



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:

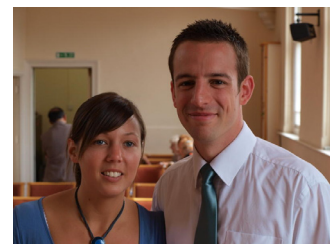
Ministers

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

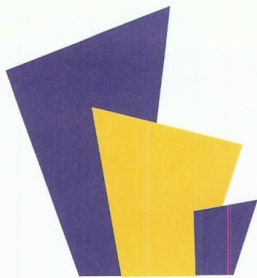
Thank you for your email.

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

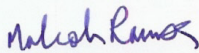
MMR/RJH/ARJ
25th May 2010

Dear Ms Woollven,

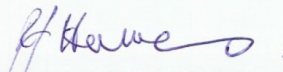
Further to your letter of 29th April to Rita Hawes, we can both confirm total support for both aspects of possible links between the proposed Goat Lees Primary School and Towers School. As you may be aware we have a thorough programme of contacts with our feeder primary schools and we would hope that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



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(Founded 1630)

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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:

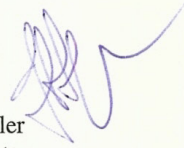
- They are visited in their own school by a member of the NKS staff.
- They and their parents have a "Transition Evening" – Currently scheduled for 13/07/11.
- They have a "Transition Day" – Currently scheduled for 14/07/11.

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.  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