County Council is a data controller under the Data Protection Act 1988 and will comply with the requirements of the Act at all times. We will ensure that your personal information is processed fairly and lawfully and in this instance used only for the purpose of validation, which will enable a fair and just consultation.

Please return your completed response form to:

David Adams  
Area Children's Services Officer  
Mid Kent Area Office  
Kroner House, Eurogate Business Park  
Ashford TN24 8XU

or

You can email your comments or objections to:  
[school.consultations@kent.gov.uk](mailto:school.consultations@kent.gov.uk)

PUBLIC VIEWS ON THE HOMEWOOD TRUST PROPOSAL

**Summary of written responses**

Consultation documents distributed: 1,000  
 Responses received as at 4 November 2008: 5

	<b>Support</b>	<b>Against</b>	<b>No View Expressed</b>	<b>Total</b>
Representatives of the Ashford Partnership			1	1
A member of staff at a local school				
A pupil at a local school				
A governor at a local school			1	1
A parent of a child at a local school (Challock primary)			1	1
A local community representative				
A resident of Repton Park	2			2
An early years provider				
Other interested party				
<b>Total</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>5</b>

Comments made:

- The proposal will greatly benefit and build the local community
- Important for people who don't drive
- Consideration needs to be taken in the planning stages about the potential increase in traffic and need for more parking spaces.
- Concern that there was only one entrant to the competition.
- The motives of Homewood School need to be clarified.
- Long term implications for education in Ashford – must avoid creating a feeder school specifically for Homewood.
- Concern that Homewood School has not yet achieved Trust status.
- The distance of Homewood School from Repton Park is considered too far (12 miles) and could undermine the development of the Kent trust development based on the local partnership. This proposal extracts this primary school from potential partnerships with the other primary and secondary schools in Ashford 1 cluster.

This page is intentionally left blank

## PUBLIC VIEWS ON THE HOMEWOOD TRUST PROPOSAL

Summary of the public meeting held on 1 October 2008 at St Teresa's  
Primary School

<b>Issue or Comment</b>	<b>Response</b>
Concern was raised about there only being one proposal and that it was to federate with a school in the Ashford Rural partnership.	The Local Authority began its consultation about the new school at the beginning of the year, which was widely publicised across both Ashford partnerships. Only one proposal was received in response to the consultation.
What impact would there be on local schools in Ashford 1 partnership?	A phased development would be agreed in discussion with the promoter. Entry to the new school would be staggered over a period of time Due to the current economic climate the development of Repton Park may be coming to a stand still. It is, therefore, important that the Local Authority can work with a promoter that is willing to work toward a flexible start date with a phased entry approach.
Homewood School is in Tenterden which is far away from the families of Ashford town. The majority of pupils in Ashford 1 will attend their local secondary school. What will happen to the young people in Repton Park when they reach 11 years of age?	The Governing Body of Homewood School, not The Homewood Trust, are responsible for admissions to Homewood School. They would not make a special case for Repton Park students to transfer directly to Homewood.
This is an ideal opportunity in which to develop a proper community with the development of this new school.	<p>The boundary between the Ashford partnerships has been disappearing over recent months. Collaborative work is currently taking place between the Ashford partnership Headteachers. In the spirit of partnerships it should be about schools working together not being restricted by boundaries.</p> <p>The Homewood Trust proposal offers the opportunity of a catalyst for this school to start serving its community and the establishment of effective community cohesion.</p>
Can the Local Authority confirm that there will be sufficient pupils from the development to secure the long term sustainability of the new school in this part of Ashford?	The new school is to primarily serve the residents of the Repton park development. Forecast data indicates that there are currently no primary school places within one mile of the development. There are primary school places available within three miles of the proposed new school. However, these are forecast to reduce within the next five years.

This page is intentionally left blank

## Repton Park New School Competition

### Selection process

The Local Authority is running a competition to see if any organisation or group want to set up a new primary school in Repton Park, Ashford. Promoters have the opportunity to submit proposals to the Local Authority. The bid period opened on 9 May and will close on 9 September 2008. A copy of the competition notice and related documentation can be found on <http://www.kent.gov.uk/publications/education-and-learning/repton-park-consultation-documents.htm>.

The Local Authority acknowledges that proposals will have different strengths and weaknesses. Each proposal will, therefore, be considered on their own merit.

*The Local Authority will use the following two stage selection process:*

#### **Stage 1: Bids checked against statutory requirements**

- Bids are to be received by 5pm on 9 September 2008. Any bids received after the deadline will be automatically rejected for consideration by the Local Authority.
- Each bid will be checked against the information which must be included in a proposal. Bids which have provided all the necessary information will move to stage 2 of the process where they will be ranked against the decision criteria.

#### **Stage 2: Selection and grading against the core/decision criteria**

The Local Authority is looking to identify the proposal that best meets the needs of the locality, and provides the highest quality school. Therefore the Local Authority's selection criteria seek to establish which proposal best meets the Local Authority's specification for the new school, which was developed following public consultation. These also have regard to the criteria set out in the Secretary of State's guidance to decision makers (Part C of *Establishing a New Maintained School*), available on [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2).

Proposals will initially be assessed against the specification and divided in to two groups:

- Those which meet the specification fully
- Those that deviate from the specification. These proposals will still be considered against the selection criteria, provided it is evident that these continue to meet the needs of the locality.

Proposals will then be assessed against the attached criteria. We would expect the successful proposal to meet all of the essential criteria and much of the desired criteria. Proposals will be placed in rank order according to points scored.

## **Specification for Repton Park School**

- 1. To provide 210 places**
- 2. For Boys and Girls**
- 3. Age Range 4 to 11 years**
- 4. Published Admissions Number 30**
- 5. Provision (in partnership or directly) of full day care pre-school places**
- 6. Located in Repton Park**
- 7. To serve Repton Park and neighbouring housing developments provision**
- 8. To be accessible to disabled pupils**
- 9. The central infrastructure to be sufficient for a 2FE school**
- 10. Offer extended school services**

<b>Proposer and/or bid name:</b>			
<b>Essential criteria</b> (include some form of weighting?)	<b>Achieved tick ✓</b>	<b>Weighting/ point score</b>	<b>Recommendations / notes</b>
<u>Contribute to Raising Standards</u> i) <i>Evidence that the promoter can ensure high quality education is delivered</i> ii) <i>Evidence of understanding of the need to support underachieving groups</i> iii) <i>Evidence of a commitment to working collaboratively with other schools to help raise standards in all</i>			
<u>Diversity and Community Cohesion</u> i) <i>Evidence of commitment to support all pupils with special educational needs</i> ii) <i>Commitment to working within the SEN and Admissions Codes of Practice</i> iii) <i>Evidence of a commitment to equal opportunities and securing the duty to promote community cohesion</i>			
<u>Extended Services:</u> <i>Evidence of commitment to:</i> i) <i>work with the community to support the development of this new local housing estate</i> ii) <i>work in partnership with other site users (PCT, Borough Council) to provide a coherent community service offer</i> iii) <i>make the school facilities available to community groups out of hours</i> iv) <i>provide access to the extended schools core offer</i>			
<u>Area and Community that School Serves:</u> <i>Clear commitment to serving the Repton Park housing development and supporting the creation of a community in this area</i>		<i>To include a weighting</i>	
<u>Admission arrangements:</u> i) <i>Must comply with the law and mandatory provisions of the Admissions Code of Practice</i> ii) <i>Must priorities pupils from the local development</i>			

<p><u>Early Years provision:</u></p> <p>i) <i>The proposal delivers nursery provision either directly or via a partnership</i></p> <p>ii) <i>The provision full day care provision</i></p>			
<p><u>Curriculum:</u></p> <p>Confirmation provided that the school would provide:</p> <p>i) <i>a balanced and broadly based curriculum (as required by section 78 of the Education Act 2002); and</i></p> <p>ii) <i>the National Curriculum and religious education (as required by Section 80 of the education Act 2002)</i></p>			

<b>Proposer and/or bid name:</b>			
<b>Desirable criteria</b> (include some form of weighting?)	<b>Achieved tick √</b>	<b>Weighting/ point score</b>	<b>Recommendations / notes</b>
<p><u>Ethos/religious character:</u> <i>Clear information that the promoter wishes to develop a school that is at the heart of the community and takes an active role in the early phases of development in promoting a sense of place and community spirit.</i></p> <p><i>Clear evidence of a commitment to working with all partners and local representatives to achieve a school based community resource for the local area.</i></p> <p><i>Clear desire to promote a school with high standards and expectations, an inclusive school and a school that will work in partnership with neighbouring schools for the benefit of all pupils in the area.</i></p>			
<p><u>Accommodation:</u> <i>Clear information about how the school's accommodation will be designed to support pupils learning and community activity</i></p>			
<p><u>Project costs:</u> <i>£3m available from developer contributions to build a 1FE hybrid school, with nursery, and the infrastructure to expand to 2FE when required.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Estimated capital costs – within budget?</i></li> <li>▪ <i>Explanation provided if costs fall outside of the estimated costs within the competition notice</i></li> </ul>			
<p><u>Experience of Promoter:</u> <i>Relevant experience in education held by the promoter</i></p>			

This page is intentionally left blank

By: Director - Operations

To: School Organisation Advisory Board – 10 December 2008

Subject: SCHOOLS APPLYING FOR FOUNDATION/TRUST STATUS

Classification: Unrestricted

---

Summary: To inform Members of SOAB of the current situation regarding Foundation/Trust proposals

## **FOR INFORMATION**

---

### **Background**

1. (1) A paper was presented to SOAB on 17 October 2007 informing Members of the Government's encouragement of all schools to consider Foundation/Trust status, and of the 'fast track' procedures to achieve it. These procedures require a governing body to consult 'interested parties' (including the LA) over a minimum of a four week period, before determining themselves.

(2) Unless there are very good reasons not to do so, the change of status will be approved.

(3) It was agreed that as the consultation period will not normally allow the LA time to prepare paperwork for SOAB for a view, that:

- (a) Unless there are very good reasons to the contrary the presumption will be that the LA will not oppose any governing body wishing to move to Foundation or Trust status;
- (b) The Director (Operations) will consult with the Cabinet Member and local Member(s) before responding to a consultation on Foundation or Trust status;
- (c) Responses will be reported to the next available SOAB.

### **Determinations**

2. (1) Since the last report to the Board there has been no determinations reported to the local authority. However, two schools already notified as consulting have published Public Notices. It is therefore likely that **Anthony Roper Primary School** will change its status to Foundation with effect from 19 December 2008, and **Folkestone School for Girls** will become a Trust School with effect from 1 January 2009.

### **Consultations**

3. [1] Since the last report no schools have notified us of their intention to consult on changing their status.

### **Recommendations**

4. Members are asked to note the report.

Ian Craig  
Director (Operations)  
01622 694173  
ian.craig@kent.gov.uk

---

#### *Background Documents:*

- School Standards and Framework Act; DFES 1998
- Education and Inspection Act; DFES 2006
- Changing Category to Foundation; DCSF 2007
- School Organisation; Prescribed Alterations to Maintained Schools in England Regulations; DCSF 2007
- Schools Applying for Foundation/Trust Status;  
SOAB - 17 October 2007/14 November 2007/  
10 January 2008/7 February 2008/2 April 2008/  
7 May 2008/17 July 2008/5 November 2008