



KENT COUNTY COUNCIL

SCHOOL ORGANISATION ADVISORY BOARD

AGENDA

**Friday, 10 September 2010, at 2.00 pm
in the Council Chamber, Sessions
House, County Hall, Maidstone**

Ask for: **Geoff Mills/Karen Mannering**
Telephone: **(01622) 694289/694367**

Membership (8)

Conservative (7): Mrs V J Dagger (Chairman), Mr D L Brazier, Mr C J Capon,
Miss S J Carey, Mr M C Dance, Mr P J Homewood and
Mr M J Northey

Liberal Democrat (1): Mr M J Vye

Webcasting Notice

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UNRESTRICTED ITEMS

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

1. Introduction/Webcasting
2. Membership - The Board is asked to note that Mr K Smith replaces Mr P Homewood
To note the appointment of Mr K Smith to the Board in place of Mr P Homewood
3. Substitutes
4. Election of Vice-Chairman
5. Declarations of Interests by Members in items on the Agenda for this meeting.

6. Minutes - 14 July 2010 (Pages 1 - 2)
7. Proposed New Primary School on the Goat Lees Estate, Ashford - Outcome of Consultation on Proposal (Pages 3 - 102)

Peter Sass
Head of Democratic Services and Local Leadership

Thursday, 2 September 2010

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.

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, 14 July 2010.

PRESENT: Mrs V J Dagger (Chairman), Mr P J Homewood, Mr D L Brazier, Mr C J Capon, Mr I S Chittenden (Substitute for Mr M J Vye), Miss S J Carey, Mr M C Dance and Mr M J Northey

ALSO PRESENT: Mr G Cooke and The Reverend N Genders

IN ATTENDANCE: Mrs A Osborne (Area Education Officer Canterbury & Swale), Mr D Adams (Area Children's Services Officer, Ashford & Shepway) and Mr G Mills (Democratic Services Manager (Executive))

UNRESTRICTED ITEMS

1. Minutes - 17 March 2010

(Item 3)

RESOLVED that the Minutes of the meeting held on 4 February 2010 be agreed and signed by the Chairman as a true record.

2. Proposed Change of Age Range for Newington CE (Voluntary Controlled) Primary School, Sittingbourne (from 3 - 11 years to 4 - 11 years) by the Closure of the Maintained Nursery Unit (and its Replacement by a Voluntary Pre-School Provision)

(Item 4 – report by Ms R Turner, Managing Director for Children, Families and Education)

(1) The report explained the need to consider a proposal to close the maintained nursery unit at Newington CE Primary School in Sittingbourne and to change the age-range of the school from 3-11 years to 4-11 years with effect from 26 April 2011.

(2) The Rev Genders said he welcomed these proposals and supported the findings of the report and its recommendation to go out to public consultation. During the course of discussion members of the Advisory Board raised a number of points of detail to which officers responded accordingly.

(3) **Resolved** that a consultation exercise should be undertaken on the proposal to change the age range for Newington CE Primary School, Sittingbourne, by closing the maintained nursery class.

3. Proposed Primary School at Repton Park - Modification of Proposal

(Item 5 — report by Ms R Turner, Managing Director for Children, Families and Education)

(1) This report informed Members of the latest position relating to the proposed primary school at Repton Park, Ashford.

(2) **Resolved** that the Cabinet Member for Children, Families and Education be recommended to:

(a) agree the change to the named individuals to promote the planned primary school at Repton Park, Ashford, as detailed in the report, and ;

(b) agree to the addition of Mr Wayne Wills, as promoter/partner to the Homewood Trust

4. Update on Proposed Changes to School Organisation

(Item 6 - report by Ms R Turner, Managing Director for Children, Families and Education)

(1) This report informed Members of the latest position relating to Government announcements on Academies and Free Schools and the consequent changes this is likely to have for the County Council in its role of local education authority.

(2) **Resolved** that the report be noted.

5. Schools Applying for Foundation/Trust Status

(Item 7 - report by Ms R Turner, Managing Director for Children, Families and Education)

(1) This report informed Members of the current situation regarding Foundation/Trust proposals.

(2) **Resolved** that the report be noted.

By: Rosalind Turner, Managing Director for Children, Families and Education

To: School Organisation Advisory Board – 10 September 2010

Subject: PROPOSED NEW PRIMARY SCHOOL ON THE GOAT LEES ESTATE, ASHFORD – OUTCOME OF CONSULTATION ON PROPOSAL

Classification: Unrestricted

Summary: A consultation was undertaken to seek the public's views on the proposals received from Ashford Baptist Church and Ashford Primary Headteachers Collaboration to promote the new Goat Lees Primary School.

SOAB Members are asked to advise the Cabinet Member.

Introduction

1. (1) In November and December 2009, 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 development at Goat Lees, Ashford. The outcome (reported to SOAB on 7 January 2010) 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 Admission Number of 30
- Located in the Goat Lees estate
- Primarily to serve the Goat Lees community and neighbouring developments
- To be accessible to disabled pupils
- Offer extended school services
- To open on 1 September 2012

(2) Following on from this and in accordance with Legislation the LA issued a competition notice (see Appendix 1) in February 2010 inviting potential promoters to submit proposals for the new school. The competition period ran for four months and ended on 14 June 2010. 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 proposals received.

Details of Proposals Received

2. (1) During the competition period two proposals were received from (1) Ashford Baptist Church and (2) Ashford Primary Headteachers' Collaboration. Copies of the proposals are attached as Appendix 2.

(2) Ashford Baptist Church is proposing to establish a new Trust school which would be supported by the Ashford Baptist Church Education 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 Ashford Baptist Church Education Trust has not yet been formed.

(3) Ashford Primary Headteachers Collaboration is proposing to establish a new foundation school. The promoters have confirmed that they would deliver a school which conforms to the LA specification and their submission supports this assurance.

Consultation Process

3. (1) Legislation requires the LA to seek the views of the public regarding proposals received during the competition period. The LA started a consultation on 2 July, 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 12 August 2010.

(2) The consultation document was produced in collaboration with the DFE's appointed consultants from the Office for Public Management. Approximately 250 copies of the document were 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 Ashford, Kent Governors' Association, Diocesan Boards, all Early Years settings in the vicinity, key colleagues within the Children, Families and Education Directorate, Ashford's Future Board, Primary Care Trust, Children's Centres in Ashford.

(3) Flyers advertising the public meeting were distributed to the properties on the Goat Lees estate.

(4) In addition, a public meeting was held at Goat Lees Community Hall, Trinity Road, Ashford on 20 July 2010 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. Mrs Elizabeth Tweed, KCC Member for Ashford Central also attended.

(5) Approximately 60 members of the public attended the meeting.

Response to the Public Consultation

Written Responses

4. (1) The statutory representation period ended on 12 August 2010. 11 responses have been received, of which 3 are in favour of the Ashford Baptist Church proposal, 7 are in favour of the proposal by the Ashford Primary Headteachers Collaboration and 1 is undecided.

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

Public Meeting Responses

(3) A summary of the points, questions and comments made at the public consultation meeting is attached as Appendix 6.

Views of Local Members

5. (1) Mrs Elizabeth Tweed feels that both proposers have a lot to offer and that either proposer would do a good job. Ashford Baptist Church is in tune with environmental concerns and is offering lots of after school activities. The Collaboration of local schools has lots of experience. Phoenix Primary School in particular understands what it is like to have a school built around them.

(2) Mr Richard King is inclined to support the Headteachers proposal.

(3) Mr Andrew Wickham feels that having read the proposals by the two bidders, he would come down on the side of the application by the Ashford Baptist Church mainly because he preferred the ethos as described in the application and feels that the residents of Goat Lees would benefit from such an ethos. Having said this, he was sure that the Ashford Primary Headteachers' Collaboration would similarly provide a good service. If he had to come down on one side it would be the Baptist Church.

Views of Local Member of Parliament

6. Mr Damian Green has not commented on either proposal received by gave the following comment for the SOAB on 7 January 2010: "I have spoken to many of the local residents and representatives involved in this, and I support the development of this new school. My preference would be for it to open for all years at once, as the alternative could leave some parents frustrated by an inability to put their children into the nearest school for a number of years after its opening."

Views of Ashford Borough Council

7. No comments have been received.

Views of the Parish Council

8. No comments have been received.

Views of the Diocesan Authorities

9. No comments have been received.

Views of Highways (if appropriate)

10. (1) Cycle storage and staff parking should be in accordance with Kent Parking Standards. Given the history of parking problems on the estate the parking spaces should meet maximum standards.

(2) A Travel Plan will need to be developed as part of the planning application. It will include measurements such as how the school will encourage both pupils and staff to travel to the site sustainably. Although the school cannot establish likely modal shares, a generic travel plan can be submitted. A full travel survey of pupils and staff can be undertaken upon occupation of the site and further targets can then be set.

(3) Thought should be given as to whether a drop-off area within the school site is acceptable so as to ensure that the parking problems on the estate are not made worse by this application.

Views of the Area Children's Services Officer

11. (1) The community have agreed that there is a need for a new school in the area and want the school to be primarily for local children as well as serving as a hub for the community. Their consensus is that the school initially open with 4 classrooms and add 3 further classes as demand for places increases. Both proposals meet these fundamental requirements.

(2) It is welcomed that we received two bids to promote the school. The commitment of all those involved in these bids has been tremendous and should be congratulated. Both bids are strong and have merit. It is regrettable that only one can be selected and thus one set of promoters will be disappointed.

(3) The key differences in the bids can best be summarised as follows. The Headteachers Collaboration have proven experience of running successful schools, and include in their ranks a National Leader in Education. The Collaboration see their role as two phased; first establishing the school with the involvement of the community; then handing the school to the community with ongoing support as part of a family of schools. The Ashford Baptist Church has less first hand experience of running schools within its group of promoters, but has significant experience of community engagement and education in the broader context. The Church proposes a long term relationship with the school, with it being a Trust School with the Trust appointing the majority of governors.

(4) I believe that both promoters would deliver a school in the community and would be committed to ensuring this offers high quality education. The bids have been considered using the selection criteria at Appendix 7. I feel the Headteachers Collaboration is stronger in terms of being able to substantiate claims in relation to delivery of high quality education. Both providers would offer a wide range of extended school services, and thus there is little to choose between them on this point. The Ashford Baptist Church bid appears stronger in relation to the school being the heart of the wider community.

(5) On balance, with the primary purpose of the school being to deliver high quality education, I would recommend the Ashford Headteachers' Collaboration bid be accepted.

(6) SOAB Members are asked to comment on the proposals before making a recommendation to the Cabinet Member.

Transport and Environmental Impact Including Community Implications

12. (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) This school is intended primarily for residents on the Goat Lees estate. The estate has cycle-ways and footpaths and it is envisioned that the majority of pupils will walk or cycle to school.

Resource Issues

Capital

13. (1) The site of this development is available via developer contributions. The anticipated cost for a 1fe school is some of 4m+. Approximately 20% of the cost is available from developer contributions with the rest having to r found from a future CFE Capital Programme.

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.

Equality Issues

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

School Improvement Implications

15. (1) Whilst it is recognised that some children will be moved from neighbouring schools to attend this school when it opens in September 2012, the numbers involved are not likely to be high and as the successful promoter will work closely with other primary schools in the area, the effect on those other schools will not be detrimental.

(2) Both proposals show a clear desire to provide a high quality community school to fully meet the needs of not just the local children but the local residents as well.

Proposed Timetable

16. If SOAB Members are of the opinion that one of the proposals be considered for approval by the Cabinet Member, then the following decision making timetable should apply:

Cabinet Member Decision	September 2010
Scrutiny Committee (if required)	September 2010
Final date by which the LA must make a decision on the proposal	13 October 2010
Implementation date	1 September 2012

Recommendation

17. The School Organisation Advisory is asked to advise the Cabinet Member which bid to approve.

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

The Local Members are Elizabeth Tweed, Richard King and Andrew Wickham

Background Documents:

School Organisation Advisory Board - 7 January 2010

'INVITATION TO BID'

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.

It is proposed that the school should open on 1 September 2012.

The school will be situated within the Goat Lees estate, Ashford, which is situated adjacent to Trinity Road, Ashford, Kent. A single school site has been identified within the estate. The school will be built primarily to serve local residents on the estate and will seek to provide a high quality learning provision for this relatively 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.

It is confirmed that the local education authority will transfer their interest in the site, buildings or premises to the school's trustees, foundation body, or governing body, as appropriate.

The new school should cater for pupils between the ages of 4 and 11 years and provide places for 210 boys and girls.

The admission number for the school on the opening date will be 30.

The estimated capital costs of providing the school are £3.5M.

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 Children's Services Officer, at the address below, or from the website at: http://www.kent.gov.uk/education_and_learning/plans_and_consultations/consultations.aspx.

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

The deadline for receipt of proposals is 14 June 2010.

Signed: **Rosalind Turner** – Managing Director (Children, Families & Education)

Publication Date: 12 February 2010



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Ashford Baptist Church



Ashford Baptist Church

Proposal to Establish a Foundation
Primary School for Goat Lees,
Ashford

June 2010

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1 Summary

Ashford Baptist Church has been in the town since 1653 and has history of education and community engagement. We were excited to learn of the opportunity to bid to become responsible for setting up the new school in the Goat Lees estate.

The church has members with a wide range of experience in education including head teachers, class teachers, SENCo's and support staff. We bring the added dimension of having business, ICT, environmental as well as community engagement experience. All of these will be brought to create a school which strives for excellence in all we do.

It is our belief that a local school should be for local children and should access the best of local resources. We have spoken to local businesses who are willing to be partners in specific aspects, utilising their particular skill sets. We have also met with the council to ensure we bring to the area targeted programmes for the children, parents and wider community.

We expect the children to benefit from an outstanding whole school experience which will include excellent teaching and learning opportunities. The curriculum will be broad, balanced, creative and challenging; aiming to get the best out of each child including those with additional needs. The children who pass through the school in Goat Lees will not only be ready for the challenges and opportunities presented in the secondary curriculum but will also have a love of learning instilled in them. They will have been taught broader social skills including citizenship and community responsibility enabling them to contribute to the life of their subsequent academic and professional environments. The school will be committed to wrap-around care and extensive extra-curricular activities. We aim to achieve extended schools status as well as ensuring maximum access to the wider community. We are committed to working with local primary and secondary schools for the benefit of our children.

We are mindful too of the environmental responsibility that a local school has. Our section on the environment gives details outlining our commitment to working with the architects to influence design to ensure that the school is built and run in an environmentally friendly way. Within the teaching and learning there will be an emphasis on responsible, sustainable living.

Our aim is that the school will be a showcase for the local education authority from the teaching to the relationships fostered between all parties linked with the school, staff, children, parents, residents and local businesses.

This proposal has been written from within the community and we believe it offers the best outcomes for the Goat Lees estate and beyond.

2 Introduction

When the Goat Lees estate was still a drawing on a page there was a site designated for a primary school. Until now that plan has not been realised but with the motivation of the Kent County Council, Ashford Borough Council and local residents and parents that long awaited dream is close to becoming a reality.



Ashford Baptist Church, with its strong history of providing education and development of children and young people and the provision of community resources, will bring this experience and knowledge for the benefit of the children and wider community in the Goat Lees estate. Our vision is that the school should be a valuable resource to the local children and the wider community.

The Church has pioneered education in this country and abroad for hundreds of years. Ashford Baptist Church was founded in 1653 and has a long history in the town. The new school provides a further opportunity for the church to be involved in bringing a high standard of education to our children. Schools with a faith based ethos have long been at the forefront of helping children achieve their potential and will continue to be so.

In April, 2010, the church's contacts with a few families in the area were expanded into a consultation opportunity for the whole community to ensure that the planning for the school takes account of the needs of the area and the aspirations of the families of the estate. Over 700 leaflets were distributed to the Goat Lees homes inviting response by letter or via the church web site.

Our aim is for a school that is a showcase in teaching with a creative, broad, balanced and flexible curriculum. Our Christian ethos will ensure that inclusion will be a common thread running through the tapestry of the school life. We will make certain that children with special needs are fully integrated into the life of the school and that children from diverse cultures and beliefs work together to form one school community. All students will be given work which they find challenging and in conjunction with parental involvement we will work together to realise each child's potential.

We know that learning does not only take place within a classroom between set hours. It is often the hidden curriculum, that which is not taught, that needs much attention. Teachers and other school staff need to act as role models for the children and model appropriate behaviour. That is why we will endeavour to not only have a high standard of teaching but also have a high standard of working practice. We aim to have a renewable energy source reducing the school's carbon footprint and to show the children that it is important to live what we teach.



We expect that our staff will be professional in their application, and display their calling in their commitment to the children and the school. We will invest in the development of our staff, both paid and unpaid, to ensure that all associated with the school reach their potential.

We aim to have a school which is a showcase in innovative design and sustainability. As Christians we believe that stewardship of creation is a high priority. We, therefore, believe that

energy conservation, sustainability and respect for the environment should be evident from the design stage through to the delivery of the curriculum. We will work with the architects at the earliest opportunity and then run the school within the building parameters to reduce the carbon footprint. Where possible we will buy energy from a green supplier and source local food. The latter can be used in the teaching by visiting farms and local food producers. The school can serve as an example to the community of what a zero carbon life can achieve.

The school will be a proactive member of the wider family of schools in Ashford and in the wider county. We have commitments from and will work with other primary schools, nurseries and secondary schools to ensure that children have continuity in their schooling career from nursery to when they leave secondary school. Each school is unique in its make up but equally we are interdependent as we aim to educate the children of the Goat Lees estate.

“We both look forward to your progress in this competition and if we can be of any further help, please do not hesitate to contact us.”

Malcolm Ramsey and Rita Hawes
Head Teacher and Chairman of
Governors
Towers School and Sixth Form
Centre

We have also contacted local businesses who have pledged support should we win the bid. We will look to include them as appropriate on the governing body, make use of their business experience and in more general ways such as sponsoring events. This will be especially valuable during the start up phase of the school with assistance in human resources and effective management. We have done this because a school in a community does not stand alone but needs to have the best that the community has to offer and this includes the local businesses.

This proposal has been drawn up by a mixture of people with a wide variety of professional backgrounds, who have a passion for education and who understand how to establish and run a successful school. As well as already being part of the local community we have consulted within the Goat Lees estate and believe that what we offer will provide the best outcome for the children and the local community. We have a diversity of views and want to build on this strength going forward.

3 Vision and Ethos

3.1 Who are the Ashford Baptist Church?

Ashford Baptist Church is bidding to establish the new school in Goat Lees. As a Christian organisation, we want to explain a little more about who we are, what being 'Christian' means to us and why we think we can help establish an excellent school for the children of Goat Lees.

3.2 Our Ethos

Ethos is about who a church is and the way it achieves its purpose and delivers the mission. Ethos is our identity or personality.

A person's identity or personality can best be understood by observing or experiencing the way in which he/she behaves. It is the same for a church.

The following statements help to illustrate Ashford Baptist Church's identity. Ashford Baptist Church has:

- A passion to include everyone;
- A desire to treat everyone equally, respecting differences;
- A commitment to healthy and open relationships;
- A sense of hope that things can change and be transformed;
- A sense of perseverance to keep going for the long haul.

It is true to say a person's behaviours reflect what a person believes. In other words, what we believe about life determines how we behave and the things that we value.

Ashford Baptist Church's identity and work is motivated by the life, message and example of Jesus Christ. Our vision and ethos is shaped by our Christian belief and our understanding of how a Christian approach enables children to fulfil their potential. Our children's individual needs, their hopes and aspirations, their physical, emotional and spiritual well-being will be central to the ethos of the school.

We are proposing a Trust school with a foundation, which will be formed from members of Ashford Baptist Church. The trustees include a range of highly skilled, professional people who have a passion for education and understand how to help children achieve their potential. A read through the section about the proposers will show a range of skills from which the school will benefit. The membership is larger still and reflects a new sphere of people to be involved in a local school who will add capacity and skills to the current family of schools.

3.3 Our Vision

'...a local school for local children'

We believe it is important that our school give priority to local children. We will abide by Kent County Council's admissions policy and the code of practice on admissions. Our policy will give precedence to local children from the Goat Lees estate. We want the children of the school to

learn together, play together and live together. This will enhance the communal links between homes and make for a stronger community.

Ashford is changing and this change brings with it many opportunities to understand diverse cultures. The school will ensure that diversity is celebrated in an atmosphere of encouragement, acceptance and respect. We aim to learn from one another and be better people as a result. We will actively promote a sensitivity towards and our appreciation of our culturally diverse school community.

Our school will provide a range of after school activities for children. We know all too well the necessity of providing additional clubs which will help in socialising and learning. This will be done to enhance the challenging curriculum we will set.

In line with this we will also work closely with parents, local feeder pre-school providers and with secondary education providers to ensure the schooling of a child has continuity from when they start school until they leave.

As Christians we believe that stewardship of creation is a high priority. We, therefore, believe that energy conservation, sustainability and respect for the environment should be evident from the design stage through to the delivery of the curriculum. We welcome the government's intention that all new schools from 2016 will be zero carbon and believe that this should be the aim for this school. Dr Ray Davis, an expert in environmental issues, is a church member and Kennington resident, and will work with us, to ensure the school is carbon neutral and an example of what can be achieved.

Our experience in working with children has taught us that children have dreams and enthusiasm. We currently run a variety of weekly activities for children such as a youth club, Sunday School, Girls Brigade, Boys Brigade and a parent and toddler group. In addition to this we run annual events such as camps for teens and a holiday club for primary aged children. We want the school to play its role in encouraging those dreams and training the enthusiasm of the children in order to reach their potential.

“The philosophy of the classroom is the philosophy of the government in the next generation.”

Abraham Lincoln

We will endeavour to meet local community needs through targeted programmes for parents and children, in consultation with the community and Ashford Borough Council. Our school premises will be an asset for the local community as a useful resource for community groups and activities such as adult learning, parenting classes, family based activities. The children of the school will be encouraged to reach out to the local community and to the wider world as we seek to integrate teaching from the classroom to the environment and to the world.

We recognise that a school is more than a collection of children but is the sum of a community. As a result we want school families to be informed, valued partners where their views are sought and considered in helping to shape the school's future. We will also encourage the participation of local businesses to ensure we make use of the best skills the locality has to offer. Meetings with local businesses such as Eureka Veterinary Centre and Brakes as well as a commitment from BT and Amesis underline our determination to bring the best available to the school.

The school will provide a broad, balanced, innovative and challenging curriculum which is rich in creativity and inclusivity. We will work with the national curriculum to ensure we achieve the outcomes set out in the 'Every Child Matters' policy – i.e. that our children are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being. The school and governors will be committed to measuring and evaluating the teaching and, in particular, the outcomes for our children. The progress of individual pupils will be tracked to ensure they are reaching their potential and to highlight and address any barriers to learning through rigorous monitoring and evaluation. This will be done using quantitative evidence like test results and assessments and also by gathering qualitative evidence about the experiences of our children, parents & carers, staff and the wider community of the new school in Goat Lees.

With church members as trustees of the foundation we are able to offer a chaplaincy service to the local community through the school. The ministers of Ashford Baptist Church will be available to the children and community should the need arise. Where appropriate the school will provide the necessary support for those with other faiths or of no faith.



Our Christian ethos will provide an holistic approach to the education of our children and a significant positive impact on the local community.

4 About the Proposers

Ashford Baptist Church is made up of 160 members and a larger congregation comprising at least 15 nationalities who are able to contribute a wide range of expertise, skills, talent and experience with support and enthusiasm. At the Church Meeting in November 2009 awareness was raised about the need for a school for the community of Goat Lees and the opportunity for faith groups to become proposers for a new school through the government's trust model. At the Church Meeting in March 2010 approval was given for the preparation of the bid. The church members believe that their experience in voluntarily providing a youth club, a Sunday School, Boys' and Girls' Brigades, holiday clubs and youth camps as well as their experience within education as with head teachers, deputy head, teachers, teaching assistants are a good foundation for their commitment to a school. There is also a wealth of experience and skills amongst our members which we believe would deliver a strong trust to support an outstanding school.

A core group was appointed to be responsible for writing the proposal drawing on the experience and expertise of the wider church and in consultation with the local community. Ashford Baptist Church will identify individuals from its experienced and skilled members to form the charitable Trust for the school.

The trustees of Ashford Baptist Church are as follows:

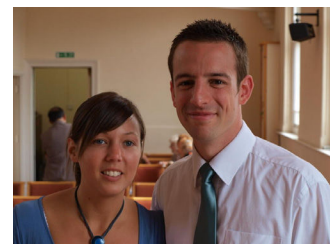
Ministers

Rev. Greg Marlam has been a Baptist Minister since 1976 and the last 11 years has been at Ashford. In his last Church he was a School Governor for 16 years and sat on many Appeals panels in Essex. He has taken a large number of Assemblies as well as classes for those doing RE at A level. Greg's three children are all teachers and two of them in Secondary Schools in Ashford.



Rev. James McBurney is the associate minister at Ashford Baptist Church as well as being a local resident and parent. James immigrated to England from South Africa 8 and a half years ago. He is married to Verena and they have 4 children aged from 9 years to 7 months. James is also a foundation governor at St Marys COE School in Ashford. Verena is a special needs teacher at the Wyvern School.

Tom Pelham is Minister-in-Training at Ashford Baptist Church and also studying at Spurgeon's College, London. Linking with other churches, he coordinates Ashford Street Pastors and is working closely with Ashford Borough Council on developing youth provision. Formerly, Tom was Staff Officer to the Deputy Leader of Kent County Council. Anna is a secondary school teacher at the Towers School.



Trustees

Margaret Woollven was a teacher for 14 years and head teacher for another 14 years before her recent retirement. During headship her experience included participation in multi-agency working; full involvement in the cluster of local schools and pioneering work with the therapy services. Margaret is a parent and grandparent and has been a resident of Kennington for the past 27 years.



Bridget Sercombe is a teacher and Special Educational Needs Co-ordinator at Challock Primary School. Bridget has 27 years of teaching experience. Derrick Sercombe is a self-employed electrician. In addition they run a small business renovating and letting property. They also offer supported lodgings for young people leaving foster care.

Jamie Phipps is a manager in the NHS responsible for IT, Sites and Facilities across east Kent and has been working in healthcare locally for 10 years. He has been resident in Ashford and Tenterden since 2001 having returned to Kent following graduation. Jamie's work is based in Eureka Business Park and he would like to see a successful local school.



Craig Harrington has been in the Ashford area for about 21 years, first arriving when he joined the army and trained at Templar Barracks. After leaving he took employment as an auto electrician working in Kent and London, and now works as a self employed electrician around the local area.

Mark Povey has been a member of Ashford Baptist Church for 10 years and is married with 2 primary school-aged daughters. Mark has been involved with the church's children's and youth work for most of these 10 years, in a teaching capacity. Mark works for the local NHS as a Podiatrist dealing with patients of all ages.



Environment



Dr. Ray Davis has lived in Kennington since 1966 and is now retired after a career teaching biochemistry at Wye College, University of London. Ray had environmental research interests in naturally occurring toxic compounds in food plants and investigated similar compounds in butterflies and moths.

We recognise that in this time when budgets will be coming under increasing pressure we need to ensure good fiscal discipline and get best value from our finances through both innovative thinking and sound business principles. We have moved early to secure the services of an experienced governor and local businessman.

Finance

Tim Allen is an Equity Partner at Peter Brett Associates LLP with a direct responsibility for 45 technical staff. Tim has extensive commercial, analytical and communication skills as well as managing major regeneration projects. Tim is passionate about education and is currently a Governor at Homewood School, sitting on Finance, Health & Safety and Premises Committees. Tim is also a member of Ashford Baptist Church and has interests which include history, technology and music.



5 Leadership and Governance

5.1 Structure of the Temporary Governing Body

The formation of the temporary governing body will begin in early 2011. We will agree the number of people that will make up the temporary governing body with the local authority and then temporary governors will be appointed. This is in accordance with part four of Statutory Instrument 2007 no. 958 – The School Governance (New Schools) (England) Regulations 2007. Some of the proposers will go on to be members of the temporary governing body.

Once established, the temporary governing body will take legal responsibility for carrying out the functions of a permanent governing body. One of these tasks will be to appoint the head teacher who will be expected to be committed to the school's Christian ethos. The appointment of the head teacher will be made with effect from the beginning of Term 5, 2012 so that s/he is accessible to parents and able to work with the governing body to determine the staffing structure and to appoint staff.

As a whole, the leadership will aim for the school to promote community cohesion whilst valuing diversity. This is set out in more detail in our community cohesion section.

Our pupils will be enabled to become:

“...successful learners, confident individuals and responsible citizens.”

*Shaping the Spirit: guidance on spiritual education from Kent SACRE
Policy and practice for promoting spiritual development in the educational context, 2009*

We view it as essential for the new school to have a dedicated head teacher to establish its distinctive character and whilst acknowledging that, currently, the recruitment of head teachers is not easy, we believe that the opportunity to be instrumental in the setting up and establishing of a new school will attract strong candidates. We expect that the governing body will include people that have expertise in recruiting excellent staff and will appoint one of the temporary governing body to lead on this process.

5.2 Structure of the Permanent Governing Body

The temporary governing body, with the head teacher, will work towards the following model as soon as other members of staff are appointed and parents are known. The trust will appoint the majority of governors according to the structure below with one third of governors being parents.

The constitution of the permanent governing body will be as follows:

- Two elected parent governors (nominations will be sought by the appointed head teacher as soon as the opening pupil roll is known);
- Two staff governors (these positions will be filled by the head teacher and one other member of staff);
- A local authority governor;
- A community governor;

- Seven trust appointed governors of which two will be parents (in perpetuity, these will be filled by members, trustees or a minister of Ashford Baptist Church).

Later, if required by the governing body, up to two sponsor governors may be added.

5.3 Role of the Permanent Governing Body

The governing body will seek to ensure the highest possible standard of education; promote the pupils' spiritual, moral, social and cultural development; provide for the general wellbeing of the children and their families and support the needs of the wider community. Governors will also provide a 'critical friend' for the head teacher. As part of the preparation for the bid contacts have been made with local businesses on Eureka Park, local nurseries and the neighbourhood police officer. We hope that this will result in the wider community being represented on the governing body. The governing body will continue to foster these links and initiate others in order to strengthen the governing body and to develop strong community links.

The head teacher and governors will provide leadership that will deliver the stated ethos and vision of the trust. Governors will be expected to undertake the relevant training to enable them to perform their duties to the highest standard. They will strive together to ensure high standards of achievement and behaviour and that the school provides the highest standards of pastoral care and safeguarding procedures. They will set clear boundaries for behaviour through the establishment of a strong discipline policy. This will include expectations for attendance, home-school co-operation and anti-bullying strategies with emphasis on fairness for all regardless of race, gender, religion or ability.

The head teacher and staff will participate fully in the local network of schools and to build a positive working relationship with the Local Authority and School Improvement Partner to ensure the school achieves high standards and improved outcomes for pupils. This will include maximising the opportunities these provide for training for staff and governors.



Another responsibility of the governing body will be to determine the school day; ensuring requirements for teaching times are met. The governing body will confirm term times in keeping with the Local Authority's term dates for the area for the convenience of the families.

5.4 School Uniform

We believe that a school uniform helps in establishing identity and a sense of belonging. It should be affordable, practical and smart. The details and colours should be influenced by parental views and be distinctive from other nearby schools and will be set by the appointed head teacher and governors in early summer 2012 in order for a supplier to be found and for parents to have sufficient preparation time.

5.5 Budget

The governing body will be responsible for the school budget. Funding for the school will consist of start up revenue via the Local Authority with minimum funding for the first three years based on 4 classes as follows: Reception, Years 1 and 2 Years 3 and 4 Years 5/6. This funding would increase if the pupil numbers prove to be greater. After the first 3 years the funding formula will be based on the actual pupil numbers at that time.

5.6 Parent Council

As required where the trust appoints the majority of the governing body, a parent council will also be established to ensure that the parents' voice is heard and to encourage active participation by families in their children's school. This group will also be encouraged to contribute to Healthy School issues, the process towards Eco-School status and the school's travel plan. The first parent council will be established in summer 2012 from parents of the first intake, in order that parental aspirations may inform the earliest planning. Then, through regular consultation with succeeding parent councils, the head teacher and governors will continue in their endeavour to meet the aspirations of all future families.

5.7 Pupil Participation

We expect that the head teacher and staff will enable the children to participate in a school council. The governors will demonstrate the value they place on this council by ensuring that a representative from the governing body is ready to attend if invited. The school council will be empowered to present to the governing body by letter, report or attendance at a governors meeting. The pupils' contribution will be valued by the governing body and will help to formulate plans and implement actions that will benefit the whole school community.

6 Learning and Teaching

6.1 School Curriculum

“Every Child Matters states that every child, whatever their background or circumstances, should have the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing. These five outcomes need to be at the heart of everything a school does and reinforced through every aspect of its curriculum – lessons, events, routines, the environment in which children learn and what they do out of school.”

Qualifications and Curriculum Authority (http://www.qca.org.uk/qca_15299.aspx)

Teaching and learning in our school will have at its heart the five key outcomes of Every Child Matters. We will help each child achieve his / her full potential and attain the highest possible standards by taking a personalised approach to pupils' learning. The safeguarding of all children will be a high priority.

Our desire is:

“That all our children benefit from a curriculum which is challenging, fires their enthusiasm, enriches and constantly enlarges their knowledge, skills and understanding and, above all, instills in them a lifelong love of learning”

Sir Jim Rose – Independent Review of the Primary Curriculum: Final Report, DCSF, 2009

We will seek to incorporate best practice into all aspects of teaching and learning.

As required by the Education Act 2002 (sections 78 and 80), we will provide the full National Curriculum, participate in National Curriculum assessment (including tests) and provide religious education and opportunities for collective worship. The school curriculum will reflect national policy initiatives and provide a broad, balanced and flexible curriculum.

“High standards – especially in literacy and numeracy – are the backbone of success in learning and in life.”

Excellence & Enjoyment – A Strategy for Primary Schools, DCSF, 2003

We will strive for high standards in the key subjects of English, Maths and Science, as well as the other National Curriculum subjects.

It is of vital importance that in an increasingly digital age, all children are competent in their use of ICT in order to develop the study and learning skills they need both now and in the future, including the fundamentals of 'e-safety'. Our aim is to enable all children to be independent, confident and safe users of technology.

Alongside this, there will be an emphasis on the creative curriculum.

“Creativity improves pupils’ self-esteem, motivation and achievement... Creative pupils lead richer lives and in the longer term make a valuable contribution to society.”

QCA, Creativity: Find it, Promote it

The school curriculum will also be enriched and standards raised through the development of a range of additional learning opportunities and experiences such as; working in partnership with the local community on environmental and social projects, working with local churches and local charities, learning outdoors as advocated in the ‘Learning Outside the Classroom Manifesto’, participating in educational visits and having visitors to the school. We will actively seek to engage parents in their child’s education, clarifying this in home school agreements, helping them to understand what they can do at home to work with the school to ensure that their child arrives at school ready to learn and is supported in every way.

We believe that the children should take ownership of and be actively involved in all aspects of school life and their views and opinions valued. A school council which meets regularly, will ensure that they are able to consider and express their views and see them being taken into account.

“To make Every Child Matters an integral part of your curriculum, it needs to be built into every aspect of school life. A curriculum underpinned by Every Child Matters requires passionate and committed subject teaching that offers opportunities for open-ended investigation, creativity, experimentation, teamwork and performance. It should also involve real experiences, activities beyond the school, parental involvement, meeting experts from the community, recreational enjoyment, taking responsibility for events and activities and encountering challenging and unfamiliar contexts. Every part of the curriculum can support the outcomes.”

Qualifications and Curriculum Authority (http://www.qca.org.uk/qca_15306.aspx)

We are committed to developing a broad, balanced, creative and innovative school curriculum which:

- Recognizes and is matched to the needs of each individual pupil;
- Encourages self-motivation and personal responsibility;
- Builds children’s confidence, self-esteem and social skills;
- Promotes healthy and safe lifestyle choices;
- Enables each child to think creatively and engage successfully in problem solving;
- Encourages children to be responsible citizens and make a positive contribution to society;
- Inspires a global rather than an insular outlook;

- Teaches respect and care for the natural environment and fosters an understanding of and commitment to sustainable living;
- Enables children to achieve the highest possible standards academically and in all aspects of life;
- Stimulates exciting, fun challenging learning experiences and generates a lifelong love of learning.

We welcome the fact that the international dimension in education is an increasingly important part of agendas such as Every Child Matters and Community Cohesion and we will seek to bring a global dimension to the curriculum through involvement with local institutions such as Mission Aviation Fellowship (MAF); following the new Framework for Languages which includes intercultural understanding strands at KS2; as well as participating in the DCSF 'International School Award' Scheme.

"A Global Dimension approach to the curriculum can add relevance and real life to topics and really engage children. It incorporates news items and current affairs – crucially bringing in the different viewpoints and opinions from the people affected. It makes creative and 'real' use of ICT. It puts languages into an exciting context, and it opens up global issues through history, geography, and science. It also strongly supports work on rights, sustainability, and the future."

www.globalgateway.org.uk

The Sustainable Schools National Framework states that:

"By 2020 the Government would like all schools to be models of good global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world."

Sustainable Schools National Framework

This corresponds closely with the Christian values that we adhere to and again, we hope to utilize the strong links that Ashford Baptist Church has with Mission Aviation Fellowship (MAF) and with other Christian and charitable organizations to this end.

We will deliver the religious education teaching in line with the Kent Agreed Syllabus for Religious Education 2006, 'React'. We will be committed to helping the children develop knowledge and understanding of Christianity and its impact on our local community, and on our society today, as well as exploring some of the other principal religious traditions represented in Great Britain today. Children will be encouraged to develop a sense of awe and wonder, as well as the skills and attitudes which will support their spiritual, moral, social and cultural development. This will enable them to have the confidence to explore some of the ultimate questions of life. Religious education also supports wider community cohesion which, along with other cross-curricular dimensions such as identity and cultural diversity, provides important unifying themes that help young people reflect on the major ideas and challenges that face individuals and society and helps them make sense of the world.

Assemblies will be regarded as a special time in which the sense of community spirit will be developed. It will be a time to celebrate success and promote the ethos of the school. Each assembly will include the daily act of Collective Worship in line with the 1988 Education Reform Act, which states that Collective Worship should be *'wholly or mainly of a broadly Christian character.'* The children will have an opportunity to worship God; to consider the meaning and purpose of life; to consider spiritual and moral issues and to experience a time of calm reflection.

“Spiritual Development is the concern to develop the most distinctive and desirable capacities of the human person, i.e. those capacities that, above all, distinguish human beings from other living creatures. It is a concern which goes beyond what a pupil can know and do and relates to what sort of person they are and are becoming.”

Kent SACRE definition

We will seek to appoint an outstanding head teacher and excellent classroom practitioners who share our vision to deliver the creative curriculum in exciting and engaging ways. Teaching staff will hold qualified teacher status. We will adhere to the requirement for qualified teachers to be entitled to agreed terms and conditions as set out in the annual School Teacher’s Pay and Conditions document. We will also seek to appoint Teaching Assistants and support staff of the highest calibre. Staff will work in partnership with parents and the community. The ethos of the school will be such that all people who come into our school, whether staff, pupil, parent or visitor will be valued as individuals in their own right. Good standards of behaviour marked by respect, responsibility, care and concern for others will be expected from all, and the values, attitudes and quality of relationships promoted by the staff will set the standard for behaviour and attitudes within the school.

“Excellent teaching gives children the life chances they deserve ... Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching, which challenges them and shows them what they can do.”

Excellence & Enjoyment – A Strategy for Primary Schools, DCSF, 2003

We will ensure that teachers and other staff have good opportunities for continuing their professional development, so as to continually update their educational expertise. Opportunities will be made for teachers to observe best practice in others, both within the school and outside and to plan, monitor and evaluate together.

Pupil performance, motivation and wellbeing will be closely monitored through assessment, questionnaires, observation and discussion. This will be evaluated and appropriate targets set. Assessment for Learning (AfL) will be a high priority and the school will have robust tracking systems in place. The use of ‘Assessing Pupil’s Progress’ (APP) will be an integral part of planning and teaching and pupil data will be used to drive improved individual and whole school outcomes.

“The driving force of a successful school improvement strategy is self-evaluation. A school that has the capacity to examine all that it does critically in the light of genuine evidence – including data on pupil performance – and sets targets for its development will be an improving school”

Professor Michael Barber, 1997

6.2 Special Educational Needs (SEN)

In line with ‘Every Child Matters’, we passionately believe that ‘every child’s welfare and every child’s learning matters’. All children will be included, and engaged, in high quality learning in a safe and nurturing environment, which will enable each child to achieve their full potential.

A qualified and experienced special educational needs co-ordinator (SENCo), will ensure that needs are identified and appropriate provision is made for individuals and groups of children in line with the 2001 SEN Code of Practice. All staff take responsibility for each child’s progress so that special needs provision is not simply an ‘add on’, but an integral part of the whole aspect of teaching and learning. We will work collaboratively with pupils, parents and other professionals and support services in developing a partnership of support.

We are committed to ensuring equality of education and opportunity for pupils with a disability as set out in the Disability Discrimination Act 2005. We aim to ensure a culture of inclusion and diversity in which children are happy and able to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated.

Our desire is that every pupil will be fully included and experience success.

6.3 Gifted and Talented

We aim to identify children who are gifted or talented in a particular area. Their gifts and talents will be recognized and celebrated and appropriate provision made to ensure they are fully developed, with inspirational and challenging targets set.

6.4 Early Years Foundation Stage

“Research shows that high quality experiences in the early years ... have a significant positive impact on children’s social, emotional and cognitive development and therefore, their progress at school and into adult life. It is vitally important that early years provision is at a consistently high standard and that providers continually look for ways to improve the quality of learning, development and care they offer.”

Practice Guidance for the Early Years Foundation Stage, DCSF, May 2008

We recognize that the early years are extremely important in laying the foundations for children’s lifelong learning and success. We will implement the Early Years Foundation Stage Framework in a stimulating indoor and outdoor learning environment, working to continuously improve this setting to maximize the children’s learning opportunities. We will demonstrate and nurture positive relationships. Through delivering personalized learning and care, children will develop and grow socially, physically, emotionally, spiritually, morally and academically.

We have made contact with the local preschool providers and would work closely with them and with parents in preparing children for their entry into the school to ensure a smooth and happy transition.

Our aim is for these children to have the best possible start in life.

6.5 Extra-Curricular Education

Extra-curricular activities, such as sports, the arts, technology, gardening, cookery and various others are an important part of the educational experience of children and offer real benefits to those taking part. Studies have found that children who participate in these activities are more successful academically than those who do not. They also provide children who may not be gifted academically with the chance to excel in sport or the performing arts for example which can have a huge impact on self-esteem. Children can also learn teamwork and leadership skills and develop their social skills. We aim to provide a wide variety of extra-curricular clubs and activities and will ensure that the children are fully involved in decision making regarding the choice of clubs.

7 The School and the Environment

Our ambition is for our school to be a sustainable building, to be carbon neutral and to help the children understand the impact of our lives on the environment. We will strive to meet the requirements set out in the national framework for sustainable schools.

A key feature of sustainability, and the one which may attract greatest interest from the local community, is energy sustainability. We will consider electricity generation, water heating and space heating with the overall aim for the school to be carbon neutral at worst, though the possibility exists for it to be an energy provider for others at times. It will be a model of energy efficiency and use of renewable energy. Consumption of energy within school terms can be offset by supplying electricity generated by school facilities to the national grid during school holidays and such energy provision supports the wider community.

7.1 Energy Efficiency

Efficiency is determined to a considerable extent by choosing building materials that minimise energy loss. We will encourage the architects to ensure that insulation exceed existing standards wherever possible and any wood used should come from sustainable sources. The orientation of the school, with roof style, size and position will allow maximum availability of energy and light capture. We hope to achieve triple glazed windows and additional natural light through sunpipes to counter the fact that the site is small and low lying, with many surrounding properties at a higher level. We will explore the options for energy capture including solar photovoltaic panels, solar thermal and wind turbine. We will explore whether we heat the buildings by using heat from both ground source and air heatpumps.



Our ambition is to have a zero carbon footprint and so will carefully weigh up the decision around what type of fuel to use and which electricity provider we use, to ensure that they are using a mix of renewable energy and where possible entirely renewable.

7.2 Water Supply and Demand

We believe there should be provision for substantial rain water and “grey water” capture, storage and use, which can be used in toilets and for cleaning purposes. We will consider a ‘green roof’ which can contribute energy and maintenance cost savings, a habitat for varied flora and fauna, and air conditioning through cooling in summer and insulation in winter.

We will also monitor energy use within the premises and make this information available as part of the curriculum and for local residents. We will also produce a DVD describing all of the environmental features of the building, together with explanations of how they function and the manner in which they contribute to the environmental impact for local residents and other interested parties.

7.3 Sustainability in the Curriculum

Sustainability will be explored within the teaching and learning process and all parts of the site will contribute to this. A vision of sustainable development will be offered to all in the school and conveyed to the local community. There will be ample provision and support for in-service training. Awards for contracts, catering and management responsibilities will all be focussed on

the sustainability theme. Parents and others in the local community should be encouraged to state any relevant expertise that they have which may be integrated through their support of teaching and extra-curricular activities.

The position of the school within the Ashford area gives access to several sites of environmental interest that few other places could match. There is the Kent office of the British Trust for Conservation Volunteers at the Singleton Environment Centre. Natural England has an office in Ashford and their Community Liaison Officer has particular interests in the SSSI's (Sites of Special Scientific Interest) at Wye and Crundale Downs and at Stodmarsh. In the Ashford area Kent Wildlife Trust have interests in Hothfield Heathlands (jointly owned with Ashford Borough Council), Stone Wood near Shadoxhurst, Orlestone Forest towards Ham Street and have a visitor centre on Romney Marsh. Slightly farther away is the RSPB reserve at Dungeness. All in all this is an exceptional collection of varied habitats available to the school for teaching purposes.

We will also encourage sustainability in the following areas:

7.3.1 Food and Drink

The surrounding area is well-suited to production of several foods, including those grown to organic standards, and so the school can be involved with local suppliers. Possibilities for savings in cost and transport could be explored in combination with other schools or indeed such bodies as the local NHS Trust, with environmental benefits. There should be a strong commitment to protecting the environment, animal welfare and social responsibility. The LOAF principles put forward by Christian Ecology Link, should be both advertised and adopted. These are that foods chosen should fulfil at least one of the following criteria: locally produced, organically grown, animal friendly and fairly traded. Healthy eating will be encouraged, both in teaching and in practice, recognising that the nutritional value of any food is nil until it is eaten. The school grounds can be used for some fruit and vegetable production and soil improvement should be practised through compost production and use. These activities will improve awareness of organic principles.

7.3.2 Energy and Water

The school buildings will be a valuable teaching resource for both energy and water use. In addition records obtained by monitoring the different entities could be shared with other schools, helping to increase awareness within the Ashford and District region.

7.3.3 Travel and Traffic

The immediate catchment area for the school is well-provided with foot and cycle paths and parents and children will be encouraged to walk and cycle to school. We hope that funding will be available from the "Bike it" scheme from sustrans (Sustainable Transport), presently funded by Kent Highway Services to encourage the use of cycles for those who would prefer that to walking and to prevent car journeys (<http://www.sustrans.org.uk/what-we-do/bike-it/wheres-bike-it/bike-it-in-ashford-and-canterbury>)

Should parents choose to use cars to bring children to school, there is some parking close to the school, shared by local businesses, with access from Hurst Road. Access to other nearby parking, also shared space, is controlled by traffic lights on Trinity Road, a major thoroughfare that will carry even more traffic as further developments take place in the area. Similar objections could apply to any other access points that require traffic use of Trinity Road. It is

possible for vehicles to get close to the site via Hurst Road, giving an alternative route to a point from which the school can be reached easily on foot.

7.3.4 Purchasing and Waste

The school will be a model in terms of waste minimisation and sustainable procurement. With respect to recycling unavoidable waste, collection facilities will be provided for all materials accepted by Ashford Borough Council except for some “green” waste which will be composted on site. Arrangements would be needed for disposal of food waste above the limited amount that might be used in a demonstration wormery. We will encourage the local council to provide recycling facilities. We will have a policy of Fairtrade and ethical purchasing where possible and will encourage pupils to take notice of the origins of foods and of their own clothing.

7.3.5 Buildings and Grounds

We hope that the school’s commitment to sustainability will attract the attention of the wider community. The assistance of the British Trust for Conservation Volunteers (BTCV) based at Singleton Environment Centre will be sought in planning the allocation of space in the grounds. In addition to a recycling area and gardening space we will provide a bird-feeding station, a pond and a log pile for use by small animals with a separate area designated for play.

7.3.6 Inclusion and Participation

The school will seek recognition as an Eco-school, liaising with the Eco-schools Officer Environment and Waste at KCC. The intention from the outset will be to achieve an Eco-schools Green Flag Award, since this should be an influence for good, not only for the pupils as they move on in life but also in the community. We would expect that Eco-school principles would be incorporated into the curriculum in several ways, both in formal areas and any cross-cultural areas. The new facilities will convey a strong awareness of the environment from the outset which can be enhanced through contact with parents of school pupils. Proposals for layout of the grounds from BTCV and use of the grounds will be consulted on with local community. The school will display notices next to light switches, taps and washbasins to encourage pupils not to waste electricity or water. Once the school has become established there will be opportunities for pupils, staff and parents to suggest additional items to increase sustainability further.

7.3.7 Local Well-Being

The learning process as it relates to the environment will soon lead to some pupils becoming more knowledgeable and aware than many parents. Opportunities will be made available for parents’ evenings to provide a forum for discussion and explanation of details that have arisen. We hope that the school will be represented at any community forum meetings that take place and consider impacts that go beyond the local area.

7.3.8 Global Dimension

We intend that the school should form a link or links with schools overseas, hopefully from the southern hemisphere, where effects of climate change are already being experienced. The presence of an office of MAF (Mission Aviation Fellowship) in Ashford could be one source of information and facilitate links with schools in the countries overseas where MAF personnel serve. We will take the opportunity to explore the geographical background of any pupils whose ethnic origins are other than white European and use the internet to exchange emails, photos and video clips.

7.4 Future Considerations

We understand that there may not be sufficient funding for us to achieve our ambitions from the outset. However, we hope to discuss options with Kent County Council to reflect our intent to achieve sustainability.

8 Community Cohesion

The new school in the Goat Lees estate will be an opportunity that will extend beyond the boundaries of the school premises. Community cohesion is an aspect where we at Ashford Baptist Church have experience. Our current church role has 160 members and our congregation represents at least 15 different nationalities. Cohesion is not simply about including others in what we do but recognising that we will all change.

Community cohesion is also about teaching what being a good citizen is. In order to pass this on we have commitments from BT and Amesus to provide some teaching on such important topics as communication and citizenship. This feeds from what we as church already practice and is witnessed in our most recent project spearheading the Street Pastors Scheme in conjunction with the police and Ashford Borough Council to make our town centre streets safer on Friday and Saturday nights. We will include the same principles to provide opportunities for the children to serve the local community whether it be visiting the elderly or working together on a local project.

As well as the good local contacts we have established we will use our national and international links to enhance the understanding of the both the UK and world community. This will ensure there is a breadth of input exploring different cultures and beliefs. In this exploration we will cover issues such as understanding poverty, its causes and effects. By celebrating differences in culture, ethnicity and background we will encourage a way of life which promotes genuine appreciation and respect.



As we have already stated the school buildings should be a resource for the local community. One of the issues highlighted with regard to this is access. During school hours the premises are used by the pupils but it is after hours and school holidays where benefit can be derived. In order to overcome the access issue we will have a twofold approach. One of these will be the design of the building. It is the simple things which are easily overlooked that will make an important difference. As an example we would work with the local authority appointed architects to develop a design that would allow access to the hall without the necessity to walk all the way through the school. The other element to this will be the appointment of a caretaker who subscribes to the schools ethos and vision. Community cohesion is important to us and consequently to have buildings which lie dormant for more hours than they are used seems to be wasting an asset. Again something simple like properly managing the locking and unlocking would make access so much easier.

Another element to the community cohesion is the adjacent park. The proposers who are local residents trying to use this park rather than driving to another one, know what a disappointment it is with apparatus being vandalised and having lurid graffiti on it. There is also the difficulty of broken glass and litter about the playing area. We have already begun discussions with Ashford Borough Council to ascertain whether, should we win the bid, the school can be a partner in caring for the park. This will mean returning the park to being a facility where children and families can play. After this the school, using their cleaners, could commit to ensuring the park is kept in a tidy condition: litter and glass free. The caretaker will also be tasked with ensuring any graffiti is quickly removed so that the children are not exposed to this before or after school. Any items which are damaged could be dealt with more quickly. A park which is

well looked after will be used more and a park which is used more will reduce the likelihood of any antisocial behaviour.

Apart from the immediate environment the school will undertake additional programmes for the benefit of the community. We have met with the cultural services department of Ashford Borough Council to ensure we maximise opportunities and work with the wider network of service providers in the area. Training for the parents will include 'e-safety' as well as showing them how they can work with their child in reading, maths and science. We will also involve the parents in taking responsibility for any school garden or pond which will be especially helpful for those who live in the nearby flats with no garden of their own.

Realising the need and benefit of interdependency we will work closely with the other primary and secondary schools in the area to make use of the best they have to offer for the benefit of the pupils in the new school.

In order to offer more support to the community the ministers of Ashford Baptist Church will provide a chaplaincy to the school and the surrounding community. This contact can be especially beneficial during times of difficulty. As an example Church of England figures show that up to 70% of schools have a bereaved pupil and 92% of children face a significant bereavement by the age of 16. Provision will be made for those of different faiths and indeed those of no faith.

9 School Characteristics

We are proposing a Trust School that is co-educational and provides for children between the ages of 4 and 11 years. The school will serve the needs of the Goat Lees community, which abuts Kennington whilst being within the parish of Boughton Aluph.

The date of opening will be 1st September 2012.

It is expected that the school will initially open with 4 classes: one class of up to 30 pupils for the Reception children according to the need identified by the Local Authority (see chart below), and 3 mixed classes of up to 30 pupils for Years 1 and 2, 3 and 4, and 5 and 6 to accommodate siblings of the Reception children or older children who move into the estate. The establishment of these classes for older children will not be detrimental to other local primary schools. In time, the school, through phased growth, will provide 210 places.

The projected number of reception year children in the area of the proposed Goat Lees Primary School	Reception class places available 2009-10	2008-09 (Actual)	2012-13 (Forecast)
Total reception year pupils within 1 mile	120	119	151
Surplus / deficit reception year places within 1 mile	-	1	-31
Total reception year pupils within 2 miles	300	295	368
Surplus / deficit reception year places within 2 miles	-	5	-38
Total reception year pupils within 3 miles	840	789	892
Surplus / deficit reception year places within 3 miles	-	51	-22
In addition to the data above it is estimated that there may be an additional 22 reception year pupils by 2012-13 due to new housing development within this area			
Forecast roll data based on projections made in September 2009			
From 2012-13 there will be an additional 30 reception year places available at Repton Park (this additional capacity is reflected in the surplus / deficit figure above)			

New School Competition in Ashford, David Adams, 16th March 2010

Ashford Baptist Church will identify individuals from its experienced and skilled members to form the charitable Trust for the school.

The ethos brought by Ashford Baptist Church will be distinctive without compromising inclusivity. Children of all faiths and no faith will be admitted. Whilst declaring a Christian identity no priority of admission will be given to children of church families or of Christian faith. In the event of over subscription admission will be in accordance with Local Authority arrangements so that local children are served well. Our over subscription criteria will be as follows: children in local authority care, children with medical, health and special access reasons, children with siblings already in the school (this is dependent on the family remaining in the locality) the proximity of the child's home to the school.

The school will give a warm welcome to all. This will be evident from the reception desk to the courteous attitude shown by staff and pupils. It will be experienced further afield through charity support and compassionate response to those in need.

“Many faith-based organisations are only too willing to extend the help they offer to others in the wider community. For example, churches which have been embedded in local communities for centuries hold precepts that explicitly encourage them to regard themselves as part of the wider community and naturally extend the help they offer to that community.”

Myth Busting Guide, Dept for Communities and Local Government, March 2010

Ashford Baptist Church has been in Ashford since 1653 and is a well established part of the community, which offers support to the wider community beyond its congregation. Ashford Baptist Church believes that Christians should be involved in making a positive contribution to the society in which they live. We expect that the pupils in this school will be equipped educationally, socially, morally, spiritually and physically in order to become responsible citizens who are an asset to the community in which they live and, through an understanding of global issues, to become responsible citizens of the wider world.

Jesus Christ set an example to care for each individual and support them to achieve their best. One way in which this will be expressed in school is through the identification of barriers to learning so that appropriate help and support may be provided. Gifted and talented pupils will also be identified and enabled to achieve their potential through targeted activities both within the school and using the wider school network.

As a community that loves to learn we would expect all staff (head teacher, class teachers, support staff and governors) to relish opportunities for continuing professional development and the cross fertilisation of ideas through networking with other local schools and through other providers e.g. the NCSL. This attitude towards lifelong love of learning will not only benefit the individual's and the school's effort towards high standards, it will also enthuse the pupils and imbibe them with this ambition too. This in turn will ensure they are prepared for the secondary curriculum by the time they leave Goat Lees.

“... a well-planned vibrant curriculum recognises that primary children relish learning independently and cooperatively: they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world.”

Sir Jim Rose

The name of the school will be determined by the first governing body in consultation with parents and the local community.

The school will contribute to community life through making the premises available for clubs and all-age educational opportunities. We will work with the wider family of schools, providers, the community, the parent council and Ashford Borough Council to identify the kinds of activities that are needed. We will work to achieve extended school status and ensure we commission the best providers to deliver the type of services the community want. The school will achieve extended school status.

Participation in the wider community will include participation in the local network of schools and the building of a positive working relationship with the Local Authority to ensure that the school achieves high standards and contributes fully to the overall outcomes for children in Kent. There will also be the building of good relationships with feeder pre-school provision and receiving secondary schools. Links have already been made toward this through meetings with Q Day Nursery, Just Learning Nursery and Towers Nursery. Ideas to ensure smooth transition for the children and their families have been discussed including cross-phase staff visits. We have made contact with the local high school and grammar schools expressing our commitment to cross-phase partnership from key stage 2 to key stage 3. We will continue our established links with the local police, council and social services for the benefit of the pupils and community. We will build links with other relevant agencies to enable the achievement of Every Child Matters outcomes.

The meetings with local nurseries have also provided us with development opportunities for the extended school agenda. Towers Nursery currently runs a holiday club which has potential for expansion if there is a demand. Just Learning Nursery is already licensed for children up to the age of 8 years. We will expect to provide a variety of after school clubs and consult with parents to ascertain on the need for a breakfast club.

Through the promotion of healthy eating, active lifestyle, emotional health and wellbeing we will ensure that this school meets the standards for a Healthy School.

We would commit to pursuing Eco-school status with the support of the local Eco-schools' officer.

A School Travel Plan which meets national standards will be prepared by the temporary governing body prior to the opening of the school. It will be reviewed in consultation with the parent council and then reviewed and expanded with the pupil council. Consultation with the neighbourhood PC has identified a concern on behalf of the community that traffic and parking could present a problem for the local residents. Maximum use must be made of the good network of cycle paths and footpaths included in the design of the estate. A Walk to School scheme will be a means to encourage pupil participation and encourage their parents to leave the car at home whenever possible. Cycle training will be facilitated to ensure the maximum safety for young riders and the other users of the paths. This has been provisionally agreed with Bike It. We will work with architects to ensure safe and secure bike storage.

Involvement in the community to be built by a variety of means, for example, grandparents' day, visiting artists or musicians and pet care from the Eureka veterinary practice.

We welcome and support the standards and expectations set out by Ed Balls, former Secretary of State for Children, Schools and Families in June 2009, in the Forward to "Your child, your schools, our future: building a 21st century schools system".

These expectations and ours include:

- Good behaviour, strong discipline, order and safety;
- A broad balanced and flexible curriculum including skills for learning and life;
- Teaching meets the children's needs, progress is regularly checked and educational needs are spotted early and addressed quickly;

- Children participate in sport and cultural activities;
- The health and well being of children is supported;
- The children have the chance to express their views and that they and their families are welcomed and valued;
- Opportunities, information and support will enable parents to exercise choice with and on behalf of their child;
- Information and parental support will enable parental involvement in their child's learning and development;
- Home School Agreements will outline the rights and responsibilities for each child's schooling;
- Access to extended services will include support and advice on parenting.

The Christian ethos will be evident in the range of experiences and opportunities that aid academic success as well as personal and spiritual development and well being. The ethos will provide the environment where learning is nurtured. It will be evident in the relationships: adult to adult in the support, courtesy and co-operation between members of staff; adult to child in positive attitudes and encouragement given, by example and through high professional standards; and child to child in the supported development of politeness, respect and care for one another.

10 Information Requested by LEA

Contact Details

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

***Ashford Baptist Church
Saint Johns Lane
Ashford
Kent
TN23 1PS***

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

This proposal is being submitted independently.

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 or a community school) and, if required by section 8, a statement that the Secretary of State's consent has been obtained to publication of the proposals.

We are proposing a foundation school with a foundation.

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.

The size, age-range and pupil number will be in line with the specification of the competition.

Extended Services

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

The school will offer a range of extended services to meet the needs of the children and local community and will achieve extended schools status.

See section 6.5 – Extra-Curricular Education.

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.

Ashford Baptist Church's identity and work is motivated by the life, message and example of Jesus Christ. Our vision and ethos is shaped by our Christian belief and our understanding of how a Christian approach enables children to fulfil their potential. Our children's individual needs, their hopes and aspirations, their physical, emotional and spiritual well-being will be central to the ethos of the school.

The school will be an integral part of the community. This will be done through a variety of relevant community programmes as well as through access to the school's facilities. Areas we have already identified are the park and its upkeep, a community garden on the school site, training for parents on e-safety and how they can work with their children in maths, science and reading.

Our ethos will ensure we have education at the highest standard with a genuine appreciation 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.

We do not intend to ask the Secretary of State to designate the school as a school with a religious character.

Area or Community that School Serves

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

This will be in line with the competition notice.

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—

See page 26, paragraph 5 for admission criteria.

- (a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and

Not Applicable

- (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.

Not Applicable

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.

Not Applicable

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; or

Not Applicable

- (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.

Not Applicable

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;

Not Applicable

- (b) increase participation in education or training; and

Not Applicable

- (c) expand the range of educational or training opportunities, for 16-19 year olds in the area.

Not Applicable

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 fulltime 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 of the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and
- (e) the reasons why schools and settings outside the maintained school sector 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.

13 a-e: The specification does not set out a need for early years provision. The school will be committed to working with the early years providers in the area as set out in section 6.4 – Early Years Foundation Stage.

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.

Not Applicable

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

There are currently no other schools in the area offering a distinctly Baptist perspective. Our bid brings with it wealth of educational, business, community cohesion and environmental experience not currently utilised within education in Ashford.

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

The school will promote a culture of continuous improvement and encourage the pursuit of educational excellence in all that it does.

See section 6 – Learning and Teaching.

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.

The school will work to deliver the 5 key outcomes of Every Child Matters.

See section 6.1 – School Curriculum.

Community Cohesion

17. The following information relating to the proposals—

- (a) how the school will promote and contribute to community cohesion;

The school will be a hub for the community in the Goat Lees estate and is well placed to provide a platform for community involvement. This will be done through targeted programmes. Ashford Borough Council do not currently have current figures on the demographics of the needs within the area. The next census will provide an insight into the needs of the area. Some obvious areas will be training for parents on e-safety and how they might help their children especially in maths and science. For more details of our plans please see section 8 – Community Cohesion.

(b) how the school will increase inclusion and equality of access for all social groups; and

Our church is multi-cultural and this is because we have a genuine appreciation of those from other cultures. This same ethos will be evident in the life of the school.

(c) how the school will collaborate with other schools, and in relation to secondary school proposals how the new school will collaborate with colleges and training providers.

We see interdependence as vital for the benefit of the children. To this end we have spoken with the three nearest primary schools to understand potential start-up issues. We are also committed to working with the local cluster of primary schools to ensure the best outcomes for the children of the Goat Lees estate.

We have met with the nursery schools in the area to discuss a smooth transition. This will include teachers visiting the nurseries to meet the children and then inviting the nursery workers to the school to see the progress of the children they know.

We have contacted the secondary schools to achieve the same when the children leave primary school. In addition to this we will utilise the programmes on offer to extend those identified on the gifted and talented register.

Accommodation

18. A statement as to whether accommodation will be adequate to meet the number of pupil places specified in paragraph 4 of Schedule 1.

The school will be designed by Kent County Council approved architects and so we expect that they will ensure the school will be built to support a capacity of 210 pupils.

Single Sex or Co-education 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.

The school will admit boys and girls.

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

Not Applicable

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

Not Applicable

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.

21 a-g: The school will be built in line with specification of the competition notice.

Implementation

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.

The proposal we have submitted will be delivered in line with the timing as set out in the competition notice.

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

The proposers are committed to implementing the education and vision and ethos of the school. This will bear the cost of time rather than finance and we are committed to this. Kent County Council is responsible for capital funding and ongoing funding based on pupil numbers.

(b) a statement as to the extent to which the capital costs of implementation are to be met by each body.

The capital costs are to be met by Kent County Council.

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.

The capital costs are determined by Kent County Council. We will work with them to get the best value for money within the financial limits.

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).

Not Applicable

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

Not Applicable

Travel

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

The school will have a travel plan agreed by the temporary governing body in accordance with government guidelines, and will be reviewed by the permanent governing body in conjunction with the children and parents.

We expect to make good use of the cycle paths and walk ways leading to the school.

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).

Not Applicable

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 will provide the full national curriculum as stated above.

This will be enriched in various ways. See sections on Learning and Teaching, School Characteristics and the Environment.

Voluntary Aided Schools

30. In addition, where the school is to be a voluntary aided school—

(a) details of the Trusts on which the site is to be held; and

Not Applicable

- (b) confirmation that governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

Not Applicable

Foundation Schools

31. 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 sub-paragraph (a) or (b).

The school will not fall within sub-paragraph (a) or (b).

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

- (a) the name of the foundation where known;

If successful the foundation will include members from Ashford Baptist Church.

- (b) the rationale for the foundation and the particular ethos that it will bring to the school;

See section 3 – Vision and Ethos.

- (c) the details of membership of the foundation, including the names of the members;

The members of the trust will be drawn from the membership of Ashford Baptist Church.

- (d) the entitlement to appoint charity trustees and the number of trustees to be appointed;

Once the trust is established we will agree entitlement and number of trustees.

- (e) the proposed constitution of the governing body;

It is proposed that the governing body will be as set out in section 9 – School Characteristics.

- (f) details of the foundation's charitable objects;

The foundation's charitable objects will work to advance the education of the child in the school through an holistic approach. It will also want to support the local community through the resources of the school.

- (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;

A parent council will be established in accordance with section 23A of EA2002.

- (h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England) Regulations will be met;

The trust will be established to meet all legal requirements.

- (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

The foundation will raise standards through the professional and voluntary experience and expertise of members of Ashford Baptist Church.

Please see section 4 – About the Proposers and section 6 – Learning and Teaching.

- (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.

The Baptist ethos will bring added diversity to the school provision in the area. We will draw on the extensive experience of Ashford Baptist Church to advance community cohesion in the area.

Please see section 8 – Community Cohesion and section 7 – Environment.

Relevant Experience of Proposers

33. 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.

Our proposers hold wealth of educational experience. We have a recently retired head as well as current acting deputy with SENCo responsibility. We have governor as well as other schools experience within the team. The members of Ashford Baptist Church swell the pool of resources considerably. Our voluntary activities include Youth Club, Boys Brigade, Girls Brigade, camps, Sunday School, Holiday Club and Mothers and Toddlers. Thus in our professional and voluntary capacity we have experience in improving standards in education.

For more details see section 4 – About the Proposers.

Special Educational Needs

34. Where the proposals will include provision that would be recognised by the local 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 competitions notice, or, where not, the nature of any such provision and the proposed number of pupils for whom such provision is to be made.

34 a-e: See section 6.2 – Special Educational Needs.

Appendix A - Community Engagement Schedule

<i>11 November 2009</i>	Awareness of the proposed new school brought to the attention of the church membership.
<i>25 November 2009</i>	Attend public meeting discussing the potential new school in Goat Lees.
<i>10 March 2010</i>	Church votes in favour of submitting a bid.
<i>16 March 2010</i>	Attended a seminar for the new school at the Goat Lees Community Hall.
<i>26 March 2010</i>	Met with Q Day Nurseries. Discussed potential links between them and the new school. Followed up with a letter. They handed out copies of our leaflet to parents inviting comments.
<i>30 March 2010</i>	Met with Eureka Veterinary Centre. Discussed how they might be involved with the new school. Followed up with a phone conversation and email.
<i>30 March 2010</i>	Spoke with Dr Diu from New Hayesbank Surgery. Followed up with a letter. He is happy to work with us.
<i>1 April 2010</i>	Corresponded with Joanna Carter, Community Outreach Co-ordinator, Natural England's Education for Schools.
<i>1 April 2010</i>	Corresponded with Daniel from British Trust for Conservation Volunteers.
<i>5 April 2010</i>	Link on the Ashford Baptist Church website established inviting comments for the new school.
<i>7 April 2010</i>	Met with Towers Tiny Tots. Discussed potential links between them and the new school. They offer a holiday club. They handed out copies of our leaflet inviting comments.
<i>7 April 2010</i>	Met with Just Learning. Discussed potential links between them and the new school. Potential for after school care. They handed out copies of our leaflet inviting comments.
<i>7 April 2010</i>	Delivered leaflets in the Goat Lees area. The leaflets introduced who we are and invited comments through the website.
<i>21 April 2010</i>	Corresponded with Mandy Surgenor the neighbourhood PC.
<i>25 April 2010</i>	Letters sent to all relevant Secondary Schools.
<i>5 May 2010</i>	Met with David Adams.
<i>12 May 2010</i>	Met with Allison Townson and Ellie Fry from Brakes. Discussed their potential involvement.

- 14 May 2010* Met with Damian Green MP.
- 17 May 2010* Corresponded with David Robert, 'Bike It' for Ashford and Canterbury.
- 18 May 2010* Corresponded with the Kennington Community Forum.
- 18 May 2010* Attended course hosted by the Church of England. Coping with loss: Bereavement In School.
- 19 May 2010* Met with Ian Bailey and Michelle of Ashford Borough Council. Discussed community cohesion.
- 25 May 2010* Attended a day with the Ashford Local Children's Service Partnership and the Kent Children's Fund Network.
- 28 May 2010* Visited Brenzett CE (Controlled) School. We went to look at the environmental features and what we might learn from what they have done.
- 7 June 2010* Corresponded with Mr Juniper from Phoenix Primary. Discussed means by which the benefits of interworking could be achieved. Discussed any potential impact on Phoenix as a result of the development of the Goat Lees school.
- 7 June 2010* Corresponded with Miss Harris of Downs View Infant School. Discussed any potential impact on Downs View as a result of the development of the Goat Lees school.
- 8 June 2010* Corresponded with Mr Ive of Kennington Junior CE School. Discussed any potential impact on Kennington Junior as a result of the development of the Goat Lees school.

Appendix B - Letters of Support

The following emails and letters have been received in support of our proposal:

Good afternoon James,

Thanks for your enquiry.

BT Education provides a large amount of free resources to school and they are available on the web for your information under "communication skills resources" on the website below:-

<http://www.btplc.com/thegroup/Ourcompany/Companyprofile/A-Z/B/Betterworld.htm?Terms=>

The BT volunteers are available to help present some of the resources to pupils and run associated activities. We are not trained teachers but all are CRB checked and trained to present sessions to classes.

For the primary age children I would suggest looking at the resources below which BT volunteers do present at the moment:-

Communication Skills for Young Citizens (this consists of 7 sessions and we aim this at year 6 level in primary schools)
 From Caveman to Spaceman (a brief history of communication for younger pupils - Yr 4 ish)
 Good Coach Bad Coach (Yr5 or 6)
 Muddles and Crystals at Home (yr4)
 Muddles and Crystals Day out (yr5)

Communication Cookbook is another free resource that teachers could make use of when working with early years pupils.

I realise 2012 is a long way off but I would hope the BT volunteers will still be in a position to present sessions to your potential students. As I said, Ashford is a little out of my area but I am sure I can locate someone more local to help out nearer the date. You have my contact details so please feel free to call me when you know when we can help,

Regards

Dave



Dave Hermitage

BT Contract
 Management Office

Dear James

My apologies for taking time to get back to you we have been busy and I wanted to discuss this with my other directors.

We would be interested in supporting you and would need to discuss details once you know your bid is accepted.
 Therefore please go ahead and take this as our offer of support and good luck with the bid.

I attach our logo for use on your documents and look forward to hearing from you

Best wishes

Trish



Trish Jordan

Director
 Rich Picture Ltd.

Jill Humphreys

Chairman of Governors
The Norton Knatchbull
School

Dear James

I have had a letter from Margaret Woollven concerning the above and would like to say that I feel this can only be an advantage. The more liaison between primary and secondary schools the better. We are always keen to forge links with other schools and take our language and science into existing primary schools.

Should your bid be successful you can rest assured that our Governing Body and teaching/support staff will be happy to work together. As to what we would expect from a feeder school, I think our wish would be for well rounded pupils who are fully prepared for the challenges of secondary school life. If that is in place, the rest will just follow.

Our very best wishes to you.

Jill Humphreys

EUREKA & WIGMORE
Veterinary Centres

Martin Andrews

Practice Manager
Eureka & Wigmore
Veterinary Centres

Dear Reverend James

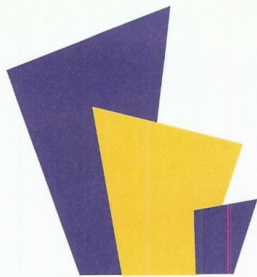
Thank you for your email.

As we have already taken the stance of delivering 'educational and informative' sessions within a small number of local schools, we would be delighted to be added to the support network you wish to develop as part of your planning application.

No doubt you will return to us in due time. We wish you every success in taking this endeavour forward

Best wishes

Martin R Andrews



'In Pursuit of Excellence'



'Ashford's Business and Enterprise Specialist College'

TOWERS SCHOOL AND SIXTH FORM CENTRE

Headteacher: **Malcolm Ramsey** Deputy Headteacher: **Graham Ralph**

Ms M Woollven
Trustee
Ashford Baptist Church
St John's Lane
Ashford
Kent TN23 1PS

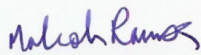
MMR/RJH/ARJ
25th May 2010

Dear Ms Woollven,

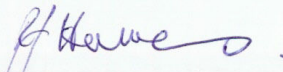
Further to your letter of 29th April to Rita Hawes, we can both confirm total support for both aspects of possible links between the proposed Goat Lees Primary School and Towers School. As you may be aware we have a thorough programme of contacts with our feeder primary schools and we would hope that Goat Lees Primary School would be able to benefit from these contacts.

We both look forward to your progress in this competition and if we can be of any further help please do not hesitate to contact us.

Yours sincerely,



Malcolm Ramsey
Headteacher



Rita Hawes
Chairman of Governors

Sponsored by:  Arcadia Group Limited  **Microsoft**
Sponsored Specialist School

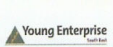
HEADS OF LEARNING COMMUNITY:

Mike Richards (Barton) Andrew Weedon (Furley) Tara McVey (Harvey) Catherine St Ville (Weil)

HEAD OF SIXTH FORM:

David Leddington

Faversham Road Kennington Ashford Kent TN24 9AL t. 01233 634171 f. 01233 628326 e. admin@towers.kent.sch.uk www.towers.kent.sch.uk





PO Box 196, 129 Broadway
Didcot, Oxfordshire
OX11 8XN
Tel: 01235 510425
Fax: 01235 510429
Email: gbco@girlsbrigadeew.org.uk
Web: www.girlsbrigadeew.org.uk

14th May 2010

To Whom It May Concern:

I am writing to confirm and praise the valuable work of 1st Ashford GB Company.

The company has been a part of Ashford Baptist Church since February 1972.

For thirty eight years, the officers and leaders have provided a holistic programme of spiritual, physical, educational and service-focused activities. Week by week, young people from the ages of five to eighteen enjoy fun, friendship and a safe place to be.

Over the last few years, the group has grown to about 45 - 50 girls with girls of all nationalities belonging to 1st Ashford GB.

GB's vision is that lives and communities are enriched and transformed as individuals seek, serve and follow Christ. This vision is a reality for 1st Ashford GB and the friends, families and community it works alongside.

Yours sincerely,



Nikki Griffin
Events Co-ordinator, GB Central Office

*The Girls' Brigade England & Wales is a registered charity.
Registration Number: 206655
And a Company Limited by Guarantee Number: 206877*



THE NORTON KNATCHBULL SCHOOL

(Founded 1630)

A SPECIALIST LANGUAGE COLLEGE

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TEL: (01233) 620045 FAX: (01233) 633668
e-mail: information@nks.kent.sch.uk
www.nks.kent.sch.uk

Headmaster: J. C. SPELLER, BA, MA(Ed), FRSA
Deputy Headmaster: P. W. CURTIS, B.Sc



13 May 2010

JCS/ta/PrpGoatLeesSchool



Mrs M. Woollven,
Ashford Baptist Church
St John's Lane
Ashford
Kent TN23 1PS



Science

Dear Mrs Woollven

Re: Goat Lees School

Thank you for your letter. In response:

1. Pupils transferring to NKS are supported in the following way:

- They are visited in their own school by a member of the NKS staff.
- They and their parents have a "Transition Evening" – Currently scheduled for 13/07/11.
- They have a "Transition Day" – Currently scheduled for 14/07/11.



2. We are a Specialist Language College and a Specialist Science College. As part of our brief, we provide outreach work in both areas.

We shall be pleased to hear from your new school, if we can be of any help. Specifically, for general transition issues, contact Mr David Frost, for science issues, Dr Joanna Gower and for MFL issues, Mrs Pascale Jeffries.



With best wishes.

Yours sincerely,



J.C. Speller
Headmaster





Ashford Baptist Church
St John's Lane
Ashford
Kent
TN23 1PS

18th May 2010

Dear James,

R.E. Proposed new School for Goat Lees

We believe at Towers Tiny Tots that it is important to build good relationships with the Schools in our area, to support our children's transition from nursery to School and we would hope to offer this relationship with the new School at Goat Lees.

I wish you all the success with your proposal and hope to work with you in the future.

Yours Sincerely



Jo smith
Nursery Manager

Where every child is precious

Towers Tiny Tots at The Towers School
Faversham Road, Kennington, Ashford, Kent TN24 9AL
Tel/Fax 01233 665573
Email tinytots@towers.kent.sch.uk
Nursery Manager Jo Smith



Towers Tiny Tots registered in England and Wales. Registration number: 6252914. Registered Office: Faversham Road, Kennington, Ashford, Kent TN24 9AL. Ofsted Registered



Mission Aviation Fellowship
Telephone: 0845 850 9505
Email: supporter.relations@maf-uk.org
Website: www.maf-uk.org

To whom it may concern,

Mission Aviation Fellowship (MAF) would be delighted to work with Ashford Baptist Church in the new school at Goat Lees.

We will be happy to provide material and people to come to share about MAF's work overseas including pilots who can talk about life in Africa, Asia and South America and what it is like to fly in some of the remotest parts of the world.

As an international charity we work in 35 countries and are pleased to have offices in Folkestone and Ashford and to be involved with the local community.

We'd be delighted to support the school in this way and help to share more about life in developing countries with pupils in Ashford.

Emma Stewart

Emma Stewart
PR Officer, MAF UK
Direct tel: 01303 852813
www.maf-uk.org

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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.

Ashford Primary Headteachers collaboration

Main Contact name and address –

Rob Juniper

Phoenix Community Primary School

Belmont Road

Kennington

Ashford

Kent, TN24 9LS

Kevin Grout - Lady Joanna Thornhill School,

Steve Ives - Kennington CE Junior School,

Sandra MacCourt - Aldington Primary School,

Sue Petrie - Challock Primary School,

Jan Parsons - Willesborough Infant School,

Mary Hewitt - Brook Community Primary School,

Fran Harris - Downs View Infant School

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

The proposals are submitted by a group of proposers as above.

We are already an extremely successful and well established collaboration of primary Headteachers who have worked together to develop our own schools in many ways. We firmly believe that we will nurture and support a new school within our existing family of schools. We already work within a well-established, mature 'Partnership Hub' model which develops a network and support system between groups of schools. Within our Hubs, schools have expertise, provide professional development opportunities for staff and ensure consistently high

standards in attainment and personal development for all pupils at all levels.

We seek to set up a community school within our existing hub partnership, with the view to involving other professionals. We will work closely with local residents, local authority and local councillors, health and Surestart. The intention is that these partners will not only be supportive of the philosophical steer to the new school but will bring additional value to it.

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.

Foundation (no foundation) Community School.

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.

It is proposed that the collaboration will adhere to the code of admissions and adopt the same admissions criteria as the existing community schools. The pupil admission number of 210 and indicated admissions number of thirty will remain the same.

Extended Services

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

Building on our proven experience of working successfully with children and families and improving outcomes for them, we are confident that we can deliver high quality extended services that will generate positive attitudes to learning, social responsibility and a sense of community cohesion.

Community involvement and engagement are at the heart of the collaboration's vision. This will be reflected in our commitment to extended services as key mechanisms for embedding every child matters and adding value to the programmes we undertake in our quest to foster a thriving learning community.

The extended services programme will open up experiences and provide equality of opportunity for children young people and their families. We will:

- Ensure a partnership approach to commissioning and provision of services and activities
- Adopt the principles of community engagement that lead to more responsive services and activities for children and their families
- Continue to work within and across the present extended services offered locally to maximise value for money and the delivery of cost effective

programmes

- Offer a varied menu of activities that includes the arts, sport, music and a variety of opportunities for learning
- Encourage staff and community members to become involved in out of school activities
- Provide general and targeted support across all activities
- Maintain a Breakfast Club and After School Care Club
- Develop the use of the Common Assessment Framework (CAF), and oversee the introduction of parent support and advice through the work of FLOs and PSAs
- Signpost to other services including Job Centre Plus, Childminder's Network and provide information through the Family Information Service Access Point.
- Through integrated services processes provide swift and easy access to a wide range of specialist support services such as speech and language therapy, health workers and voluntary sector groups
- Following consultation provide wider community access such as ICT, sports, arts, adult learning and health advice

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.

As a local collaboration of experienced Headteachers we are able to draw upon nationally recognised outstanding practice. We will create a school which strives for excellence. Excellence in provision, achievement, practices, personal development and pastoral care. Our school will be welcoming and at the heart of the community. It will be a school embedded within the community for the community.

Equality of opportunity will be at the heart of our ethos in order to remove barriers to success. Although the school will have no particular religious affiliation, we will equip each child morally, socially and educationally to take their place successfully in a multi-cultural world, able to respect each other and make a positive contribution.

Our children will leave us as happy, confident, well rounded individuals fully prepared to take their place in today's world.

We will strive to be a centre of educational excellence that builds social confidence and focuses on aspiration and achievement. The school will be inclusive and systematic in supporting families in their learning and development.

We will promote a culture of continuous improvement, challenging ourselves to raising and sustaining the quality of access, experience and outcomes for all children. We will also offer opportunities for our community and our workforce.

The school will be a co-educational all through primary. It will have foundation (no foundation) status.

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 although it will have strong links with local churches and other religious organisations.

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.

Introduction

- The school will have a capacity of 210 learners.
- There will be seven year groups of 30 students per year. However, in its early stages some mixed age arrangements may be necessary to support the phased growth of the school. This will ensure family cohesion and sustainability.
- Learners who are admitted into the Foundation Stage Class will do so before their fifth birthday. Usually, learners will enter the Foundation Stage Class at the start of the academic year (September 2012) in which their fifth birthday falls. Admission for the Foundation Stage Year will be in September.

Key Themes :

- The 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.
- The Local Authority will allocate places to children using their published admissions criteria.

In Year 1 of operation, the applications for the academic year starting autumn 2012 will be processed in March 2012.

Parents seeking a place for their child would apply through the local authority admissions office.

- 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 added to 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.
- The Admissions policy will be reviewed annually by the Governing Body in line with statutory requirement.

We will consult with the LA concerning initial admission arrangements.

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, we always 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.

The school will be working in close partnership with local Early Years providers to ensure quality of provision and outstanding transition programmes from Pre school to school. Staff and Governors, initially led by the collaboration, will be actively engaged with Surestart, Early Years advisory team and Local early years steering groups.

Local data indicates that there is not a need for a Nursery on the school site and this would not serve the needs of the community at this time.

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.

The school will develop a creative curriculum which meets the needs of it's pupils and draws great benefit from the strengths and specialisms of it's proposing Headteachers. These include— Early Years, Leading Family Support and Liaison, TDA accredited Advanced mentorship, Ofsted Outstanding 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. Standards and Contribution to School Improvement

We are fully committed to developing the learning experience and achievements of the pupils and children of the new primary school. We wish to embed our ambition for all children and their families to engage in opportunities that will develop their abilities and interests. To ensure excellent standards of education are in place we will draw upon good practice in self-evaluation systems currently in use within the collaborative family of schools that will lead us to improved outcomes for children.

In order to ensure the best possible outcomes, the Governors will champion, challenge and hold the new school to account in order to meet the ambitions of the whole community.

The responsibilities of the senior leadership team will be to:

- Produce a clear improvement plan based on an analysis of need
- Ensure that standards of achievement and progress made wherever possible, exceed the agreed targets set for literacy and numeracy based on individual pupil goals
- Set high expectations on pupil conduct and pride in their achievements, their school and the local community
- Promote high quality teaching and learning and challenge underperformance.
- Introduce early intervention systems should a child experience difficulty with the curriculum or experience behaviour difficulties
- Use extended services and out of hours learning to motivate children and raise pupil self image and esteem
- Establish an effective school council that acts as the children's voice.
- Develop family learning within the school
- Draw upon the expertise, experience and support of partners within the local community and further afield. (ASTs, Lead Teachers)

In conjunction with the above we will support and promote key priorities of the Children's Young Peoples Plan (CYPP). In particular we would seek to:

- Improve emotional health and well being by actively engaging parents in their child's development
- Implement and sustain the highest possible standards and practice for the safeguarding of children

- Improve the attainment of the most vulnerable
- Fully develop the most able and those with gifts or talents
- Listen to and respond positively to constructive critical feedback
- Develop links with sporting and creative partnerships
- Develop links with early years and Sure Start

16. A strong emphasis will be placed on the ECM agenda through a comprehensive and engaging Physical Social Health Citizenship Education (PSHCE) curriculum

Staying Safe

It is our belief that the safety and well being of children and young people is the collective responsibility of the whole community. The environment of the school will be safe and secure with appropriate levels of qualified staff. There will be clear procedures for safer recruitment with thorough documentation and effective checking of all staff. Staff will be well trained in child protection procedures. Both the school will work closely with partner agencies and colleagues such as Child Health, Education Welfare and Social Care to ensure concerns are communicated, action is taken and children do not fall through the net. We will ensure that all services will be fully integrated and accessible through CAF (Common Assessment Framework)

Being Healthy and responsive to the environment

Children will learn about the importance of healthy lifestyles including healthy eating and the need for regular exercise. They will be provided with opportunities to cook and prepare food. Children will be offered a varied range of Physical Social Health Citizenship Education (PSHCE) activities that are complemented by the out of hours learning programmes. There will be an emphasis on supporting children and families in developing an understanding and awareness of environmental issues including climate change that impact on us all. We will promote and involve pupils and the community green travel plans recycling and energy conservation.

Enjoy and Achieving

We place a strong emphasis on the relationship between home, school and the wider community, with an open door to issues that may arise. The curriculum will be relevant, child centred, creatively delivered and outcomes focussed on progress and development. Opportunities will be made for practical interaction and problem solving. Well-planned and child initiated learning experiences will be a key feature of the curriculum, as will the availability of a wide range of extracurricular and enrichment activities. We will celebrate children's success through positive learning attitudes.

Making a positive contribution

Our ethos is one of encouragement and is based on a belief that every child should be valued and have a chance to achieve his/her full potential. Through good examples, set by staff, children will be expected to behave well, respect one another, build positive relationships and develop confidence. Children will be involved in their learning and offered opportunities to demonstrate their decision-making and responsibility through peer

mediation and other activities.

Children will develop an understanding of diversity through information about and experience of other cultures, genders, ethnicity and beliefs. There will be a wide and diverse range of resources including visitors, visits, songs, stories, painting, artefacts, books and music to support this growing understanding.

Achieving economic well being

Carers and families will be supported to be economically active through the school and local children's centre family learning programmes and advice from Job Centre Plus. Family Learning offers parents and carers opportunities to gain a better understanding of how to support their children's learning and an opportunity to improve their own skill levels that may lead to further qualifications or employment. It is our vision to support children and families through a seamless transition of all stages of learning from 4 – 11 engaging through local transition programmes. We believe children will thrive and achieve in such a partnership.

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.

We firmly believe that it's essential that children understand their own values and how these relate to the communities around them. These include their home environment, their locality, the culture of the school, the region in which they live, the UK as a devolved entity and the wider global community. The role of our school will be to provide experiences and links that will enable the children to make sense of these relationships allowing for a sense of vibrancy and vitality. This will be achieved by going beyond statutory requirements by means of providing relevant experiences for our children. These will draw upon local resources from within our collaboration of schools and will include working with designated partners such as the Ashford Integration group, Women's Institute, churches, Kennington Forum, Kingswood Education and local businesses. It will also include the appropriate identification and use of national and international resources to extend these experiences.

Within our collaborative practices we already have well established links with other schools, local Universities and Colleges.

Our collective experience will focus on overcoming inequalities and developing respect for diversity and shared common values and understanding of what people hold as

common. The new school will rise to the challenge of helping to build on and further develop an inclusive community spirit. Our policies, plans and procedures will reflect a genuine commitment to inclusivity for the benefit of all children and families.

We are confident that using the experience and practice learned within the collaborative schools and the provisions of the partners mentioned above, the school will be able to promote and ensure inclusion and equality of access for all social groups within the locality.

Through the strategies outlined above we will ensure that the new school will rise to the challenge of giving pupils and other stakeholders an understanding of community identity and values that will help us to help them to positively shape their lives.

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 school will meet the expected need to accommodate 210 places. In addition to this the buildings would be fit for purpose to provide extended school facilities.

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 collaboration 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.

The proposal is to work in partnership with the local authority in the setting up of the school. The capital costs of implementation will be met by the local authority.

Whatever the circumstances of foundation 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).

The capital costs will be met in full by the local authority. We have no intention to step outside the capital cost estimates for the new school. 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 schools.

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.

This will be a mainstream primary school. The school will be fully inclusive and accessible for all.

- Building will embrace the requirements of the DDA for all users of the new community facility
- Education opportunities will be planned to encompass and include all members of the school community
- Children's needs will be identified by staff and provision will be in line with the Code of Practice
- Specialist provision e.g. Speech and Language and Behaviour Support will be accessed through Partnership Based Reviews
- Family Liaison Officer will provide additional links between families/carers and the school
- Access to Play Therapy and mentoring will be available as needs identify
- Parents/carers with children under the age of 5 years will be able to access programmes and services through Surestart Children's Centre
- Transitions within and between schools will be carefully managed with consideration for pupils well-being and progress

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.

We are proposing a Foundation School without a Foundation.

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.

As a group of experienced Headteachers we can offer the following;

Teaching and Learning / Curriculum

Local and nationally recognised leading practice in various fields of education including curriculum expertise and school organisation

Nationally recognised awards including

Artsmark Gold

Basic skills award (4)

Healthy Schools

Eco-Schools (Green Flag)

Clean Kent Schools (Red Flag)

Activemark

E-learning foundation

Kent Awards

FLAIR (gold)

International Schools award

Nationally accredited

Advanced Skills Teachers

Leading Teachers

NSS/NLE

Buildings

Buildings and project management

Building design and construction awards

Standards

Collaboration of improving schools and demonstrating schools high performance

Community and extended schools

Full extended schools status

Platinum travel plan awards

Kent Bike It award

Eco- Schools award

Kent Clean Schools Award

Partnership Senior Family Liaison Officer

Learning Mentor

Play Therapy expertise

Direct links with local Children's Centres

National Investors in People award

Leadership and Management

National Support School

TDA advanced mentor status

Leadership development for NCSL

An outstanding Ofsted School

Successful applications for community and national bids

Children's Commissioner

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Second Public Notice summarising proposals for a new primary school at Goat Lees, Ashford

In accordance with section 7(5) of the Education and Inspections Act 2006, Kent County Council give notice that following their notice of 12 February 2010 inviting proposals for a new mainstream school within the Goat Lees Estate, Ashford, which is situated adjacent to Trinity Road, Ashford, Kent the following proposals have been received.

Ashford Baptist Church, St John's Lane, Ashford, Kent TN23 1PS has submitted a proposal to establish a new Foundation School with a Foundation.

Ashford Baptist Church Education Trust¹ will set up the school. Ashford Baptist Church's identity and work is motivated by the life, message and example of Jesus Christ. Their vision and ethos is shaped by their Christian belief and understanding of how a Christian approach enables children to fulfil their potential. The children's individual needs, their hopes and aspirations, their physical, emotional and spiritual well-being will be central to the ethos of the school. The foundation members will be drawn from members of Ashford Baptist Church. The school's ethos will ensure education at the highest standard with a genuine appreciation for all.

There are currently no other schools in the area offering a distinctly Baptist perspective. The Church will bring a wealth of experience drawn from educational, business, community cohesion and environmental backgrounds.

The school will abide by the Admissions Code of Practice. Where there are more applications for admission than places available, the over-subscription criteria will be as follows: 1. Children in Local Authority Care; 2. Children with medical, health and special access reasons; 3. Children with siblings already in the school (dependent on the family remaining in the locality); 4. The proximity of the child's home to the school.

The school will be an integral part of the community. This will be done through a variety of relevant community programmes as well as through access to the school's facilities. Areas already identified are the park and its upkeep, a community garden on the school site, training for parents on e-safety and how they can work with their children in maths, science and reading. Extra-curricular activities, such as sports, the arts, technology, gardening, cookery and various others will be provided. The children will be fully involved in decision making regarding the choice of clubs.

Ashford Primary Headteachers Collaboration, c/o Rob Juniper, Phoenix Community Primary School, Belmont Road, Kennington, Ashford, Kent TN24 9LS has submitted a proposal to establish a new Foundation School (without a foundation).

The school will strive for excellence - in provision, achievement, practices, personal development and pastoral care. It will be welcoming and at the heart of the community. It will be a school embedded within the community for the community. Equality of opportunity will be at the heart of the ethos of the school in order to remove barriers to success. Although the school will have no particular religious affiliation it will equip each child morally, socially and educationally to take their place successfully in a multi-cultural world, able to respect each other and make a positive contribution.

The Collaboration will adhere to the Admissions Code of Practice and adopt the same admissions criteria as the existing community schools. The over-subscription criteria are: 1. Children in Local Authority Care; 2. Current family association; 3. Health and Special Access reasons; 4. Nearness of children's homes to school.

The extended services programme will open up experiences and provide equality of opportunity for children young people and their families. The school will continue to work within and across the present extended services offered locally; offer a varied menu of activities; encourage staff and community members to become involved in out of school activities; maintain a breakfast club and after school club; provide swift and easy access to a wide range of specialist support services such as speech and language therapy. Complete copies of the proposal(s) 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/education_and_learning/plans_and_consultations.aspx

A public meeting to discuss this proposal is to be held at Goat Lees Community Hall, Trinity Road, Kennington, Ashford, Kent, TN25 4AB on Tuesday 20 July at 7pm.

Within six weeks after the date of publication of these proposals any person may object to, or make comments on, any of the proposals by sending their representations to David Adams at the address above.

Signed: Rosalind Turner, Managing Director

Publication Date: 2 July 2010

¹ The Trust has not yet been formed but is likely to be called Ashford Baptist Church Education Trust.

New Primary School in Goat Lees, Ashford, Kent

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



Public meeting: Tuesday 20 July
Goat Lees Community Hall, Trinity Road,
Kennington, Ashford, Kent, TN25 4AB
at 6.30pm for 7.00pm

The new school competition

Kent County Council (KCC) has identified a need for a new mainstream primary school. In line with the Education and Inspections Act 2006, it published a notice on 11 February 2010 inviting proposals from organisations or people interested in establishing the new school to come forward.

Two proposals have been received and were published by the local authority on 2 July 2010. The date of publication marks the start of a six-week public representation period. It is now your opportunity to comment on the received proposals. Your comments will be taken into account by Kent County Council, who will decide the competition result.

The school will be situated within the Goat Lees estate, Ashford, adjacent to Trinity Road, Ashford, Kent. A single school site has been identified within the estate. The school will be built primarily to serve local residents on the estate and will provide a high-quality learning for this relatively new community. The majority of pupils attending the new school will live within one mile of the development. It will be fully accessible and will increase the range of provision for pupils with a physical disability. It will also admit pupils with special educational needs.

The new school should cater for pupils between the ages of 4 and 11 years and provide places for 210 boys and girls. The admission number for the school on the opening date will be 30.

The proposals

The proposals received were from:

- Ashford Baptist Church
- Ashford Primary Headteachers Collaboration

Full proposals can be found on Kent County Council's website at: http://www.kent.gov.uk/education_and_learning/plans_and_consultations.aspx

Both promoters have confirmed that they will provide a school which conforms to the specification determined by the County Council following consultation:

To provide 210 places for boys and girls, age range 4 to 11, published admission number 30, located in Goat Lees, to serve the residents of Goat Lees, to be accessible to disabled pupils and offer extended school services.

Summaries of their proposals follow.

Ashford Baptist Church

The proposal received from Ashford Baptist Church (St John's Lane, Ashford, Kent TN23 1PS) is to establish a trust school with a foundation (which will be formed from members of Ashford Baptist Church).

Ethos

The children's individual needs, their hopes and aspirations, their physical, emotional and spiritual well-being will be central to the ethos of the school. It will not be a faith school but there will be an underlying Christian ethos. This will provide the environment where learning is nurtured and will be evident in the relationships: adult to adult in the support, courtesy and co-operation between members of staff; adult to child in positive attitudes and encouragement given, by example and through high-professional standards; and child to child in the supported development of politeness, respect and care for one another.

Ashford Baptist Church is multi-cultural and has a genuine appreciation of those from other cultures. This same ethos will be evident in the life of the school.

Admissions

Ashford Baptist Church intends the school primarily to serve the Goat Lees estate and will give priority to local children. It wants the children of the school to learn, play and live together. It will abide by KCC's admissions policy and the Code of Practice. No priority of admission will be given to children of church families or of Christian faith. Where there are more applications for admission than places available, the over-subscription criteria will be as follows: children in local authority care; children with medical, health and special access reasons; children with siblings already in the school (dependent on the family remaining in the locality); and the proximity of the child's home to the school.

Extended services

The school will provide a range of after-school activities for children and a breakfast club (if that is what the parents want). The premises will be available for clubs and all-age educational opportunities. The school will ensure the best providers are commissioned to deliver the type of services the community want.

Environmental impact

The promoter's ambition is for the school to be a sustainable building, to be carbon neutral and to help the children understand the impact of their lives on the environment. Understanding the environment will aid in teaching. This will be done through a school garden, sustainable purchasing (where possible), and through engagement with others around the world to see the effects of global warming and understanding seasonal differences.

Maximum use will be made of the good network of cycle paths and footpaths in the estate. A walk-to-school scheme will be instigated. Cycle training will be facilitated. Safe and secure bike storage will be provided.

Community cohesion

The school will be a hub for the community in the Goat Lees estate and is well placed to provide a platform for community involvement. It will be a useful resource for community groups and activities such as adult learning, parenting classes and family based activities. Examples would include grandparents' day, visiting artists or musicians and pet care from the local veterinary practice.

The promoters will draw on their extensive experience to advance community cohesion in the area. The school will continue discussions with Ashford Borough Council to ensure the park is kept litter and glass free and to remove the lurid graffiti on the apparatus. Through the ministers of Ashford Baptist Church, the school will offer a chaplaincy service to the local area.

Standards and contributions to school improvement

The school will promote a culture of continuous improvement and encourage the pursuit of educational excellence in all that it does.

The promoters expect their staff to be professional in their application, and display their calling in their commitment to the children and the school. They will invest in the development of their staff to ensure that all reach their potential.

They will seek to appoint an outstanding head teacher and excellent classroom practitioners. Teaching staff will hold qualified teacher status. They will ensure that teachers and other staff have good opportunities for continuing their professional development, so as to continually update their educational expertise. Opportunities will be made for teachers to observe best practice in others, both within the school and outside and to plan, monitor and evaluate together.

Experience of delivering education

Ashford Baptist Church has a strong history of providing education and the development of children and young people. The church has pioneered education in this country and abroad for hundreds of years. The new school provides a further opportunity for the church to be involved in bringing a high standard of education to the children at this school.

This proposal has been drawn up by a mixture of people with a wide variety of professional backgrounds, who have a passion for education and who understand how to establish and run a successful school.

Ashford Baptist Church has a wealth of educational, business and community experience. This includes: headteachers, teachers, governors, business owners (both local and national), and volunteer workers.

Ashford Primary Headteachers Collaboration

The proposal received from Ashford Primary Headteachers Collaboration (c/o Rob Juniper, Phoenix Community Primary School, Belmont Road, Kennington, Ashford, Kent TN24 9LS) wants to establish a foundation school.

Ethos

The promoters will create a school which strives for excellence – in provision, achievement, practices, personal development and pastoral care. It will be welcoming and at the heart of the community. Equality of opportunity will be at the heart of the ethos. Each child will be equipped morally, socially and educationally to take their place successfully in a multi-cultural world, able to respect each other and make a positive contribution.

The school will be inclusive and systematic in supporting families in their learning and development.

Admissions

The Collaboration will adhere to the Admissions Code of Practice and adopt the same admissions criteria as the existing community schools. The oversubscription criteria are: children in local authority care; current family association; health and special access reasons; and nearness of children's homes to school.

Extended services

Community involvement and engagement are at the heart of the Collaboration's vision. The school will offer a varied menu of activities including the arts, sport, music and a variety of opportunities for learning. Staff and community members will be encouraged to become involved in out-of-school activities.

There will be a breakfast club and after school care club.

Swift and easy access will be provided to a wide range of specialist support services, such as speech and language therapy, health workers and voluntary sector groups. Wider community access in areas such as ICT, sports, arts, adult learning and health advice will be provided.

Environmental impact

As this is a school serving the needs of the immediate local community, most learners would be expected to travel to school on foot – indeed they would be actively encouraged to do so. The intention would be for a travel plan to be established that not only addresses basic safety and security issues but also helps to encourage environmentally responsible attitudes amongst parent and staff.

Community cohesion

The promoters believe that children should understand their own values and how these relate to the communities around them. These include their home environment, their locality, the culture of the school, the region in which they live, the UK as a devolved entity and the wider global community. The role of the school will be to provide experiences and links that will enable the children to make sense of these relationships, allowing for a sense of vibrancy and vitality.

The collective experience of the Collaboration will focus on overcoming inequalities, developing respect for diversity and shared common values, and understanding what people hold in common. The new school will rise to the challenge of helping to build and develop an inclusive community spirit.

Standards and contributions to school improvement

To ensure excellent standards of education are in place the Collaboration will draw upon good practice in self-evaluation systems currently in use within the collaborative family of schools that will lead to improved outcomes for children.

The responsibilities of the senior leadership team will include:

- ensuring that standards of achievement and progress exceed, wherever possible, the agreed targets set for literacy and numeracy based on individual pupil goals
- setting high expectations of pupil conduct and pride in their achievements, their school and the local community
- promoting high-quality teaching and learning and challenging underperformance.

Experience of delivering education

The proposers are an extremely successful and well established collaboration of primary headteachers who have worked together to develop their own schools in many ways.

Public meeting

The local authority is required to hold at least one public meeting (and more will be arranged if necessary) during the representation period to provide members of the community the opportunity to hear more about each proposal and ask questions. The meeting will be chaired by David Adams from Kent County Council.

After the representation period

At the end of the representation period the local authority will collate all of the comments or objections received on each 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 any of the proposals, 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.

Goat Lees, New School Competition

Response form

Ashford Baptist Church

Comments

Ashford Primary Headteachers Collaboration

Comments

Are you?

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

Providing comments

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

- You can attend the public meeting on Tuesday 20 July at 6.30pm for 7.00pm, at Goat Lees Community Hall, Trinity Road, Kennington, Ashford, Kent, TN25 4AB.
- You can provide written comments to Jill Clinton, Operations Support Officer, Kent County Council, Clover House, John Wilson Business Park, Harvey Drive, Chestfield, Whitstable, CT5 3QZ, using the attached form.
- You can send your comments by e-mail to jill.clinton@kent.gov.uk.

Full copies of the proposals are available at http://www.kent.gov.uk/education_and_learning/plans_and_consultations.aspx.

The closing date for responses is 13 August 2010.

PROPOSED NEW PRIMARY SCHOOL ON THE GOAT LEES ESTATE, ASHFORD

Summary of written responses

Summary Brochures distributed: 250
Responses received: 11

	Support for Ashford Baptist Church	Support for Ashford Primary Headteachers' Collaboration	Undecided	Total
Parent/Carer				
Resident of Goat Lees	2	3	1	6
Resident of Goat Lees and parent/carers	1	4		5
Interested party				
Total	3	7	1	11

In support of the proposal by Ashford Baptist Church

- Impressed that ABC brought so many people from the congregation into the proposal in terms of environmental issues, headteacher issues, and how the school can reach and influence children.
- Especially like the fact that the church seemed to take into consideration the whole area, play park included, and thought of the long-term effects of the school on that.
- I feel that ABC could offer more rounded teaching to the children of the area. Although they have no experience in this before I would say that their love for the children (seen in their range of clubs) will make them excellent in running the school.
- I felt that the proposal by ABC would bring the community together in more positive ways than the Primary Headteachers Collaboration. ABC would certainly make the local environment a much more pleasant area for the locals to live in and one to be proud of.
- As well as bringing a new perspective I think it would be beneficial to have a Christian foundation in the school. Particularly like their ideas on the environment and their use of the grounds and play area.

In support of the proposal by Ashford Primary Headteachers' Collaboration

- There can be no one better placed to set up and run a successful primary school than an existing group of headteachers who can bring their collective and current experience together. (4)
- Each of the headteachers has existing strong connections with the local community, pre-schools and secondary schools, and all have great reputations for running successful schools. They have proven records from Ofsted including 4 outstanding. The leadership, expertise and experience of this group cannot be questioned and as such they are by far the best qualified group to set up this school. (3)
- There will be extensive local support from these primary schools. This collaboration includes 8 quite diverse schools in terms of size, location, facilities etc yet they have proved they can both work together and provide a vast spectrum of support. Integration into the "family" of schools in the area would be promoted.

- Overall I favour the Collaboration as I feel they will be more in touch with the local community and be able to deliver their requirements. Also there are benefits from the headteachers already being closely interlinked through the local schools with some experience of starting a school from the beginning. They are more likely to have connections with the right calibre of staff for the school. Overall a younger and more modern approach which I feel will better serve the requirements of the local community.
- As a working mother the idea of a breakfast and after school club is ideal for our family.
- The proposal is based on fact and experience as opposed to theory and ideals.
- The Collaboration is most likely to establish a school that appeals to the whole community and have credibility, connections, experience to do so.

Undecided

- I would be most happy with a partnership between the two proposers if that is possible. If not possible I would be equally happy for either proposer to take the school forward.

Concerns

- Concerns with the Ashford Primary Headteachers Collaboration are that they do not all live in the locality so may not be as committed to it; their prime involvement and energies must be with their own individual schools – what time will they each have for overseeing the new school?
- The proposal by Ashford Baptist Church, although well written, remains a collection of hopes and aspirations. I also feel it is not right that a school should be set up with a religious bias; this may have been the accepted norm in the past but should not be the case nowadays.
- The Ashford Baptist Church has limited experience of starting a new school from “scratch”. Came across as a little outdated and not as in touch with the local community. Appeared to propose older personnel when a young school for young people needs a younger team and outlook.
- Whilst the proposal from the Ashford Baptist Church offered an appealing vision, it is, in my opinion likely to appeal to those who have a shared religious conviction and put off many that do not. I would be concerned that a school established by the church group would become a “Baptist” school for the area, rather than a school for all the local community.

PROPOSED NEW PRIMARY SCHOOL AT GOAT LEES, ASHFORD

Summary of the Public Meeting held on 20 July 2010 at Goat Lees Community Hall

Approximately 60 people attended the public meeting including parents, governors and other interested parties. Mrs Elizabeth Tweed, KCC Member for Ashford Central also attended.

Question	Answer
<p>Have either of you had experience of starting a school from zero? Including the building and the hierarchy within the school – the headteachers and staff etc.</p>	<p>Collaboration: Phoenix PS arose from the amalgamation of Bybrook IS & JS about 10 years ago. I was appointed Headteacher 4 years ago. I entered at the Design Competition stage when the design had been agreed. We – staff, parents, the local community and children - have seen the build through from the demolition of the old school building to the new Phoenix PS about 18 months ago. It is now a flourishing and successful primary school.</p> <p>ABC: No. Never set a school up from scratch like this before. We do have experience in construction, design and build etc.</p>
<p>Having dealt with Kennington JS I notice for sports you choose to use Arsenal Football Club, Middlesex Cricket Schools rather than utilising the local clubs. Within the Ashford community you have a lot of sports clubs with CRB checks and funding that schools do not use. What will you do to address that?</p>	<p>Collaboration: [Lady Joanna Thornhill] We have within the Ashford area a very good sports development team and the pathway to sport has accelerated greatly since the introduction of that sports partnership.</p> <p>My school is out in the sticks {so we do not use the Ashford clubs}. But, we do use the local facilities and the coaching and professional coaching that is available. Three days per week the juniors are engaged in tennis coaching linked with the local tennis club. The support for that has been from the school in terms of funding and also from the Lawn Tennis Association who have also sponsored us to do that. I take your point and it's a very good one. You will find that as a group of headteachers, although the evidence points to the contrary, there is a very competitive sporting edge in us too and therefore a great love of sport.</p> <p>Collaboration: [Kennington JS] We have clubs going on almost every night at Kennington, most of them run by the teaching staff and supported by teaching assistants. We give the children a very wide provision of sport. The only outside group is football coaching from Elite which is paid for by parents. We have links with the hockey club, we have had tennis coaching. We have had the cricket club come in. I'm personally associated with the Ashford and District Sports Association. I've been secretary for the last 25 years and we run competitive tournaments for football, netball and athletics and work in close collaboration with the Mid Kent school sports partnership that provide Intra-school sports and cross-country events. We submit results to a central place where they work out who has become a champion at long-jump or throwing etc. So sport is a high priority. We try to be very inclusive. We would look to support the school at Goat Lees in sports – in terms of the schools sports association - that it</p>

	<p>would be inclusive as well as competitive in terms of competing for trophies.</p>
<p>Having listened to the two proposals tonight the only thing that really worries me is the Ashford Baptist Church. While I like all the ideas, all the things they do, I am worried that it will put off certain people when they think it's backed by a Christian set up. I have had personal experience of faith schools. Having a faith background may put off a lot of people.</p>	<p>ABC – I accept what you say and when we put the proposal together we honestly believe that when it comes to schools with a faith ethos and background, my experience has been that parents thoroughly enjoy them. I'm sorry that your worry is that it may be the other way inclined. My expectation is that faith schools provide an additional element in the life of the school, one that is greatly appreciated and actually enriches the life of the children who are there.</p>
<p>The main purpose of the school is education and I'd like to know from both of you how you intend to appoint the key personnel such as the headteacher and make sure they have some local connection? And to make sure the calibre is correct – to try and make sure the school is managed correctly. How would you appoint the headteacher?</p>	<p>Collaboration: One of the key differences between the bids is the way we see the school governance and the approach to governance.</p> <p>With our bid we are a foundation school without a foundation. We are not seeking an over-riding part of the governance within the school. We will not have the majority. We're there to support and develop the school for the local community but have a strong view that it's your school, it's your community, it's your community school. We are there to support. We're there to provide what I think is best practice and advice. It's going to be your boys and girls that come to the school and it's going to be your headteacher that determines the direction, the ethos, the style, the approach. What we would do as part of the governance is to establish a temporary governing body. We see that being drawn from prospective parents and the local community. Community people who have expertise and a strong interest in the development of a school. They're not there because they get paid for it but because they want the best for the local community and the community of children.</p> <p>We are part of that team as a minority number of governors. I think it would be for the temporary governing body to draw together what they felt was the best team for choosing the headteacher. It would be for that group of people to determine what that process would look like and how they were going to involve local people within that.</p> <p>We work collaboratively as headteachers and I think we would be in the strongest of positions to make a judgment on what sort of qualities, skills, attributes would make for you an outstanding headteacher.</p> <p>What do we want out of this? Actually we want what I hope you want, and that's a school that's going to serve your community and develop an ethos around it as part of your particular footprint in this area.</p> <p>ABC: Our answer would be very similar to the Collaboration's answer. It is laid down. There is a route that we would follow in setting up a new school. There will need to be a temporary governing body and we have had advice already as to how that would take place. We've had a</p>

	<p>consultant all the way through this procedure and that support will continue, to ensure that the right route is taken and that the best advice is taken. We need to include David Adams in this as the LA will also be very supportive at this stage because obviously they have a vested interest in ensuring that the very best appointment is made. So there would be good advice all round. That is why a Parent council is set up at the earliest possibility to ensure that the parental local voice is heard and that the church does not overwhelm that voice. The church will probably have local parents and local people that we know can be drawn into that first temporary governing body.</p>
<p>My question is for both of you. What's the main reason why you want to go for this school? You have both talked about being eco-friendly and serving the community but by the sounds of it the Headteachers already have schools and serve the community that way. Similarly ABC sounds like it's doing a lot for the community (which I think is brilliant for both of you) so I just want to know why you wanted to go for this school? What is going to be different about it from the things you already have?</p>	<p>Collaboration [Lady Joanna Thornhill]: We all come from this, as headteachers, from a very personal perspective. For me education made a huge difference. I know that might sound corny but I can remember school being for me the bastion of where I felt comfortable, where I felt excited, where I felt valued. Where I became somebody of worth. That led for me into teaching - why did I come into teaching? Because I wanted to do something for others, like somebody had done for me many years ago. As a class teacher every year I made (I hope) a difference to a group of 30 individuals in front of me. I hope in some small way I've done that within the context of my teaching and my headship. I hope I enhanced their life chances and broadened the way that they thought. I came into headship because I'd got to the point where I wanted to make a wider difference to a larger number of children. I wanted to expand upon the success that people told me I had as a class teacher.</p> <p>Why do we want to engage in this? Personally it's because I'd like to go another stretch. It's part and parcel of what we already do. We've moved a long way from having that very parochial view of supporting the 30 children in front of us, or in our case 420 children in a school. It is that there is a responsibility and a desire to have an impact on a much wider group of children.</p> <p>Many of my pupils come from this estate already so I hope I'm already making a difference. Why are we putting a bid forward for a school that's actually going to take some of those children? Because it's much better for them to be in the local community school. I don't want to lose them but making a difference, making life skills, making life chances for children is what we do and I think this, as a group of headteachers, is our rationale for sitting here. I think we have all of the attributes to make a significant difference to the start of a school. Normally a school starts off with support from the LA but is left pretty much to the headteacher and the governors' own devices. Where we see this working in terms of the philosophy I've outlined and the rationale for us bidding is we can hopefully make your school, your children's school, get off to the best possible start, and therefore be the best school it can be. Not 5 or 6 years down the line but right from the offset.</p> <p>ABC: I think our answer is very similar to what has already been said in that we want the best school there. The reason</p>

	<p>why we do it is because that is what we do. You saw some of the things that we do which as a church we pioneer within Ashford and we will do the same again because we engage with local communities. We want to be there to be part of what is going on. That's why the street pastors you see are going on, that's why the holiday club is so well supported and why the camp is so well supported. We want the best for the children and ultimately all we are saying is we believe we will do it better.</p>
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Essential criteria (include some form of weighting?)	Achieved tick ✓	Weighting/ point score	Recommendations / notes
<u>Safeguarding</u> i) <i>Evidence of commitment to safeguarding children</i>	✓	3	Work with groups – holiday camps etc Experience amongst promoters of safeguarding in schools.
<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>	✓	3	The promoters are clearly committed to ensuring the school provides high quality education, supporting all children, and working with other schools. There is a range of different experiences within the group to help achieve this. Seek to appoint an outstanding headteacher and excellent classroom practitioners. Pupil monitoring, tracking, assessment etc – target setting. Have been in contact with 3 local schools + EY settings + secondary.
<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>	✓	5	A culture of inclusion and diversity. Believe that diversity is a strength which should be respected and celebrated. Multi-national church – genuine appreciation of those from other faiths – same ethos in the school. Extensive community experience. Experienced SENCO and Headteacher within promoters.
<u>Extended Services:</u> Evidence of commitment to: i) <i>work with the community to support the development of this new local housing estate</i> ii) <i>make the school facilities available to community groups out of hours</i>	✓	5	<ul style="list-style-type: none"> ▪ Staff will work in partnership with parents and the community. ▪ A commitment for delivering full core offer.

<i>iii) provide access to the extended schools core offer</i>			
<u>Area and Community that School Serves:</u> <i>i) Clear commitment to serving the Goat Lees housing estate and supporting the creation of a community in this area.</i> <i>ii) Clear information that the promoter wishes to develop a school that is at the heart of the community and takes an active role in promoting a sense of place and community spirit.</i> <i>iii) Clear evidence of a commitment to working with local representatives to achieve a school based community resource for the local area.</i> <i>iv) Clear commitment to develop a sense of belonging for the children, support friendship groups and reduce the need for car journeys.</i>	✓	5	Variety of relevant community programmes and access to school's facilities. Play-park and upkeep, school garden, training for parents on e-safety etc. Cycle training etc. Strong evidence of promoters supporting community development and taking responsibility for the local environment.
<u>Admission arrangements:</u> <i>i) Must comply with the law and mandatory provisions of the Admissions Code of Practice</i> <i>ii) Must prioritise pupils from the local development</i>	✓		
<u>Curriculum:</u> <i>Confirmation provided that the school would provide:</i> <i>i) a balanced and broad based curriculum (as required by section 78 of the Education Act 2002); and</i> <i>ii) the National Curriculum and religious education (as required by Section 80 of the Education Act 2002)</i>	✓		Pledge that the curriculum will be enriched in various ways. Develop knowledge and understanding of Christianity and its impact on our local community.

Proposer and/or bid name: Ashford Baptist Church (Goat Lees PS)			
Desirable criteria	Achieved tick ✓	Weighting/ point score	Recommendations / notes
<u>Ethos/religious character:</u> <i>Clear desire to promote a school with high standards and expectations,</i>	✓		Clear desire to ensure the school is successful. Ensure that teachers and other staff have good opportunities for continuous professional development.

			Stated ethos around behaviour and conduct.
<u>Accommodation:</u> <i>Clear information about how the school's accommodation will be designed to support pupils' learning and community activity</i>	✓		Would like school to be carbon-neutral. Will be designed by KCC approved architects.
<u>Experience of Promoter:</u> <i>Relevant experience in education held by the promoter</i>	✓		Recently retired headteacher (July 2007) Acting Deputy HT with SENCO responsibility.

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Essential criteria (include some form of weighting?)	Achieved tick ✓	Weighting/ point score	Recommendations / notes
<p><u>Safeguarding</u></p> <p>i) <i>Evidence of commitment to safeguarding children</i></p>	✓	5	Recognise safe recruitment. Multi agency working. Family support. CP practices. Evidence through own school Ofsted findings.
<p><u>Contribute to Raising Standards</u></p> <p>i) <i>Evidence that the promoter can ensure high quality education is delivered</i></p> <p>ii) <i>Evidence of understanding of the need to support underachieving groups</i></p> <p>iii) <i>Evidence of a commitment to working collaboratively with other schools to help raise standards in all</i></p>	✓	5	Already a group of successful headteachers (1 outstanding, 2 good/outstanding, 3 good, 1 satisfactory/good, 1 satisfactory). Fully inclusive policy. Individual pupil goals. Challenge underperformance. Evidence of linkage to external bodies and of family support. Existing collaboration of schools supporting each other to raise standards – new school to be included.
<p><u>Diversity and Community Cohesion</u></p> <p>i) <i>Evidence of commitment to support all pupils with special educational needs</i></p> <p>ii) <i>Commitment to working within the SEN and Admissions Codes of Practice</i></p> <p>iii) <i>Evidence of a commitment to equal opportunities and securing the duty to promote community cohesion</i></p>	✓	5	Inclusive policy. Equal Opportunities – all welcome SALT, play therapy etc. Evidence in own inspection reports to support the wider community.
<p><u>Extended Services:</u></p> <p><i>Evidence of commitment to:</i></p> <p>i) <i>work with the community to support the development of this new local housing estate</i></p> <p>ii) <i>make the school facilities available to community groups out of hours</i></p>	✓	5	<ul style="list-style-type: none"> ▪ Emphasis on creating the school for the community to be owned by the community. ▪ Experience of delivering Extended Schools services to meet core offer.

iii) <i>provide access to the extended schools core offer</i>			<ul style="list-style-type: none"> ▪ Experience of working with other agencies to support the wider community.
<u>Area and Community that School Serves:</u> i) <i>Clear commitment to serving the Goat Lees housing estate and supporting the creation of a community in this area.</i> ii) <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 promoting a sense of place and community spirit.</i> iii) <i>Clear evidence of a commitment to working with local representatives to achieve a school based community resource for the local area.</i> iv) <i>Clear commitment to develop a sense of belonging for the children, support friendship groups and reduce the need for car journeys.</i>	✓	3	Encourage staff and community members to become involved in out of school activities. Expectation that pupils will arrive on foot.
<u>Admission arrangements:</u> i) <i>Must comply with the law and mandatory provisions of the Admissions Code of Practice</i> ii) <i>Must prioritise pupils from the local development</i>	✓		
<u>Curriculum:</u> Confirmation provided that the school would provide: i) <i>a balanced and broad based curriculum (as required by section 78 of the Education Act 2002); and</i> ii) <i>the National Curriculum and religious education (as required by Section 80 of the Education Act 2002)</i>	✓		Extensive good practice in own schools on which to draw.

Proposer and/or bid name: Ashford Primary Headteachers Collaboration (Goat Lees PS)

Desirable criteria	Achieved tick ✓	Weighting/ point score	Recommendations / notes
<u>Ethos/religious character:</u> <i>Clear desire to promote a school with high standards and expectations,</i>	✓		Clear statement about behaviour, attitude, citizenship, academic rigour, staff development and community

			engagement.
<u>Accommodation:</u> <i>Clear information about how the school's accommodation will be designed to support pupils' learning and community activity</i>	✓		Fit for purpose to provide extended school facilities.
<u>Experience of Promoter:</u> <i>Relevant experience in education held by the promoter</i>	✓		National Leader in Education. Experienced headteachers supported by governors. National awards held.

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