

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

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

Contact Details

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

The Governing Body of Homewood School and Sixth Form Centre.

FAO : Mrs J Kirk – Chair of Governors.

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

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

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

Category

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

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

Pupil numbers and admissions

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

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

Extended Services

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

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

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

Ethos/Religious Character

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

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

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

The school will have no religious affiliation

Area or community that school serves

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

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

Admission Arrangements

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

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

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

Preamble :

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

Key Themes :

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

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

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

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

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

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

Grammar schools

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

N/A

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

11. Where the school is—

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

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

Sixth Form Education

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

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

N/A

Early Years Provision

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

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

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

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

Specialisms

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

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

Effects on Standards and Contributions to School Improvement

15. Information and supporting evidence on:

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

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

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

15.

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

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

16.

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

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

Community Cohesion

17. The following information relating to the proposals—

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

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

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

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

minds of primary aged learners to grasp.

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

How is it done?

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

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

Respect : each other and each others differences

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

Accommodation

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

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

Single sex or co-educational school

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

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

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

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

The intention is to admit students of both genders.

Location

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

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

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

Implementation of the proposals

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

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

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

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

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

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

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

Project Costs

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

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

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

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

Travel

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

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

Federation

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

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

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

Curriculum

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

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

Specific educational needs

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

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

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

Voluntary Aided Schools

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

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

N/A

Foundation Schools

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

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

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

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

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

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

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

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

Relevant experience of proposers

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

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

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

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

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

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

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

Key observations include;

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

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

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

30 September 2008

Dear David

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

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

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

I hope this clarifies all the issues we discussed.

Yours sincerely

William Cotterell