

# Free Schools in 2014

## Application form

Mainstream and 16-19  
Free Schools

# Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:

**[mainstream.fsapplications2014@education.gsi.gov.uk](mailto:mainstream.fsapplications2014@education.gsi.gov.uk)**

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**It is essential that the hard copies are identical to the version you email.**

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

# Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:mainstream.fsapplications2014@education.gsi.gov.uk">mainstream.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <b>Section A</b> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: LONDON DIOCESAN BOARD FOR SCHOOLS DIOCESAN HOUSE 36 CAUSTON STREET LONDON SW1P 4AU
3.	Email address: [REDACTED]
4.	Telephone number: 020 7932 1173 / [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input checked="" type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details: A consortium comprising: <ul style="list-style-type: none"> <li>✓ An existing academy provider – London Diocesan Board for Schools</li> <li>✓ Local church and charity working with young adults – St John's Church, Edmonton</li> <li>✓ Alternative education provider (charity) – the Southover Partnership</li> <li>✓ Assisted by St Matthews CE Primary School, Enfield</li> </ul>

9.	Is your group seeking to open more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:	
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>The Children's Society, a national charity working with families and young people. Once open, the school will use the expertise of the Society to provide the 'wrap around' care to families of children attending the school in line with our vision.</p>	
<b>Details of company limited by guarantee</b>		
13.	Company name: LONDON COMMUNITY LEARNING TRUST	
14.	Company address: DIOCESAN HOUSE 36 CAUSTON STREET LONDON SW1P 4AU	
15.	Company registration number and date when company was incorporated: <b>No : 8336324</b> incorporated on 19 <sup>th</sup> December 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<b>Company members</b>		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		

18.	Please confirm the total number of company members: 5
19.	Please provide the name of each member below (add more rows if necessary):
	<b>1. Name:</b> LONDON DIOCESAN BOARD FOR SCHOOLS – 2 members
	<b>2. Name:</b> THE BISHOP OF EDMONTON – 2 members
	<b>3. Name:</b> THE SOUTHOVER PARTNERSHIP – 1 member

**Company directors**

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name: ██████████
	5. Name: ██████████
21.	Please provide the name of the proposed chair of the governing body, if known: NOT YET KNOWN

**Related organisations**

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p><b>LONDON DIOCESAN BOARD FOR SCHOOLS</b>  <b>COMPANY NO: 198131.</b>  <b>CHARITY REGISTRATION NO: 313000</b>          Strategic direction and advice through appointing directors. Provider of educational services.</p>	



	<p><b>THE SOUTHOVER PARTNERSHIP</b>  <b>COMPANY NO: 6177629</b>  Education leadership and support for vulnerable pupils</p> <p><b>THE HANLON CENTRE</b>  <b>CHARITY REGISTRATION NO: 1004561</b>  Youth Work for older pupils</p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>St John’s Church, Edmonton, London [REDACTED] – Anglican parish church  London Diocesan Board for Schools - Anglican</p>	
<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	

32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>LONDON DIOCESAN BOARD FOR SCHOOLS <b>COMPANY NO: 198131</b> Existing academy and free school provider, also the umbrella organisation for Church of England schools in the Diocese of London.</p>
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**Please tick to confirm that you have included  
all the items in the checklist.**



**Declaration to be signed by a company member on behalf of the  
company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position: Chair of company / Member of company (please delete as appropriate).**

**Print name:**

**Date:**

**NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.**

## Section B: Outline of the school

1.	Proposed school name:	MERIDIAN WATER ACADEMY – Primary Department (working title only)
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input checked="" type="checkbox"/> Other  If Other, please specify: The primary department will be 4-11 years, but be part of a bigger organisation covering 6 months to 18 years, plus adult education
4.	Date proposed school will reach expected capacity in all year groups:	2019 (primary department only)
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	CHRISTIAN - ANGLICAN
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	

	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	██████████, LONDON ██████████
12	Please tell us how you found this site:	██████████
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	ENFIELD
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	HARINGEY & WALTHAM FOREST
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>This Primary Department of Meridian Water Academy is the first of three applications to be made for 2014, 2015 and (probably) 2017 to include two 2 f.e. primary schools, one 8 f.e. secondary school and probably a special school. These form part of a wider (and separately funded) provision of education and family services to the area including early years and adult education, alongside a University Technical College (to open 2015).</p>	

# Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

## Why we are seeking to establish the school: RATIONALE

Meridian Water Academy (working title) will serve the existing residents of Upper Edmonton and the new residents of Meridian Water by putting education at the heart of the regeneration scheme being developed by Enfield Council. The first department of the Academy, Meridian Water Primary School, will meet the immediate needs of local families for primary school places tailored to their particular circumstances.

Overview. Its proposers, London Community Learning Trust (LCLT), have a clear vision for the Academy as providing:

- Outstanding education opportunities for families from 6 months to adulthood
- High standards of academic achievement and progress, within vocational and training pathways
- 'Wrap-around' care for children and their families to overcome barriers to achieving high standards
- A 'community hub' for a disadvantaged community to engender community cohesion
- Several schools and centres to meet the needs of families, including
  - Two 2 form entry (f.e.) primary schools for ages 4-11 years
  - Two 4 f.e. secondary schools, for age 11-18
  - One 'alternative provision' special school
  - Early years provision for ages 2-4
  - Adult education
  - A University Technical College (separate, but linked to the Academy) for ages 14-18

This school, the Primary School in [REDACTED], will be the first part of the Academy to open and will be a department of the Academy. The School will be founded upon the LCLT vision, mission and ethos statements for Meridian Water.

## Rationale for establishing Meridian Water Academy

LCLT's motivation for setting up this free school is that the regeneration project at Meridian Water presents an opportunity to address a long history of poor education and economic performance in the community of Upper Edmonton, one of the most deprived areas of London. Putting excellent schools at the heart of the regeneration will meet the needs of the new population moving in (5000 new homes are planned) and help to settle the existing population of Upper Edmonton which suffers from high numbers of transient families. We believe that community-oriented schools with associated services are the best way to provide for the social and economic transformation of the area and its people.

## Rationale for establishing the primary school

1. Children Without School Places. Meridian Water Primary School will take over the annex founded by [REDACTED] is currently working alongside the London Borough of Enfield providing school places in the Annex for those children in Upper Edmonton for whom the Council has been unable to provide a school. This is the temporary school ('Annex') located in the [REDACTED], [REDACTED], [REDACTED] which is adjacent to the proposed Meridian Water development. The extra places provided at the school has increased from eight to seventy five (Reception, Year 1 and 2) within the space of ten months. This rapid growth is proof of both the need for additional school places and the trust which the local community has in [REDACTED] to meet their needs.
2. Existing School Capacity. This temporary provision has four classrooms and will be filled to capacity in September 2013. The Annex will therefore be unable to admit any more children beyond this date. However the acute need for school places in this area is continually growing and will further increase as the residential development at Meridian Water commences. (See Section E2 for data) Hence, the plan is to transfer the Annex into a new primary school at Meridian Water as part of the education provision of the London Community Learning Trust.
3. The Needs of Local Children. The rationale for establishing the school is based upon the following needs identified through consultation with various community groups and from our experience as existing school leaders within this area. Local families need
  - High quality provision of school places in an area currently deprived of a community school.
  - An inclusive school, which places high emphasis on language development within a linguistically diverse area.
  - A welcoming and accessible school that enables families, who would otherwise become isolated from the community, with an initial point of contact.
  - A school that would fuse together an existing and emerging community, existing residents of Upper Edmonton and the new families moving into Meridian Water.

## Key Features

- The school will initially be a one form entry primary school, expanding into a two form entry primary as the need for school places increase. The small nature of the school will lead to every child being known and individual needs being met. The children will be happy, safe and enjoy coming to school. This will have a positive impact on attendance.
  - We have selected this key feature because we firmly believe that an individualised approach would best meet the diverse and complex needs of the children in this community.
- The school will be one of a cluster of schools, provided by the LCLT in the Meridian Water development, and will work in partnership with these schools to provide the most cost effective ways to provide an outstanding education for each of its children. The school will also work with other local schools, the London Borough of Enfield and other services to enhance provision for our children.

- We have selected this key feature because this partnership will enable us to provide continuity of education and will improve provision for all children.
- Our main focus will remain on the strong teaching of Maths, English and Science, ensuring that the school reaches outstanding outcomes in both progress and attainment of all pupils compared to those locally and nationally.
  - We have selected this key feature because we believe that outstanding achievement in these areas would lay the best possible foundations for children's learning and their future prospects.
- In addition to this we will teach the topic based International Primary Curriculum encapsulating all the other areas within the National Curriculum, without adhering strictly to its programmes of study. The International Primary Curriculum is a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning. It is flexible enough to allow us to consult with children on what they want to learn in each topic.
  - We have selected this key feature because by providing an exciting curriculum, which is relevant to the children's lives, we will be able engage and inspire them in a love of learning.

- The school will be located in Edmonton, on the western side of the Meridian Water development (N18), and although it will be based upon Christian values, will not have any church or faith criteria within the admission arrangements. In the event of over subscription, places will be prioritised for identified zones around the school. The school will welcome and include families of all faiths and none, who support its aims and ethos.

We have chosen this key feature because we wish the school to reflect the diversity of the local area and be at the heart of the present and emerging communities.

- The school will seek to serve the community and work in partnership with them in the interest of the education of our children. We have the vision to support parents in developing the skills (e.g. language) to help them access their community and support their children's learning.
  - We have selected this key feature because we recognise that for many families the acquisition of basic skills (such as language) hinder their own opportunities as well as the support they in turn are able to offer their own children in their learning.
- We believe that all children have the potential to make a special contribution to the school and the wider community and that the school should nurture this potential.
  - We have chosen this key feature because we have high aspirations for all the children in our care, but know some of our families may underestimate the role



they and their children should play in the community. We will take a leading role in inspiring our children and families to recognise their worth in a diverse society.

- We believe that all children have the right to feel safe and free from bullying, and that they are deserving of the highest levels of care.

We have chosen this key feature because we understand that when a child feels safe it creates the optimal learning environment enhancing a child's personal and academic development.

## **ETHOS AND VISION**

Working with local stakeholders, LCLT has agreed vision, mission and ethos statements to guide the work of all its schools and learning centres.

### LCLT Vision statements

- An outstanding school serving the community, present and future, in which the children and their families take pride.
- An ambitious learning community that recognises and fosters unique strengths and abilities and is an inspiration to a community of learners.
- An inspirational environment for learning.

### LCLT Mission statements

- To provide centres of excellence where children achieve outstanding levels of learning through a wide and broad curriculum.
- To be a hub of the community providing a range of services for children and families.
- To ensure that children and their families are active participants in all types of learning.
- To become the natural partner that listens to children and families and makes provision for educational and community activity.
- To achieve seamless inclusion of all children and to seek out and include vulnerable groups.
- To embrace the creative arts through a community theatre based at the heart of the school.
- To widen and secure employment opportunities for the children of the community to take their place in a changing society.

### How we will achieve this - our Ethos Statement

- The Academy will be founded on Christian principles and be open to all faiths and none, both through its admissions policy and its ways of operating
- Rooted in our Christian faith, the Academy will emphasise the spiritual development of students and promote ethical business practice.
- The Academy will raise the aspirations of members of the community, of themselves and others, and about the opportunities open to them and their ability to take advantage of them.
- Believing that all people are made in God's image, the Academy will nurture each individual and family, recognising, promoting and measuring success in all its forms.

## **How the ethos is embedded in the Primary School education plan:**

**1. Meridian Water Primary School will enable every child to achieve their best!**

As a Christian school we believe that it is our duty and responsibility to help every child to develop their given talents. We believe that all children are equal in worth, but that they are all unique.

Meridian Water Primary School will strive to ensure that all children are given the tailored provision that would enable them to achieve their very best in life.

We will ensure that all children leave the school with the best possible English, Maths, Science and ICT skills, as we believe that this will lay the foundation for future learning as well as equipping them to play a useful role in society.

In addition to the above we will provide a curriculum that includes all other areas of the National Curriculum, but do this through topic teaching that will make learning more relevant to their community, their learning needs and the skills that the children personally want to acquire. For example, data from Enfield Council shows that the area immediately around the proposed school has 80% of households speaking a language at home other than English, so additional support for language acquisition and literacy will be a key feature.

We have the highest expectations for the academic achievement, social and emotional development and well-being of all pupils and will work in partnership with parents to raise aspirations for all children in the school. We will have ambitious and measurable targets for all children in their academic achievement as well as their personal development.

**2. Meridian Water Primary School will help children and their families raise their aspirations reach their dreams!**

Although Meridian Water Primary School will have high aspirations for all children, we recognise that they, themselves, are the ones who need to take ownership of their dreams and aspirations. The families in the area and those already attending the Annex have low incomes (60% are below £10,000p.a.), a high proportion of lone parents and patterns of short-term residency. These are families whose children are likely to suffer from disrupted education, low self-esteem and low aspirations.

We therefore believe that we have a duty towards all our pupils to help them formulate and realise their goals. Every child will know that great achievements are not reserved for a select

few, but that each and every one of us, regardless of our religious, ethnic or cultural backgrounds, can achieve our aspirations through hard work.

We will help them formulate their dreams by introducing them to the broadest possible range of opportunities with regards to sports, arts and a broad spectrum of roles in the community. We will also help them realise their dreams by developing the academic and personal skills they need to achieve success within the academic curriculum. However, there will be a specific focus on aspects of the curriculum that specifically develop children's personal skills

We will nurture children's self-esteem, because above all they need to know that they have an important role to play in the community both now and in the future. This will mean that group and individual interventions will not only be focused on the academic work, but also on developing personal, social and emotional aspects of their learning.

**3. Meridian Water Primary School will engage, serve and inspire the school and wider community. We will nurture pride in the school, the local community and as residents in the United Kingdom!**

We believe that strong relationships and a strong sense of community will be a distinctive feature of the school. We will initially build these relationships between the staff and children in the school, and encourage this to permeate to all members of the school community and into the local community as a result.

The school will initiate this by making sure that all groups of parents and children feel welcome within the school. By ensuring that we establish trust from the outset and by making all information about the school accessible to all parents, we will encourage a greater sense of belonging.

Our curriculum will have a strong international flavour and will embrace every opportunity to celebrate the uniqueness of different religions, countries, cultures and languages, while maintaining a very strong sense of the British values that hold our communities together.

The International Primary Curriculum offers excellent units of work based on the National Curriculum. This includes aspects of 'Society', 'International' and 'Personal Learning' in all of the thematic units of learning. It will not only help us to develop a strong sense of community, but also offer a sense of common purpose in the world.

**4. Meridian Water Primary School will have at its core the Christian value of social justice. Equality and inclusion will be the cornerstones of the school!**

We believe that all children have the right to the highest quality of education, but that mainstream education alone is not enough. All children must be engaged in learning activities that are purposeful and meaningful for them.

We will promote positive attitudes in school as we believe that this is crucial for widening participation of all individuals in the curriculum as well as extra-curricular activities. We will encourage pupils to each contribute to the welcoming and inclusive environment of the school, creating an ethos of acceptance and trust between each other.

We will ensure that all teachers are trained to the highest standard to assume responsibility for all learners, whatever their individual needs. We will further personalise learning approaches for all children and provide them with the opportunity to evaluate their own learning goals in collaboration with their teachers and families.

We will support the participation of learners and their parents in educational decision-making. This would include involving children in decisions about their own learning and supporting parents to make informed choices and have high aspirations for their children.

Our curriculum will include ample time to assess, evaluate and reflect of academic achievement as well as personal learning. In conversation with the children and their parents we will set clear targets for improvement, giving them every chance to achieve aspirational personal outcomes in their learning and personal development.

## **ASPIRATIONS AND OUTCOMES**

### **How we will measure our success**

Overall, the success of the Academy will be measured by

- Measures of social inclusion:
  1. attendance rates
  2. low percentage of people Not in Education, Employment or Training (NEETs)
  3. Percentage progressing to higher education institutions
  4. Completion rates for adult education courses
- Measures of academic success:
  1. A level (and equivalent) pass rates and points scores
  2. Percentage of students GCSE and English Baccalaureate
  3. Primary school progress measures
- Measures of community cohesion:
  1. Numbers of applications to the institutions
  2. Degree of use of facilities by the community, including different sections of the community
  3. Degree of involvement by local and national employers
- OFSTED and SIAS inspection

In the **Primary School**, the key measures of outcome will be:

1. Attendance rates. Target 96% above the national average
2. Primary school measures of progress and attainment. Key Targets: Average Points Score of 31; Progress – 16 points across Key Stage 2.
3. Bilingual competence, where applicable
4. Application numbers and over-subscription rates
5. Levels of parental satisfaction, including engagement with families and use of the academy's facilities
6. OFSTED and SIAS inspection outcomes

### **Aspirations for Achievement of Individual pupils:**

- Outstanding outcomes and progress in the academic curriculum considering children's individual starting points and abilities.
- Very high expectations for children and their families regarding both their present and future achievement.
- Positive attitudes to learning and relationships along with a strong work ethic.
- A strong sense of belonging to the school and the local community.

See Section D for detailed pupil targets.

### **Aspirations for Achievement of the school:**

- To be judged an outstanding school in the overall effectiveness of its provision for children.
- To show outstanding progress across all classes in the school using existing progress measures.
- To achieve outcomes well above nationally expected levels at the end of KS 2
- To establish a highly regarded and oversubscribed school that serves the community and illustrates a clear Christian ethos.

We believe these aspirations are achievable because of the good track record we have in establishing these outcomes in current schools. Moreover, we have the curriculum and approaches to teaching that would achieve them. We also believe that this is an entitlement for all children and that it would address the identified needs in the community.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Reception</b>	30	30	30	60	60	60	60	60
<b>Year 1</b>	30	30	30	30	60	60	60	60
<b>Year 2</b>	30	30	30	30	30	60	60	60
<b>Year 3</b>		30	30	30	30	30	60	60
<b>Year 4</b>		30	30	30	30	30	30	60
<b>Year 5</b>			30	30	30	30	30	30
<b>Year 6</b>				30	30	30	30	30
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>		150	180	240	270	300	330	360

## Section D: Education plan – part 2

Please refer to pages 20-26 of the 'How to Apply' guidance for what should be included in this section.

### 1 Rationale for our Curriculum

The education vision of the London Community Learning Trust is very strongly influenced by the needs we have identified in the community and underpins the curriculum design for the proposed school. The LCLT has already gained invaluable experience through managing the St Matthews Edmonton Annexe. Our experience in this school has allowed us to analyse the needs of the local community very accurately and informed the design of the proposed curriculum. These needs are summarised below:

- Very high levels of EAL and a high percentage of children with significant special educational needs and disability (SEND).
- High levels of socio-economic deprivation highlighting the needs to develop the necessary academic and social skills to ensure future success, while high emphasis is placed on the children's general wellbeing and care.
- A very diverse community and the need to nurture a greater sense of pride and belonging (community cohesion)
- A lack of opportunity to discover the rich experiences that will develop well rounded individuals with high aspirations for their future success.

#### *1.1 Very high levels of EAL and a high percentage of children with significant special educational needs and disability (SEND).*

Our curriculum will enable the 'seamless inclusion of all children and seek out and include vulnerable groups' (LCLT Mission statements - Section C), because we understand the needs of the children who attend (will attend) the school. We have identified that potentially many children will have a lack of spoken English, high levels of SEN and a very broad range of academic abilities. These are significant areas to be addressed through the delivery of the curriculum, while we maintain very high aspirations for all children. The curriculum will therefore have a strong focus on carefully selected interventions needed at different stages of children's development. This can be broken down as follows:

- We will provide intensive language support for the large proportion of EAL children, ensuring that all children develop, as a matter of priority, the language skills that would help them to access the full curriculum. Language development will be provided to

small groups by specialist support staff and qualified teachers. Due to the high levels of mobility, we recognise that some children may arrive in KS2 without the necessary language to access the curriculum. We will adopt this approach across all Key Stages and follow a systematic approach to phonics or phonics catch up programmes wherever this is relevant. These programmes include opportunities for speaking and listening. Children's progress would be initially tracked using the developmental steps in 'A Language in Common'. These steps are designed to assess children's readiness to access the National Curriculum.

- We will provide an individually tailored curriculum that would enable all pupils to make outstanding progress throughout their time in school and reach levels above those expected nationally. With this in mind, we will set very challenging targets in all classes (and for all children) based upon an expert knowledge of their developmental needs. This will ensure that all groups work above age expected levels, hence securing a high percentage of level 5 and level 6 by the end of KS2. The Gifted and Talented children and those who are more able will be identified and targeted at levels above those expected for their age.
- The work of the HLTAs and curriculum support teachers will focus largely on those with SEND. Most children with SEND will have 1:1 or small group support that will focus on securing accelerated progress or developing certain skills children need to access the curriculum. These interventions will include a range of literacy and maths interventions focussed on securing specific skills. Individual Education Plans will also be implemented in all aspects of class teaching, and will focus on identified skills individuals need to develop. Those with social and emotional needs (including behaviour) will be involved in 1:1 or friendship group work with identified staff, aimed at developing strategies to help children best manage their behaviour/feelings. Children will be able to establish a long standing relationship with these staff members to best provide ongoing support and a relationship strongly based on trust. Those with statements of special educational needs will receive 1:1 support that will focus strongly on inclusion, rather than withdrawal from regular activities. To achieve this, all staff will understand and adapt the curriculum so that children can access the curriculum at the appropriate level while maintaining a broad and balanced curriculum. We will also work closely with the Educational Psychologist, Behaviour Support Service and other services to support staff in their provision for these children.

**Outcomes:** We believe that the delivery of these strategies will enable all EAL students to access the full curriculum quickly and support those with SEND to access a broad and balanced curriculum at the appropriate level, and to make better than expected progress. We will improve outcomes for our pupils because their individual learning needs will be carefully analysed and provided for, resulting in a high proportion of children achieving challenging National Curriculum levels across the school.

*1.2 High levels of socio-economic deprivation highlighting the needs to develop the*



*necessary academic and social skills to ensure future success, while high emphasis is placed of the children's general wellbeing and care.*

Our curriculum will help children to set themselves aspirational targets for their future achievements, and help them acquire the core skills they need to be successful later in life. We will create 'an ambitious learning community that recognises and fosters unique strengths and abilities and is an inspiration to a community of learners' (LCLT vision statements - Section C). The area the proposed school will serve is one of high socio-economic deprivation, in which a history of poor education has brought about cycles of poverty. We recognise that outstanding attainment in the core curriculum combined with the development of excellent personal and social skills, will enable our children to be successful now and in later life. We will also work with parents to ensure that they too have high aspirations for their children and that they develop the skills needed to support them in their learning. The curriculum will therefore focus strongly on the following:

- We will provide a core curriculum that secures high standards in English, Mathematics, Science and ICT. We believe that this is the key to unlocking further learning and essential to becoming independent learners. We will do this by closely monitoring children progress against clear predetermined targets that form the foundation of all teaching within the core curriculum. The progress of all children would be closely monitored through Pupil Progress Meetings (including all staff involved with each class), and identified children will be supported by the class teacher, TA or specialist staff to secure accelerated progress against National Curriculum Targets.
- Our curriculum will foster high aspirations with each child in the school. Our children will know that their aspirations are important, but also recognise the skills and attitudes they need to fulfil these. We will help children formulate their dreams by sharing the passion of a range of positive and aspirational role models within the school and the local community with our pupils. We will do this by introducing the children to a range of new experiences to help them discover their interests. The International Primary Curriculum focuses strongly on children's personal, social and emotional development. Through this we will embed targets that will secure the personal skills that children will need to be successful now and in later life.
- We will also look to extend the curriculum to our parents by meeting the need of a large group of parents, to acquire basic language skills in English. This will enable them to support their children's learning and help them access the local community (including the school) more readily.
- Our curriculum will include, through the teaching of PSHE and Personal Development, topics on health, nutrition, personal safety, friends etc. We believe that these social, emotional and physical barriers to learning may play a profound role in some of our children's ability to learn. We will also ensure that children will get the chance to talk to staff if they have concerns. During our Pupil Progress Meetings staff

will discuss each child in depth and identify accurately where the social and emotional aspects of learning may be a significant barrier. We will then, through carefully planned intervention, nurture or friendship groups, address those aspects children need to develop. We will also work closely with the Education Welfare Service, Social Services and all other agencies who can help us to secure our children's general wellbeing.

**Outcomes:** We will help us secure academic outcomes above those expected nationally, while we equip the children with the personal skills needed to be successful in their learning and in later life. This will also lead to higher levels of employment.

### *1.3 A very diverse community and the need to nurture a greater sense of pride and belonging (community cohesion)*

The ethnically, culturally and linguistically diverse nature of the local community has also helped to shape our curriculum. Over the last 10 months we have experienced that although this presents us with a great opportunity to celebrate our diversity, we also have groups that may feel isolated from the community or the school. We therefore need a curriculum that nurtures a very strong sense of pride in and belonging to their ethnic or cultural heritage while focussing on the common interests we share in British society. In response to this need, we will implement a curriculum with a very strong international element which all children and parents in the school community can associate with. Once again the International Primary Curriculum includes these as subjects within the integrated curriculum under the headings of International Mindedness and Society. We will offer:

- A broad, relevant, inclusive and balanced curriculum that would mirror the National Curriculum yet extends to encapsulate the needs of the diverse community we serve.
- A cross curricular approach to topics through the teaching of the International Primary Curriculum (IPC). This will run in parallel with the discreet daily/weekly teaching of Literacy, Numeracy and Science with an integrated use of ICT across all subjects. The IPC enables us to bring local and global perspectives into the curriculum, while maintaining a very strong focus on the personal targets each child will aim to achieve on their learning journey.
- The family of LCLT schools will be an integrated part of the local community. Our curriculum will aim to help children to recognise their role within the community and we will engage in local projects through partnership with parents, local businesses etc. Our curriculum will not only express that we are all worthy contributors to the community, but that we also have the responsibility to embrace the British values that define our communities.
- The RE curriculum will include learning about and learning from all major world religions. The emphasis will be on values shared across all faith groups and the values that we hold in high esteem in school and in the local community.

- As a Christian school we will ensure that we recognise the collective responsibility of humankind to look after the natural world. We will raise awareness of sustainability and the role that each of us play in the care for our immediate environment and as global citizens.

**Outcomes:** All families feel a strong sense of belonging to the school and children will value their role in society. We will also help families not to become isolated, by engaging all groups in the life of the school, and by signposting the services they can access in the community. We will help to fuse and existing and emerging school and local community.

*1.4 A lack of opportunity to discover the rich experiences that will develop well rounded individuals with high aspirations for their future success.*

We want to widen and secure employment opportunities for the children of the community to take their place in a changing society (LCLT Mission statements - Section C) It is also clear from our analysis of the local community that many of our children have very limited opportunities to engage in the richness of opportunities the wider community can offer. Introducing children to a very broad range of enrichment activities, is an essential ingredient to raising children's aspirations for their own future. This will also open their eyes to the endless opportunities available to them beyond their immediate community and help them recognise and develop their individual interests. We will do this as follows:

- We understand that while we live in one of the most exciting cities in the world, many of our children have extremely limited experiences beyond home and school. Our curriculum will therefore enable pupils to experience and understand the diversity of London and their local community, visiting and participating in the widest possible range of sports, cultural, artistic and musical clubs, events and exhibitions on offer.
- Enrichment activities will be the entitlement for all pupils and the programme will reflect the importance of developing the whole child. These activities will include cultural, sports, personal development and technical aspects of the curriculum. Although these will be available to all children, they may also target the needs of individuals or groups of children.

**Outcomes:** The richness of opportunity and the development of the academic and personal skills children need will result in children becoming successful adults equipped with the skills to break the cycle of socio-economic deprivation.

## **1.4 Transitions into EYFS and from Primary to Secondary School**

### **a. Transition into EYFS (Reception)**

It will be important to provide as smooth a transition into the Reception Class as possible.

To ensure this smooth transition we will use as much information as possible about

children and their families while they are still at home or in nurseries. We will achieve this by visiting children in their familiar settings, whether at home or in their nurseries, and make full use of interpreters to help families with poor English feel at ease and well informed.

The information to be exchanged will include the following:

- A child's development against key areas in the EYFS curriculum/ Development Matters
- A child's specific learning, linguistic, cultural, medical and dietary needs
- The things a families need to know about school and how they can help their children prepare for the change during the summer holidays
- Any concerns they or their children may have about starting school

We will also hold a meeting for all parents, during which we will share information in the school prospectus and answer any questions about the school. We will provide translations/translators at these meeting to make all information accessible to everybody. This meeting will also serve as an opportunity for the parents and children to become more familiar with the staff and buildings.

During the latter part of the summer term, before the children start school, we will invite them to play sessions in their new classes to help both parents and children to become familiar with the routines in school and to meet their new friends.

When the children start school in September we will gradually increase their time from a couple of hours each day, to a full day by the beginning of October.

### **b. Transition between Key Stages in the Primary Phase**

Good transition between key stages in the primary school will be easier to achieve as we will be able to do the following very successfully:

- Share information about children's learning needs between staff in the school and pass on detailed records on each child from year to year.
- Ensure that all children and parents meet their new teachers in advance of them starting in the new class.
- Designate the second half of the summer term and the start of the autumn term in the following year as transition phases, during which there would be movement between old and new classes and teaching staff and greater flexibility in the curriculum. The curriculum at the start of year 1 will include some play based activities, especially for those children who are not yet ready to access the Year 1 curriculum.

### **c. Transition to Secondary Schools**

One of the main advantages of the family of LCLT schools would be the excellent levels of interaction between the schools. In most ways the principles highlighted in the transition between key stages will apply.

The information provided to the secondary school will once again focus on the children's needs and their achievement, while it also would include information their general wellbeing with a view of providing the right pastoral care.

Staff and pupils from the secondary schools will be a regular feature in the primary phase. Year 6 and 7 teachers would teach lessons across the two schools during the transition phase, which would result in the new setting being less intimidating for the children. It would also develop a better understanding of the expectations across the two phases and establish greater consensus about end of KS2 attainment.

LCLT schools will have many shared physical resources, which would result in a greater sense of familiarity for children moving from primary to secondary school.

## **D2 Curriculum Plan**

The school year will be divided into three terms. We will aim, as far as possible, for our term times to mirror those of the London Borough of Enfield, therefore keeping disruptions for staff and parents to the minimum. It may however differ slightly depending on the needs for training days or religious holidays.

The children will attend school for 190 days and teachers for 195 days, allowing for five staff training days.

Infant children will have a week of 22 hours and Juniors 23.5. School will start at 8:50 and finish at 15:20, with lunchtime and social breaks, as appropriate for children of different ages.

### **Compulsory Activities**

Weekly timings for each area of the curriculum are stated below. These may vary slightly from week to week and from topic to topic. The following timings reflect the average weekly timings over the course of the year

	KS1 (time in hours)	KS2 (time in hours)
English	6	6.5
Mathematics	5	5
Science	2	2
ICT	1	1
French	0.5	0.5
History	1	1
Geography	1	1
Art	0.75	1
DT	0.75	1
Music	0.5	0.75
PE	1.5	2
PSHCE	1	0.75
RE	1	1

**Sample timetables are shown in Annex D**

**Optional Activities**

These will be for enrichment of the curriculum, to support the needs of identified children and to support the needs of working parents.

We will offer parents a Breakfast Club that starts at 7:30, and an After School Club until 18:00 in the evening. The latter would provide activities appropriate to children of different ages, including homework support. This will open as soon there is sufficient demand from parents. These will be organised by paid staff, volunteers, parents and teachers and paid for by parents of those children who attend.

Other clubs, before and after school, will include gymnastics, dance, football, netball, cricket, art & craft, choir, gardening club, magazine club, booster club, homework club and healthy cooking club. Ultimately we will consult with children and their parents once the school is open, to ensure we provide the appropriate clubs.

As part of the systematic phonics teaching and reading programmes, the school will use the Bug Club and Phonics Bug software to support reading in home and at school. To ensure that all parents and children use this regularly, we will offer extra curricular clubs to help children and their parents with this programme. This will give the opportunity for parents and children to read together. We will specifically target those with EAL and those with limited computer access, but will make this available to all parents.

Some of our EAL children often lack literacy skills in their own language. Many children have not been to school by the time they join us in year 1 and 2, and therefore can not count or read in their own language. The school would work in close partnership with parents to offer after school clubs to develop children's literacy skills in their mother tongue.

**How the curriculum will be organised.**

1. Once the school opens in September 2014 there will be five classes from Reception

to Year 4. In September 2016 the school will have one class in each year group. Children will be in classes according to their age, and the class teacher will have overall responsibility for their pastoral care and educational progress. The class teacher will be supported by a teaching assistant in each class.

- The thematic and creative International Primary Curriculum will run alongside a very strong core curriculum in English, Maths and Science. Although we believe that all children should be taught a broad and balanced curriculum, we will give priority to the core subjects. This means that in some instances we may focus solely on the core curriculum, to secure the skills (especially language) to be able to access the rest of the curriculum. Children may be withdrawn from the foundation curriculum on occasions and work on intensive programmes to develop skills in core areas. This will however be for a set period of time to ensure that whilst the children follow these intensive programmes in the core curriculum, they still receive a curriculum which is broad and balanced overall.
- Reception will be staffed by one qualified teacher and a nursery nurse /classroom assistant
- Years 1-6 will be staffed by one qualified teacher each and one classroom assistant in each class.
- There will be an additional two qualified higher level teaching assistants (HLTAs) covering PPA time and providing specialist support to groups and individuals. This will increase, as the school grows, to four HLTA's when the school reaches its full size.
- There will be an executive head teacher, a head of school (deputy headteacher) and an inclusion manager as part of the senior leadership team.
- Classroom assistants may be used to support literacy and numeracy to small groups of children who may need the curriculum to be adapted to suit their learning needs/styles. In Reception the teacher and assistant will work closely together in the planning, delivery and assessment of the curriculum.
- Literacy and Numeracy will be taught in whole-class groups with the support of an additional adult for some activities. The teacher will know the ability of all the children and will plan to teach and support all children at the appropriate level.
- The use of levelled success criteria will enable the children and teachers to assess their own progress in lessons and over time.
- The school will actively encourage parent volunteers and volunteers from the local community to support children further with 1:1 reading or any other specialist skills.

### **How the children will be organised**

Children will be taught in their year group class in all areas of the curriculum. Each class

will have 30 children with a class teacher and a teaching assistant. Intervention groups for language, EAL or pastoral support will be taught in groups, of no more than 6, by the specialist teachers and HLTA's. These sessions will take part in smaller rooms designed for this purpose. Educational enrichment activities linked the curriculum will be carried out in class groups. Children may occasionally be split into groups in the classroom when they are taught lesson specifically targeted to address their learning needs.

For sports, cultural, art and music clubs, children will be organised in Key Stages. These clubs will have a cap on the number of children accommodated in any one session.

## **The Curriculum**

### **a. The EYFS Curriculum**

We will implement all the principles of the EYFS curriculum (September 2012), because we believe that this will help our children to make the best possible start to school. The curriculum will be organised in the following seven areas:

#### **Prime Areas**

- **Communication and Language** is aimed at developing children ability to express themselves confidently in a range of situations. To achieve this, we will provide a rich language environment. We will also provide opportunities for EAL children to develop their home language through play and learning.
- **Physical Development** will help the children enhance their co-ordination and develop greater control over their movements. It will also encourage healthy lifestyles.
- **Personal, Social and Emotional Development** will help children to better understand their own feelings and help them to manage these feelings. We will encourage positive behaviour and positive relationships with adults and children in their class.

#### **Specific Areas**

- **Literacy** will include the systematic teaching of phonics which will allow children to begin to read and write. We will provide a wide range of reading materials for the children to access.
- **Mathematics** will focus on developing counting skills and a basic understanding of the number system. This will provide the basis for early work in calculation. We will also explore shapes, space and measure through the world around us
- We will develop our **Understanding of the World** by learning about people, places and the environment. We will use the cultural diversity of our local community to enrich our own understanding.
- **Expressive Arts and Design** will include aspects of art, music, movement, dance, role play and design and technology. Children will get the opportunity to explore ideas and feelings through a range of media and materials.  
In the Reception Class we will implement an enjoyable and child centred curriculum based strongly on our knowledge of individual needs, interests, and stages of development of each child.



We believe that the three prime areas form the basis for securing further learning, and would therefore aim to secure these in the initial stages of the children's time in Reception. Once the children have secured the prime areas and become more ready for learning, the balance will be more equal between all seven areas. This should not however become a whole class approach, but must consider the developmental need of the individuals in the class.

The curriculum will be balanced between adult-led more formal teaching, and child initiated activities that would enable children to explore.

All children will have a key person whom will be responsible for ensuring that their needs are met fully through a tailored curriculum, and excellent levels of care.

### **b. KS1 and KS2 Curriculum**

We believe that the core curriculum will provide the children with the essential skills they need to make them successful now and in the future. All children will be taught at least one hour of discreet English (including a systematic phonics lesson in KS1) and Maths every day, and at least two hours of Science every week. In addition to this we will provide a broad range of specialised intervention programmes for those who need to develop the essential skills needed to access the curriculum. These could include 15 Minutes a Day reading, a catch up phonics programme, speech and language interventions, Springboard maths etc. We will also use the Key Skills progress material (developed at our partner school) to provide specially designed programmes to cater for the needs of individuals and small groups.

The core curriculum will be firmly embedded in all topics (foundation curriculum) to ensure that children can apply essential skills across all subjects.

### **i. English**

The teaching of English must ensure that all children can access the curriculum, enabling them to understand, express and evaluate their own learning.

In EYFS and KS1 we will focus on systematic phonics teaching to secure good progress in reading and writing. We will also ensure that speaking and listening features very strongly in all aspects of the curriculum.

In KS 2 we will further enhance English by focussing on comprehension reading and writing for different purposes. We will also maintain, through intervention, phonic catch up programmes for those who need further support or those who joined the school after KS1.

In English we will aim to achieve the following for all our children:

- Good listening skills and clear understanding of all aspects of the curriculum
- To speak clearly, confidently and with appropriate language in a range of contexts
- A love of books and being able to read fluently with understanding, enjoyment, feeling and discernment ;
- To be able to communicate clearly and confidently in writing, and to be able to apply their writing skills across the curriculum
- To be confident and accurate in the use of spelling, punctuation and grammar
- To develop clear, fluent and legible handwriting.

All children will have curriculum appropriate levelled targets and marking and assessments will be done against these. These targets will also form the basis of

children's success criteria in each lesson and will inform the summative assessments used to plan the next steps in their learning.

In our partner school (St Matthew's) we have developed key skills documents to show progress in each area of the core subjects. These have been instrumental in designing tailored learning programmes and securing very good progress for all children.

### **ii. Maths**

Children will take part in a daily mathematics lesson. Emphasis will be placed on mental and written calculation strategies and a thorough understanding of the number system. We will develop a good understanding of number work and appropriate mental recall skills in KS1. In KS2 we will develop good understanding of times tables and secure calculation strategies for all children as early as possible.

Mathematics will also be integrated into cross curricular topics, as well as Science and ICT. Throughout the school, children will regularly be taught problem solving skills linked to real-life scenarios.

The following areas will be taught in maths:

- Number and Algebra
- Shape, Space and Measures
- Data handling
- Using and applying maths (taught discretely and integrated as part of all topics).

For maths we will use similar targets to those described in English. These key skills will form the basis of assessment and identifying next steps in learning. These will have a high profile in children's books and help staff and children to evaluate their progress.

### **iii. Science**

Science will be taught discretely for two hours every week, but will also be very firmly embedded in topic work through many of the IPC topics.

In Science children will learn about:

- life and living processes
- materials and their properties
- physical processes

In KS1 children will start to develop some aspects of scientific enquiry alongside the learning about the three areas stated above. In KS 2 the children will study the areas stated above in more detail and include a topic on the solar system. They will also have a far greater emphasis on scientific enquiry and apply this across all aspects of their learning in science.

We will aim to stimulate the children's curiosity for investigating scientific concepts and teach them the inquiry processes and methods they need to carry out their scientific investigations effectively. Children will learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level.

Children will learn to predict, hypothesise and carry out a fair test. They will also learn to observe, evaluate and record their findings in a variety of ways including through the use of ICT.

Science is very well embedded in the International Primary Curriculum. Many of the themes in the IPC are based upon scientific concepts. It includes the following topics: Flowers and Insects, Our world, Seeing the Light (Light and Dark), Big Sparks (Electricity), Saving the World (Rainforests), Fair Grounds (Forces, Energy, Sound and Light). We will also use the school's nature zone and other natural areas to gain first hand experiences in Science.

We will use similar key skills documents to plan, differentiate and assess all aspects of the science curriculum.

#### **iv. The Foundation Curriculum**

The subjects that makes up the foundation curriculum are combined in thematic modules though the International Primary Curriculum. This means that the subjects that form part of the foundation curriculum will not be taught in isolation, but will form part of a multi-disciplined topic, where individual curriculum areas enhance each other to form a relevant and exciting learning experience.

The IPC is a comprehensive, integrated and creative curriculum with clear learning goals based upon, but extended beyond the National Curriculum expectations. The IPC Learning Goals covers the following three areas:

- Subject Goals – broken down into knowledge, skills and understanding in Science, History, Geography, Art, Music, ICT, Design Technology, Society and International Perspective.
- Personal Goals – goals for enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.
- Development of international mindedness – understanding local and global communities and their independence and interdependence.

The IPC provides a well structured curriculum, which allows teachers to use its content to tailor lessons to suit individual needs. It does however allow a great degree of flexibility, because the vast number of units allow teachers to select the most appropriate learning materials. It also allows the children to contribute to the chosen learning goals. Any unit of work can easily be adapted to suit the needs of the class.

In all topics, a strong emphasis remains on English, Maths and Science, allowing children to apply the core skills across the curriculum.

The IPC is our chosen curriculum because of the added emphasis on understanding our local and international communities. In addition it develops the personal and social skills for our children across all learning units, while it engages, excites and challenges all pupils in a meaningful and relevant way. It would therefore allow us to effectively address a great number of needs identified in the community we serve.

Recent OFSTED inspections confirmed what we know about this curriculum:

- *The innovative curriculum embeds the key skills of literacy and numeracy well, while developing pupil's academic, personal and international learning across a range of subjects. The cross-curricular themes are exciting and motivate pupils to learn. – Mortimer St Mary Junior School, Berkshire*

- *Through the use of the International Primary Curriculum which provides innovative and exciting 'learning beyond books, all pupils are supported in developing learning skills for life and becoming 'responsible global citizens', whose 'spiritual, social, cultural and moral welfare ...is of prime concern and of a very high standard' – St Simon and Jude CE Primary School, Bolton*

- *The international based curriculum which goes well beyond the basic requirements of the National Curriculum, ensures that good cross-curricular links make work meaningful for pupils.- St Catherine's CE Nursery and Primary School, Devon*

- *The school fully meets the requirements of the National Curriculum, while extending and deepening pupil's knowledge of their own and other cultures.- Sir William Burrough School – Tower Hamlets*

The learning goals in the IPC have been organised into three groups or Mileposts

- Milepost 1 for 5-7 year olds
- Milepost 2 for 7-9 year olds
- Milepost 3 for 9-11 year olds

Each of these mileposts has very well planned units of learning which:

- Is founded on the learning goals and based around an area of real interest to children.
- Allows children to see the contribution of individual subjects as well as how these subjects work together to help us enhance our understanding of the world.
- Is designed to inspire and enthuse teachers and children alike, fostering a love for learning.
- Starts with an exciting 'entry point' on which we base our learning for the rest of the topic.
- Comes with information and advice to parents on how to support their child in their learning.
- Harvests the children's existing knowledge and understanding before the start of the unit, and help them to evaluate their own learning.
- Provides a wide range of activities to support children's skills in literacy and language arts.

We will use success criteria to help us gauge children's learning/development in all areas of the curriculum and encourage children to evaluate and assess their own learning.

Although this is a **thematic curriculum which integrates most subjects**, the individual subject's skills, knowledge and understanding can be broken down as follows:

**Information and Communication Technology**

Information Technology will be taught discreetly and as a cross-curricular skill in teaching and learning of most other subjects. We believe that the use of ICT is an integral part of learning now and in the future. Children will be taught to use ICT for the following purposes and then apply these skills across the curriculum:

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

We will help children and parents to understand the potential dangers of the Internet and how to keep themselves safe.

We will also help parents develop their computer skills through basic courses. We believe that this will help many of them to better access community services and to support their children in their learning.

### **Music**

Music will be part of the integrated topic work in the IPC, but will also be extended to clubs and events at school. There will also be a programme of individual music tuition provided by EASS (Enfield Arts Support Service) for those who want to learn how to play an instrument like the flute, guitar, piano, keyboard, drums or violin.

All children will have weekly class music lessons following IPC topics. Music will also play a big part of Collective Worship and we will hold annual music events where the children can perform.

Furthermore, all children will get the chance to take part in a musical production at least once every year through their key stage performances.

The teaching of music will include: performing skills, composing skills, appraising skills and applying knowledge and understanding of music.

### **History**

Children will develop an appreciation of time and past events through a range of primary and secondary sources. We will learn about important episodes and developments in Britain's past (locally and nationally) and how it affects our lives today.

We will also develop a very strong understanding of how the history of different places in the world is linked. History skills in the curriculum will include the teaching of chronological understanding, knowledge and understanding of historical events, people and changes in the past and historical interpretation and enquiry.

### **Geography**

Children will explore the school environment, the local community, the UK and the Global Community and study the interaction between the earth and humans across the globe. Children will acquire geographical knowledge and understanding of places, patterns of environmental change and sustainable development. They will also develop their skills in geographical enquiry.

Geography will play a major role in the development of our local and international perspectives in the IPC. In addition to the above we will therefore focus specifically on other relevant aspects like services in the local community, recycling, interdependence, and the similarities and differences between different people in the world. All of these will address some of the specific learning needs of our school community.

### **Design Technology**

This will offer the children a practical context in which to learn about their world and how things work. They will learn about identifying needs, specifications and opportunities to address a demand in the market and will develop the practical skills they need to make these products.

Children will develop their understanding of different aspects of design technology including the design proposal, plan and make phase, evaluating a product and refining the product for future. The use of ICT in these processes will be highlighted.

### **Physical Education**

Children will be encouraged to take part in a wide variety of sports and physical exercise including competitive team games, dance, movement, gymnastics and athletics. Year 5 will also take part in the Enfield Swimming Programme.

We will supplement the PE curriculum with a wide range of clubs aimed at improving the children's physical health. These will include gymnastics, dance, football, netball, cricket, athletics, games, gardening and healthy cooking club. These clubs will also aim to introduce children to a broad and to further develop the skills of children who are talented in these areas.

The planning of the school building (and later the other schools in the LCLT) will include adequate space and resources to teach a wide range of PE and Sports activities.

### **Art (including aspects of performance arts)**

Art will have a high profile in the school and would include the following aspects: exploring and developing ideas, investigating and making art, craft and design and evaluating and developing work.

Through art children would develop their appreciation of communities around the world. We will use art displays around the school to celebrate the beauty of our cultural diversity.

### **Society**

We will teach the children about their community and how to be safe within it. While we will ensure that our children and parents understand and can access the community services they are entitled to in the community, we will also highlight our responsibility to others (including vulnerable people) we are in contact with. In school we will celebrate our diversity, and while we will aim develop a good understanding of what make people unique, we will focus even more strongly on the things that connect us.

In Milepost 1 (5-7 years old) the Society focus is on keeping ourselves safe and learning about the people in the community who look after us. It also focuses on the diversity of the community we live in and how to appreciate those people who are different from us. Children will start thinking about positive role models in the community.

In Milepost 2 and 3 (7-9 and 9-12 year olds) the learning points are about our duties and connections to society. We will also learn about sustainable environments, the positives and negatives of technology, the roles of different people (including our own) in the local community and celebrating the diversity.

There are also units that include work on: drug education (Milepost 3), bullying, different types of relationships and refugees/immigration.

### **International**

We will aim to develop 'International Mindedness', by enhancing children's understanding of the differences between people on our planet. It also teaches children to understand our responsibilities towards each other and towards the planet we share.

In Milepost 1(5-7) children learn about differences and similarities. They will study everyday things like the clothes we wear, the food we eat, where and how we live and

the climate of different countries.

We also learn about some of the difficulties people have in other countries (for example access to water), and start thinking about how we can make a difference to their people's lives.

In Milepost 2 and 3 (7-9 and 9-12) children will learn about the effects we have on the planet and how we can help people in other countries. We explore themes around fair trade, international aid organisations, rich and poor countries and sustainable communities.

We will continue to explore the different cultures, traditions and customs of people around the world, and start focussing of the global issues that affect us all. Learning units include work on drugs, climate change and sustainable energy and international conflict (war).

### **Modern Foreign Languages**

French will be taught as the main component of our MFL curriculum. It will initially centre around singing and speaking and listening activities. In upper KS2 this will be extended to basic elements of writing.

We will use specialist teachers and native language speakers to deliver the French lessons. We will also teach children basic conversations in other languages spoken by families in the school. Involving parents in this way will enhance the contribution of our parents to the curriculum.

In year 5 we will undertake a joint curriculum project, through the British Council, with a school in France. This will include a 5 day visit to France, while the French school will in turn visit us in the UK.

### **Religious Education**

We will study all the major world religions in RE and use the curriculum structure developed by the London Diocesan Board for Schools.

We will teach the stories, traditions and beliefs of different religions and use the religious diversity of the community to enhance through first hand experiences.

We will also learn from the different religions we study, by reflecting on how the experiences of others are relevant to our own beliefs. These reflections will be part of every RE lesson.

This curriculum and the ethos of the school will be founded on the Christian belief that each person has equal worth. We will therefore seek to ensure that all children and families feel valued in the school and that they are treated with the respect they deserve.

### **Enrichment activities**

As far as possible we will aim to provide activities to further enrich the curriculum on different levels. These may include the following:

- Booster sessions, 1:1 sessions and homework clubs will be delivered as part of the optional curriculum outside of the normal school hours to boost the progress of identified children. Other children will also be able to access these opportunities
- A range of sports, craft and cultural activities offered through clubs
- Inspirational and skilled visitors to the school
- Visits in the local community, London and the UK, as well as visits abroad.
- Musical, drama and other performances by our children and professional groups.

- Strengthening parent partnerships in the curriculum.

### **Monitoring of the Curriculum**

We firmly believe that the curriculum should be under continuous review, because the needs of the children will be different from year to year.

We will implement a very rigorous schedule for monitoring and evaluating the impact of the curriculum. This will enable us to design the curriculum such that it best suits the needs of all children.

We will regularly monitor performance data in each class, to ensure that the delivery of the curriculum secures outstanding outcomes for all our children. Whenever there are indications that groups or individuals are falling behind, we will deliver tailored interventions to secure good progress and narrow the gap.

Lessons will be observed regularly and work will be thoroughly scrutinised to ensure that any areas for development are addressed effectively. We will provide support in these areas through the expertise in school, our partnership with St Matthews Primary and the advisory services from the London Borough of Enfield and the London Diocesan Board for schools.

Excellent teaching and learning and an excellent curriculum will be the main priorities of the school. Our success in learning will be measured by the progress of all the children and the outcomes they achieve.

## **D3 STAFFING STRUCTURE**

### **Section D3**

**3.1 The following table shows the leadership and teaching staff against pupil numbers until the school reaches full capacity in September 2022:**

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Pupil Numbers	150	180	240	270	300	330	360	390	420
Headteacher	0.5	0.5	0.5	0.5	1	1	1	1	1
Deputy Headteacher	1	1	1	1	1	1	1	1	1
Year R Teacher 1	1	1	1	1	1	1	1	1	1
Year 1 Teacher 1	1	1	1	1	1	1	1	1	1
Year 2 Teacher 1	1	1	1	1	1	1	1	1	1
Year 3 Teacher 1	1	1	1	1	1	1	1	1	1
Year 4 Teacher 1	1	1	1	1	1	1	1	1	1
Year 5 Teacher 1		1	1	1	1	1	1	1	1
Year 6 Teacher 1			1	1	1	1	1	1	1
Year R Teacher 2			1	1	1	1	1	1	1



Year 1 Teacher 2				1	1	1	1	1	1
Year 2 Teacher 2					1	1	1	1	1
Year 3 Teacher 2						1	1	1	1
Year 4 Teacher 2							1	1	1
Year 5 Teacher 2								1	1
Year 6 Teacher 2									1
Curriculum Support Teacher				0.5	0.5	0.5	0.5	0.5	0.5
Curriculum Support Teacher							0.5	0.5	0.5

**3.2 The following table shows education support staff against pupil numbers until the school reaches full capacity in September 2022:**

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Pupil Numbers	150	180	240	270	300	330	360	390	420
Year R Teaching Assistant 1	1	1	1	1	1	1	1	1	1
Year 1 Teaching Assistant 1	1	1	1	1	1	1	1	1	1
Year 2 Teaching Assistant 1	1	1	1	1	1	1	1	1	1
Year 3 Teaching Assistant 1	1	1	1	1	1	1	1	1	1
Year 4 Teaching Assistant 1	1	1	1	1	1	1	1	1	1
Year 5 Teaching Assistant 1		1	1	1	1	1	1	1	1
Year 6 Teaching Assistant 1			1	1	1	1	1	1	1
Year R Teaching Assistant 2			1	1	1	1	1	1	1
Year 1 Teaching Assistant 2				1	1	1	1	1	1
Year 2 Teaching Assistant 2					1	1	1	1	1
Year 3 Teaching Assistant 2						1	1	1	1
Year 4 Teaching Assistant 2							1	1	1
Year 5 Teaching Assistant 2								1	1
Year 6 Teaching Assistant 2									1
Higher Level Teaching Assistant	1	1	1	1	1	1	1	1	1
Higher Level Teaching Assistant	1	1	1	1	1	1	1	1	1
Higher Level Teaching Assistant				1	1	1	1	1	1
Higher Level Teaching Assistant							1	1	1

**3.3 The following table shows the admin and support staff against pupil numbers until the school reaches full capacity in September 2022:**

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Pupil Numbers	150	180	240	270	300	330	360	390	420
Bursar	0.3	0.3	0.3	0.3	0.3	1	1	1	1
Admin Officer	1	1	1	1	1	1	1	1	1

Admin Officer			1	1	1	1	1	1	1
Site Manager	1	1	1	1	1	1	1	1	1
Site Assistant	0.2	0.2	0.4	0.4	0.6	0.6	0.6	0.6	0.6
Cleaner 1	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45	0.45
Cleaner 2				0.45	0.45	0.45	0.45	0.45	0.45
Lunch Supervisor 1	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Lunch Supervisor 2	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Lunch Supervisor 3	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Lunch Supervisor 4	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Lunch Supervisor 5	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Lunch Supervisor 6		0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Lunch Supervisor 7			0.25	0.25	0.25	0.25	0.25	0.25	0.25

### 3.4 Build up of staff in line with pupil numbers and financial resources

The above tables show the build up of staff from September 2014 up to September 2022, when the school reaches its full capacity. The above meets our staffing requirements for outstanding provision we envisage, while it is affordable over time. Please see the detailed financial plans in Section G for more details on staffing cost and affordability. Please also see Annex E for a diagram of the staffing structure at full capacity.

In September 2014 the school will open with one class from Year R to Year 4. The school will then grow with one class every year, apart from 2016 when a Year 6 class and a new Reception class will mean that there will be two new teachers and two new TAs. After this a new Reception class will be added every year. This means that a new teacher and TA will be appointed every year until the school reaches its full capacity in September 2022. This supports the model of 1 teacher and 1 teaching assistant in each class.

We will have 5 lunch supervisors in September 2014 and this will grow to 7 in September 2016. At this point lunches will be split in such a way that this staffing arrangement will be adequate to supervise all groups of children. .

Cleaning and Admin staff will also increase as the number of children increase in school.

In September 2014 the SMT will exist of the Executive Headteacher, the Deputy Headteacher and the Inclusion Manager. At this point the DHT will oversee teaching and learning and the curriculum across both key stages. I September 2016 we will appoint a key stage leader, while the DHT become the leader of the other key stage. When the school reaches full capacity the DHT will not have a KS leader responsibility, but will oversee the role of the EYFS, KS1 and KS2 leaders. Key stage leader roles will be separated as soon as a Key Stage reaches its 2 FE capacity. We believe that while this structure provides a phased build up that is cost effective it also provides a good model for distributive leadership in the school.

### 3.5 Delivering the education vision and plan

The school's Executive Headteacher and Deputy Headteacher (head of school), will have clearly defined roles and will work closely together to secure highly effective management systems in school. We will allow time for strategic planning and

communication between the Headteacher and the DHT. This means that the DHT will be released from classroom responsibilities to make provision for this.

The roles of the Executive Headteacher and Deputy Headteacher will include:

- The overall management of the school, including the management of finances, staff and resources.
- Reporting to the School Committee and Directors on all aspects of school life.
- Strategic planning for the curriculum, teaching and learning, developing the leadership team and resources.

The Executive Headteacher will oversee:

- The appointment and contractual matters of all staff
- The leading role in strategic planning and self evaluation
- The leading role in the financial management of the school (with the directors)
- Oversee the maintenance of the building and the school site.
- The performance management of all staff
- The overall performance of the school
- OFSTED inspections
- Leading the work of the SMT

The Deputy Headteacher will be responsible for:

- Leading teaching and learning for all staff
- Leading of Pupil progress meeting and planning provision with the inclusion manager
- Leading the curriculum
- Overseeing the day to day management of the school.

The Executive Headteacher and the Inclusion Manager will work closely with parents to engage them in the delivery of the curriculum and to help parents to develop the skills they will need to access the school and the community better. They will work with the parents to create parent support groups, translation services and opportunities to develop language and ICT skills.

The Inclusion Manager will have responsibility for:

- The progress of and provision for those children with specific needs. These will include children with SEND, EAL, Medical Needs and children who are looked after, or those identified as being gifted and talented.
- Line Management of HLTAs and curriculum support teachers.
- Liaising with parents and planning their inclusion in the delivery of identified aspects of the curriculum.
- Planning training opportunities to develop parents English skills and their ability to support children's learning.
- Signposting support services and setting up parent groups.
- Supporting the work of the school council.

The Senior Leadership Team (SLT) will consist of the Executive Headteacher, the DHT and Inclusion Manager (class teacher with TLR). The DHT and Inclusion Manager will be released from their classroom responsibility for part of the week to undertake their roles. They will work very closely with staff to ensure outstanding progress for all children, and deliver a curriculum to help develop community cohesion and the children's personal and social skills. As the school grows the SMT will be developed to include two Key Stage leaders.

The SMT will also:

- Monitor the progress of all children in the school.
- Scrutinise the curriculum across the school
- Be responsible for school self-evaluation and the school development plan.
- Monitor teaching and learning (with specific focus on inclusion).
- Monitor parental involvement in the identified areas of school life.
- Lead the core subjects.

There will be one qualified teacher and one highly trained teaching assistant in each class. The teacher, with appropriate support from the TA, will deliver high quality first teaching matched to the needs of all children. They will also be responsible for the delivery of small group and 1:1 support to their class. This second wave of teaching will be aimed at meeting the needs of identified children within the whole class setup.

The teaching staff in each class will:

- Plan and deliver high quality, inclusive lessons matched to the needs of all pupils.
- Under the leadership of the class teacher, maintain an overview of the progress of all children in the class, including those who receive additional support, and set all pupils appropriate and challenging targets.
- Monitor the wellbeing, personal development and social inclusion of all children.
- Manage the children's behaviour in lessons, and around school.
- Provide quality feedback to children and their parents and engage them in the children's learning.
- Lead foundation subjects.

The third wave of teaching will meet the needs of those who require support, additional to that provided in class. We will employ specialist HLTAs and curriculum support teachers to support those with special needs and those with English as an additional language. These group or 1:1 sessions, will be designed to meet very specific needs.

Provision for children with very limited English skills, will be a great priority for the school. Some children will need intensive support with language development, while others may need pre-teaching to secure key vocabulary before the start of the lesson. For this reason and for those mentioned above we will have four HLTAs and two part time teachers. These staff will also address social and emotional aspects of learning (behaviour, confidence, self-esteem, friendship, bullying etc) during 1:1 or group sessions. The role of the HLTAs and curriculum support teachers will include the following:

- Delivering tailored 1:1 or small group interventions for those with SEND or other needs.
- Delivering intensive and prolonged language support for those with EAL.

- Occasionally support learning in class, including pre-teaching of subject specific vocabulary.
- Cover teacher's release time from class.

#### **D4. Meeting the needs of all pupils**

We have identified a very broad range of needs for the proposed school. We base this on our knowledge of other local schools and our experience of the St Matthews Edmonton Annex. We have compared certain indicators below against the national averages:

<b><u>Needs Indicator</u></b>	<b><u>Estimated figure for proposed School</u></b>	<b><u>National Average</u></b>
Special Educational Needs and Disability	25 -35%  Of which Behaviour, emotional and social development -10-12% Communication and Interaction (not EAL)- 5-8% Cognition and Learning- 8-10% Sensory and/or Physical Needs- 3-5%	17%
Statement of SEN or Awaiting Assessment	5%	2.8%
Eligible for Free School Meals	35%	19.2%
English as Additional Language	55-60%	17.5

It is clear from the table above that the proposed school will have a very high level of need, both for SEN and for those who speak English as an additional language. We base these figures on the current intake (Year R 1 and 2) and those of other schools in the area. To effectively address these needs, we will implement the following: **4.1 Children with additional needs, including SEND and EAL**

Meridian Water Primary School will be a fully inclusive school and all children from the community will be welcome. We are very aware that the school will have children with a wide range of abilities, therefore an Inclusion Manager will be appointed to oversee that adequate provision is made for all groups in the school. This person will direct the work of

four HLTAs and two curriculum support teachers to provide support for those with SEND and those with EAL. Our curriculum and physical provision will be such that the needs of all children are met, including those identified in the table above.

#### **4.1.1 Meeting the needs of those with SEND.**

All staff involved with those with SEND will have up to date training and support, to help them make the best possible provision considering children's specific needs. Individual Education Plans (IEPs) will be implemented for each SEND child and will be agreed after consultation with all classroom staff, SEN staff and parents. The Inclusion Manager and four specialist HLTAs will also provide expert support and intervention. The following provision will be made for those with SEND:

- Children on School Action will be assessed using a wide range of assessment programmes in school. These include a range of assessments for reading, speaking and listening, language processing, maths and phonics. Once these children's specific needs have been identified we will agree their IEP's. Children's IEP targets will be planned in all relevant lessons and they will receive support in class to help them secure good progress. In addition to this they will also receive 1:1 or small group support that will focus specifically on their needs. Their progress will be assessed termly and will be discussed in Pupil Progress Meetings.
- Children on School Action Plus will follow a similar process as described above. The outside agencies involved in their provision will however be part of the assessment, implementation and evaluation/review phases. Usually children on School Action Plus will receive a higher proportion of 1:1 and small group support sessions than those on School Action, but this will be appropriate to the level of individual needs. The school will access the Behaviour Support Service and SEN services (including Educational Psychologist and Speech and Language services) through the London Borough of Enfield, to best support those children on School Action Plus.
- Those with a statement of SEN will once again follow a similar process to the one above. The designated Learning Support Assistant will support these children in their learning by planning closely with the class teacher. While the aim will be to make the curriculum accessible, we will still ensure that the curriculum offered to those with a statement of SEN is broad and balanced overall. The class teacher will still have the overall responsibility to secure good progress for these children.

Progress for those with SEN will be measured against non-SEN children and not against national SEN data. This will give a better picture of how successful the school is in providing equal access to the curriculum and to learning for those with different needs.

#### **4.1.2 Meeting the needs of those with EAL**

The catchment area the school serves has very high levels of **EAL** families, some of which have no spoken English whatsoever. We also believe that parents' inability to access the London Borough of Enfield's admission system, because of their poor English, result in some children starting school much later than they should. Language is essential for learning and therefore it is important for us to ensure we have intensive language intervention right from the start.

Our strategy for addressing the language needs for our EAL children can be summarised as follows:

- Those children who do not speak as their mother tongue, will be assessed using 'A Language in Common' upon entry. This information will then be used to establish the level children are working on.
- Once we have established a child's starting points they will access the appropriate support through existing groups or on the level appropriate to them. HLTAs and TAs will run these interventions. These sessions will focus on phonics and on speaking and listening.
- After each term we will assess their progress using 'A Language in Common' and review the current provision. Once children are ready to be assessed using the National Curriculum levels, they will either access the normal curriculum in class (if their language skills will allow for this) or will continue with language intervention groups (if they are at a National Curriculum level well below their age related expectation).
- We will also build in many opportunities for speaking and listening in class and ensure that children receive rich language input. We will also pre-teach in other subjects to familiarise EAL children with the key vocabulary they may need to access certain lessons.

We will also involve EAL parents with good bilingual (English) skills and specialist teachers to improve children's mother tongue literacy. We will offer these as extra-curricular lessons to start with but we hope to offer accredited classes once other LCLT schools open.

At the St Matthews's Edmonton Annexe we recently employed a Turkish speaker. The impact on the Turkish community's accessibility and their attitude to school has dramatically changed because of the school clear intention to engage with them. We will aim to employ as many staff as possible who can speak the languages in the community. We will also offer advice and translation services to ensure that all our parents are well informed.

#### **4.1.3 Meeting the need of those eligible for Free School Meals**

It is anticipated that we will also have a high percentage of Free School Meals (**FSM**). It is often the case that these children do not receive the support or resources other children get at home. The school will provide all resources possible to ensure that children are integrated into every part of school life so that they can access a full range of activities and opportunities.

We will ensure that we scrutinise the achievement of FSM children closely to ensure that they achieve just as highly as those not eligible for FSM. The Inclusion Manager will be responsible for targeting resources through intervention and provision, making sure that children on FSM make good levels of progress.

At St Matthew's we have effectively narrowed the gap by the end of KS2, so that there is no difference between the attainment of FSM and non-FSM children. This is because every child is individually known, and because the best possible provision is made to address all barriers to learning. Our strategy for narrowing the gap between FSM and non-FSM pupils consist of the following:

- A thorough knowledge of the learning needs of all individuals in school
- Targeting FSM pupils through homework club, booster club and 1:1 support
- Using the Pupil Premium to plan additional support where required
- Analysing the performance data of FSM pupils while carefully considering the full range of needs of individual FSM pupils.

Some children will also have **social, emotional and behavioural difficulties** and once again we believe that a good understanding of every child's needs is essential to addressing this. We will talk to children, their parents, staff and specialist, identify their difficulties and produce a plan of support with appropriate strategies. All staff within the school will be aware of the difficulties, the triggers and the agreed strategies for dealing with the behaviour. This will apply to children eligible for FSM as well those not eligible for FSM. Our approach will include the following:

- 1:1 and friendship group support, which focuses on social skills and strategies for self improvement (HLTA and Curriculum Support Teachers)
- Regular sessions with identified member of staff to secure good ongoing relationships based on trust (HLTA and Curriculum Support Teachers) to discuss strategies and progress
- Clear targets and strategies for improvement, identifying triggers for behaviour and specific interventions for each
- Close cooperation between home and school, to ensure continuity of targets throughout the day
- Physical interventions clearly planned and appropriate staff APPROACH trained. Physical interventions will also be identified for specific behaviour and only used where appropriate
- Close working relationship with the Behaviour Support Service and Educational Psychologist during identification, support and review process, especially for those with more challenging needs.

#### **4.1.2 Understanding and providing for the needs of all children**

While the school would make excellent provision for those with specific learning needs, we will equally ensure that children of all abilities make outstanding progress. An in depth understanding of the children's starting points is essential to meet their individual needs. To achieve this, we will observe and assess all aspects of the children's development in school, and tailor a curriculum based upon an expert knowledge of individual needs. At the founding school, St Matthew's, we have very effective processes and materials for tracking pupils progress in daily lessons and over the course of a topic; this approach will be adopted in the proposed school. The progress materials help us to identify a series of targets for each individual child. This then informs the individual's next steps in learning. These individual targets are assessed in daily marking of the children's books and the



achieved targets signed off. Children can track and evaluate their own progress over the course of a topic or themes in the core curriculum. These levelled targets feed in to the summative assessment of the children's attainment over the year. Levels are recorded termly and regular meetings are held where all the staff involved design individual/group interventions to best cater for the needs of children of all abilities.

### **How do we establish starting points for each child and plan next steps?**

In the **EYFS** we will use Development Matters and the EYFS profile to establish developmental stages for each individual child against each of the areas of learning. This will happen within the first half term of their entry to the school. We will carry out these assessments through observations of and discussions with the children. We will also work very closely with parents to complete this picture and liaise closely with nursery providers to gain a clear understanding of the child's developmental stage.

We will use this information to design the appropriate next steps for each child. This will then become an ongoing process of assessing children against the EYFS profile and planning next steps.

The key person responsible for each child (classteacher, teaching assistant, SENCO, HLTA or LSA) will work closely with the other staff in the class to ensure that the appropriate provision is made for all. In the new EYFS framework, one of the guiding principles states that: '*children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities*'. It is the role of the key person to ensure that each child is catered for at the appropriate level. The class teacher however will remain responsible for the learning of all children in their class.

At the end of the EYFS, the Profile report and a commentary on each child's skills and abilities in relation to the three key characteristics of effective learning would be transferred to the new teacher. There will also be ongoing dialogue between the two teachers about individual learning needs and stage of development.

In KS1 and KS2 we will ensure that the thorough transition arrangements described previously allows us to pass on detailed and up to date information about each child. This includes the passing on of all assessment and progress documentation. Through the use on these documents, that clearly show children's progress against National Curriculum targets, new teachers will be able to establish the existing levels of attainment for each child and use this to plan next steps, including intervention strategies where required. Children who join the school at times other than the start of Reception, of whom there are likely to be significant numbers, will be assessed against National Curriculum levels or Development Matters within the first two weeks in school. This will help us to quickly establish their current levels of attainment and development, and provide appropriate challenge as soon as possible.

### **Challenge and High Expectations**

Although the information about children's current attainment provides us with a good understanding of children's next steps in learning, we will ensure that, at all times, we have the highest expectations of what children can do.

We will also ensure that tasks do not limit children to in terms of outcomes, but enable them to acquire new learning beyond our expectations.

We will discuss the children's very challenging targets with them, and instil the self belief that will help them achieve this. Children will be able to talk about their targets, to judge their own success and to gauge their own progress towards their goals. These targets will be child friendly National Curriculum Level Descriptors and the appropriate levels each child aspires to, will be displayed in their books. This will be used for teacher assessments and self-assessment.

We also set children challenging end of year targets, based on every child making at least two National Curriculum sub-levels progress every year. We will then plan the necessary interventions to ensure that all children will be able to do this. These will include booster lessons, language intervention and homework clubs, but may also be include interventions to improve children's social and emotional readiness for learning (circle time, friends groups. counselling etc)

With this in mind we will aim for an overall APS increase of 16 (2 sub-levels every year in KS 2) compared to the expected APS increase of 12 between KS1 and KS 2.

We will also expect good progress in KS1, considering children's starting points in EYFS. This will include comparing key areas in the EYFS with national data and comparing similar key areas at the end of KS1. This will indicate good gains made across EYFS and KS1 using this comparative data.

The expectation is for children to make rapid progress that is sustained across their years in the primary school.

**Gifted and talented pupils** will be identified by observation of their skills and abilities over time. We will meet their needs through providing the appropriate levels of work and extension activities in class and for homework. Opportunities to enrich their learning experiences and skills acquisition will also be available in the extended school day. A range of other activities, offered through the London Borough of Enfield Gifted and Talented Network, will also be available for them to access. Once children are identified the following will be put in place:

- Children will have an individual plan that details certain provision and targets in class.
- Children will be supported during 1:1 sessions with the class teacher
- Children will be part of extra-curricular provision through clubs and out of school learning opportunities
- We will ensure that G&T children get the chance to also develop other skills, to ensure that develop skills in proportion with their skills in other areas.
- We will evaluate their progress regularly during PPM, and set appropriately challenging targets.

### **Using a wide range of resources to meet children's needs**

The most important resource will be the use of additional staff to support children with different needs. We know that the provision for each child needs to be carefully planned, and that the sufficient number of staff to plan and deliver appropriate intervention in crucial.

The school building will allow for group rooms where Curriculum Support Teachers and HLTA's can run their interventions. These rooms will be set up to cater for the full range of needs in school needs and may include engaging ICT resources, multi-sensory equipment/room, soft play equipment/room, audio equipment, etc, depending on the

range of needs in the school at the time.

ICT has an important part to play in providing in the needs of all pupils. ICT does not only offer a highly engaging way of learning, but it equally enhances the learning experience by means of the thousands of class room resources available online. Visual learners in particular benefit directly from the great visual simulations, recordings and animations available to help explain concepts/content. Although it is not always possible to support children 1:1, ICT can be a great teaching aid in ensuring that all pupils have access to programs specific to their needs that they can access without immediate adult support. The school already uses a wide range of programs to support learning in phonics, reading and maths.

We will work in partnership with other schools and the London Borough of Enfield to ensure the widest possible share of staff and learning resources to provide in all the learning and physical needs in the school. Our vision is that we will be able to provide within the LCLT schools.

### **The Role of Assessment**

All children will be assessed at least once every term and their progress formally reported to the SMT. During Pupil Progress Meetings we will assess the progress of all pupils, using the appropriate assessment material to judge progress against their personal targets. These may include National Curriculum Test/Levels, Development Matters or EYFS profile, P Levels, Reading and Reading Comprehension tests and other diagnostic tests for those children with more specific needs. We will involve all staff (including those from external agencies) in the Pupil Progress Meeting and will analyse children's progress and review our provision for individual pupils.

Assessment however is an ongoing process which will take place after every lesson/session. We will judge children's progress against targets on a regular basis to ensure that appropriate next steps are planned in line with the children's responses.

### **D5 – Definitions and Measures of Success**

**The LCLT vision states clearly what we set out to achieve:**

An outstanding school serving the community, present and future, in which the children and their families take pride.

- An ambitious learning community that recognises and fosters unique strengths and abilities and is an inspiration to a community of learners.
- An inspirational environment for learning.

We understand however that it takes careful monitoring, tracking and measuring of our achievement against predetermined measures for success, to secure outstanding progress for all pupils. All children will have challenging long term targets for achievement culminating in the school's APS at the end of each year being well above national expectations. The key to achieving this however is the monitoring and tracking of pupil's progress to achieve their term goals. To do this we will set short term targets and monitor these regularly through discussions between teaching staff, SEN staff and the SMT during termly Pupil Progress Meetings. During these Pupil Progress Meetings we will adjust targets for those who are making better than expected progress, so that they are challenged even further. We will also plan interventions for those who may not yet have made the anticipated progress.

Whilst keeping a close check on the progress of individual pupils, we will ensure that these individual targets will enable us to achieve the overall outcomes for the school. We will ensure that the school's performance data (RAISEonline and the school's own performance data for each class) is carefully analysed and that the progress against any identified areas is carefully monitored and tracked.

We will also monitor and measure our success of how we 'foster unique strengths and abilities and if the school is 'inspirational learning environment' to our pupils. Some of the key indicators here are the children's attendance rates, satisfaction indicators from parents and children and the extent to which clubs and other enrichment activities are attended by our children. These will be monitored termly by the SMT and approaches refined in consultation with parents, children and staff.

Our application numbers and the school's over-subscription rates will be the most important indicator of how well we serve the community. We will also gauge our success by measuring children's (and later parent's) bilingual rates. This will indicate how well parents and children will be able to access schools and the local community.

The primary school will work towards the strategic measures of success agreed for Meridian Water Academy, namely:

- Measures of social inclusion:
  1. attendance rates
  2. low percentage of people Not in Education, Employment or Training (NEETs)
  3. Percentage progressing to higher education institutions
  4. Completion rates for adult education courses
- Measures of academic success:
  1. A level (and equivalent) pass rates and points scores
  2. Percentage of students GCSE and English Baccalaureate
  3. Primary school progress measures
- Measures of community cohesion:
  1. Numbers of applications to the institutions
  2. Degree of use of facilities by the community, including different sections of the community

3. Degree of involvement by local and national employers
  - OFSTED and SIAS inspection

Specifically, in the Primary Department, the key measures will be:

1. Attendance rates – to achieve at least 96% attendance from Year 1 – Year 6 and for those who are statutory school age in Reception.
2. Primary school measures of progress and attainment – to close the attainment gap between the children in our school and children nationally by the time children are in year 2, and to steadily increase their APS, as described later in this section, until they achieve APS of 31 at the end of KS2
3. Bilingual competence, where applicable – for EAL children to be able to express themselves at appropriate levels for their age in English and their mother tongue.
4. Application numbers and over-subscription rates- An oversubscribed school with significant waiting lists for each class.
5. Levels of parental satisfaction, including engagement with families and use of the academy's facilities – Parental surveys showing that children and families are happy with the curriculum (including the extended curriculum) and the pastoral care the school provides.

OFSTED and SIAS inspection outcomes – to be judged an outstanding school by OFSTED and SIAS. **We will measure our success linked to the vision of the school**

*1. An outstanding school serving the community, present and future, in which the children and their and their families take pride. (LCLT vision)*

*2. An ambitious learning community that recognises and fosters unique strengths and abilities and is an inspiration to a community of learners. (LCLT vision)*

### **An outstanding school where pupils achieve their very best.**

- Ofsted Grade 1 for leadership and management, **teaching and learning**, behaviour and safety and **attainment and progress**, using the most up to date OFSTED grade descriptors
- All lessons observed throughout the year will be judged at least good and 60% will be judged outstanding using the OFSTED grade descriptors.
- Appraisal, Continuous Professional Development and peer support further enhance outcomes for pupils. This will secure progress in all classes and the targets set for achievement in each class feeding in to the overall performance targets for the school.
- Achieving the challenging targets for achievement and progress we set ourselves in each class. We will measure the APS in each class as detailed later in this section

- End of Key Stage 2 targets are challenging and APS is around 31 (with an increase from about 15 in KS1). Target for attainment and progress across the school can be summarised as follows:

- From current experience we know that children will enter the school well below nationally expected levels, and with profound language needs.
- By the end of key stage 1, we will expect children to have caught up to nationally expected levels.
- By the end of KS 2 we will expect children to have built upon their good progress across KS1, and attainment to be above nationally expected levels. Our highly aspirational progress indicators will be as follows:

Year group	Expected APS nationally	Expected APS school	Difference
2	15	15	0
3	18	19	1
4	21	23	2
5	24	27	3
6	27	31	4

- End of KS 2 attainment targets will be as follows:

<b>Percentage Achieving:</b>		
Level 4 Maths 90%	Level 5 Maths 50%	Level 6 Maths 10%
Level 4 English 90%	Level 5 English 50%	Level 6 English 10%
Level 4 or above in BOTH English and Maths		87%
Level 5 or above in BOTH English and Maths		43%

<b>Percentage of Pupils :</b>	
Making expected progress in English	97%
Making expected progress in Maths	97%

**An oversubscribed school with an outstanding reputation in the community.**

Meridian Water Primary School will not only serve the local community, it will aim to be a school the community takes pride in. We will know this because

- Parent and child questionnaires will confirm the school's strong reputation in the community with at least 90% satisfaction rates.

- Over subscription in Reception and waiting lists for all classes. The school will have a full roll at all times.
- All events are well attended by parents and children and a high percentage of parents are active in school life.
- The school will have very good relationships with all parents and with those in the local community. We will receive at least a 90% satisfaction rates and all parent and community surveys.

**Pupils who understand their role in the community and have high aspirations for their future.**

- Children have high aspirations for their own future as is shown in pupil surveys.
- Children understand, respect and celebrate the diversity within the community and they regard the support work the school does in the community very highly.
- Attendance rates are outstanding- above 96%
- Pupils make outstanding progress in their personal development targets – these targets are tracked and discussed at pupil progress meetings.
- High rates of pupils progressing to higher education and employment when leaving LCLT secondary schools.

*3. An inspirational environment for learning.*

In addition to the above we will also secure an inspirational environment shown through the following:

**Excellent attendance with pupils who are happy and have a love for learning**

We will aim to achieve above 96% attendance and receive an outstanding grade from Ofsted. We will work very closely with parents of persistent absentees and ensure that this is below the national averages.

We want happy and caring children in the school, who share a love for learning. Although this is not always easy to measure we will gather a wide of evidence to support this.

- There will be good behaviour and children will take good care of each other. They will also tell us that they feel safe in school and that others and themselves behave well. There will be no bullying.
- OFSTED will confirm that children enjoy school and that they are happy and safe. Children will confirm this when speaking to inspectors and staff in school

Children are responsive and work hard in class. Behaviour in lessons is good and the good effort with work and presentation in books, indicates a great degree of pride in their achievements. Parent and children's questionnaires confirm this with a satisfaction rate of at least 90%

- Standards of achievement and progress are high across the school as a result, as indicated in the attainment and progress indicators above.

### **Excellent behaviour and a clear Christian ethos visible in the way we treat each other**

Children behave very well in class and take responsibility for their own and other's learning time. Lesson observations will confirm this positive ethos and our monitoring of behaviour will measure this very successfully (Outstanding) using the OFSTED grade descriptors as Children behave well during all parts of the school day and not just when they are in class. They treat all adults with respect and consideration.

- There is no bullying and very few serious behaviour incidents in school. The behaviour policy is clear and it focuses on positive behaviour. Our monitoring will show very few instances of bullying. Where elements of bullying may sometimes occur, the school have very effective strategies in place to stop this from reoccurring. Pupil and parent questionnaires confirm that children in the school behave well. Pupils, staff and adults show at least 90% satisfaction rates. There is cohesion within the school community and everybody contributes to the school community while valuing the contributions of others. Every child receives the best education and opportunities we can possibly provide, showing that we all have equal worth. This will be evident in the achievement of all pupils. SIAS and Ofsted will judge behaviour and the Christian ethos of the school as outstanding.

### **Accountability for success:**

Although the overall success of the school ultimately rests with the Executive Headteacher, the responsibilities for securing this will be cascaded to all staff working in the school, through their performance management.

For achievement and progress for instance, the overall school targets will be broken down into Key Stages and for those with SEN. The EYFS, KS1, KS2 and Inclusion leaders (SMT members) will be responsible to secure the success against our predetermined targets, by working with class teachers to secure the required progress within each class

Each class teacher is then accountable for the progress of individuals in their class. The SMT members will work with the teachers in their department to enable them to make the necessary provision to meet these individual targets, while maintaining an overview of how these individual, class and Key stage targets feed into the overall performance targets in the school.

The same principle will apply for progress against personal targets. While satisfaction rates and attendance will be analysed and targets agreed with the appropriate staff to



secure improvement in these areas.

### **Reporting to and consultation with parents**

Reporting against all academic and personal targets will formally occur every term, after which a survey will be distributed to all parents to determine the levels of satisfaction in the work of the school.

The majority of reporting opportunities will be face to face, to allow us to work with parents in securing the best outcomes for their children. We will also use this to help parents develop strategies to support learning at home.

The termly surveys will help us consult with parents about behaviour, parental involvement, bullying, safety, community cohesion and their overall satisfaction with all areas of school life. This will feed into school self assessment and subsequent development plan.

## **D6 ADMISSIONS POLICY**

### **Principles**

In order to achieve the vision for the Academy the following principles will direct the admissions policy:

- The Academy's policy will comply with the School Admissions Code and the School Admissions Appeals Code.
- The Academy seeks to be a local school for local people.
- The Academy is intended to serve as a priority those families living in Upper Edmonton and those who will move into new homes in the Meridian Water regeneration area.
- The Academy seeks to be a fully inclusive school.

### **The Policy**

The school will open in 2014 with a Planned Admissions Number of 30 per year group. This will increase to 60 from 2016.

### **Draft Statement of Oversubscription criteria**

After the admission of pupils with statements of Special Educational Needs where the school is named on the statement, the criteria will be applied in the order in which they are set out below:

1. 'Looked after children'.<sup>1</sup>
2. From September 2014, children with a sibling<sup>2</sup> already on-roll at Meridian Water Academy, who will be on roll when the child is admitted.
3. Children whom the Governors accept have an exceptional medical or social need for a place

at the school.<sup>3</sup>

4. Children living at an address within the agreed Priority Admissions Zone. See below<sup>4</sup>
5. Other children living in the parish of St John's Upper Edmonton
6. Other children living in the parishes of All Saints with St Michael, Edmonton and St Peter with St Martin, Edmonton.
7. Other children, with priority to those living closest to the school.<sup>5</sup>

#### NOTES:

<sup>1</sup> Governors will ask for written evidence from the responsible agencies.

<sup>2</sup> Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

<sup>3</sup> If you apply for a place because of medical or social needs you must explain how Meridian Water Academy meets your child's special circumstances. Along with your application, you should submit supporting evidence which sets out the particular reasons why this school is the most suitable, the difficulties that could be caused if they were to attend another school, and the link between the need and the school. This will normally be in the form of a report from a suitably qualified professional, such as a doctor or social worker for example. Please note that hospital appointment letters cannot be accepted as proof.

<sup>4</sup> For criteria 4 and 5 above, the tie breaker will be distance from home.

<sup>5</sup> Distance will be measured from the front door of the child's home address (including flats) to the main entrance of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving higher priority. In the rare event that applicants' distance measurements are exactly the same, in blocks of flats for instance, the place will be allocated randomly.

Any offer of a place on the grounds of proximity is conditional on the child being resident at the address provided at the closing date for application. A business address, a childminder's address, or any address other than the child's home will not be accepted. The Governors reserve the right to seek verification of the information parents have given on their application form and to withdraw places if false information has been given. Proof of address will be sought and may be the subject of further investigation.

Children with a statement of special educational need that specifies the school as the placement school will be allocated a place through a separate procedure, in accordance with the special educational needs code of practice.

#### Priority Admissions Zone

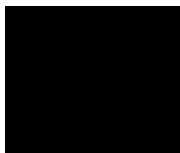
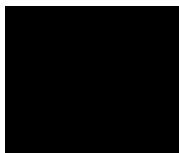
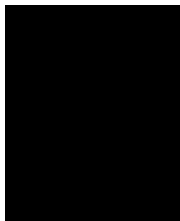
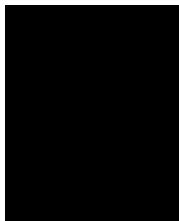


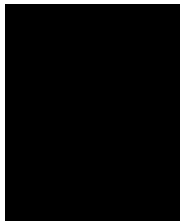
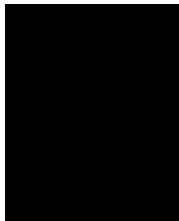
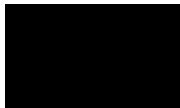
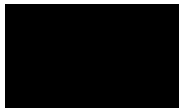
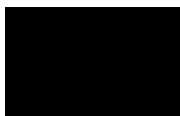
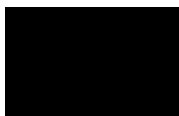
This zone includes all addresses within the area designated as 'Meridian Water' by Enfield Council.

**Priority Admissions Zone**

Rationale. The priority admissions zone criterion has been used to help create a local school serving local families which is part of the LCLT vision. It also ensures that both the existing community and those moving into the new housing have access to the school. The streets chosen for this zone are those either close to the proposed site or in areas not served by another local primary school.

This zone includes all addresses within the area designated as 'Meridian Water' by Enfield Council.

This zone includes the following streets in Upper Edmonton, N18 -

- |   |   |
|---|---|
|    |    |
|   |   |
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|  |  |
|  |  |

**Waiting list**

Unsuccessful applicants will be offered the opportunity to be placed on a waiting list operated by Enfield Council. This waiting list will be maintained for one year in order of the criteria set out above and not in the order that applications are received or added to the list. If a place becomes available the criteria above are reapplied to all those on the waiting list and a subsequent reordering of the waiting list may take place.

## **Appeals**

Unsuccessful applicants may appeal for a place at the Academy. Parents wishing to appeal should write to the school stating the reasons for their appeal. Appeals will be heard by a panel which is independent of the Academy and the Governors

## **Application Process**

The admissions arrangements will be coordinated as part of the local authority's coordinated admissions process and will also be administered by the Council.

## **Section D7 BEHAVIOUR, WELLBEING AND ATTENDANCE**

Our best efforts in terms of teaching and learning and the achievement and progress of pupils, can be significantly hampered by poor behaviour, a lack of wellbeing and poor attendance. We know from experience that an improvement in these potential barriers to learning, inevitably results in better progress and attainment. In order for us to fulfil our vision, we need to ensure that these aspects of learning are addressed as a matter of priority.

### **LCLT Vision**

- An outstanding school serving the community, present and future, in which the children and their families take pride.
- An ambitious learning community that recognises and fosters unique strengths and abilities and is an inspiration to a community of learners.
- An inspirational environment for learning.

The impact of behaviour, wellbeing and attendance can clearly have a significant impact on the vision of the school. To be an outstanding school we have to ensure that all children make outstanding progress. We know however that poor attendance, wellbeing or behaviour can cause children to make below expected progress. We also know that behaviour and safety is a key judgement in the OFSTED framework. It is therefore clear that the proposed school will not be an outstanding school without good strategies in place to address this effectively.

It is also clear to us that unless we secure good attendance, behaviour and wellbeing, we will not be able to create the inspirational learning environment we set out to achieve, and that our vision for fostering children's unique strengths and abilities will be hampered. The following procedures, policies, interventions and partnerships will help us to address these potential barriers to learning:

## **7.1 Good behaviour.**

We have used the 'Good to be Green' behaviour policy for the last four years in St Matthew's School, and this will be the approach at Meridian Water Primary School. Although there are clear consequences for negative behaviour, this policy focuses on encouraging positive behaviour.

The main reason for adopting this policy is because we believe that it will help us to enhance the social and personal development of the children that we have identified as a need in the school community. These positive reinforcement strategies will help our children develop a greater sense of self worth.

The 'good to be green' system is integrated into all parts of the school day and consists of a highly visible behaviour chart in each class. Each day children start on green and try to remain there for the whole day. If children make positive individual choices about their behaviour they insert the appropriate coloured card in incremental steps (bronze, silver, gold), each associated with a small reward. If children make negative individual choices they insert the appropriate coloured card in incremental steps (blue, yellow, red), each associated with a consequence.

Our rules are based on the principle that teachers have the right to teach, children have the right to learn, and that all children can behave well. We maintain high expectations of behaviour throughout the school and regularly help children to develop personal goals.

These ideals will fit in to the personal goals in the IPC, and will allow for the seamless integration of the behaviour policy into the curriculum.

Whilst this 'good to be green' approach is appropriate for all children, regardless of their background, it is particularly effective where a child's home experience is not one where clear boundaries and consistency are the norm. In this way the policy is well suited to needs of the children in the proposed school.

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### **These intended outcomes for pupils are closely linked to the vision of the school:**

- To be happy, confident and independent children who fulfil their potential
- To be motivated and reflective learners
- To develop Christian values by which they treat each other with respect, developing a caring attitude towards each other and to be able to forgive
- To be socially aware of other people, respect other people, their property, beliefs and feelings
- To develop socially acceptable behaviour that is non threatening and non offensive
- To take responsibility for themselves, others and their property
- To be calm children; being able to deal with new situations
- To create opportunities for children to aspire to receive a reward
- To express their concerns in a constructive manner

**The Good to be Green system is very successful because it promotes good behaviour in the following way:**

- All children have the opportunity to make positive choices about their behaviour and influence outcomes. Every day is a new start without prolonged punishment for previous behaviour.
- Each colour has clear rewards or consequences and children know what these are. It therefore does not interfere with lessons as the consequences and discussions about behaviour can follow after lessons.
- Good behaviour is noticed and celebrated and children love the rewards and praise. Children therefore do their very best and staff can focus on positive behaviour. The behaviour chart is visible and integrated into all aspects of teaching.
- Consequences are clear and appropriate to the negative behaviour displayed, and children are given the chance to rectify their behaviour.
- Children, who repeatedly do not make the right choices about behaviour, have a behaviour plan implemented at home and at school. There is close cooperation between the home and school to support this behaviour.
- Consequences for negative behaviour will be clear at each stage. This can be seen in the behaviour policy in Appendix D7. Children who receive three reds in a term will be subject to an individual behaviour plan, drawn up by the school and the parents. This will be monitored daily and clear consequences at home and at school attached for identified behaviour. If this still does not improve the child's behaviour (which in our experience is very rare), we will place this child on the SEN register and further help sought from the behaviour support service and Educational Psychologist.

**7.2 Good Attendance**

We know that it is in the best interests of every pupil to attend school regularly and punctually in order to make the most of every opportunity that school presents. As a school we will promote good attendance in the following way:

- Parents are made aware of the school's policy on attendance and the difference between authorised and unauthorised absence. We will ensure that parents are aware of what constitutes good attendance levels. Parents will also be made aware of the consequences of poor attendance.
- We will do our best to ensure that children like coming to school because they feel safe and enjoy their activities in class. We will also ensure that children have the opportunity to discuss any concerns with identified staff.
- Parent will be contacted on the first day of a child's absence, if the school has not been informed of the child's absence.
- A standard note will be sent home if there is no explanation of any absence or if a child is late on two or more occasions in any one week.
- Attendance records will be reported to parents annually in a child's official school

report.

- Good attendance will be celebrated and the children will receive termly certificates for 100% attendance.
- Attendance records will be monitored regularly and low attendance and persistent absentees identified. Where children's attendance drop below 90% at any stage, the school will engage with parents to promote attendance and to discuss any relevant action required. We will identify the reasons for poor attendance and agree appropriate attendance targets and monitor these regularly.
- The school will also buy into the Education Welfare Service through the London Borough of Enfield. We will call on their involvement to support some of the processes described above, and to take further steps if these are ineffective. Parents may also incur a fine in line with the school's attendance policy.
- Where children's attendance is below 85%, they will be classed as a persistent absentee (PA). In these cases the school will follow the procedures described above, working alongside the Education Welfare Service.

One of the main areas for concern we have identified, in the catchment area of the proposed school, is that EAL families often return to their country of birth for extended periods of time. While the school will follow the procedures above in these instances, there is also the need to be proactive in our conversations with identified parents, especially around the Christmas and Summer holidays. We will ensure that translators are used throughout these conversations so that parents are clear on the expectations of attendance and to ensure that only reasonable amounts of time (if any) is lost. We will also ensure that these conversations take place before they make travel arrangements and always encourage parents to engage with the school prior to their plan being finalised.

### **7.3 Children's wellbeing**

The school's core business is the progress and achievement of all children. We are however aware that unless a high priority is placed on their wellbeing as a prerequisite to learning, this will not be achieved. We believe that in order to maximise children's learning, their personal development and wellbeing would become equally important.

During pupil progress meeting we will identify vulnerable children and ensure that we make the necessary provision to meet their social, emotional and personal needs. This may be through, for example, 1:1 provision or small group work, through development of personal targets, through referral to EWO/Social Services or by working with the Educational Psychologist, depending on the needs of each individual.

We will have the following in place:

- We will ensure that staff and children develop good relationships based on trust, so that children will feel confident to discuss concerns with the adults in school.
- Children would also be able to write down their concerns confidentially, knowing that these will be looked at and addressed by the adults in school.
- All staff will be trained in child protection procedures and designated staff for child protection will be known to everybody in school. We will also ensure that all staff working with children are CRB checked and that all new staff are trained in child protection procedures during their induction period.
- We will instil through the curriculum that the wellbeing of those around us is a shared responsibility, and that we should always report any concerns we may have about our friends.
- We will embed in the curriculum opportunities to talk about safety. This will include safety in the community (e.g. road safety, gang related activities, drugs etc), safety at home and internet safety. We will ensure that children know how to keep themselves safe and encourage them to report any concerns they may have about their personal safety.

#### **7.4 Bullying**

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying or harassment of any kind is unacceptable at our school. If bullying does occur, all children will be able to inform an adult and know that incidents will be dealt with appropriately. To support our work on anti bullying, the school would also implement the following:

- The Heroes (children identified with good interpersonal and social skills) and the School Council, will be very visible during playtime and initiate sensible games. They will also identify and interact with children who may cause concern in the playground. This will then be reported to an adult.
- We will have an anti-bullying week every year to re-establish our systems for tackling bullying. Children will have a variety of ways of reporting bullying both in and out of school including directly to the Heroes, reporting to staff, and writing confidential messages. We will regularly survey children to establish whether pupils feel safe (from bullying and other risks).
- Should bullying occur, the parents, both of the victim and of the bully will be informed and a plan agreed to prevent further incidents.

The following preventative strategies will be key to tackling bullying.

- There are clear rules in place that are negotiated with the children
- The Behaviour Policy is implemented fairly and consistently
- The school provides an environment in which all children feel respected and valued
- Differences between individuals are celebrated
- Children are encouraged to talk and are listened to



- Children will be empowered with strategies which help them to deal with difficult situations. (eg teasing, falling out with friends).
- Children should feel able to say “no” and use appropriate language to reject bullying behaviour
- Adults act sensitively and appropriately
- Adults are assertive, but not aggressive
- Sexist and racist behaviour is tackled effectively
- Behaviour record books, letters to parents, reward systems etc. are used as appropriate
- Positive role models are evident

Good behaviour, good attendance and the wellbeing of all children are crucial in the delivery of our education vision. Unless children feel safe, are well cared for and are happy to be in school, we will not be able to show the outstanding progress and outcomes we anticipate for all pupils.

### 7.5 Safety

It is clear from the current intake in the St Matthew’s Annexe that there are high proportions of socials needs in the schools catchment area. We work closely with the Education Welfare Service and Social Services supporting families in the well being of their children. Unfortunately there are also high proportions of referrals to social services concerning domestic violence or where children are at risk of harm. As a result of this we have very thorough measures in place to support children’s safety at home and at school.

Through our safeguarding policy we aim to do the following :

- To support the child’s development in ways that will foster security, confidence and independence and to secure high levels of trust between staff and the children in school.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasis the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school, which, will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police, Social Services and the Education Welfare Service.
- To ensure that all adults within our school, who have access to children, have been checked as to their suitability.

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated, and that a child may feel self blame. In these circumstances it is possible that the school may provide the only stability in the

lives of children who have been abused or who are at risk of harm and that the behaviour of a child in these circumstances may range from, that which is perceived to be normal, to aggressive or to be withdrawn. To ensure that children feel safe in school and that they can maintain as far as possible good academic progress and personal development we will:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Ensure that the progress and well being of children who are at risk is closely monitored through Pupil Progress Meetings and review meetings
- Ensuring that identified children receive 1:1 support from HLTAs and Curriculum Support Teachers, to help them develop strategies to cope with their circumstances, but also to encourage a trusting relationship with an identified member of staff in school.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a significant concern
- Providing continuing support to a pupil, about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

### **7.6 Our Family-worker Partnership**

As part of the London Community Learning Trust, the school will work with the Trust's partner organisation, Enfield Parents and Children (EPC); this organisation is supported by 4Children, a national charity.

EPC will work with the school to address family issues which contribute to barriers to learning for their children including poor behaviour and attendance and lack of parental support. The range of support from EPC will include afterschool clubs such as Kids' Klub and karate classes; ESOL classes for parents and children; social enterprise start up activities, such as cycle workshops; readiness-for-work advice; parenting; family finance management.

Through this 'wrap-around' approach the school will provide the consistency at home and at school and a sense of partnership with families which will help all children to achieve their best, overcome challenges and value their school experience. As many of these services, policies and procedures will be shared by all the LCLT schools, we will ensure that transitions from primary to secondary schools are much smoother for these children. There will be good communication ensuring that the secondary school can make the necessary provision as soon as a child starts in the new school.

### **D8 MEETING NEEDS OF ALL FAITHS AND NONE**

Meridian Water Academy and Meridian Water Primary School will serve the whole community and will have at its core the principle of social inclusion. The school will have a Christian ethos but will be open to pupils of any faith and those with no faith. There will be no church attendance criteria in the admissions policy, instead priority zones will be

identified in case of oversubscription.

Although the school's core values will be Christian in principle, we will ensure that we embrace the values we share across faith groups. We will ensure that these are expressed as the values we share as a school community rather than values we share as Christians. We know that this approach very often encourage rather than deter families of other faiths, as many would prefer be part of a school with strong and clearly defined values and principles than one without these.

We will actively engage parents of all faiths and ethnic backgrounds and seek to employ staff who can converse with parents with different languages in their mother tongue. This is already a feature of school (St Matthew's Annexe) and has been very successful in engaging the Turkish (Muslim) community. We want to show all families that the schools has a genuine interest in them, and value them in the following ways:

- Offer as far as possible staff, parents and volunteers who can converse with parents in their mother tongue. We will also offer translations of the school prospectus and other letters in different languages.
- The school will consult with parents (especially those of ethnic minority groups) about their own learning needs (language and ICT skills being two we have identified already). This will act as a strong indication to parents that we value all our families.

We will ensure that all official and unofficial bodies in the school have representation of all cultural and faith backgrounds. It is important to engage parents on a policy making level in the following ways:

- Broad representation on the school committee/governors level, giving a representative group of parents the opportunity to ensure that the values of all members of the school community are reflected in its policy documents.
- Broad representation on the Parent Forum, to ensure that the practical arrangements in school have the values and interest of all groups at heart. The views of the parent forum will also be represented to the school committee/governing body, giving a widely representative group of parents the opportunity to influence policy and decision making.

We will also encourage strong participation in the curriculum, especially as far as RE, Collective Worship and the International and Society aspects of the International Primary Curriculum are concerned. We will do this in the following ways:

- Holding and International Evening and International Week at the beginning of each year. During this week we will celebrate our diverse cultural, ethnic and religious backgrounds by sharing games, food, music, displays and performances. Parents play a very active role in this week, by visiting classes and Collective Worship to share their experiences and knowledge. They also take part in the cultural performances and the preparation of food from their country of origin.
- Parents from all faith groups will be invited to share their experiences and beliefs during Collective Worship on specially selected occasions and as part of the RE curriculum. We will also encourage parents from particular faith groups to accompany educational visits to their places of worship as part of the RE curriculum.
- Parents will also play a big role in the delivery of the International and Society

aspects of the IPC. Parents from relevant countries will be invited to deliver first hand accounts of life in their country of origin and will help children in developing their International Perspective

- Displays in and around school will reflect the whole range of cultural, ethnic and religious backgrounds represented in the community .

We will build on this and other approaches to ensure that all parents can access the school and value their personal contribution towards it. We know further that our relationship with each family will be paramount to them feeling welcome in school. These good relationships will enable dialogue rather than division and bring about a school community that feels free to express their individual needs and concerns while holding the common interests of the whole school community at heart.

The RE Curriculum will introduce children to the major World Faiths and children, parents and other visitors will be invited to share their customs and beliefs within RE lessons. This will provide our children with first hand experiences in a range of different faiths and ensure that all children and parents feel equally worthy contributors regardless of religious background. We have allocated 1 hour of the weekly timetable for RE, during which children will **learn about all major world religions**. Children will also reflect on how the content of what they have learned about, applies to their own faith or the values they live by. This will be described as **learning from religion** and will apply to each individual's personal beliefs and experiences. RE lessons will not be an act of worship and will therefore be an inclusive lesson delivered in line with the aim of the National Curriculum.

There will be a daily act of Collective Worship which will be predominantly founded on Christian themes including the church year. It will however focus on the life lesson we can learn from this hence including engagement with other faiths in the delivery of these sessions. Collective worship will aim to enhance all children's spiritual and moral development. Parents will be able to withdraw their children from Collective Worship but will be encouraged not to do this. Those children who are withdrawn from collective worship will engage in supervised PSHE activities.

At lunchtime there will be a meat and vegetarian option on the menu every day. Children will be able to choose the appropriate option based on their religious beliefs or dietary requirements. We will regularly consult with children and their parents about menu choices. We currently provide a menu that is suitable to the needs of all children.

The school will have a uniform policy. All children in the school will wear an age appropriate and practical school uniform, including PE/Sports kit appropriate for all children. Uniform will be simple and readily available, to ensure that all children, even those from deprived circumstances, can be smartly dressed for school.

All children will be allowed to wear religious symbols or items of clothing as long as they:

- comply with the colours of the school uniform,
- do not pose any risk to children or staff's health and safety and,
- are practical and does not exclude children from any activities which are part of the

curriculum.

# Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). *i.e.  $D = (B/A) \times 100$ .*

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e.  $D = ((B+C)/A) \times 100$ .*

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Reception</b>	30		12	40%	30		13	43%
<b>Year 1</b>	30		15	50%	30		12	40%
<b>Year 2</b>	30	27		90%	30		15	50%
<b>Year 3</b>	30	27		90%	30	27		90%
<b>Year 4</b>	30	21		70%	30	27		90%
<b>Year 5</b>					30	21		70%
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>								

## **Survey Results**

Note that, although the Reception Class and Year 1 Class numbers above fall slightly short of the 50% target, these numbers actually represent a very high level of commitment from the community. This is because the community comprises traditionally 'hard to reach families' – see below.

### **Parental Survey and Consultation**

The following questions were asked on a survey form

- Name of Child
- Postcode
- Date of Birth
- School year of child and name of school (if already in school)
- I confirm that I intend to select the school as the first choice for my child's primary school
- I confirm that I have received details of the proposed school and I support the ethos and objectives
- Please make any comments you have about this proposal here.

### **Engagement with the community through the survey**

The members of LCLT became aware of the lack of school places and demand by parents for a school in Autumn 2011, through the work of St John's Church. We formed a Reference Group which included representatives of local businesses, churches, other primary schools and community leaders. This group developed the vision and, through the partnership of LDBS, Enfield Council and St John's Church opened the Reception Class at the church under the auspices of St Matthew's CE Primary School – the Annex.

This Annex gave direct access to parents with young children and the school roll grew largely by word of mouth, as many families were unknown to the local authority.

In deciding to make an application to found a free school, we decided to carry out a consultation in November and December 2012. This consultation involved:

- A survey form and explanatory letter from the Headteacher of St Matthews sent to around 1000 households in the immediate streets and local tower blocks;
- Translations of the form and letter into three common languages of the local population, as well as in English;
- Two public meetings held at the end of the school day to reach existing parents and their friends/relatives with young children
- Personal visits by the vicar, headteacher and members of the church to households where young children were believed to live.

### **Engagement with Enfield Council**

LCLT and St Matthew's School have worked closely with Enfield Council to get the Annex established and to prepare the plans for the Free School, Specifically we have:

- Secured funding for building works to enable the [REDACTED] at [REDACTED];
- Used the Council's databases to identify potential intake aged 2 and 3 years;
- Secured additional revenue funding for St Matthew's School to enable the founding of the [REDACTED];
- Worked with the Meridian Water Regeneration Team to identify the preferred site and timescale for the new school;
- Worked with the Council's research officer to establish the socio-economic characteristics of the local population in order to shape the education vision and curriculum offer.
- 

## Section E: Evidence of demand – part 2

Please refer to pages 27-29 of the 'How to Apply' guidance for what should be included in this section.

### Reaching All Backgrounds and Abilities

Enfield Council has identified demand for more Reception Class places across Eastern Enfield and particularly in Upper Edmonton (see below). In response to this we started a Reception Class as an annex to a local LDBS primary school, St Matthew's, in January 2012 at St John's Church, [REDACTED]. We envisage this school will transfer to the free school when it opens. The free school, Meridian Water Academy, will be at the heart of its community, both the existing population of Upper Edmonton and the new community of Meridian Water. In order to be attractive to this community we have started St Matthew's Annex in the church hall and have attracted local parents with children of Reception age. Thus we have met a local need with a local school. On the reputation of this start up school, more parents with children previously not in school have sent their children, so that in September 2012 additional classes were provided in Years 1 and 2.

The intake to the Annex is of local children who come from one of the most socially and economically deprived areas of Enfield and of London (area data is very local and uses Local Super Output Area (LSOA) information). Enfield Council's research identifies the following characteristics of the area:

- 60% of families have incomes below £10,000 p.a.
- Low levels of owner occupancy
- High levels of Free School Meal entitlement
- High levels of Special Educational Needs
- High proportion of lone parents
- High proportion of ethnic minorities, mostly Black African, Black Caribbean, Somali, Bangladeshi, Turkish, Eastern European.
- Typically short terms of residency in the same house.

The school will serve these families and also the new residents moving in



under Phase 1 and 2 of the Meridian Water development. Phase 1 and 2 are projected to comprise mixed owner occupied/rented accommodation of affordable housing in the Edmonton East neighbourhood at a density of 210 dwelling /ha.

Thus the Free School will cater for a mixed socio-economic intake, albeit skewed towards the lower end and will reach out to all backgrounds and abilities.

The existing families in Upper Edmonton are those normally considered 'hard to reach'. This is shown by the fact that many of the pupils now attending St Matthew's Annex were not known to the local authority; the parents heard about our school and simply turned up with their child. These parents are not generally the sort who will turn up to meetings advertised locally, for a variety of reasons – child care, language barriers, working hours, suspicion of 'authority', safety concerns in hours of darkness, etc. Instead we have adopted a range of alternative strategies to reach them: we have used word of mouth using the parents of existing pupils at the Annex; we have sent out church members from St John's to talk to neighbours; we have obtained addresses of families with young children and have knocked on their door; we have sent leaflets translated into the three main languages of recent migrants and ethnic minorities.

To make the school accessible to families from poor backgrounds and a range of faith and cultural traditions, we have agreed that:

- The admissions policy will have no faith requirement
- The admissions policy will give priority to the streets in the most deprived areas close to St John's Church as well as to the new housing in Meridian Water
- Uniform will be simple and affordable, largely available through supermarket chains
- Alongside Christian festivals, other faiths' traditions will be celebrated as part of collective worship
- School meals will be designed to be appropriate to different cultural and faith traditions.
- As appropriate we will employ bi-lingual staff to assist families and children in accessing the curriculum and understanding what the school is offering. This has been piloted at St Matthew's Annex by appointing a Turkish speaker and has proved invaluable in raising pupils performance and winning the trust of their parents.

### **Working with Others**

The Free School will continue to work primarily with its founding school, St Matthew's CE Primary. It will also work closely with others in the LCLT proposed provision for Meridian Water – the secondary school, special school, early years centre and University Technical College.

Further afield the school will be part of the family of successful Church of England schools in Enfield and of the wider Enfield schools network. The

support of Enfield Council for our free school bid is a guarantee of this partnership. The local business links being established by LCLT will bring this aspect into the primary school curriculum to make industry and business links a central plank of the child's education from age 4 up to 18.

The London Community Learning Trust is working with a partner organisation, Enfield Parents and Children (EPC), an this organisation supported by 4Children, a national charity, which provides support for families in challenging circumstances in Enfield. This partnership will be vital in achieving the LCLT goal of 'wrap around care' for families in Upper Edmonton /Meridian Water.

EPC will work with the school to address family issues which contribute to barriers to learning for their children including poor behaviour and attendance and lack of parental support. The range of support from EPC will include afterschool clubs such as Kids' Klub and karate classes; ESOL classes for parents and children; social enterprise start up activities, such as cycle workshops; readiness-for-work advice; parenting; family finance management.

### **Religious Character**

The Free School will be a designated Church of England school with an open admissions policy and welcoming of all families regardless of religion or faith allegiance. In common with many LDBS schools in London, we expect the school to be particularly attractive to the many Muslim parents in the area who value the explicit faith values and ethos of C of E schools. At the same time, by having open admissions the cause of community cohesion will be furthered, based on active discussion of beliefs and faith issues.

The current pupils at the Annex show that the school has attracted parents of all faiths and none, and the consultation has shown their enthusiasm for this type of Church of England school.

### **Local Demand for Additional School Places**

The following table is from Enfield Council's report to Cabinet of December 2011 and shows a growing shortfall of Reception Class places in the Borough. LCLT is working closely with the Council to ensure that its proposals align with the Council's strategy to meet the growing demand. The table shows that demand at Meridian Water was expected to grow from 2016; it is now clear that this significantly underestimated the existing demand.

It was this shortfall in 2011-12 which led to the LDBS opening St Matthew's Annex in [REDACTED] in January 2012, working with Enfield Council to provide temporary accommodation. The Annex is operated by staff from St Matthew's a Church of England primary school which is 3 miles north of [REDACTED]. It has grown from a single Reception Class to a school of 90 pupils across three year groups; a clear demonstration of local demand.

#### 6.4 Projected Reception Places

Year	Current agreed capacity	Demand based on GLA forecast and including Meridian Water	Capacity required inc 3% flexibility	Additional capacity required (Capacity required less capacity agreed represented as additional FE)	FE to be provided at Bell Lane	FE to be provided at Meridian Water	Proposed free schools as agreed by DiE	Further capacity to be provided through this strategy (see para 7)
11/12	4531 <sup>c</sup>	4341	4472	-				
12/13	4403 <sup>d</sup>	4467	4601	7 FE	2 FE		2 FE	3 FE
13/14	4373 <sup>e</sup>	4419	4552	6 FE	2 FE		2 FE	2 FE
14/15	4313 <sup>f</sup>	4402	4534	8 FE	2 FE		2 FE	4 FE
15/16	4283	4392	4524	9 FE	2 FE		2 FE	5 FE
16/17	4283	4454 <sup>a</sup>	4588	11 FE	2 FE	2 FE	2 FE	5 FE
17/18	4283	4441	4575	10 FE	2 FE	2 FE	2 FE	4 FE
18/19	4283	4486 <sup>b</sup>	4621	12 FE	2 FE	4 FE	2 FE	4 FE
19/20	4283	4421	4554	10 FE	2 FE	4 FE	2 FE	3 FE
20/21	4283	4375	4507	8 FE	2 FE	4 FE	2 FE	0 FE

The proposers are confident, therefore, that because of the popularity of the start-up school (the Annex), the response of the consultation of local residents and parents, and the high level of demand for school places, the Free School will be popular and over-subscribed from the start.

## Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

### **F1: Understanding Roles**

**Overview.** The diagram below shows the preferred structure for Meridian Water Academy and the Primary School's position in it. Initially LCLT intended to form a multi-academy trust (as LDBS has done elsewhere). However, we felt that having separate local governing bodies for all seven schools/learning centres would be extremely unwieldy without necessarily guaranteeing effective accountability. Instead, after advice from lawyers, a single academy trust is proposed containing a number of departments. (This approach is working well at another LDBS academy which has secondary, primary, early years and special school departments.)

The principle behind the structure is that, particularly in a socially challenging context, small schools are preferable to large ones. This is because in small schools it is easier to ensure that every child and family feels that they are known by the school and that the school is approachable. The disadvantages of small scale will be offset, once the academy structure is complete, by having many central support functions – finance, human resources, premises, quality assurance, marketing, transition and inclusion, purchasing and site services- thus benefiting from economies of scale.

**Members.** The members of LCLT will take the strategic role of ensuring that the Company achieves its object. Specifically, it will achieve this by appointing Directors with the skills and knowledge to provide the leadership and accountability at governance level; by monitoring the performance of the Company; by complying with the legal requirements – holding the Annual General Meeting, lodging annual accounts with Companies House, etc.

**Accountability.** The members will monitor the performance of the company and its directors and will intervene by removing directors and/or appointing new directors if necessary. Issues of concern will be escalated to this level through the Chair of Directors.

**Directors.** These will be the governors of the Academy and will hold accountable the Chief Executive Officer and other officers. There will be three meetings per year to receive reports and recommendations from the CEO and other members of the Senior Management team. The directors will set the strategic direction for each of the schools/ learning centres within the Academy; will monitor their performance, including by the use of external evaluation; will approve policies and practices; will constitute statutory committees (admissions, appeals etc) and any others they may deem necessary; will agree the schemes of delegation to the heads of school/learning centres and to their advisory committees; will co-opt Directors

as needed to ensure the range of expertise is available to lead the Academy effectively.

Accountability. The directors will hold the CEO (Principal) accountable for the performance of the academy as a whole and its individual departments by; monitoring against key performance indicators at least termly; by receiving a termly CEO's report; through the agreed performance management procedures against challenging professional targets. Directors will intervene, if necessary, following the National Society-approved capability procedures and up to and including dismissal. Issues causing concern will be escalated to this level through the CEO, who will be a Director of the Academy Trust. (see below)

Principal. The principal for the Academy will be known as the Chief Executive Officer who will also be a Director. He or she will be accountable to the Board of Directors. He or she will lead the central leadership team providing the central services to all parts of the Academy. The CEO will also oversee the performance of all the schools/learning centres and their headteachers/heds of centre and ensure that the Advisory Committees operate effectively.

Accountability. The CEO will hold accountable the senior management team and the headteachers of the individual schools/centres. Their performance will be managed through line management structures and the performance management procedures. The CEO will intervene in the case of unacceptable performance, following the National Society-approved capability procedures and up to and including dismissal. Issues causing concern will be escalated to this level through the Senior Managers and the Heads of School/learning Centre.

### **Directors' Committees**

The Academy will have two working committees, an Audit Committee and a Development Committee, which will each meet six times per year. The Audit Committee will monitor performance in all aspects of the Academy – see below – and recommend to the Board of Directors any areas of performance which require attention. The Development Committee will agree and direct resources to the Academy Development Plan to achieve the Directors' strategic aims and to address issues identified by the Audit Committee.

#### Specific Duties

AUDIT COMMITTEE - KPIs	DEVELOPMENT COMMITTEE
Financial performance monitoring	5-year development plan
Measures of social inclusion	Annual development plan
Measures of academic success through pupil outcomes monitoring (exam results, progression data etc)	Policies and operational procedures
Measures of social cohesion	5-year and annual revenue budget planning
Staff performance data	Staffing plans

Financial control procedures	Business development plans
Contract (and Service Level Agreement) performance monitoring	Premises plans
	Curriculum and pupil development plans

In addition Directors will form statutory committees such as admissions and exclusions when needed and any ad hoc committees required for specific purposes, as directors may determine.

The senior management team (see diagram below) will report direct to the CEO and will prepare reports and recommendations to the two Directors' Committees as appropriate.

**Headteacher**

Meridian Water Primary School will have a headteacher who reports to the CEO and thence to the Board of Directors and its committees. The headteacher will work closely with the School Committee (see below) which will have an advisory function. The headteacher will be able to focus primarily on the education provided and the performance of staff and pupils because many administrative functions will be performed centrally by the Academy Trust staff, led by the Senior Management Team. We believe that allowing headteachers to concentrate on education, not business administration, is a key advantage of this structure.

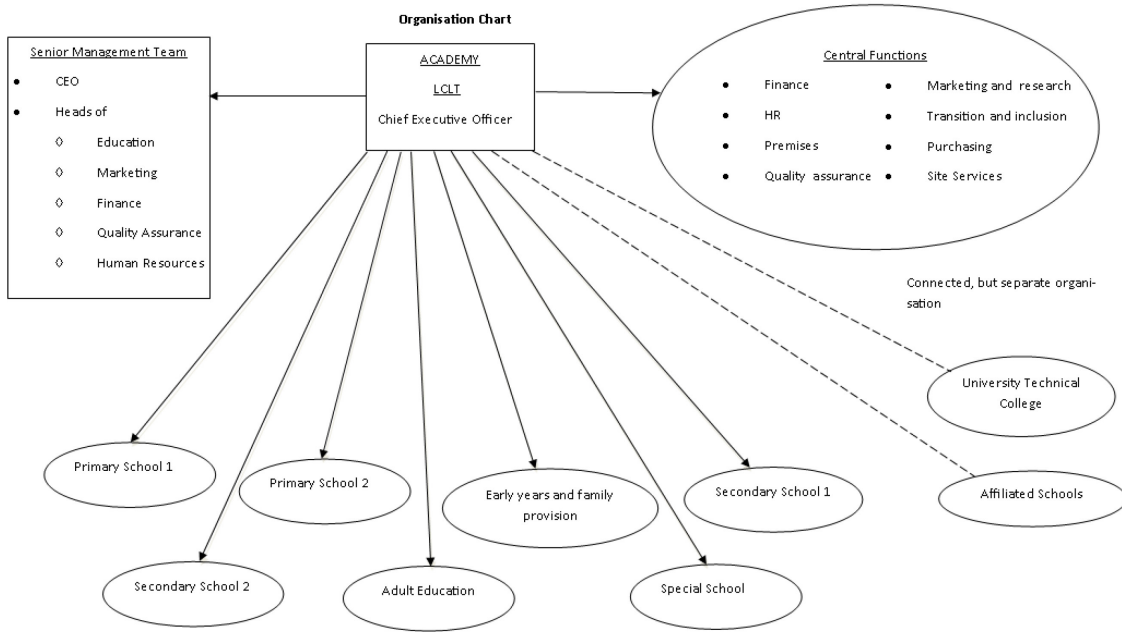
Accountability. The Headteacher will hold accountable the staff in the school. Issues of concern will be escalated to this level from parents, the School Council or staff.

**School Committees**

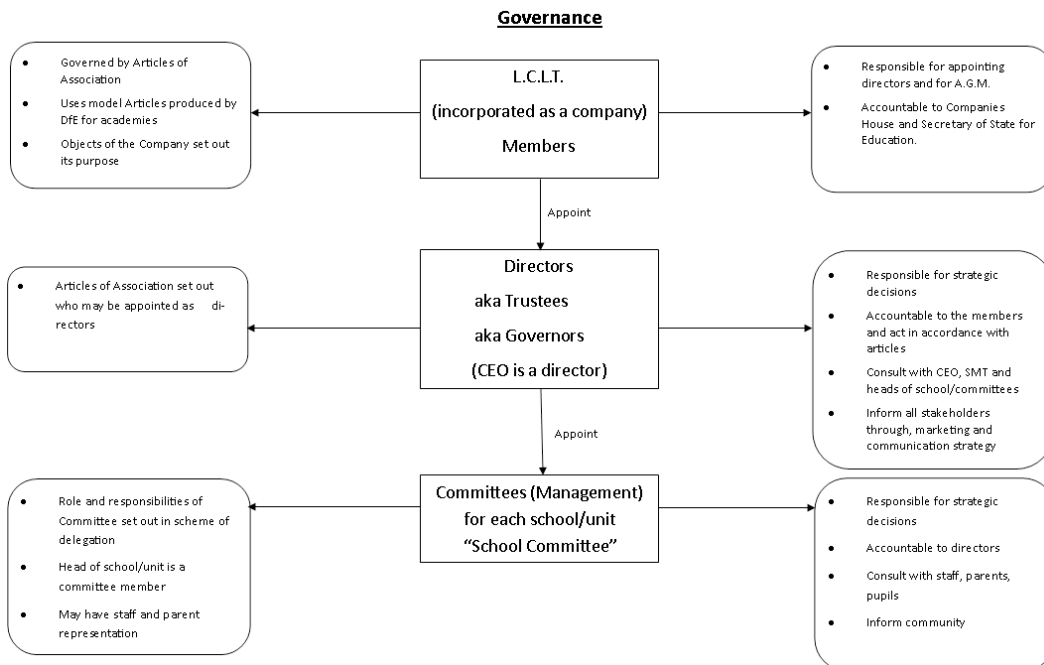
In place of a governing body, each department or school will have its own 'School Committee' which is accountable through the school headteacher to the CEO. These School Committees will contain representatives of parents and staff, and of local business and community groups. They will focus on the detail and the quality of the education service being provided and thus be more appealing to parents as a way of getting involved in their child's education than a traditional parent governor role; they will also allow wider representation than is possible on a small governing body. We believe that having a school committee which concerns itself directly with the experience of pupils rather than the full range of governing body responsibilities, is a major advantage of this structure for the Academy.

A clear company structure is set out below which will be supported by terms of reference to ensure that the roles of each party are clear and to avoid conflicts of interest.

**London Community Learning Trust at Meridian Water**



The governance arrangements for Meridian Water Academy have been designed to reduce complexity and avoid ‘multiple layers’ of committees; to ensure strong strategic leadership at Director level; and to ensure local representation at school level. This is set out in the diagram below.



In **summary** for Meridian Water Primary School,

- Parents, pupils and staff will be responsible to the Headteacher
- The Headteacher will be advised by the School Committee
- The Headteacher will report to the CEO, and if needed direct to the

#### Audit and Development Committees

- The Senior Management Team (SMT) will arrange the central support required by the schools/learning centres
- The SMT will report to the CEO and when necessary to the Audit and Development Committees
- The CEO will report to the Board of Directors either through the two committees or directly, depending on the issue
- The Board of Directors will report to the Members.

This clear chain of command will ensure that each person /body takes responsibility for their function and is held accountable. Equally there is a clear route for reporting and raising concerns.

#### **Start-up Phase**

Obviously, until the Academy grows to its full size not all these positions will be filled. Initially, the Primary School headteacher will be the only senior leader and will report direct to the Board of Directors. A phased plan of recruitment will be developed to bring in gradually the full complement of staff over the period 2014 -2020, and put this complete structure in place..

#### **Capability**

The core group of Directors all have experience of either school governance or headship. To this will be added other directors bringing specific skills in

- Marketing
- CRM (Customer Relationship Management )
- Legal
- Finance (corporate)
- Charitable Sector
- Education
- ICT
- Human Resources

In addition it is planned to appoint a University Technical College representative and a Local Authority representative.

#### **External Validation**

The Directors will appoint appropriately-qualified, external inspectors to monitor standards in each of the schools/learning centres after following suitable procurement procedures. These inspectors will report direct to the Audit Committee.

#### **F2. Education Expertise.**

##### **Capability.**

There are two education organisations with behind the Academy, the London Diocesan Board for Schools and The Southover Partnership. They bring a range of experience of successful school provision for pupils of all ages.



The LDBS oversees 131 primary and 19 secondary schools from the 'Green Belt' to central London. It is an experienced academy and free school provider having opened four new schools since 2007. [REDACTED] ([REDACTED]) as well as being an [REDACTED] will be the lead for the proposers working with the DfE team. [REDACTED]. He is, therefore, familiar with all aspects of working with communities to support the founding of new schools to meet their needs. Specifically, he will work alongside the headteacher to provide expertise

- Curriculum planning
- Pastoral structures
- Education policies
- Performance measures and quality assurance

The Southover Partnership is one of the UK's leading independent and managed special educational needs (SEN) organisations founded in 1994 by [REDACTED]. It provides a multi-faceted approach to SEN. It works together with schools, local authorities and educational organisations to deliver educational and learning experience for the children and young people it works with aiming to provide outstanding education enabling all children to achieve.

The Southover Partnership is experienced in providing education support targeted at children with SEN in mainstream schools including a support-in-school service with trained teachers and teaching assistants and a specialist multi-disciplinary team of SEN experts. It particularly works with vulnerable children who have autism or experience emotional, behavioural, learning and social difficulties. The organisation also offers consultancy and training on a variety of topics. [REDACTED], the [REDACTED] will provide expertise in:

- Special Educational Needs Provision and Policies
- Alternative curriculum approaches for underperforming pupils

To provide specific educational vision for Meridian Water Academy, the Directors have formed a powerful education steering group led by [REDACTED] of The Southover Partnership, comprising:

- [REDACTED], Hackney
- [REDACTED], Islington.
- [REDACTED] in Hackney
- [REDACTED]
- [REDACTED]
- [REDACTED]

Collectively these have the experience of leading successful schools in socially challenging areas and local knowledge of the community in Upper Edmonton. Their role is to provide the strategic direction for the schools/ learning centres in the Academy and to approve the education plans of each.

Meridian Water Primary School will be led in its first here years by [REDACTED] acting as [REDACTED]. Once the school is established, a substantive head will be appointed. The reason for this is that this approach is one which LDBS used at its first Free School, St Luke's Hampstead and which was found to be

very successful. The setting up of a new school is best done by an experienced headteacher. However, the small scale of a start-up school makes it difficult to pay a salary to attract an existing headteacher. This tactic overcomes that difficulty and provides a guarantee of outstanding leadership from the start.

### **Capacity**

Headteacher. The executive headteacher for the primary department, [REDACTED], will commit two days per week during the lead-in period prior to opening, which will increase to 2.5 days per week once the school is open. He will be supported by specialists from [REDACTED] as needed, for example in SEN or subject planning. [REDACTED] will support him for two days per month during the lead-in period.

The remainder of the Education Steering Group will commit one day per term for scrutiny and forward planning during the lead-in period.

In preparing for the new school opening, the LDBS will provide support in the form of an experienced project manager and school leader, [REDACTED].

### **F3. Financial Expertise**

The primary school will be part of Meridian Water Academy which, when fully staffed, will provide a number of central services for all its schools/learning centres, including financial operations. This will be through a finance director, director of human resources etc.

The financial planning for the Primary School will be provided by the [REDACTED], [REDACTED] and [REDACTED], [REDACTED], both experienced headteachers.

In the first two years of operation, until the budget allows for the appointment of the Finance Department, it is likely that the financial operations and reporting will be provided through a service Level Agreement, for instance, with the London Academies Trust, a multi-academy trust operated by the LDBS, or with Enfield Council, or with another Academy provider. An appropriate procurement process will be followed..

The financial experience of [REDACTED] will ensure sound financial planning in the lead-in period and the finance department of LDBS will manage the Project Development Budget on a pro bono basis under the direction of the AT Directors.

### **F4 Expertise to manage the opening and operation of the school**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Time Allocation for Education, Finance and Operation Requirements.**

Name	Expertise	Time Commitment
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Based on past experience of opening new free schools it is envisaged that this level of time commitment will be sufficient to ensure the smooth opening of the school and that there are no areas of expertise not covered. Advice will be available pro bono from the LDBS legal, human resources, education and buildings teams, as needed.

Once the school is open the [REDACTED], [REDACTED] will allocate 2.5 days per week to the new school [REDACTED].

**F5 Recruitment of Staff and Governors**

**Headteacher.**

The Directors intend to appoint the [REDACTED], [REDACTED], as executive headteacher of the new school [REDACTED], until August 2017. A substantive headteacher for Meridian Water Academy Primary Department will be appointed by national advert at that date and the soft federation will end.

As explained above, this strategy is one used by the LDBS in other free schools to ensure an experienced head leads the school in its crucial lead-in phase and for its first few years.

██████████ – see annex

██████████

- ██████████
- ██████████
- ██████████
- ██████████

### **Recruiting High Quality Staff.**

The teachers and staff employed at St Matthew's Annex in August 2014 will have the option of transferring to employment at the Free School. Other staff will be appointed, in accordance with the Directors' Staff Appointments Policy, as the school expands to complete the staffing structure. Teaching appointments will be by national advert; support staff posts will be advertised locally and across the London Diocese.

### **Governors/Directors**

The following are the core group of governors/directors of the Meridian Water Academy of which the primary school will be a part: (see Section F4 for details of their expertise)

- ██████████
- ██████████
- ██████████
- ██████████
- ██████████

### **Recruitment of Governors**

The full complement of governors will be appointed about two terms before the opening of the Primary Department of the Academy, i.e. in January 2014. The core group has recognised that they need to appoint a team with a range of skills and, therefore, intend to carry out a search for the following expertise: Marketing; CRM (Customer Relationship Management); Legal; Finance (corporate); Charitable Sector; Education; ICT; Human Resources

In addition the Directors intend to appoint a representative of the local authority, Enfield Council and in 2015 a director from the proposed Edmonton UTC. These two appointments are to ensure good liaison with key local partners.

### **Primary School Governance within the Trust**

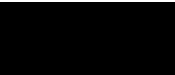
The structure for Meridian Water Academy Trust, with a single governing body

overseeing all departments, has been deliberately designed to reduce the bureaucratic complexity which could result from using a multi-academy trust model. It is not designed to reduce local accountability. Whilst the governance responsibility for the primary school will rest clearly with the Trust's governing body, there will be a 'school committee' with advisory and some delegated powers working with the primary school headteacher. This will allow parents to have a considerable say in the day to day operation of the school and the education it provides, and make the headteacher responsive to parental and community demands and concerns. (See diagrams in Section F1)

# Section G: Initial costs and financial viability

Please refer to pages 34-38 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

**Meridian Water Academy – Primary Department: Financial Plans**



# Section H: Premises

## Preferred Site

Meridian Water Academy is part of a master plan strategy to put education and family learning at the heart of the regeneration scheme at Meridian Water. This Free School comprises the Primary Department of this academy and is to serve the existing community of Upper Edmonton and the Phase 1 development of the Edmonton East Neighbourhood.

A site for this Free School, Meridian Water Primary School, has been identified working with Enfield Council Regeneration Team, namely [REDACTED], LONDON [REDACTED].

The site currently comprises [REDACTED]. Under the Meridian Water Masterplan (Enfield Council) the area is earmarked for a primary school as part of Phase 1 and 2.

The freeholders are, we believe, [REDACTED]. [REDACTED] and this includes provision for a primary school.

LCLT has informed Enfield Council that a site of 1.9ha. should be allocated to the free school, which will be able to accommodate the eventual size of the school, 420 pupils.

This location is suitable for the Free School for several reasons:

1. it is a 'brown field site' currently unoccupied and much is currently laid to grass;
2. it lies between the existing community of Upper Edmonton and the proposed new community of Edmonton East;
3. it is adjacent to [REDACTED]
4. thus, education will be put at the heart of the community;
5. it is Enfield Council's preferred location for the school.

## Other Sites Considered

There is a considerable quantity of 'brown field' land available in the Meridian Water regeneration area, and three possible sites were considered, but rejected in favour of the site in [REDACTED].:

1. [REDACTED]. Initially this was the preferred option of Enfield Council for locating all the schools for Meridian Water. However, in negotiations with LCLT it has been agreed that it is unsuitable because
  - a. It is badly contaminated land in a high flood-risk area;
  - b. It is separated from the housing areas of Upper Edmonton and Meridian Water by the [REDACTED]
  - c. It suffers from high levels of noise and atmospheric pollution
2. [REDACTED]. This area to the south of the Meridian Water area would be suitable for schools, however, it is unsuitable for the Primary School because
  - a. It is far from the existing housing area of Upper Edmonton and

Phase 1 of the new housing in Edmonton East district.

- b. No access roads will be complete, nor bus routes diverted to serve the site until 2017 at the earliest

3. [REDACTED], St John's Church. Consideration was given to remaining on the site of the temporary school. Both Enfield Council and LDBS have agreed this is not a long term site because:

- a. The assessed capacity of this site as 150 pupils, even allowing for double storey mobile classrooms;
- b. There is not room for future expansion;
- c. There is very limited playspace and no games space, hard surface or grass.

Therefore, although feasible for younger children for several years, it is not suitable for a full primary school and will not provide the number of places needed.

### **Capital Investment**

There is no other funding available to LCLT for the building of the school and the full capital cost is being sought through the Free School programme.



# Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

**Annex A. CV of [REDACTED].**

Email: [REDACTED] Tel: [REDACTED]

Nationality: [REDACTED]

**CORE SKILLS & EXPERIENCE**

[REDACTED]  
[REDACTED]  
[REDACTED]

**EMPLOYMENT**

[REDACTED]  
[REDACTED]  
[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

- [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

**EMPLOYMENT - CONTINUED**

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

**ADDITIONAL SKILLS/ATTRIBUTES**

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

**ANNEX B. EVIDENCE OF DEMAND**

Copy of Survey Form

**Proposed Meridian Water Primary School**

**Parental Survey**

As part of the next phase to provide school places in Edmonton (N18), we are applying for a brand new school likely to be built on the site immediately behind the [REDACTED]. This will then provide places for the children who are currently in the temporary St Matthew’s Edmonton annex and for those on the new Meridian Water

development later on. We are hoping to move into the new school in September 2014.

As part of this process the Meridian Water Primary School and the London Diocesan Board for Schools, are preparing their submission to the Department for Education. As part of that submission the proposers need to demonstrate that there is support from enough parents to ensure that the school will have sufficient pupils in its first few years.

You are invited to complete the form below to show your support for this school. You are not committing your children to attending the school, nor are you guaranteed a place but you are expressing your intention to name this as your first choice school.

Your Name			
Your Postcode			
Date of birth (if your child is not yet in school) OR Your child's current Year Group (if your child is at school)	Child 1	Child 2	Child 3
	Boy/Girl	Boy/Girl	Boy/Girl
Your child's current primary school (if your child is at school)			

If the new school goes ahead, I confirm that I intend to select the school as the first choice for my child's primary school.	YES / NO
I confirm that I have received details of the proposed school and I support the ethos and objectives.	YES / NO
Please make any comments you have about this proposal here.	
Signed	
Date	

If returned by post, send to  
██████████,  
St Matthew's CE Primary School,  
South Street,  
Ponders End,  
Enfield, EN3 4LA by  
23 November 2012.

**Annex C: Map to Show Priority Admissions Area (within orange boundary)**



## Annex D. Sample Timetables

**KS1 Sample Timetable**

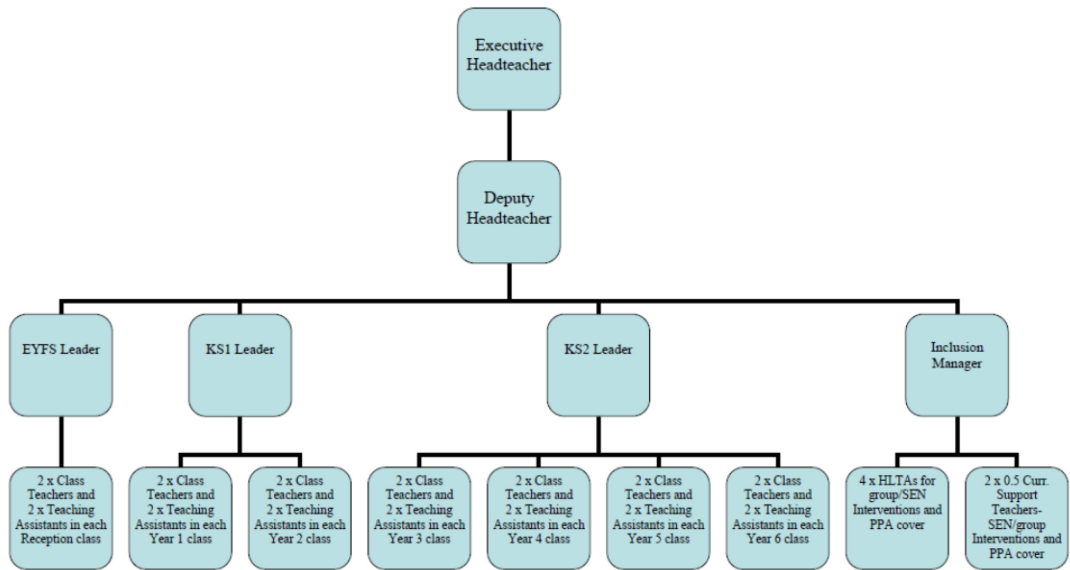
Day	8:50am-9am	9:00am-9:15am	9:15am-9:30am	9:30am-10:30am	10:30am-10:45pm	10:45pm-11:45pm	11:50-12:50	12:50pm – 1:50pm	1:50pm-2:50pm	2.50pm – 3.20pm
Monday	Registration	Assembly	Phonics	Literacy	Break	Maths	Lunch and Play	Science	PE 1:55pm-2:40pm (allowing for time to get changed)	Story/ Speaking and Listening time
Tuesday	Registration	Assembly	Phonics	Literacy	Break	Maths	Lunch and Play	Geography/ Design and Technology/History/Art/ICT (IPC integrated Topic)		
Wednesday	Registration	Assembly	Phonics	Literacy	Break	Maths	Lunch and Play	Science	RE	French
Thursday	Registration	Assembly	Phonics	Literacy	Break	Maths	Lunch and Play	PSHE	PE 1:55pm-2:40pm (allowing for time to get changed)	Music
Friday	Registration	Assembly	Phonics	Literacy	Break	Maths	Lunch and Play	Geography/ Design and Technology/History/Art/ICT (IPC integrated Topic)		Positive behaviour/personal targets reward time

**KS2 Sample Timetable**

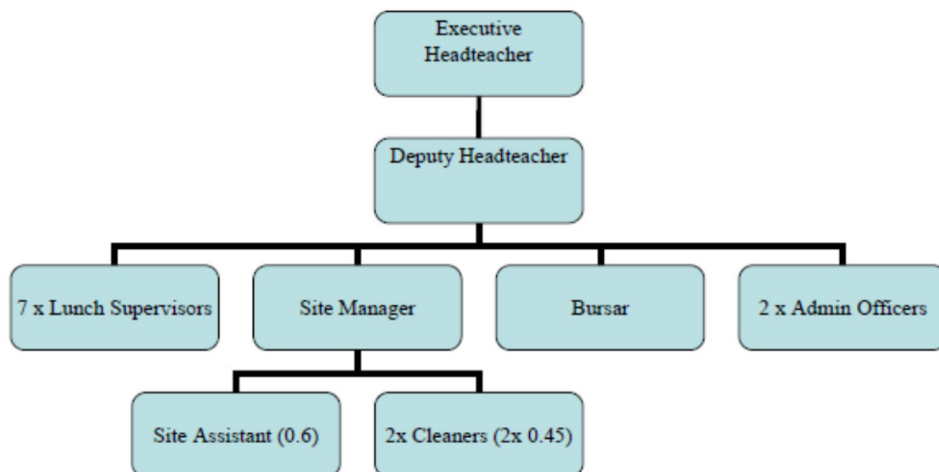
Day	8:50am-9am	9:00am-9:15am	9:15am-10:15am	10:15am-11:15am	11:15am-11:30am	11:30-12:30	12:30 – 1:30pm	1:30pm – 2:30pm	2:30pm-3:20pm		
Monday	Registration	Assembly	Literacy	Maths	Break	Science	Lunch and Play	Guided Reading 20 minutes	Geography/ Design and Technology/History/Art/ICT (IPC integrated Topic)		
Tuesday	Registration	Assembly	Literacy	Maths	Break	RE	Lunch and Play	Guided Reading 20 minutes	Geography/ Design and Technology/History/Art/ICT (IPC integrated Topic)		
Wednesday	Registration	Assembly	Literacy	Maths	Break	PE	Lunch and Play	PSHE	Music		
Thursday	Registration	Assembly	Literacy	Maths	Break	Science	Lunch and Play	Geography/ Design and Technology/History/Art/ICT (IPC integrated Topic)			
Friday	Registration	Assembly	Literacy	Maths	Break	PE	Lunch and Play	Guided Reading 20 minutes	Guided Reading 20 minutes	French 30min	Positive behaviour/personal targets reward time

## Annex E: Staffing Structures

### A. Teaching Staff



## B. Non-Teaching Staff



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