

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

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

**Contact Details**

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

**Ashford Primary Headteachers collaboration**

**Main Contact name and address –**

**Rob Juniper**

**Phoenix Community Primary School**

**Belmont Road**

**Kennington**

**Ashford**

**Kent, TN24 9LS**

**Kevin Grout - Lady Joanna Thornhill School,**

**Steve Ives - Kennington CE Junior School,**

**Sandra MacCourt - Aldington Primary School,**

**Sue Petrie - Challock Primary School,**

**Jan Parsons - Willesborough Infant School,**

**Mary Hewitt - Brook Community Primary School,**

**Fran Harris - Downs View Infant School**

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

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

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

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

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

### **Category**

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

Foundation (no foundation) Community School.

### **Pupil numbers and admissions**

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

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

### **Extended Services**

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

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

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

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

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

programmes

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

### **Ethos/Religious Character**

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

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

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

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

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

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

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

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

The school will have no religious affiliation although it will have strong links with local churches and other religious organisations.

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

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

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

#### **Admission Arrangements**

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

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

#### **Introduction**

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

#### **Key Themes :**

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

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

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

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

We will consult with the LA concerning initial admission arrangements.

### **Grammar schools**

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

N/A

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

**11.** Where the school is—

(a) proposed to have a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion;

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

There is no intention for the school to have any religious affiliation or character. In reference to educational philosophy, we always put the learner at the centre of our work.

### **Sixth Form Education**

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

(a) improve the educational or training achievements;

(b) increase participation in education or training; and

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

N/A

### **Early Years Provision**

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

(a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;

(b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;

(c) evidence of parental demand for additional provision of early years provision;

(d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and

(e) the reasons why schools and establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

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

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

### **Specialisms**

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

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

### **Effects on Standards and Contributions to School Improvement**

**15.** Information and supporting evidence on:

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

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

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

### **15. Standards and Contribution to School Improvement**

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

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

The responsibilities of the senior leadership team will be to:

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

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

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

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

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

### **Staying Safe**

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

### **Being Healthy and responsive to the environment**

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

### **Enjoy and Achieving**

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

### **Making a positive contribution**

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

mediation and other activities.

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

### **Achieving economic well being**

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

### **Community Cohesion**

17. The following information relating to the proposals—

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

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

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

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

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

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

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

### **Accommodation**

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

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

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

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

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

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

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

The intention is to admit students of both genders.

### **Location**

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

(a) the location of the site (including where appropriate the postal address or addresses if the school is to occupy a split site);

(b) whether the school will occupy a single or split site;

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

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

### **Implementation of the proposals**

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

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

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

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

Whatever the circumstances of foundation the capital costs will be met by the local authority.

### **Project Costs**

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

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

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

The capital costs will be met in full by the local authority. We have no intention to step outside the capital cost estimates for the new school. If awarded the bid, then we will hope to influence the internal specifications and layout of the school to ensure that an appropriate teaching and learning environment can be created.

### **Travel**

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

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

### **Federation**

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

There is no intention for the school to be federated with other schools.

### **Curriculum**

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

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

### **Specific educational needs**

**30.** Where proposals for the new school will include provision that would be recognised by the local education authority as reserved for children with special educational

needs, details of the specific educational benefits that will flow from the proposals in terms of—

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

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

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

### **Voluntary Aided Schools**

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

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

N/A

### **Foundation Schools**

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

- (a) will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;

(b) will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or

(c) will not fall within paragraph (a) or (b).

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

(a) the name of the foundation where known;

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

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

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

(e) the proposed constitution of the governing body;

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

(g) where the majority of governors are to be foundation governors, a statement that a parent council will be established in accordance with section 23A of EA 2002(2);

(h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England ) Regulations(3) will be met;

(i) a statement of how the foundation will contribute to the advancement of education at the school and how it is envisaged it will help to raise standards; and

(j) a statement of how the foundation will contribute to the advancement of community cohesion and the impact the foundation will have on the diversity of school provision in the area.

We are proposing a Foundation School without a Foundation.

### **Relevant experience of proposers**

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

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

Teaching and Learning / Curriculum

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

Nationally recognised awards including

Artsmark Gold

Basic skills award (4)

Healthy Schools

Eco-Schools (Green Flag)

Clean Kent Schools (Red Flag)

Activemark

E-learning foundation

Kent Awards

FLAIR (gold)

International Schools award

Nationally accredited

Advanced Skills Teachers

Leading Teachers

NSS/NLE

Buildings

Buildings and project management

Building design and construction awards

Standards

Collaboration of improving schools and demonstrating schools high performance

Community and extended schools

Full extended schools status

Platinum travel plan awards

Kent Bike It award

Eco- Schools award

Kent Clean Schools Award

Partnership Senior Family Liaison Officer

Learning Mentor

Play Therapy expertise

Direct links with local Children's Centres

National Investors in People award

Leadership and Management

National Support School

TDA advanced mentor status

Leadership development for NCSL

An outstanding Ofsted School

Successful applications for community and national bids

Children's Commissioner

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