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## Section 1: Applicant contact details

1: As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

<b>Details of Company Limited by Guarantee</b>
Name: CfBT Schools Trust
Company address: 60 Queens Road, Reading, RG1 4BS
Company registration number: 7468210 Please see Appendix 1A for a copy of the company's Memorandum of Association and Articles of Association
<b>Main contact</b>
Name: Elaine Radley Principal Adviser, CfBT Lincolnshire School Improvement Service
Address: The Old Vicarage, County Offices, Newland, Lincoln LN1 1YQ
Email address: eradley@cfbt.com
Telephone number: 01522 553312
<b>Members and Directors</b>
Please confirm the total number of (a) Company Directors [3Trustees] and (b) any other members of the Governing Board [0] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Board is.
<b>Trustees</b>
Name: Neil McIntosh Chairman of Board of Trustees
Name: Andy Breckon Position: Trustee
Name: Clive Adderley Position: Company Secretary
<b>Members</b>
CfBT Schools Trust is the sole member. Hampton Community Primary Academy will site within CfBT Schools Trust. It will have a local Governing Board that is a committee of the Schools Trust Board.

<b>Related organisations</b>
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? <b>Y</b>
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
<p>CfBT Schools Trust is a UK based subsidiary of CfBT Education Trust  Company No: 867944  Charity No: 270901</p> <p>CfBT Education Trust's involvement in the Hampton Community Primary School will abide by the Tripartite Agreement signed with the DfE in December 2010.</p> <p>Other UK based subsidiaries of the Education Trust are as follows:</p> <ul style="list-style-type: none"> <li>• <b>CfBT Advice and Guidance Ltd</b>  Company No. 3370728  Charity No. 270901-0  This subsidiary will have no direct input to the management of the Free School</li> <li>• <b>Kings Monkton School</b>  CfBT subsidiary. This is an independent school based in Cardiff.  Charity No 681/6014  This subsidiary will have no direct input to the management of the Free School.</li> </ul>

### **Declaration to be signed by a Company Director**

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate an academy in accordance with the requirements outlined above and the requirements of the Independent Schools Standards\* and the Funding Agreement with the Secretary of State.

Signed:



Printed Name: Neil McIntosh –Chairman of Board of Trustees

Date:

Each Member and Director of the Company should also complete and return the personal information and declarations form Section 9 (which is in a separate downloadable form).

2: The proposals are being submitted solely by the CfBT Schools Trust

\* The requirement of the Independent Schools Standards are not applicable for 16-19 Free Schools

## Section 2: Category

The school would be a community school but would open as an Academy within the CfBT Schools Trust.

It is our intention to run the community facilities on site and provide a full range of extended services.

## Section 3: Children numbers and admissions

The school will open with two Reception classes of 30 children each in September 2012. It is anticipated that following the move to the purpose built school site in 2012, the school will take children throughout the 4-11 age range. It is recognised that the growth in school numbers will not form a smooth trajectory and CfBT's ability to meet the flexible staffing and respond quickly to changes in children numbers is a key strength (further details are provided in section 14

This is fully in line with the specification in the competition notice

When full the school will accommodate 420 children:

- It will cater for children from 4 to 11
- It will have a PAN of 60
- The school will admit both boys and girls
- Whilst there will not be specialist provision for SEN children the school will be fully inclusive.

In determining the opening times of the school we would seek to ensure that children received the maximum amount of curriculum time.

However we would also like to ensure that a meaningful partnership is established between neighbouring schools facilitating shared training opportunities and shared staff expertise.

Initially we would suggest that the school day will run from 8:45 – 3:30 everyday, including Fridays but with the premise that staff will be released for inter school training on a Friday afternoon.

During this time we would anticipate providing children with curriculum enrichment opportunities. These proposals would form part of an early consultation with parents and neighbouring schools.

## Section 4: Extended Services

### Extended Community Provision

'Hampton - a community built and designed for the family'

Research commissioned by the former Department for Children, Schools and Families and a report by Ofsted<sup>1</sup> points to the considerable benefits of effective extended community provision for improving the motivation, behaviour, attendance and achievement of children and young persons.

The CfBT Schools Trust understands these benefits and recognises that community engagement and participation play an important role in preparing children for active life in a modern British Society. We will ensure that extended community provision will be at the heart of Hampton Community Primary Academy vision and practice. **Our school will be firmly rooted in the local community. Community activities will be delivered with high aspirations and expectations and so encouraging every individual to flourish and to help develop a strong community spirit.**

Our approach will be underpinned by the following key principles:

We will...

- **Develop** provision to improve motivation, behaviour, attendance and achievement of our local children, and support lifelong learning and wellbeing by working with young persons and adults
- **Complement** rather than duplicate existing community resources including those offered via the other local schools, Hampton Sure Start Children's Centre, Hampton Library (Vivacity), Hampton Health Visiting Team, Hampton and Community Sports Association and the Leapfrog Nursery
- **Combine** our facilities with effective signposting for parents/carers to other resources/services
- **Consult** local partners including local residents, the parish council, local church group (Christ the Servant King), businesses including those at the local shopping centre, the NHS, the local authority and the voluntary sector
- **Promote** and integrate community cohesion by extending children's opportunities to interact within the local community and with people from contrasting communities especially those in neighbouring areas of Peterborough
- **Respond** to emerging local and regional priorities in Hampton and Peterborough respectively, including those highlighted in the planned Children's Single Delivery Plan (Peterborough City Council) and existing/future Peterborough Area Assessments (Audit Commission)
- **Evaluate** provision linked to key outcomes including achievement, behaviour and attendance, and utilising the Extended Services Evaluation Report: End of Year 1<sup>2</sup>, partner feedback and children's achievement data.

The school's leadership team, staff and Governors will have dedicated roles and responsibilities in this area so that there are positive and sustainable links with the local and wider communities. We will look to appoint a Community Coordinator who will establish, develop and promote this vision. The CfBT Schools Trust will utilise existing expertise to

<sup>1</sup> Good Practice in Extended Services, Ofsted, June 2009. Extended services in schools and children's centres, Ofsted, July 2006.

<sup>2</sup> Extended Services Evaluation: End of Year One Report, DCSF/DfE, July 2010

secure local, regional and national grants to support the sustainability of our provision. Particular attention will be made to identifying local funding including those grants offered via the Cambridgeshire Community Foundation and the Remtec Grassroots Community Fund.

Our core offer will...

1. Create and sustain a varied menu of activities linked to securing key outcomes
2. Provide and signpost parents/carers to high quality childcare
3. Provide and signpost parents/carers to parenting support including family learning
4. Enable swift and easy signposting to targeted and specialist support services
5. Ensure community access to certain school facilities.

Our 'Extended Community Provision' will use the **Quality in Study Support and Extended Services (QISS) framework** to establish excellence in a variety of areas including attainment and achievement, and engaging learners with a variety of needs especially those linked to behaviour and attendance.

We are particularly keen to work with local schools, including the new Headteacher at Hampton College, to create a community cluster group. This will share good practice, provide opportunities, jointly developed community resources and varied provision including inter-school competitions, holiday programmes, more able gifted and talented enrichment programmes and collaborative continuing professional development.

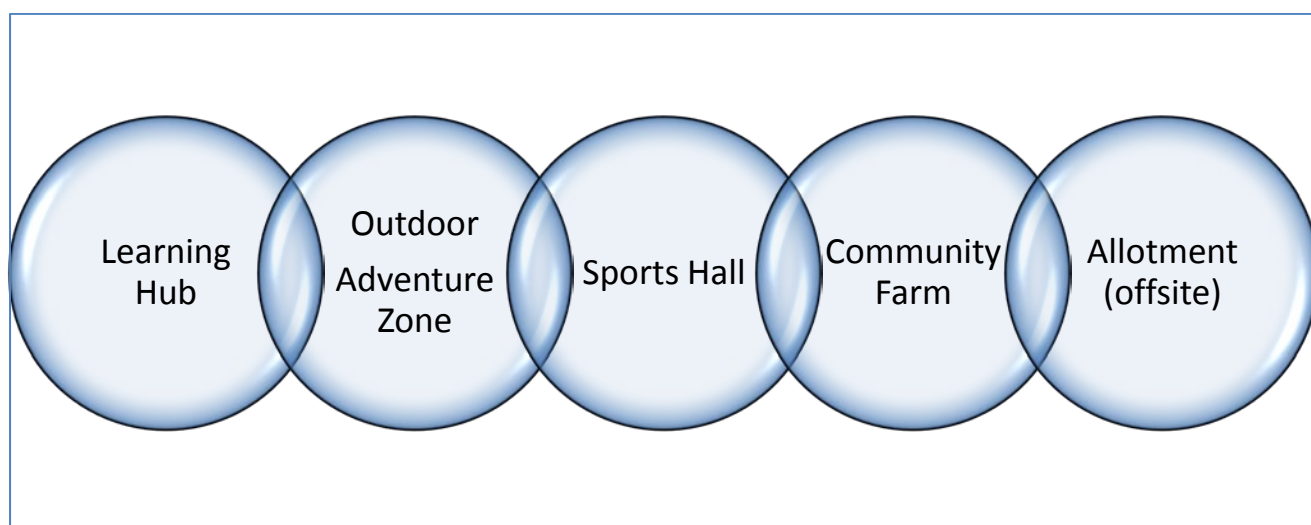
#### 4.1 Core Community Facilities

We recognise that valuable facilities and programmes already exist in Hampton. Our school will work alongside these to create a cluster of facilities and provision which will respond to the growing needs of a growing community. Our facilities will be safe and secure, and designed with direct consultation with the local people of Hampton.

We have ambitious plans and aim to initially create 5 core community facilities. A specific strategic plan will implement these facilities in a structured way, using clear and sensible timescales and taking account of current and perceived future needs. Our facilities and associated provision will be carefully designed and timetabled to allow safe community access alongside direct use by the school to help 'power and enhance' our exciting and inspirational curriculum.

We anticipate the facilities will be available to the community between 6:00pm – 10:00pm weekdays, 10:00 am – 10:00pm on weekends.

Initially we would develop the sports hall on a lettings basis, with an affordable lettings structure, but would aspire to develop a programme of facilitated use.



Extended Community Provision Facilities at Hampton Community Primary School

## Learning Hub

CfBT Schools Trust via CfBT Education Trust has a proven track record in operating a highly successful community learning centre in Lincoln.

More than a traditional library, our learning hub will provide access to dedicated areas and will be open from 8:00am to 10:00pm on weekdays, 10:00am – 10:00pm weekends, comprising of different zones: IT Zone, Food Technology Zone, Library Zone, Chill-Out Zone and a Meeting Zone. The IT Zone will include a suite of Apple Mac computers, cameras, webcams and a green screen for creating innovative movies and communicating safely with the wider world.

## Outdoor Adventure Zone.

*'Young people of all ages benefit from real life 'hands on' experiences; when they can see, hear, touch and explore the world around them and have opportunities to experience challenge and adventure.'*

Council for Learning Outside the Classroom Website.<sup>3</sup>

*'The next generation is tomorrow's workforce. Helping young people to experience and handle risk is part of preparing them for adult life and the world of work.'*

Judith Hackitt CBE, Health and Safety Executive.

The extensive grounds will be utilised to create an ambitious and important outdoor community resource. Relatively simple and straightforward resources will emerge quickly: a campfire and log circle, orienteering course, outdoor bouldering wall, shelter building area, woodworking cabin and a simple 'underground caving course' will create fantastic opportunities to develop a range of bushcraft and adventure skills including outdoor cooking. Over the medium term we will explore the opportunity of utilising the adjoining lake to create a unique and innovative specialist and properly licensed water activity zone. We will try to attract corporate interest, include other local schools and attempt to access relevant regional and national grants. This will provide a local cost effective solution enabling local residents to take part in regular activity rather than participating infrequently using expensive provision. Activities might include canoeing, kayaking and raft building. We will also undertake a tree planting scheme to provide more varied play opportunities. This is likely to surround the log circle and shelter building areas.

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<sup>3</sup> <http://www.lotc.org.uk/>

## **Sports Hall**

The local community is already served well with outdoor sports facilities including a flood lit Astro Turf, hard court tennis and netball courts and football pitches via the Hampton Community Sports Association (HCSA). CfBT Schools Trust will seek to enhance this provision by creating a sports hall providing cost effective access to a range of sports including badminton, netball, indoor hockey and indoor football. We will also seek to introduce new sports to the area including an indoor climbing wall, bouldering wall and archery. We will ensure that the hall can be divided into smaller sections to serve other uses including meetings, exhibitions and other community events.

## **Community Farm**

Peterborough's surrounding area is dominated by agriculture. We will recruit local volunteers to work with our children to create a small community farm, enabling our children and other residents to learn about this important local and regional industry. The school will establish an area to grow various crops, build a recycled greenhouse out of plastic bottles and accommodate a small number of hens, free to roam in an enclosed area. Links will be made to how the local migrant population plays an important and vital role in supporting agriculture and food processing in the region. We will seek support from local and regional businesses to help develop and sustain this resource. The local Serpentine Shopping Centre for example has previously held an annual 'Easter Farm' at the centre and may well be interested in supporting this local venture.

## **Allotment (Offsite)**

We will seek to rent a plot from the 'Hampton Hargate Community Allotments' scheme on Rothbert Way. This will provide an important opportunity for us to shape part of the local landscape and grow produce which can be combined with the onsite farm produce for use back at the Learning Hub Cooking Zone or sold via a local enterprise project.

## **4.2 A varied menu of activities**

Our school will provide a varied menu of activities combined with access to local childcare, at least from 8 am – 6 pm 5 days a week, 48 weeks a year. The need for onsite childcare provision will be carefully assessed and we will work with local providers to determine how parental requirements are met.

What is actually offered will depend on what consultation shows that our children, families and the wider community actually want, together with the needs identified in the School Improvement Plan. The following programmes provide a taste of how we will aim to use our ambitious and innovative community facilities outlined above.

### **Breakfast and After-School Club**

Depending on need, parents/carers will have access to high quality onsite provision. This will support families who require and need a more flexible approach due to extended working hours.

### **Holiday Child-care provision**

We will aim to provide childcare throughout the year, our school will work with other local schools, and local and regional partners including the Hampton Community Sports Association (HCSA) and Vivacity to assess the need for local holiday programmes. Likely programmes would likely be funded via grants and charging users. Local provision will utilise the Sports Hall, Outdoor Adventure Zone and Learning Hub.

## After-School Study Support and Summer Camps

Innovative and enjoyable programmes will provide additional and targeted tuition as part of the school's approach to early intervention. These will focus on key Communication and Mathematics skills and be based in the Learning Hub, Sports Hall and the outdoors. Volunteer mentors have proven to be highly effective in supporting achievement at our Lincoln Learning Centre and we will look to adopt a similar approach at Hampton Community Primary Academy. High quality training will ensure our children will receive individual care and guidance. Each session will combine an innovative approach to learning, consolidating and extending essential Literacy and Mathematics skills via practical activities including sports, bushcraft, cooking and IT. The Library Zone will contain stimulating and relevant literature which will capture our children's interest and imagination.

## After-school Clubs

A varied and enjoyable programme will offer every child in our school the opportunity to choose clubs which develop their own specific interests. The inclusion of external providers charging for their services will be carefully considered depending on need and interest.

Clubs might include the following:

- **Eco-Club:** Responsible for promoting environmental sustainability within the school and the local community, our ECO CLUB will work with RECAP – Recycling in Cambridgeshire and Peterborough to encourage local people to recycle more and 'greeniversity' to find local help and advice. We will support Peterborough's aim of becoming UK's Environmental Capital, building on Peterborough's existing Environmental City Status; Working towards accreditation through the ECO Schools Award
- **Community Club:** To utilise the innovative IT resources in the Community Hub to create content for the Hampton Community website (<http://yourhampton.net/default.aspx>), a possible future parish newsletter and local press to promote our excellent community work
- **Young Naturalists club:** linked to RSPB and local conservation groups
- **Performing Arts club:** based on interests and talents of children and opportunities to perform in the local community
- **Chess Club:** linked to the Peterborough chess club and opportunities to take part in the National Chess Challenge **Other clubs: School Website Club** (we believe our school website should be designed and maintained largely by our children). **Sports Clubs** (including more varied options like climbing, archery and orienteering, **Music Clubs** (including a choir and orchestra) **Arts Club, Film Club, Film making, animation and digital photography clubs, School magazine and reporting team, Farming Club** (Community Farm and allotment) **and a Cooking Club** (Inside and out)!

## Friends of Hampton Community Primary Academy

'The Friends' will be a group of parents, local people and school staff who get together to do extraordinary things! The principle aim will be to raise money to support additional school facilities, resources and provision. The Friends may supply specialist and high quality books and software, IT equipment, a stage, adventure playgrounds, subsidise many school trips, visiting theatres plus many more smaller things chosen by either the children or their class teachers. Participants may come and help run a stall at an event, provide a raffle prize or just come along, spend some money and have a good time at one of the varied events we will have in the school calendar.

## **Parent/Family Learning**

Practical workshops will enable parents the opportunities to examine how our children are taught. We will invite parents into school on 'Family Fridays'. This will encourage parents/carers to work alongside their children and take an active part in the school curriculum. We will work with the Outreach Family Support Service and Face 2 Face organisation to examine how our facilities and expertise might be used to enhance local provision.

## **Hampton Nature Reserve Volunteer Group**

We would love our children, staff and families to work with 'Froglife' who manage the reserve on behalf of land-owners O&H Hampton Ltd. A 300 acre site, home to Europe's largest colony of great crested newts provides a fantastic community resource. We would take an active role in conservation work and use this site as an important educational resource. Funding will be secured to purchase suitable outdoor clothing to ensure all children can enjoy and explore this fascinating resource as well as our very own outdoor facilities. These will be stored in a shed, allowing for regular access whatever the weather!

## **Safety Awareness**

We will organise programmes for our children in collaboration with the 'Safer Peterborough Partnership'. This partnership covers 9 themes and we will work together to identify those which have specific relevance to Hampton. This is likely to include road safety. We will add to this by creating a localised programme linked to water safety. We believe the close proximity to numerous bodies of water creates the need to educate children from a very early age about the dangers of water, including ice and the temptation to bathe/swim during hot weather.

## **Intergenerational Learning**

Mutually beneficial activities will promote greater understanding and respect between generations. This will utilise the positive resources that the young and old have to offer each other and those around them. We will engage with the wider Peterborough community to ensure our children understand and celebrate neighbouring communities. An example will include making links with local citizens to assist in establishing the Community Farm and allotment. We will...

- Establish a gardening programme at the local allotment
- Develop and maintain the Community Farm
- Engage in conservation work at the Hampton Nature Reserve
- Learn about local geography and history
- Cook and host coffee mornings
- Provide knitting and craft classes
- Visit local care homes
- Utilise the IT suite in the Community Hub, undertaking basic IT programmes and
- Construct bird boxes in the 'woodwork cabin'.

## **Evening Sports, Arts and IT Classes**

Subject to an assessment of local demand and funding arrangements, we will encourage the use of the Sports Hall and other facilities by third party groups to offer a varied range of evening classes. This is likely to supplement existing provision including that offered at the private David Lloyd Leisure Centre, the library and local community clubs. The school will present and adopt an affordable charging structure so helping to promote low cost community classes.

## Adult Learning

Like Peterborough City Council, we take adult learning very seriously and want to give individuals and communities the opportunity to learn and acquire new skills and qualifications to improve life chances and narrow the skills gap in Peterborough. We would start by establishing 'greeniversity' classes (a Peterborough initiative) so that adults can get together to learn green skills from other local people who have skills they are willing to share.

Our school will therefore not work alone in helping children and the wider community to achieve their potential. We will work in partnership with others to offer and signpost access to a range of services and activities which support and motivate our children to achieve their full potential. Families and the local community of Hampton will benefit too, through access to a wider range of opportunities, which, in turn, raise aspirations.

## Section 5: Ethos / Religious Character

We want to provide outstanding educational provision with enhanced community facilities to the new Hampton Township.

### Hampton Community Primary Academy vision

**Irresistible Learning for all: - We dare to dream, we love to learn**

*The Hampton Community Primary Academy will be a nurturing school, firmly rooted in strong Christian values, we will develop a community in which every individual can flourish. An exciting and inspirational curriculum will be made special by a wide range of unique experiences. A talented and well qualified workforce will engage all learners in reaching the highest standards. High aspirations and expectations will pervade the life of the school and support the development of children with high self esteem, self discipline and strong community spirit.*

Education is an essential ingredient for future success. By taking the time to **build character** in every child through our ethos, code of conduct, curriculum and assemblies, we can teach all children to be **successful**. We will show children what their futures might look like through visits and by inviting positive role models to spend time with the children.

The Hampton Community will have a new school to be proud of because we are not afraid to make our expectations clear and ensure they are followed. We won't compromise on a thorough grounding in Literacy and Mathematics. However our curriculum will be exciting, motivational and strongly reflect an engagement with 21st Century technologies.

### Nurturing

We believe that children learn by example, so if staff are consistent, honest, considerate and fair with the children, their parents and one another, the children will learn to be so too.

We aim to:

- Welcome all new parents into the school. When new children start each year they and their parents will be invited into school for an introductory evening. This will be conducted in a relaxed atmosphere to ensure parents feel comfortable to ask any questions. During the event the Headteacher will discuss their expectations with parents and engage them through activities, sharing concerns and questions. This will also be an opportunity to empower parents. It would be arrogant and naive to expect to educate the majority of the children without the support of their parents. We therefore want them to realise how much we value them and encourage them to play an active role
- Appoint bilingual Parent Buddies for newly arrived families unfamiliar to the English school system
- Identify peer buddies for vulnerable children or those not able to form relationships easily
- Train and use volunteer mentors from local businesses to encourage children who may be experiencing difficulties in their learning or behaviour
- Use the SEAL frameworks weekly in PSHE to ensure children care about themselves and each other and become engaged in their wider responsibilities as citizens.

### Christian values

A Christian ethos will permeate everything we do at the school it will be evident in our teaching and our behaviours. Decisions will be made with recourse to underlying Christian values and we believe that these coherent and well understood foundations will enable us to build a successful school in which everyone is valued and nurtured.

We will ensure all children learn in an environment of trust and honesty, they will develop as good citizens making a strong contribution to their community.

They will be taught about key themes such as Friendship, Courage and Forgiveness, but will also learn to have endurance and a keen sense of right and wrong.

## Community

Hampton Community Primary Academy will be a facility for the community, primarily for the children but also provide facilities to organisations which promote music, sport or other educational and community opportunities. If a proportion of our children are included in these out-of-school clubs, or they can be run for our children, we will only charge a nominal fee to the providers so that the savings can be passed on to the children. It is our aim to incorporate clubs into our after-school childcare provision so that child and working tax credit can be used for high-quality childcare.

While we expect everyone to support our Christian ethos, the school expects to admit children of any faith or background. We believe that this will allow our children to respect differences and learn from each other.

We want to build up a bank of CRB-checked and well trained volunteers from the local community who want to help around the school.

The school will provide opportunities for interested people to train on-site to become Teachers, Teaching Assistants or to advance their careers.

We will measure our success in the following ways:

- All parents will be invited to join the PTA, which will hold at least three fundraising events per year to which the wider public are invited
- The PTA will raise funds to put towards resources which will benefit the children's learning
- Once the school is fully opened (i.e. located and making use of all its permanent site) school facilities will be available for public use in the evenings and weekends
- All new children induction packs will contain a parental skills and time audit, devised, circulated, collected and analysed by the PTA. This will then be used to engage parents in various areas of the running of the school
- We will survey up to 30 local businesses about their perceptions of the school and children, and use this as an opportunity also to engage them in the life of the school, possibly as mentors or partners in project work.

## Disciplined Environment

'Good order is essential in a school if children are to be able to fulfil their learning potential. Poor and disruptive behaviour in the classroom reduces children's ability to concentrate and absorb information; and it unsettles children and causes immense stress for teachers.

*Children who are excluded from school because of their behaviour underachieve academically and are at a high risk of disengagement from education and from making a positive contribution to society. Persistent poor behaviour in schools can have far-reaching and damaging consequences for children and can limit their horizons: this is not a problem to be ignored.<sup>4</sup>*

While all teachers would acknowledge the truth in this quote, we will take very deliberate steps to ensuring we achieve and maintain a disciplined and well ordered environment in our school.

Before the school opens the Headteacher and teaching staff will agree routines and norms for uniform, moving around school, start and ends of lessons, break and lunchtime, rewards and sanctions etc that are applied every day and by all teachers. Our discipline code is

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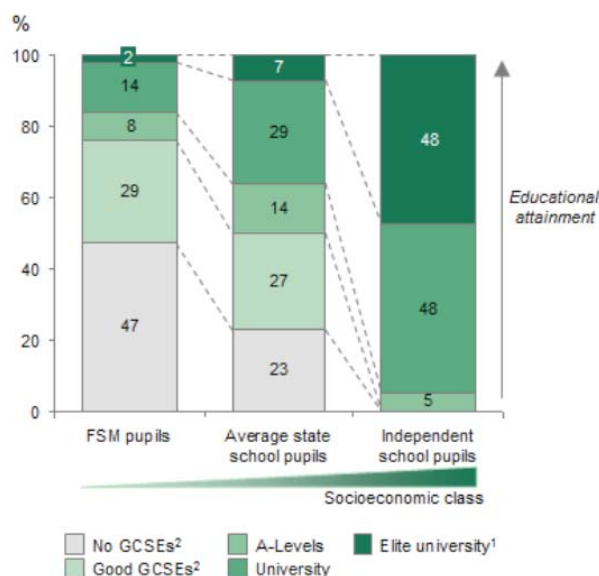
<sup>4</sup> Behaviour and Discipline in Schools First Report of Session 2010–11, Volume I, House of Commons Education Committee.

outlined further in Appendix 4 p63 it will exemplify Christian values of honesty, respect, love and forgiveness.

### Aspirational Environment

We want to play our role in breaking the link between parental incomes and educational attainment. The graph overleaf, taken from the Sutton Trust's Mobility Manifesto (March 2010), is one of many ways to illustrate the problem to which we intend to be part of the solution.

Chart 3: Achievement levels by pupil background and school type



1. Defined as Russell Group or equivalents  
 2. Good GCSEs defined as 5 Grades A-C; No GCSEs if this was not attained  
 Source: BCG Analysis, UCAS, Sutton Trust, DCSF, ONS

We firmly believe that when children come from families with a poverty of aspiration and success it is part of the school's responsibility to build and teach these things. We have identified a number of ways in which we'll do this:

- During the "new parent" meeting that takes place before the start of each academic year we will encourage parents to explore the school's and their own understanding of the term high aspirations and their contribution to learning at home including the schools homework policy. We will support high aspirations through the development of a strong house system and behaviour rewards reflecting high achievement for teams and individuals.
- We will tackle aspirations in 2 ways. In school we'll be able to measure if we're meeting high aspirations because we'll know whether our children achieve their academic targets. The part that will be harder to measure is how aspirational our children become while at the school, so rather than try to measure the outcome we will simply do a number of very deliberate things that we believe will raise their aspiration. These will include:
  - Naming our houses after famous people who have achieved success from humble beginnings
  - Displaying aspirational messages throughout the school; our vision; slogans, pictures of successful people from diverse backgrounds, university banners etc
  - Taking children on visits and developing links with universities and work places, and bringing in high achieving visitors and mentors to talk to children. Each class teacher will be expected to run at least one education visit per half term linked to

developing their aspirations and the unit of learning. Talking to Key Stage 2 children about when rather than if they go to university

- Having a smart and enforced school uniform with a different element such as a shirt and tie for Year 6 so there is a recognizable difference and concurrent increase in responsibilities. Teaching children very deliberately about the difference between standard English and language used on the street, so that they are able to conduct themselves appropriately in different situations.

### **Inspirational Environment**

Children learn best when tasks are varied and they are engaged by highly motivated staff. We will follow a clear structure during morning lessons and then adopt a more creative afternoon curriculum with topics studied as blocks rather than weekly. Unique experiences which induce awe and wonder, challenge and high levels of engagement will be common place, such as baby chicks in an incubator, a Year 5 inter school maths competition, or making an animated film. Classrooms will be clean and comfortable and support learning with calm colours, and access to drinking water.

Outdoors, in addition to the play area we will develop a range of outdoor learning spaces such as a science garden, a community garden in which children can be supported by local volunteers to grow fruit, vegetables and flowers and of course outdoor classrooms for all Foundation Stage and Key Stage 1 children.

### **Motivated Staff**

We believe that highly motivated staff will be attracted to our school where every child and teacher is known as an individual. A school where everyone is disciplined, polite and keen to learn. Our recruitment process will be rigorous. Teachers will be observed teaching and rated on their engagement with the children and classroom management, subject knowledge and enthusiasm.

Great teachers will be attracted to teach at the Hampton Community Primary Academy by:

- The advantages of working in an Academy within the CfBT schools trust
- Our real, funded and timetabled commitment to staff development and CPD
- The opportunity to be part of CfBT's global teaching and research community
- A commitment from day one to enabling effective whole class teaching through targeted and ongoing teacher led support
- A Headteacher and Governing Board that can and does identify and reward excellence
- A transparent approach to monitoring.

### **Academic Success**

To close the attainment gap we will set targets for achievement which are in line with the top 10% of schools nationally. The vast majority of children will be expected to achieve Level 4s in English and Mathematics by the time they leave in Year 6 unless there is an identifiable learning need which prevents this. If children have achieved Level 2a or 3 by the end of Key Stage 1 they will be expected to achieve Level 5 at the end of Key Stage 2.

We will work tirelessly with Reception class to ensure as many children as possible achieve point six in all scales before entering Year 1. This is because we believe that Reception is the time when we can most effectively close the gap; before it has widened too far and been allowed to start undermining children's confidence. Beyond these two fundamental measures of academic attainment we will encourage children to explore the wider curriculum as detailed further in Section 18

We will have high expectations for each child and will ensure that every child will acquire key published learning objectives in Literacy, Mathematics and ICT by the end of every year. Funding acquired from the children premium will be specifically used to provide one-to-one or small group booster sessions to children not on track to achieve their end of year benchmark level in Reading, Writing or Mathematics.

These sessions will be taught by qualified teachers and measured for effectiveness by frequent observations by the Senior Leadership team. We anticipate that children will make accelerated progress with the intervention groups so that they will quickly feel confident to work alongside their peers.

We recognise that our catchment area has many children who speak a language other than English so we want to assess newly-arrived bilingual children accurately so that work is matched to their cognitive ability.

More able gifted and talented children will be stretched academically through challenging open-ended investigations and projects which will benefit the school or community. We will build links with local secondary schools so that we can achieve the best outcomes for all children and young people within the community. This will include the opportunity to share resources, training and more importantly ensuring effective and supported transition of children particularly between Foundation Stage 1 and Foundation Stage 2, Years 6 and 7.

More able gifted and talented children will be given opportunities to celebrate and improve their talents both within the school day and through our extensive afterschool provision.

Success will be a word we use often and something that we actively teach children. We will relate success to personal, sporting, creative and importantly academic achievement. Our inspiration stems from the Harlem Success Academy in New York which admits children from deprived backgrounds and offers them a high-quality education where no child is left behind. They encourage all children to go **Beyond Z**:

*Our kids know we have high expectations because we ask them to go “Beyond Z” everyday. In the timeless children’ book, On Beyond Zebra, Dr. Seuss urges his young readers to think what possibilities may lie beyond the letter “z” if you work hard enough, are creative enough, and are open to what might not immediately meet the eye. Each day, our scholars work hard to go “Beyond Z.”* Taken from the Harlem Success Academy website<sup>5</sup>.

As a result of this, Harlem Success Academy ranked number 32 out of 3500 public schools in New York in 2009.

That’s what we want for our Hampton Community Primary Academy children. We want to give them an experience where academic rigour is the norm, but where the ethos ensures that children can “dare to dream and love to learn”. We will promote success by:

- Focusing each lesson outcome on success criteria from which children can assess themselves and do so as routine
- Fostering healthy competition
- Training children in target setting from an early age then setting personalised targets for each child which relate to their personal and academic development
- Maximising assessment for learning opportunities through self, peer and group assessments.

### All-round Character

The best schools build academic and social capital. We will provide experiences that nurture the development of the whole person – their spiritual, emotional, cultural and physical well-being.

<sup>5</sup> <http://www.harlemsuccess.org/>

Our Christian ethos is central to all we do therefore we have focused goals for personal development which will be represented in the 5C's; as displayed in prominent areas around the school including the Assembly Hall, and used repeatedly as key words by all staff.

Merit certificates will be awarded for consistent adherence to the 5C's i.e. be:

**C**onfident  
**C**aring  
**C**ontributing  
**C**ommitted  
**C**ourteous.

### **Confident**

We firmly believe that having a solid foundation in the core primary curriculum is the main way any primary school can build children's confidence; without it any confidence is too easily undermined. This will therefore be our primary concern.

We will build self confidence in our children by engaging in activities such as, debating, public speaking, sports matches with other schools and by providing rich and stimulating extra-curricular activities that help us unlock the innate talents in each children. Public-speaking and debating will be planned into Literacy activities and an extra-curricular club. We will enter children into the county and national competitions. During our book time activities, children will have an opportunity to role-play in front of their peers. Termly assemblies will provide key opportunities for children and parents to share and celebrate their talents.

### **Care**

Through our buddy systems, children will be encouraged to care for each others needs and respond to them sensitively. During playtimes, children will be asked to be alert to bullying incidents and report them to a trusted adult. Children will also be expected to care about their handwriting and presentation of work so that it of the highest standard.

They will also care about their appearance and the stipulated code of conduct. Our curriculum will present many opportunities to develop the caring side of our children. For example, in Science, they will care for plants and animals, and in Humanities or PSHE they will care about global issues which affect our planet. We want the children to care enough about others around them to be polite and honest at all times.

We will repeatedly use phrases such as, " who have you helped today"

### **Contribute**

We understand contribute to mean giving of time, resources or ideas. Like the Harlem Academy of Success' mantra of 'Going beyond Z', we expect children to give of their time willingly to help around the classroom or school. In terms of their learning, we want to foster independent thinking and ideas so that they can contribute their ideas in lessons and within a school council and these can be valued by their peers in class.

As a school with a Christian ethos, we want to emphasise 'giving' as a positive quality. While accepting that children do not have money at their disposal, we want to reach out to the community by raising money for small local charities and providing a service such as singing Christmas carols at a care home or visiting sick children in hospital.

### **Commitment**

Commitment can be seen in the way children respond to their learning and the tasks given to them. We want to encourage perseverance of a task and a 'can do' culture. If children are given areas of responsibility, they will need to commit to the task and do it to the best of their ability.

If a child finds something difficult, they will be asked to commit and find ways to overcome the barrier and give extra time learning to persevere, if necessary, children and parents will sign a home-school agreement to commit to sending their child to school every day unless sick. Minor coughs and colds should not prevent a child from attending school. Elected school council members, buddies and house captains should carry out their responsibilities in an exemplary way or they will be replaced by another children.

## **Courteous**

We place great value on good manners and will reward children for their courtesy.

We will:

- Expect staff members to eat dinner with the children so that table manners are learned and practised
- “Train” our staff in how they can exemplify excellent manners for children through agreed methods of addressing one another and children, passing in the corridors, holding doors for one another etc
- Use assemblies and PSHE time to explore the importance of personal conduct and manners. Role play and video clips can be useful tools in sparking discussions about these areas
- Empower parents to help us ensure children meet our high aspirations for behaviour and personal conduct
- To show that we have been successful in our aims to ensure our children learn to be courteous and well mannered we will expect our children to be known in the community for their confidence, courtesy and all-round character

## **Our approach to the Curriculum**

Section 18 outlines our curriculum (and extra-curricular clubs) in more detail. We will judge our success on whether or not all children achieve competency in the core primary curriculum. However, we realise that providing a balanced and enriching curriculum is an essential part of achieving this; learning about history or achieving success in a game of tennis can be the hook that motivates children to work hard and persevere in other areas.

While the emphasis will be on Reading, Writing, Speaking, Listening and Mathematics, we will be offering everything that is in the National Curriculum and more and cross-curricular project work will help bring learning to life by putting it into broader context. The use of technology in a purposeful way will motivate and inspire learners and equip them for life in the 21<sup>st</sup> Century.

Our school will have a diverse intake and we aim to celebrate this through a culturally inclusive curriculum where social and emotional aspects of life are explored and used to inspire children to ask questions and contribute ideas. A History or Geography topic will form the basis of some of the Literacy lessons. For example, Year 4 children may be asked to write a persuasive letter to the council about a local issue affecting residents.

This is what we believe will set us apart. We believe there is no contradiction within a curriculum that rigorously instils the basics of Reading, Writing and Mathematics whilst at the same time offering a broad range of motivational and exciting learning experiences.

We will:

- Use tried and tested whole class teaching methodologies, promoted through very specific CPD for our teachers, supported by teacher led interventions to ensure all children are making progress
- Adopt a traditional approach to the teaching of phonics, reading, grammar, spelling, handwriting and key mathematical facts as a matter of course everyday

- Run teacher-led booster classes for certain children to ensure they are keeping up with the class
- A structured approach to regular visits and visitors including residential experiences
- Set appropriate homework for all children within a consistent set of expectations. Provide feedback and follow up where it is not completed adequately. Let teachers revisit topics as they see fit and make their own decisions about when individuals are ready to move on from a concept
- Work with parents to promote home learning particularly reading, including, where necessary, teaching parents about the importance of their role. Research shows that the single most important thing a parent can do to help their child's education is to read with their child. Home-school diaries will be commented in and signed by parents and teaching staff to ensure that children are read to, heard reading and are reading independently.

### **Critical Thinkers**

To help our children develop meta-cognitive awareness, we want to teach and encourage higher-order thinking according to Bloom's Taxonomy. Debating and discussion will be at the heart of the way we teach subjects such as humanities and R.E. and children will be encouraged to question the teacher and each other. We want a 'talking' school where speaking and listening in class, through a well understood and courteous routine, is the norm. Our approach will incorporate Thinking Skills, Philosophy and Talk Partner strategies.

Afternoon subjects will involve much collaborative group and partner work.

### **Lifelong Learners**

Our approach to developing lifelong learners will begin with our teachers and specifically our approach to CPD which is described in section 14: Implementation of the proposals.

It doesn't follow that you can teach children to be lifelong learners unless you are manifestly one yourself.

In fact we believe that the greatest legacy of education is a love of learning. By ensuring our teachers are appropriately developed and supported we can then expect them to make learning enjoyable and rewarding, thereby ensure that all children experience success at their first place of learning and playing our part in developing lifelong learners.

### **Excellence in partnership**

Through our long founded tradition of supporting education world wide CfBT understands its responsibility to deliver excellence, and everything we do will be underpinned by the highest standards and expectations. We will settle for nothing less than a leading example of an Academy and Community school.

The school ethos will be based on the belief that primary-age children typically have a huge reservoir of potential and that there should be no ceiling to what they can achieve. We want to help our children become academically successful and self-confident young people with high levels of self-esteem and respect for others; we want to make sure they are well equipped to manage the transition to secondary school.

We will create our school with an ethic of partnership – a partnership between local parents and teachers, schools and an international charity - designed to co-create a high performing school.

We would expect our school to be strengthened by an excellent relationship with Peterborough City Council.

## The CfBT School Design

We are confident of achieving our goals because we know what works. In 2007 CfBT commissioned Professor Pam Sammons of Oxford University to conduct extensive research to highlight the key features of unusually effective government schools around the world.<sup>6</sup> We have since translated these features into the CfBT School Design – a set of core processes that schools need to get right.

This is outlined in the diagram overleaf which highlights the key pillars of the CfBT effective schools design:

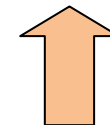
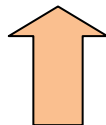
- Teaching
- Leadership
- Curriculum
- Parent / community engagement
- Discipline
- Enrichment

These are underpinned through a strong foundation of accountability and support. Further details can be found in Appendix 1: The CfBT School design.

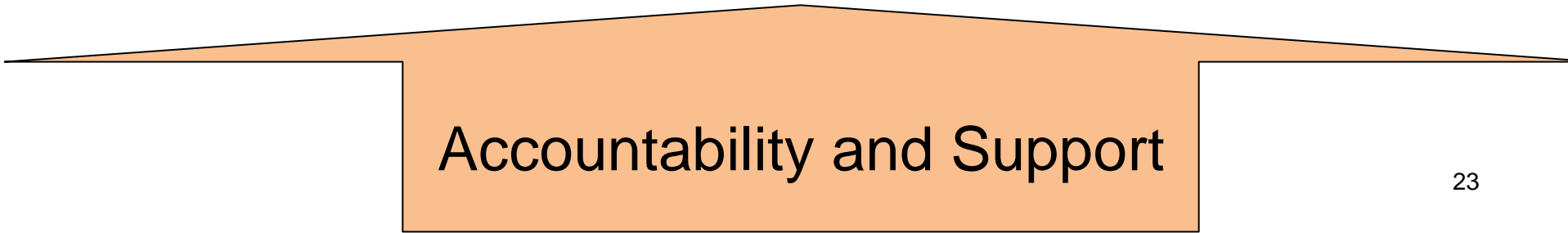
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<sup>6</sup> <http://www.cfbt.com/evidenceforeducation/pdf/School%20effectiveness%20Exec%20Summary%281%29.pdf>

- **Outperform similar students elsewhere using key measures of academic performance**
- **Have excellent spoken English**
- **Have a reputation for their courtesy, confidence and all-round character.**



Teaching	Leadership	Curriculum	Parent / community engagement	Discipline	Enrichment
<ul style="list-style-type: none"> <li>• High Quality recruitment</li> <li>• Conditions of employment that reflect our high expectations</li> <li>• A structured approach to pedagogical processes (e.g. the CfBT outstanding lesson.)</li> </ul>	<ul style="list-style-type: none"> <li>• CfBT school leaders set a clear vision for all members of the school community</li> <li>• There is consistent review so schools are self-reflecting, self-improving units</li> <li>• A commitment to cost-effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a strong focus on core subjects, underpinned by clear goals in Reading, Writing and Maths</li> <li>• A focus on the English Language</li> <li>• We place an emphasis on engaging delivery so children are excited by learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent surveys to be included in accountability system</li> <li>• Teachers develop personal relationships with parents and families so children are well supported</li> <li>• Parents' promise to set-out expectations</li> <li>• School at the heart of the community, reaching out beyond the school gates.</li> </ul>	<ul style="list-style-type: none"> <li>• Children promise to support rights and responsibilities for all members of school</li> <li>• Clear and sustainable sanctions and rewards with an emphasis on the positive before the negative</li> <li>• Consistency from day one from all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral support programme with an emphasis on well-being and instilling norms of good manners and maturity</li> <li>• After school activities including: Volunteering, debating, music, drama, sport etc</li> <li>• Student leadership emphasised.</li> </ul>



**Accountability and Support**

## Section 6: The community that the school serves

### Socio-economic factor

The Hampton Community Primary Academy will serve a diverse population, the makeup of this population is likely to be similar to the other local schools. Through our school structure and community facilities we will aim to meet the needs of all children and local families.

### Population Characteristics

White British	75%
White European	5%
Mixed ethnicity	8%
Asian/Asian British - Indian	2%
Asian/Asian British - Pakistani	2%
Black/Black British - African	2%
Black/Black British - Any Other Black Background	0%
Black/Black British - Caribbean	1%
Chinese	1%
Gypsy/Roma	0%
Other Asian	1%
White - Irish	1%
White - Italian	1%
White - Portuguese	1%
White Other	1%
English as first language	85.00%
Children with statements attending mainstream schools	2.53%
Children with SEN inc Statements	14.53%
FSM	16.08%
LAC	0.08%

### How do we propose to meet the needs of the diverse community?

#### Special Educational Needs (SEN)

An inclusive school

At Hampton Community Primary Academy we will recognise and nurture each individual children for their talents and skills so that we can build their self confidence and self belief. The school is committed to offering an inclusive education to ensure the best possible progress and outcomes for all children, whatever their needs and abilities. The underlying principles behind the Hampton Community Primary Academy's approach to inclusion are that every child:

- Has an entitlement to experience the challenge and personal fulfilment of learning in all its forms
- Can make progress in their learning and development and be successful whatever their current level of performance
- Is supported to overcome any barriers to their learning with appropriate support, guidance and motivation
- Can learn valuable life skills and positive social attitudes
- Is recognised as having individual needs, whatever their current level of performance
- Has the opportunity to contribute fully to the life of the school
- Has a range of talents and skills that will be valued and celebrated.

As a school we recognise that not all children with disabilities have special educational needs and not all children with special educational needs have disabilities but this policy covers the needs of all of these children.

Hampton Community Primary Academy is fully aware of its statutory obligations in relation to SEN and will comply with the Special Educational Needs and Disability Act 2001 <sup>7</sup> (and any subsequent revisions). Local Fair Access Protocol arrangements will be adhered to and priority in admissions will be given to children with a statement that names this school.

In addition the school will utilise the advice guidance available within the context of the National Inclusion Development Programme relating to Dyslexia, Speech, Language and communication needs and in supporting those with Behavioural, Emotional and Social Difficulties, for staff training and support to children and their families.

CfBT has strong experience in this area and provides extensive support for SEN provision to all schools in Lincolnshire on behalf of the County Council. We can therefore access considerable expertise in this field and will support the development of the initial SEN framework <sup>8</sup>.

### More able gifted and talented

**We are committed to engaging all learners in reaching the highest standards.** In essence our approach to more able and talented provision is encapsulated in the NACE - National Association for Able Children in Education mission statement “provide for children with high abilities whilst enabling all children to flourish.”

Children will be identified using broad and appropriate criteria, reflecting both achievements in school and beyond. An up to date register and related profiles will inform all staff of individual learning needs. We will appoint a more able and talented Co-ordinator who will play an integral part of the Senior Management Team.

Our more able and talented model will have **3 core elements** to excite and inspire and to extend our children’s range of skills especially thinking and questioning skills:

**Scheduled – routine challenge:** differentiated activities for more able gifted and talented children during lessons, across all key stages. A particular emphasis will be given to Assessment for Learning (AFL) throughout all stages of lesson development. The personalisation of learning with differentiation will be negotiated through a strong children voice, whereby our children will be directly consulted as to the relevance and challenge of their learning tasks. Care will be taken to ensure that our children have increasingly more ownership of their learning and decision-making with regard to their learning paths. Regular monitoring of progress in order to diagnose any indication of possible underachievement will be essential school practice. Through systematic assessment, record keeping, and liaison with staff, effective planning will avoid repetition of skills and knowledge already mastered.

**Extension – amplified challenge:** e.g. termly curriculum extension tasks linked to cross curricular work. We will develop a programme of Curriculum Extension Activities hosted on

<sup>7</sup> Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because of the language or medium of communication of the home is different from the language in which they will be taught. Special educational provision means education provision which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area. (*Special Educational Needs Code of Practice DfES (2001) Education Act 1996, Section 312*).

<sup>8</sup> <http://www.cfbt.com/lincolnshire/specialeducationalneedsaddi.aspx>

our Virtual Learning Environment (VLE). Our staff will utilise expertise within the CfBT Schools Trust to provide a series of demanding activities. The rationale is to provide another layer of challenge for children and for an additional opportunity for parental involvement. These tasks will complement the work that is taking place in lessons and provide opportunities for our children to develop their interests and skills.

**Enrichment – deep challenge.** We will consult our children and work with other local schools to provide a cluster of enrichment activities including clubs, competitions, exhibitions, concerts and specifically targeted day and residential visits. Our innovative Community Hub will be used to create video conferences with schools beyond Peterborough. This will provide exciting and inspirational opportunities to solve problems within unfamiliar contexts. Children and their families will be invited to celebrate achievements in and out of school via assemblies, newsletters and the school's website.

We will use the NACE Challenge Award Framework, which will provide a standard by which to audit, evaluate and plan for continuous whole school improvement.

### **English as an Additional Language (EAL)**

We will ensure that children identified as having EAL are appropriately supported. Responsibility for co-ordinating their support will be given to a member of staff and their role will be to liaise with Peterborough County Council and other schools within Peterborough and beyond to ensure best practice is shared.. The teaching practices we adopt will reflect the individual needs of the children. It will be incumbent on teaching staff to identify EAL children in lesson plans and put in place intervention strategies where necessary. Strategies may include:

- Additional learning resources
- Practical learning activities
- Teaching Assistant support directed to children to ensure a thorough grounding in phonics and basic functional English
- The school will actively seek to employ bi-lingual support staff. An additional EAL teacher if needed.
- Peer buddy system

We are aware that Peterborough, like many cities, has a diverse population including a number of Gypsy, Roma and Traveller children as well as significant communities of ethnic minorities. We recognise that issues affecting these communities may impact on the children' achievement. Therefore we aim to address the needs of these groups by:

- Training staff in the issues affecting these groups including social isolation and refugee status
- Providing a culturally relevant and affirming curriculum which celebrates the contributions of diverse groups
- Specialist support where necessary.

## Children in Care

The SENCO will also have designated responsibility for Looked After Children. We are committed that Looked After Children in our school receive the high quality of education they deserve. We will ensure that:

- The designated teacher for looked-after children has the opportunity to attend regular training
- There is a clear policy on professional development for all staff in contact with looked-after children and other vulnerable children
- The designated teacher is sufficiently resourced to carry out the role effectively.
- Teachers will be supported in developing the required personal education plan for looked after children.

## Section 7: Admission arrangements

### Admissions Criteria

The total admissions number is 420 with a PAN of 60

Rather than manage its own admissions as an Academy, CfBT would wish Peterborough City Council Education Admissions Department, to manage the admission process, thus allowing the Authority to retain the necessary overview of school places and availability.

This will be carried out in line with requirements set out by the Department for Education, and will be in full accordance with the School Admissions code and Admission Appeal code.

The Local Authority gives priority to children whose parents/carers have applied for a school by the published deadline. Community and Voluntary Controlled schools do not always have enough places available for every child whose parents have applied for a place. In this case the Local Authority will use an order of priority against the criteria set out in the sub-paragraphs below.

- a) Children in public care (looked after children)
- b) Children living nearest to the school measured as the crow flies, that is, in a straight line from the child's home to the main entrance of the school
- c) Children who are both living in the catchment area served by the school and have siblings of compulsory school age still attending the school at the time of their admission
- d) Other children living in the catchment area (*see Primary Admissions Booklet for address list*) at the time of admission
- e) Children who do not live in the catchment area served by the school, but who have siblings of compulsory school age attending the school
- f) Other children whose parents have requested a place who live outside the catchment area of the school
- g) Children for whom a particular school is appropriate on medical or educational grounds. Such applications must demonstrate that there is a very specific connection between the child's need and the school requested and be supported by the relevant professional body.

Our admission arrangements take into account the requirements of the Race Relations Act.

### Notes

When drawing up the admissions policy we will employ the following definitions, all of which are taken from *Admission Arrangements for Peterborough Community and Voluntary Controlled Primary Schools for 2012*

### Siblings

For the purposes of admissions, the Department for Education definition of sibling is as follows;

*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, and in every case the child should be living in the same family unit at the same address.*

Every effort will be made to ensure that brothers and sisters (as defined above) and those from multiple births can attend the school, understanding that the Local Authority must comply with the Education (infant class sizes)(England) Regulations 1998.

## **Distance**

In cases of equal merit, priority will be given to the child living nearest to the school as measured by a straight line. Distance is measured using the Council's Geographic Information System (GIS) from the Ordnance Survey (OS) seed point located at the child's home to the OS seed point (or a specifically defined point) for the school, using a straight line.

It may be necessary to use other OS maps or on-line resources for any home address outside of the Peterborough Local Authority area not covered by the Council's GIS system.

In the case of flats, the priority is that of floor level i.e. Ground, first, second etc. in that order.

In cases of the same measurement where no differentiation can be established, a lottery will be used to decide allocation of the place.

## **Late applications**

For late applications, the local authority will allocate places in the same order of priority. In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line as above.

## **Academies**

It is not our intention to establish a unique set of admission criteria but rather to align our admissions with the Peterborough City Council Policy.

## Section 8: Early Years Provision

- a) It is our intention to admit children into full time education at the beginning of the academic year in which they become five. Therefore as a consequence of this policy many children will be four years of age when starting school and our curriculum will be adjusted to meet their particular needs.<sup>9</sup> Provision for any children with SEND will meet the requirements of the SEN Code of Practice. (see section 6)
- b) Before and after school care will contain discrete provision for those children who are under five years. It will be specifically adapted to meet their particular needs e.g. by providing additional snacks and sleeping spaces. We will also ensure that staff ratios meet legal requirements and that staff are appropriately trained
- c) We are committed to providing the highest quality induction and provision for pre-school children, should the need for pre-school places within the local community increase. We would endeavour to develop a high quality provision on site.

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<sup>9</sup> They will follow the pattern of the normal school day

## Section 9: Effects on standards and contributions to school improvement

CfBT Lincolnshire School Improvement Service has been rated as outstanding in many aspects of its work. With this strong record of contributing to school improvement and raising standards in Lincolnshire, we believe we are ideally placed to support the development of a new school and work alongside other schools to develop outstanding provision for Hampton.

- We manage an outstanding Birth to Five service, awarded the accolade of the Local Authority Early Years Team of the Year “Nursery World Awards 2009”
  - Graduate Teacher Programme rated as outstanding by Ofsted
  - Music Service rated as outstanding
  - Primary Team advisers and consultants rated as outstanding by the National Strategies
  - Secondary Team advisers and consultants rated as outstanding by the National Strategies
  - No schools placed in an Ofsted category during the academic year 2009/10.
- a) How the school will contribute to enhancing the diversity and quality of education in the area**
- CfBT Schools Trust Academy will offer a unique vision and range of opportunities for children, parents and staff
  - It will be a true community school with additional community facilities on site, Learning hub / library and sports hall, Outdoor Adventure Zone and Community Farm
  - Grounds will be opened for community use including providing provision for other children within the Hampton Township
  - Develop the site to offer further outdoor education provision
  - Parental partnership will be at the heart of the school, all parents and carers enabled to play a part in their child’s learning
  - It will provide a wide range of music and art opportunities for children through the Lincolnshire music and arts service – school orchestra
  - It will provide access to a range of sporting activities
  - The school will seek to lead and contribute to a wide range of celebrations and competitions for children to enjoy
  - A range of teaching approaches and strategies that will meet the needs of a diverse population including EAL learners
  - Accelerated language acquisition programmes developed by CfBT, working in the Middle East
  - CfBT is now an accredited provider of phonics training and as such would be able to provide high quality training to all local schools.
- b) How the school will help to raise the standard of education in the area and support school improvement**
- A CfBT Schools Trust Academy would not only provide a more diverse range of provision but would also have the strength and resources to support other schools in the

area. It would seek to work in close partnership with the nurseries, playgroups, primary schools and the local secondary school.

- The school will provide an outstanding quality of education, and as a CfBT Schools Trust Academy, it will aim to support and share initiatives with other local schools
- It will use the expertise of the CfBT's Lincolnshire School Improvement Service in order to provide high quality, cohesive provision for the Hampton Township. With over one hundred staff covering a wide range of specialisms working in all phases and aspects of education practice
- It will use state of the art technologies to engage and motivate children and it will share the developments with other schools. This has proved to be very successful in a group of schools in Lincoln City where through the use of Games Based Learning, standards in Maths were raised by 5% more children attaining L4+
- As a Trust School it will have access to the strengths of the other schools within the CfBT Trust, including two NLEs and National Support Schools
- It will provide summer and Easter school provision open to children from the area
- It will provide events for more able gifted and talented children e.g. Maths Mania, (an inter-school Maths competition), Slam Jam, (Performance Speaking Festival) and Forensic Science Weeks
- The school will contribute to initial teacher training through the outstanding CfBT and CILT Graduate Teacher Training programmes, adding to the pool of high calibre candidates for the teaching profession. Through ready access to a wide range of professional expertise, we would have the flexibility to enhance the staffing of the school at various points in the academic year to provide further opportunities such as:
  - Film industry week / digital media
  - Easter and summer booster schools
  - Enterprise and business weeks
  - Young Journalists Academy
  - Maths specialist expertise.

### **Proposed curriculum and supporting evidence on how the proposals will contribute to the ECM agenda.**

ECM outcomes are an integral part of how we intend to consult and deliver the curriculum see section 18 They will be threaded through every aspect of school life including all the extended provision.

## Section 10: Community Cohesion

Community Cohesion will be addressed at the three levels locally, nationally and internationally. CfBT is extremely well placed to facilitate strong meaningful links with other organisations both in this country and around the world. In order to promote the equalities act we will build links with other schools via the Global Gateway.

This will support children and families in gaining a mutual understanding and respect for diversity of belief, culture and appearance.

Our curriculum will be largely taught from a global perspective in order to develop children understanding of their impact on local and wider communities.

Hampton Community Primary Academy will be a fully inclusive school which welcomes all individuals. The school will pay particular attention to the way children and families are inducted and integrated into school life so that they quickly feel part of the community. These policies and procedures are exemplified in Section 5: Ethos / Religious character

In line with our strong Christian values, each child will have equal opportunities to participate fully in the wide range of activities we will offer. All practices will reflect our commitment to equality including listening carefully to our parents and children. Students will be taught to develop the skills to contribute to the evaluation and improvement of equal opportunities, their contributions will be welcomed and acted upon.

We plan to collaborate meaningfully with other schools in the area, including pre-schools, other local primary schools, secondary schools and children referral units. By aligning our school opening times and closure days we would hope to share and benefit from joint professional development opportunities.

Looking into the future we anticipate developing opportunities to collaborate with other schools on aspects of the curriculum, such as the sharing of our expert MFL teacher but also bringing about smoother and more meaningful transition.

Actively pursue local, national and international community engagement and understanding; utilising the vast network of CfBT's schools around the world. (including Kenya, Somalia, Middle East, Far East and Lincolnshire)

### Building our school community

#### Pastoral support that builds character

As set out in Section 5, the 5 C's are central to the school's ethos: Confident, Caring, Contributing, Committed and Courteous. We will emphasise these areas through key features of our pastoral system. In order to build a cohesive and harmonious school community, specifically:

- **Children's voice:** We will encourage a listening culture where the views of children are heard and acted upon. We want the children to develop citizenship and feel a sense of 'ownership' of their school; this will be achieved primarily through our school council which will meet weekly with a member of the Leadership team. This forum will be used to generate genuine feedback on areas such as curriculum development and delivery, the school building, and links with the local community. We will also exploit all appropriate opportunities for discussion with children about the school and its development.
- **Ethos driven assembly time:** The daily act of collective worship will take place during assemblies and will be a moment of reflection for all members of the school community. Collective worship will also be an opportunity to embed the 5C's through discussion of global issues, charity concerns, special festivals and celebration of achievement. There

will also be a chance for reflection and a song. The Headteacher or Deputy will lead these sessions which will also provide an opportunity to celebrate successes.

- **Success celebrated in very deliberate ways:** The walls in school will be decorated with examples of children work, aspirational mottos and extracts from the school's vision. Budget permitting, there will also be a large TV monitor in the school's entrance where recent success stories can be exhibited and also notices can be displayed for students and parents to read. Children success both in and out of the school will be celebrated. In the schools' newsletter through the photo gallery, children will be given editorial responsibility.
- **Cross key stage buddying:** We will be a nurturing, community school with a cross key stage buddying system (as the school grows). This reflects our experience in supporting other schools, in particular the Reading Free School, where mixed age interaction is central to the approach. We believe that through this simple mechanism we can engender a culture of contribution and commitment to the school. Buddying will take place mainly in break and rest times, although we will explore the possibility for structured teaching time to be used for this purpose.
- **A house system:** As the school develops we will introduce a house system. All children will be a member of a mixed-age house and will have the opportunity to earn house points for excellence in relation to the school's vision. This system will enable children of different ages to work together to achieve a sense of belonging and will be a way of celebrating and rewarding group success. Houses will also provide opportunities for children to take on leadership roles such as house captains and will form the basis of school sports, fund raising and public speaking/debating competitions etc. In the first year our initial cohort will be divided into teams which will later form houses. This will help embed a culture of team working.

### **The class teacher as the centre of the pastoral system**

The role of the class teacher will be central to our pastoral system. They will be the first point of contact for parents/carers and we will foster a strong relationship between class teachers and their children in very deliberate ways.

- **Inclusive and fulfilling developmental time in class:** Our timetable makes provision for non-academic support such as circle time and class discussion. This will provide an opportunity for teachers and children to share experiences and reflect on learning. It will also be the main mechanism for communicating to children key school wide messages.
- **Peer-to-peer:** We will train teachers and children to have the necessary skills in peer mediation and conflict resolution mediation within non-academic class time. This will allow children to discuss any issues in a safe environment. This approach reflects best practice in some of CfBT's other engagements, particularly work with our subsidiary charity.

## **Section 11: Accommodation**

The accommodation will be designed to accommodate 420 children. We anticipate that additional accommodation may be included on the school site in the future should the need for more school places arise.

## **Section 12: Co-education school**

The school will admit children of both sexes in line with the competition notice.

## **Section 13: Location**

The school will be established on the site specified in the competition notice. Although we recognise that in September 2012, Peterborough County Council will broker facilities on an alternative site to accommodate 2 reception classes.

The land will be transferred to the CfBT Schools Trust and be held on a 125 year lease.

## Section 14: Implementation of the proposals

### Our approach to staffing

Assuming that CfBT are successful in their bid to run the Hampton Community Primary Academy, the following timeline shows the intended activity in the first 2 years of the school's life.

2011	October	Establish temporary Governing Board Commence recruitment process for Headteacher Designate
	November	Hold public meeting to gauge community requirements Revisit plans following public meeting
	December	
2012	January	Place advert for Headteacher Designate Interviews for Headteacher Designate before resignation deadline of January 31st Applications for primary school places submitted
	February	
	March	Headteacher agrees job descriptions and person specifications for teaching staff by 22 <sup>nd</sup> March. 29 <sup>th</sup> March: Advertise posts in the TES and local press
	April	Headteacher in post or full or part-time 19 <sup>th</sup> April deadline for teaching staff applications w/c 22 <sup>nd</sup> April: long-list produced and references requested for teaching staff w/c 29 <sup>th</sup> April: Visit to site
	May	Confirmation of school budget Formal recruitment of the Governing Board Primary school places notified to parents w/c 13th – 24th May: Interviews for teaching staff take place w/c 27th May: Teaching staff appointments confirmed
	June	Parents' meeting re: intake in September
	July	Hold elections for parental representative on the Governing Board
	August	Mid August: Staff take up roles
	September	Hampton Community Primary Academy opens Headteacher in post full time
	October	
	November	
	December	

2013	January	Headteachers agrees job descriptions and person specifications by April 2013 May 2013 advertise posts in the TES and local press
	February	
	March	
	April	
	May	31 May deadline for applications
	June	w/c 2 June long-list produced and references requested w/c 16 June interviews take place w/c 23 June – Appointment confirmed
	July	
	August	Mid August staff take up roles.
	September	School relocates to Clayburn Road site Admission of 2 Reception Classes

We consider the appointment of the Headteacher of paramount importance to the success of Hampton Community Primary Academy . We are looking to employ a Headteacher and staff who share our vision for the school and who have the experience to make it a reality.

There are a number of reasons why we believe we'll be able to attract and train and then retain the best teachers:

- Advantages of working in a CfBT Trust Academy
- The school's nurturing ethos
- A real, funded and timetabled commitment to staff development and CPD
- Being part of CfBT's global teaching and research community
- A commitment from day one to enabling effective whole class teaching through targeted and ongoing teacher led support
- A Headteacher and governing board that can and does identify and reward excellence;
- Our transparent system for monitoring our success.

In order for the vision to be achieved we need all staff to share our philosophy. We want our children to become lifelong learners but realise that this would be an unrealistic expectation unless we help our teachers to carry on learning as well. We therefore intend to invest time and resource into induction, team building and Continuing Professional Development (CPD). This will enable us to build a collaborative staff team for whom we will provide support and time to work creatively both together and with other schools. We have committed to doing this in a number of ways:

### **1. Use of CfBT Additional Staff**

To compliment the excellent staff we are planning to employ we have the ability to draw on additional staffing to enhance the school compliment and also provide CPD of a high calibre. We are able to draw on additional staffing from our other neighbouring trust schools. The school staff and children will also benefit from the expertise of our own high quality Teaching and Learning consultants, all of whom are outstanding teachers in their own right. The ability to provide instant staffing solutions will be particularly useful during the start up and recruitment period. This will provide the flexibility required to respond to the changing needs of the school with confidence knowing that provision will always be of a high quality.

### **2. Teachers being timetabled weekly for curriculum team meetings**

Having the ability to enhance the school staffing at various times in the week will allow us to timetable time each week for Key Stage teams to meet. Exactly how the time is spent will be determined by the teams, in consultation with the Headteacher but example activities might

include: planning together, moderating work, attending inset, discussing videos of one another's lessons and working with staff from neighbouring schools.

### **3. Proposed staffing structure**

The Senior Leadership Team will consist of the Headteacher, a Deputy Headteacher and two Assistant Headteachers. The Headteacher determines the strategic direction for the school supported by the Deputy Headteacher. The Deputy will be responsible for co-coordinating the work of the two Assistant Heads. One of whom will have a focus on community, pastoral care and extended school provision whilst the other will have a key focus on all aspects of Teaching and Learning. The team will be complimented by a School Business Manager (SBM) who will have direct responsibility for managing the interface between the school and the local community.

In order to support the schools nurturing ethos, we would envisage that the roles of Learning mentor, Education Welfare Officer (EWO) and parent partnership officer would be developed possibly across schools in consultation with other schools in the area.

The Staff will work in teams which cross the Key Stages and will be led by one of the Senior Leaders. The focus of the teams will reflect the ethos and aspirations of the school as well as the exciting approach to education our curriculum will provide. Additional teaching staff will be complimented by a smaller well trained Teaching Assistant team who can deliver high quality intervention and in house PPA time

### **Accountability**

All teaching staff will be line managed by the Headteacher. Support staff will be the responsibility of the SBM who will work alongside the Headteacher, and both of these individuals will report ultimately to the governing board (who will be assisted by the schools external Professional Advisor for Schools (PAfS)<sup>10</sup>).

### **Recruiting staff and the qualities we will look for**

We will appoint motivated, inspirational and creative staff who will be committed team players and hold high expectations of themselves and the children.

We believe in our commitment to providing inspirational CPD. The school's strongly developing community links and exciting learning experiences in and out of the classroom will make the Hampton Community Primary Academy extremely attractive to just the sort of self-reflective teachers we want to employ. Through links with the CfBT Graduate Teacher Programme, we envisage that the school will be able to "grow its own" high quality teaching team who are steeped in the school's visions and values.

Ultimately our Headteacher will be responsible for recruiting their own staff once they take up post, but the Steering Group or Shadow Governing Board will be heavily involved and they will be supported by CfBT's experienced HR and recruitment departments.

We would expect to see prospective candidates (for teaching jobs) teach a lesson before making any appointments. In addition we will be looking for people attracted by the unique opportunities we are offering, including a high quality CPD and the chance to undertake action research with CfBT. We believe motivated teachers who are still keen to develop as well as to impart their knowledge are lifelong learners and just the types of teachers we want to employ in order to help us achieve our vision.

### **Recruitment timetable**

An indicative timetable for the recruitment of two teachers would be as follows:

- Headteachers agrees job descriptions and person specifications for teaching staff by 22 March

<sup>10</sup> All CfBT Schools are provided with an external PAfS, whose role is to support, challenge and monitor the school's effectiveness

- 29<sup>th</sup> March 2012 advertise posts in the TES and local press
- 19<sup>th</sup> April deadline for applications
- w/c 22<sup>nd</sup> April long-list produced and references requested
- w/c 29<sup>th</sup> April: visit to site
- w/c 13<sup>th</sup> -24<sup>th</sup> May 2012 interviews take place
- w/c 27 May– appointment confirmed
- Mid Aug 2012 staff take up roles.

Teaching and Learning Responsibilities (TLRs e.g. SENCO) will be awarded once all teaching staff are in post through internal advertisement and interviews.

Until the School is fully operational the services of a SBM would be bought in or provided by another CfBT Trust School.

Depending on the actual completion date of the school then an indicative timetable for the recruitment of the SBM and other staff would be as follows:

- Headteachers agrees job descriptions and person specifications by April 2013  
May 2013 advertise posts in the TES and local press
- 31 May deadline for applications
- w/c 2 June long-list produced and references requested
- w/c 16 June interviews take place
- w/c 23 June – Appointment confirmed
- Mid August staff take up roles.

## What quality and skills do we want our Headteacher to have?

CfBT has done considerable research into what takes schools from being good to outstanding<sup>11</sup>. We found that at the heart of all good to outstanding schools is good leadership and the support for, and development of, good and outstanding leaders are crucial to school improvement<sup>12</sup>.

CfBT is also proud of the work it does to support and challenge Headteachers and governing bodies in many different settings; as school improvement specialists across Lincolnshire's very successful portfolio of LA schools; and in our own independent schools and academies. It is our methodology and expertise in supporting and challenging Headteachers and governing bodies that set CfBT schools apart from all others. Through our human resources database we have access to an unparalleled pool of expertise in school leadership and management. Once a Headteacher designate is appointed we would expect to use the database to identify the correct CfBT Professional Advisor that will be able to work with the Headteacher to ensure the vision is achieved. As a CfBT Academy this would be at provided at no cost to the school.

School leadership wields a powerful influence on children outcomes, second only to that exerted by classroom teachers. Successful school leaders establish agreement about what their school stands for – their underlying values and their promises to children, parents and staff. They influence the quality of the education their schools provide by instituting mechanisms that motivate staff to focus unswervingly on securing the best possible outcomes for their children' academic and personal development.

<sup>11</sup> [http://www.cfbt.com/evidenceforeducation/pdf/25663\\_GoodtoOut\\_v5\(W\)\(FINAL\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/25663_GoodtoOut_v5(W)(FINAL).pdf)

<sup>12</sup> Strategy for School Improvement CfBT 2009

To ensure the Headteacher we appoint to the Hampton Community School has the potential to provide the leadership required to make the school outstanding we would look to recruit an individual with those traits associated with outstanding school leaders As promoted by West-Burnham<sup>13</sup> in his research, including:

- Moral confidence based on deeply held personal values
- Significant relationships with a wide network of fellow professionals
- A real understanding of how to learn from experience
- A willingness to learn from students
- Clarity and confidence about what works in terms of professional learning
- Openness to learning from the example of other school leaders
- Confidence in learning how to learn.

We will also be looking to recruit a Headteacher that we believe shares our vision for the school and can demonstrate the passion and energy necessary to make it a reality.

### **What recruitment process will we use to attract the right candidate?**

CfBT has significant experience of attracting, recruiting and developing educational leaders, teachers and educationalists for roles all over the world. Drawing on our understanding of teacher recruitment in this country, gathered from Local Authority schools in Lincolnshire and our fee-paying schools, Academies and Free School, we expect to be able to recruit an excellent Headteacher, a dynamic and ambitious senior team and a range of high quality classroom teachers as the school grows.

CfBT will employ a highly developed and rigorous process of vetting and selecting our Headteacher, derived from our School Design methodology.

The process will involve:

**Co-designing a job description and person specification with the Hampton Community School Governing Board.** Key features of the school's vision and ethos will be included, i.e. the promotion of Christian values, together with critical aspects of our delivery model (e.g. our approach to assessment for learning, impact reporting and children's personal development, open door policy). By setting out our vision clearly from the outset, potential candidates should be better able to self-select whether or not this is the right role for them.

**Advertising for maximum impact.** The campaign will include advertisements on the EPM website, Local Newspapers CfBT's website and the Times Educational Supplement. We will also use CfBT's networks and contacts to generate interest.

**Running a recruitment open day.** In parallel with our media advertising campaign we will hold a pre application open day to allow interested applicants find out a little more about the Hampton Community Primary Academy, and meet CfBT Schools Trust representatives and Governors.

**Creating an initial application process so that candidates can be shortlisted.** The first phase of the process will involve candidates filling in a standardised, CfBT Trust form covering experience and expertise. Candidates will also be asked to:

- Write a personal statement highlighting their education vision
- Prepare a brief paper (600-800 words) which covers the following: What do you see as the main opportunities and advantages of being the Headteacher of a newly created Academy.

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<sup>13</sup> Developing Outstanding Leaders: Professional Life Histories of Outstanding Headteachers NCSL (2009)

- To support this, applicants will be sent an information pack and background about the timetable for establishing Hampton Community Primary Academy and our vision for its development.

**Observing the candidates environment.** As our school will not physically exist at the point of recruitment, we will use the facilities of one of our own schools in order to assess and observe candidates. Teaching a lesson, teaching/delivering a school assembly or other whole school activity as appropriate to judge how they perform and interact with children and staff.

**An interview process that reflects the job description and our goals for the school.**

The interview schedule will incorporate interviews with both CfBT and Governors and a Local Authority Representative.

There will be a range of selection activities designed to highlight the candidates' strengths in relation to the Person Specification and job description. This will be followed by a formal interview.

An indicative recruitment timetable would be as follows:

October 2011	Establish Temporary Governing Board and commence recruitment process
January 2012	Place advert for the recruitment of the Headteacher
January 2012	Interviews take place before resignation deadline of January 31 <sup>st</sup>
April 2012	Headteacher in post either full or part time in consultation with their current employer
September 2012	Headteacher in post full time.

CfBT will ensure it complies with all aspects of the Equalities Act 2010 in the recruitment of this and other school roles and follow Safer Recruitment Guidelines.

**What role will the Headteacher Designate play in setting up the school?**

We would seek, as soon as possible after appointment, to engage the Headteacher Designate in the full range of implementation activities required to open the school. Their key functions, will be to:

- Act as a figurehead and ambassador for the school, building relationships with key stakeholders including other education providers in the locality, parents and children who live within the schools catchment area and the local media
- Lead on the recruitment and induction of the school senior management team and staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school.

Other activities we would expect them to work on, alongside our dedicated implementation project team and the Temporary Governing Board; would include:

- Supporting the recruitment of other teaching and non teaching staff
- Planning with input from CfBT an appropriate induction and staff development programme
- Preparing a detailed budget for the school and investigating other economies and sources of funding that could be used by the school
- Preparing the school's education brief:
  - Corporate strategy (Mission & values, strategic objectives and key performance indicators with targets)

- Curriculum strategy (Curriculum offering, development & delivery of curriculum, ICT for learning, community and business links)
- Supporting the development of the schools website and other promotion literature including the school prospectus
- Ensuring organisation of learning tasks completed:
  - Logistics for school organisation (setting of day times, term dates, class/setting arrangements/timetable)
  - Devising school routines and the optimal child experience e.g. How will children enter and exit assembly
  - Assessment systems and reporting processes
  - Monitoring and evaluations arrangements.
- Developing/signing off all relevant schools policies and ensuring compliance with legal requirements
- Establish the permanent Governing Board
- Building relationships with the Governing Board
- Ensuring Ofsted pre-inspection requirements are met.

For further details on Governance, please see Appendix 3

## **Section 15: Project costs**

It is understood that the capital cost of building and equipping this school will be met by Peterborough City Council.

A full budget forecast for the running of the school will be done as soon as the information is available.

## **Section 16: Travel**

The whole township is well served with cycle ways and pedestrian routes. The school will produce a travel plan encouraging walking to school and park and stride.

In line with the schools sustainability policy, safe cycling to school will be encouraged and secure cycle storage will be provided.

## **Section 17: Federation**

There are no current proposals to federate with other schools.

## Section 18: Curriculum

The school will meet the general requirements in relation to the curriculum contained in the Education Act 2002, but will also be mindful of the National Curriculum revisions due to come into force from September 2013 onwards

### Literacy

Literacy and communication skills are fundamental to all areas of learning, unlocking access to the wider curriculum. The ability to communicate well increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. Children should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Children will experience learning in an environment which is rich in language and which sets high expectations for Literacy and the use of language. They will spend time with stories, literature and other texts – on screen and print based – which will enrich their learning, develop their language skills and prepare them for life-long learning. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

### Talking and Listening

- Our children will develop skills in talking and listening across the curriculum. These skills will include:
- Listening to and taking part in discussions, debates, explanations, role-plays and presentations
- Contributing comments, asking questions and responding to others' points of view
- Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary
- Structuring their talk and speaking clearly so that ideas can be understood by others
- Adapting ways of speaking to audience and purpose.

### Phonics

Children will be taught the skills of decoding (for Reading) and encoding (for Spelling) using a systematic and synthetic approach to the teaching of phonics.

### Reading

High importance will be placed on reading for purpose and pleasure. Reading and responding to texts plays a central role in the development of children's knowledge and understanding. Texts will not only include those presented in traditional written or print form, but also those presented orally, electronically or on film. Our curriculum will reflect the increased use of multimodal texts, digital communication, and other forms of electronic communication encountered by children and young people in their daily lives. Texts might include:

- Novels, short stories, plays and poems
- Reference texts
- Charts, maps, graphs and timetables
- Advertisements and promotional leaflets
- Comics, newspapers and magazines

- CVs, letters and e-mails
- Films, games and TV programmes
- Labels, signs and posters
- Recipes, manuals and instructions
- Reports and reviews
- Text messages, blog sites and web pages.

In Foundation Stage and Key Stage 1, children will “learn to read”. These skills will be transferred and further developed as children “read to learn” in Key Stage 2. Guided reading and independent reading activities will form part of the daily teaching of reading. Trained volunteers will be invited into school to read daily with targeted children in English and in their home language. There will be an ongoing dialogue between teacher and parents in a home-school reading diary. We want the children to see reading as an enjoyable and engaging activity; one that will last a lifetime.

### Writing / Creating Texts

We recognise that out-of-school Literacy practices are as critical to the children’s development as what occurs in the classroom, and take advantage of this to better connect classroom work to real-world situations that students will encounter across a lifetime. To this end our curriculum for Writing will enable children to:

- Talk about, plan and edit work
- Communication information, meaning, feelings, imaginings and ideas in a clear and organised way
- Write with increasing grammatical accuracy
- Develop, express and present ideas in a variety of forms and formats, using both traditional and digital resources, for different audiences and purposes
- Write at greater length with increasing fluency and legibility
- Write with greater confidence and proficiency in spelling.

### Mathematics

*“From ancient times to the modern day, mathematics has enabled humankind to farm the land, explore the planet, construct spectacular buildings, and figure out how the universe works. This fascinating story of numbers and measurements shows how people unravelled the hidden mathematical patterns behind everything and discovered how mathematics makes the world go round.”<sup>14</sup>*

Mathematical understanding is vital as children progress through school and beyond into further learning, work and life. Our approach to the teaching and learning of mathematics will place an emphasis on making Mathematics irresistible: exciting, inspirational and relevant to the world around us!

- There will be dedicated mathematics lessons combined with well-planned purposeful opportunities to use and apply mathematics through real life practical problems and cross-curricular work
- There will be direct high quality teaching and interactive oral work with the whole class and groups
- There will be an emphasis on the understanding and application of number. This is an “essential for life”

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<sup>14</sup> Johnny Ball.

- There will be high quality differentiation, with all children engaged in mathematics relating to a common theme. Early intervention will focus in on the essential understanding of number and the more able and talented challenged to extend their learning through regular and increasingly more complex problem solving activities
- Children actively engaged in self and peer assessment so that they know how well they are achieving in mathematics and what they should do next
- We will ensure there are good relationships and partnership working with parents so that they are well informed and can support and celebrate children's learning in mathematics

We will specialise in the use of Games-Based Learning. This form of learning has been proven to raise achievement and we will use it effectively alongside more traditional methods to ensure every child can flourish in mathematics.

We are passionate about taking mathematics beyond the classroom. This will engage, motivate and excite our children. Each class will have a dedicated outdoor area and trail, accessible throughout the year and providing valuable opportunities for children to apply their mathematics skills and knowledge. A large mathematics polytunnel, food technology area and outdoor bushcraft zone will provide opportunities for us all!

A key element to mathematics in our school will be competitions and challenges. This will include:- Maths Mania – an interschool challenge; Family Maths Competition and regular Community Enterprise projects linked to local industry and commerce.

## ICT

No other subject will make a greater impact on the 21<sup>st</sup> century than Information and Communications Technology. ICT in the Hampton Community Primary Academy will be inspiring and engaging, forward thinking and dynamic. Children see ICT as an integral part of life today and it is essential that children are taught to use and apply ICT effectively and appropriately so they become successful and confident as they move on in their school career and beyond. ICT core skills will be taught and practised through cross-curricular links to other subjects so that children have inspirational learning experiences within contexts that are meaningful.

Children exposure to ICT outside of school varies considerably, this should be viewed as a strength and we will recognise their expertise through the creation of ICT champions.

“If we teach today as we taught yesterday we rob or children of tomorrow”<sup>15</sup>

There will be a balance between independent investigation and adult support and guidance so that children develop the skills to use and apply ICT. Children's independent learning will also be developed through teaching research skills within a safe online environment. All applications and hardware will be of the highest quality, age appropriate and allow the children opportunities to be independent. ICT will be managed to ensure that high quality, current practice will be integrated only if it will make an impact on learning. Every classroom will be equipped with an interactive board so that ICT can be integrated into lessons in order to enhance children's learning experience. Children will also have access to the learning hub to address any inequalities in access to ICT outside of the school.

## Science

As Professor Sir Robert Winston said recently *"giving young people the chance to get involved in practical work in a scientific environment is the key to inspiring them to see science as exciting. That's important because we need a scientifically-literate population..."*

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<sup>15</sup> John Dewey

At our school we will seek to create the conditions for children that will support this aspiration.

Science at Hampton Community Primary Academy will be innovative, creative and challenging. We will strive to develop the scientists of the future, providing children with the tools which they will need to investigate and problem solve with confidence and independence. While emphasising the importance of a core of science subject knowledge, teaching and learning at our school will develop in the context of 'real world' scenarios that will challenge children to use and apply their developing science subject knowledge actively, often using the concerns and enthusiasms of the children themselves as a stimulus.

## Humanities – Historical and Geographical Understanding

*'I speak from personal experience when I say that a passion for history often starts at a young age. My lifelong love of history began in primary school with a project to study the planning and building of the new town where I lived. It brought my own community to life in a wholly new way, linking the past to the present.'*<sup>16</sup>

'School geography should aim to encourage and underpin a lifelong conversation about Earth as the home of humankind. School geography needs to be 'living geography' providing lasting and worthwhile significance for children embarking on adult life.'<sup>17</sup>

Learning about history and geography stimulates children's curiosity to investigate their community, the wider world and their place within it. Through enquiry learning we will engage children in questions about people and events in the past, which in turn will help them understand the present and prepare for the future. They will learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Their growing historical and geographical understanding will therefore help them make sense of the world and undertake an active role within our society.

This will be achieved through the development of core generic skills. Our children will:

- Undertake investigations and enquiries, using various methods, media and sources;
- Compare, interpret and analyse different types of evidence from a range of sources;
- Present and communicate findings in a range of ways and develop arguments and explanations using appropriate and relevant vocabulary; and
- Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Globes, atlases, maps, artefacts and documents are central to geography and history as they provide data and help communicate evidence. They will be the sources of information from which we develop our 'core' essential knowledge. We are keen that our children will know.

- Historical dates relating to significant figures and events from the past;
- The location of key places and geographical features including continents, countries, cities, rivers, seas and mountains; and
- A good geographical and historical understanding of the Hampton local area.

A clear progression in education visits will allow our children to explore, respect and learn from more contrasting communities in neighbouring areas and more distant localities. Residential experiences will be introduced in lower Key Stage 2, including a visit to the

<sup>16</sup> Lord Adonis, 2008.

<sup>17</sup> The Geography National Curriculum GA Curriculum Proposals and Rationale. Lord Adonis, Schools Minister

nearby coast and develop to include a visit to a European country. Existing expertise within the CfBT Schools Trust and the school will ensure visits have a clear educational purpose, are safe and provide real experiences for use when back at school.

## Religious Education

RE, based upon the Peterborough Agreed Syllabus, will be central to enabling our children to understand Christianity and Christian values, other principal religions, religious traditions and other world views. The wide range of religious and cultural diversity within the City of Peterborough will provide a good source of relevant visits and engaging visitors. Learning will be active, exciting and often cross curricular for example through:- planning and re-enacting a religious festival, designing a multi faith calendar for the school, developing a webpage to show how religions have influenced the lives of people in Peterborough and beyond, creating a video blog from a pilgrimage. RE in our school will offer opportunities for children to develop their understanding of the local, national and global community and in this way it will make an important contribution to the school's duty to promote community cohesion.

## Collective Worship

In our school Collective Worship will be at the centre of our school's day and will strengthen our shared ethos based upon the Christian values of Community, Thankfulness, Forgiveness and Friendship. Daily worship will be systematically planned so that it supports high levels of engagement, reflection and a diversity of response. Worship at Hampton Community Primary Academy will cater for children of many different beliefs and backgrounds whilst being of a broadly Christian in nature. It will make an important, although not exclusive, contribution to spiritual, moral, social and cultural development in our school.

## Art and Design

Art and Design will enable our children will develop their thinking and questioning skills through using a variety of media and techniques including digital technology and developing an awareness of colour, shape, balance, focus and proportion alongside their use for different purposes. Children will have opportunities to work alongside local artists and to visit art collections as well as learning about art and design in other cultures. Cross curricular links will be central to learning in these areas, for example: children might study the history and techniques of mosaics and then work with an artist to create a playground mural that is designed to reflect the school's values.

## Personal Social Health and Economic Education PSHE

Our aim will be to encourage each child to be a self confident, inquiring, tolerant and positive young person with a well- rounded character, a child who respects the differences of others. By the time children leave our school, we want each child to have a sense of self worth which will enable them to make confident and well informed decisions and, in doing so, to be a responsible member of society. Learning in this area will be through discrete planned lessons, circle time and cross curricular learning. The SEAL / SEAD material (Social and Emotional Aspects of Learning / Development) will provide a framework for this work including links with parents and support for children with additional needs. The school's policy for Sex and Relationships education will be developed by Governors in consultation with parents and the local community.

## Music

Music in our school will be a creative and social art to be enjoyed and developed through a wide range of experiences including:- instrumental tuition in partnership with Lincolnshire Music Service (individual, small group and large group); singing and celebratory concerts, live performances, wider opportunities including world music and djembe drumming, digital media, composing and recording music to support cross curricular learning for example

creating a soundtrack for an animation developed within a Literacy lesson. Music making will be enriched through developing links with local schools, the annual Peterborough Arts Festival and local music organisations.<sup>18</sup>

## High quality PE and School Sport

Children's learning and wellbeing will be developed through daily planned activities which will include maximising children's physical activity through:

- Twice weekly lessons supporting the developing of a range of multi skills, dance, gymnastics, swimming, athletics and body knowledge
- Daily "activate" sessions to support the progressive development of coordination, control, balance and agility
- Trained children taking on the leadership in the development of active and positive play and lunchtimes
- A range of extracurricular activities and competitive team events including joining up local schools.

Links with local clubs and secondary schools will be fostered in order to strengthen and enrich provision.

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<sup>18</sup> <http://www.peterboroughmusicmaking.org.uk/about.htm>

## Section 19: Relevant experience of proposers

### Pen profiles of the CfBT implementation team

#### Elaine Radley

Elaine is the Principal Adviser for Primary Schools in Lincolnshire. She has worked for CfBT since 2002 and during the last 9 years she has had many varied leadership roles including providing interim leadership as the Head of School Improvement in East Sussex, initiating and leading Lincolnshire's Outstanding Graduate Teacher Programme, developing an outstanding team of Primary teaching and learning consultants and an outstanding team of professional advisers for schools, all of whom have been primary Headteachers. Currently she is also taking the strategic lead on the development of leadership support and training across the county. Elaine still works closely with a group of key schools and plays an active role in providing support to those schools that are vulnerable and need to make rapid improvement. Prior to joining CfBT Elaine worked as a senior adviser in Peterborough. During her 4 years in Peterborough Elaine had direct responsibility for managing the work of the advisers and National Strategy Numeracy Consultants, she was also a registered OfSTED Inspector and took part in over 30 inspections. Elaine also has 10 years of primary headship experience in three different schools in Essex.

Elaine is firmly grounded in the realities of parenting having two primary aged children of her own. She also has a passion for horse riding.

#### David Tingle

David is currently a Head of Service for school Effectiveness and is responsible for over 60 schools. He has been involved in PFI school design and recently worked in Bristol as a School Improvement Officer. David was a Headteacher for twenty years and has experience of both Infant and large through primaries. He also works as an Ofsted Inspector and has provided safeguarding checks and school reviews within Lincolnshire for CfBT. He has experience of the inspection of Early Years and has worked by request with Academies in Lincoln.

David has worked extensively with Governing Bodies in the recruitment of Headteachers

David has an excellent record of improving schools through working alongside the Leadership teams in developing strategies for improvement and delivering CPD.

David has been responsible for developing school self evaluation skills and has worked successfully with groups of Headteachers across the country.

#### Carol Smith

Carol is a Professional Adviser for Schools and has worked for CfBT since 2008. She is responsible for providing high quality support and guidance for a range of schools in different settings. She regularly works with Governors providing training and support for Headteacher recruitment. Her work also includes leading school reviews, quality assurance of Newly Qualified Teacher induction and the Maths Specialist Teacher Programme. She is also a mentor for the National SENCO award and has considerable experience of multi disciplinary working.

Before joining CfBT Carol had over sixteen years experience as a Headteacher including a small rural primary school and a large, urban junior school. Alongside this Carol also worked as an adviser on the Improving Schools Programme. Through her experience of leading and teaching throughout the primary age range, Carol has a thorough understanding of this phase. Carol has a particular interest in Personal Social Education through work piloting the SEAL (Social Emotional Aspects of Learning) material and leading training in this area.

### **Andrew Bradshaw**

Andrew is Head of Education Beyond the Classroom and has worked for CfBT Education Trust since 2008. He is responsible for the Lincolnshire Educational Visits Advisory Service, a residential environmental centre and a community learning centre at the Lincoln City Football Club. Andrew is a local authority Outdoor Education Advisers' Panel (OEAP) adviser responsible for providing advice and support to enable and encourage outdoor learning. His leadership of the two centres involves overseeing and delivering a range of universal provision and targeted support. This includes a variety of extended community services such as Mathematics, English and IT study support and outdoor personal development programmes. Andrew is a former national critical friend on the recent Playing for Success Extended Services Study Support programme. This involved working very recently on behalf of the Department for Education supporting and challenging a number of study support centres across Yorkshire. Andrew is a former Headteacher of a medium-sized semi-rural primary school and 'local authority leading numeracy and literacy' teacher. These experiences have provided Andrew with a thorough understanding of the extended community services sector, outdoor and environmental education and effective teaching and learning in schools.

### **Andrew Dickinson**

Andrew has been an ICT consultant for ten years, having previously worked at both primary and secondary levels. He has spoken at the international Learning Without Frontiers conference, on Games Based Learning and National Association for the Teaching of English, on the use of graphic novels in Literacy. In 2010 he was nominated for a Learning Without Frontiers Innovation Award for his work on Games Based Learning and Media in Education projects in Lincolnshire. Andrew has been involved in writing a new ICT primary curriculum for the Kingdom of Saudi Arabia, having been personally selected by Prince Abdullah. He also led working parties to South Africa, for the SSAT, and Spain, for the British Council looking at the creative use of ICT. Over the last few years he has lectured on ICT for Initial Teacher Training and Post-Graduate Certificate of Education courses at Bishop Grosseteste University College.

### **Neil McIntosh.**

Neil is the Chief Executive of CfBT Education Trust, one of Britain's largest educational charities. Since he became Chief Executive in the early 1990s CfBT Education Trust has been transformed from a small manager of English Language programmes to become one of the world's leading school effectiveness agencies operating in more than 20 countries.

Prior to joining CfBT Education Trust Neil McIntosh was Director of Voluntary Service Overseas (VSO). Before this he was Director of Shelter, Britain's

pre-eminent charity for homeless people. He created, and was the first Chairman, of Homeless International, a specialist NGO which initiates and finances innovative settlement projects and encourages inter agency cooperation in the South of England.

Neil McIntosh is the Chairman of the UK Freedom of Information Campaign. He was a local councillor for six years. He is a Governor of two schools close to his home in Oxfordshire.

### **Andy Breckon**

Working in a strategic partnership with Lincolnshire County Council, Andy is CfBT's School Improvement Services Director and is responsible for the governance, leadership and learning, and professional development in 370 schools and 300 settings, and for all aspects of institutional improvement. He is the lead officer for Building Schools for the Future (BSF) and a member of the County Council's Transformation Board.

Andy chaired the Raising Achievement Board for the City of Leicester, following their Joint Area Review (JAR) Report. He has chaired New College Leicester's Interim Executive Board

since 2005 and has seen it through a radical and highly successful transformation over the last four years. Andy is an expert in change management and developing innovative solutions to failing schools; this includes collaborative re-start schools and Executive Headships in federative structures, currently there are over 30 structures in Lincolnshire. Lincolnshire is one of the top performing LAs at GCSE and has been rated as outstanding by the National Strategies for its work with School Improvement Partners (SIPs). It is also the most successful local authority in terms of the development of 14-19 Diplomas.

### **Sir Jim Rose**

One of the most distinguished educationalists of his generation. Sir Jim Rose is a former Her Majesty's Inspector (HMI) and Director of Inspection for the Office for Standards in Education (Ofsted). He retired from Ofsted in July 1999 and has since acted as a consultant to the Department for Children, Schools and Families (DSCF) on nursery and primary education, and workforce training. At the request of the Secretary of State, he chaired the 1999 Independent Scrutiny of the National Assessment Tests for Primary Schools. He is a member of the Board of the Qualifications and Curriculum Authority (QCA) and chairs the QCA 0-14 Advisory Group.

### **Clive Adderley**

Company Secretary. Trained as a modern languages teacher, Clive worked for twenty years as a teacher, teacher trainer and education manager in Europe, South East Asia and the Middle East.

He returned to the UK in 1991 to head up CfBT's international department with responsibility for aid projects funded by DIFD and the EU in Africa, the Far East and the former Soviet Union. He became Company Secretary and Head of Legal for CfBT in March 2005. He is responsible for the governance of the Education Trust and its subsidiaries, implementing, administering and monitoring practical procedures to ensure that the company and its directors comply with the law. He also ensures the company complies with the requirements of the Companies Act and other legislation as required.

Clive is a school governor and Trustee of CfBT Schools Trust, a trust set up by CfBT Education Trust to implement CfBT's Academies programme.

### **Additional CfBT Consultant Expertise**

#### **Allan Dodds: CfBT financial expert**

A highly experienced public sector business advisory consultant. He is a qualified accountant who has worked widely across a range of business functions, and who has established a comprehensive and successful track record with a number of consulting firms, including Hedra, Deloitte, KPMG and Mouchel. In addition to the education sector, in which he has specialised for a number of years, he has worked in central and local government, the postal industry, regulated utilities and the airports industry. Within the education sector, Allan has worked with a range of clients including including DCSF (now DFE), DIUS (now BIS), LSC, QCDA, Becta, TDA, the National College, CWDC, Ofsted, Ofqual, SSAT, the Government Offices for London and the South East, and various local authorities. Allan is a primary school governor and chair of his school's finance and staffing committee. He is also chair of his local authority Schools Forum, the body responsible for allocation of funding to schools in a local authority. His expertise in schools funding has been recognised by two large local authorities in appointments to undertake reviews of their schools funding arrangements.

#### **Briar Lipson – CfBT Free School Consultant**

Briar is a qualified teacher with recent experience of working in a challenging school, with a focus on teaching underachieving pupils and those with Special Educational Needs. Briar managed a programme of in-school events that used competition to engage pupils in Maths.

The success of the programme culminated in her being offered the position of Whole School Numeracy Coordinator.

Having been a researcher into the labour market for teachers, and undertaken the Teach First programme she has useful insights into the importance of good recruitment, training, monitoring and appraisal of teachers. Briar is lead researcher on a CfBT report into cost effectiveness in schools, and therefore has an up to date understanding of the international evidence on efficient methods of driving improvements in student outcomes.

Briar was responsible for writing the All Saints Free School Business case and ensuring it meet all DfE requirements as well as being responsible for the needs of parents, the local community and CfBT Education Trust.

## Section 20: Appendices

### Appendix 1: The CfBT School Design

The CfBT School Design has six pillars: teaching, leadership, curriculum, parental/community engagement, discipline and enrichment. These are highlighted in the diagram overleaf, together with key features of our practice (more detail can be found underneath). The six pillars are supported by our robust accountability system and our offer of focused and effective professional development opportunities for staff.

#### Teaching

There are three aspects to our vision for teachers:

1. High quality recruitment
2. Conditions of employment that reflect our high expectations
3. A structured approach to pedagogical processes.

#### High quality recruitment

Our starting point is an evidence-based view that the single most powerful determinant of school effectiveness is the quality of teaching. For this reason we will put great stress on the need to recruit and retain outstanding teaching staff. We intend to do this through an energetic recruitment approach which highlights:

- Our provision of outstanding opportunities for professional and career development
- Our invitation to teachers to join a vibrant global community of primary practitioners. We will create a worldwide virtual community of primary practitioners linking together CfBT staff in the Middle East, Africa and Asia
- Our goal of using the school as an integral part of the CfBT research programme. CfBT spends over £1 million each year on an applied programme of educational research. We will make the Hampton Community Primary Academy a research-engaged school with substantial opportunities for practitioner research (see sub-section at end for more detail).

#### 1. Conditions of employment that reflect our high expectations

We envisage a staff contract that is more flexible about contact time but overall, still within national terms and conditions. There will be a contractual requirement that teachers will be involved in running booster classes and extra-curricular provision (linked to their own passions), supervise breaks and eat lunch with children. Every teacher will be expected to take a share in whole school responsibilities. To improve quality and reduce cost we will employ relatively few educational support staff but have enhanced teacher staffing levels.

#### 2. A structured approach to pedagogical processes

There are three key aspects of our approach to pedagogy:

- **The outstanding lesson** forms the centrepiece of our instructional practice and sets out what we expect from our teachers in every lesson – regardless of the subject matter
- **A clear focus on assessment for learning:** Very effective schools tend to have particular strength in the area of Assessment for Learning. Amongst other practices, we will pay close attention to each child's performance in the core subjects and detailed records will be kept identifying 'next steps for learning'
- **Catch-up and stretch support:** We will use assessment information to target under-achievement at all ability ranges. A children with the potential for a Level 5 currently at a

Level 4 needs extra support just as much as a children with the potential for a Level 3 currently on a Level 2. Practices will include one-to-one learning and parental engagement. We will also have clear support processes for children with Special Educational Needs (SEN) or those who are particularly gifted (for more detail on each of these areas see Section 4).

## Leadership

The second most powerful determinant of school effectiveness is the quality of leadership and management. The CfBT School Design sets out the key management processes that are used by the highest performing government-funded schools in the world (see below). These will be put into action at the Hampton Community Academy. Specifically:

- **Vision:** Our Headteacher will share and embed our high expectations vision for all children. It will be his/her responsibility to make sure all staff are inspired and ready to deliver our shared goals. The Headteacher will also share our vision beyond the school gates to the local community through regular and structured communication.
- **School self-evaluation:** The best schools in the world are self-evaluating, self-improving institutions, able to diagnose problems and put in place strategies to solve them. The Hampton Community Primary Academy will have the capacity for systematic self-review and our Headteacher will have the information needed to pursue priorities. CfBT has already developed a methodology for self-review that has been used successfully in England and abroad (or more detail see 'Accountability' p16) which will be adapted for this context as described in Section 4.4.
- **A commitment to cost-effectiveness:** In our experience schools often pay insufficient attention to the careful use of resources and the need to maximise the educational 'return on investment'. Central to the idea of the Hampton Community Primary Academy as a highly cost-effective school will be the approach to the management of the human resource. The 'contract' with staff will offer them exceptional opportunities and support (in particular action research support – see details at end of section) in return for an exceptional level of commitment. A staffing model will be put in place that is designed to ensure the best possible outcomes given the money available.

## Curriculum

We believe there is no contradiction within a curriculum that rigorously instills the basics of Literacy and Mathematics whilst at the same time offering a broad range of learning experiences. Whilst we are determined to guarantee high standards in the core disciplines through precise teaching methodologies and sharply focused assessment processes, we want a broad offer with lesson time in areas such as Music, PE, Art, Modern Foreign Languages, Humanities and Science. Through all lessons learning will be enhanced, where appropriate, with the use of state of the art technology

Through our support for pedagogical excellence, we will focus on engaging delivery of the curriculum so children are excited by learning. This will include project-based learning as well as practical, experiential tasks. We will also explore the possibility of developing an international component to the curriculum to reflect our global outlook and embed rich subject content.

(For more detail on each of these areas see Section 4.2.)

## Parent/community engagement<sup>19</sup>

The weight of evidence consistently demonstrates that one of the most significant factors in determining children's educational outcomes is the degree and effectiveness of parental involvement in their learning.

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<sup>19</sup> For parents, read parents and carers

Specifically our parental partnership for learning will include:

- An expectation that each class teacher will build a proactive relationship with the family of each child with regular phone and face-to-face conversations sharing information and celebrating success
- All teachers will be accessible to parents at the beginning and the end of the school day
- Clear policy and advice on how parents can support learning through, for example, shared reading and opportunities for learning with the family;
- An emphasis on early communication of concerns so that problems can be dealt with before they escalate
- A key role for parental feedback in the accountability arrangements in the school (see below)
- Opportunities for parents to become involved in delivering after-school activities and clubs for children as well as wider members of the community.

To support our open approach the Hampton Community Primary Academy will have a Parents' Promise (see below) which sets out what parents can expect and demand from us. Because engagement works both ways, we have also set out what we expect from parents. Having high expectations for family support for children is vital in creating a culture of learning in any school community. The draft Parents' Promise, highlighted below, will be consulted on and then form the basis of the school's parents policy.

<b>Hampton Community Primary Academy promises to:</b>	<b>Hampton Community Primary Academy invites parents to:</b>
Support and help you in your role as the child's first and most important educator	Help us by communicating with the school about your child's development needs
Listen to your views and take them into account when deciding school policy	Play a full part in the school's arrangements for consulting and involving you
Make sure you are kept informed about the work of the school and your child's progress	Support your child with work and help him or her to achieve any targets they are given
Address any concerns you may have and explain any decision or action that results from these	Follow the school's procedures for raising concerns and do so at the earliest possible time, so that they can be resolved
Ensure that in all decision-making children's interests are foremost	Help us to decide what is best for your child by attending consultation sessions and keeping any individual appointments with members of staff
Provide the best possible quality teaching in which children's learning can thrive	Contribute your own expertise and interests to the education delivered in the school

The Hampton Community Primary Academy will not only be for the parents and children but will form a key part of the community.

Specifically, we will make good use of the school as a community hub with opportunities for local groups to hire and use our space. We are also committed to supporting the busy lives of working parents and it is our intention to offer an after school club until 6pm during term-time and facilities for child care in school holiday periods.

## Discipline

The table overleaf sets out our draft Children's Promise which, like the Parents' Promise above, details how we intend to ensure excellent relationships between children and the wider school community. It also forms the basis of our code of conduct which guarantees the highest standards of discipline and places an emphasis on positive and consistent behaviour management. Our staff will emphasise the positive before the negative but will be very focused on ensuring incidences of poor behaviour are dealt with quickly and are not allowed to escalate.

<b>Hampton Community Primary Academy promises to:</b>	<b>Hampton Community Primary Academy expects children to:</b>
Treat you as a unique and special individual, with dignity and respect	Work hard and help your teachers to help you
Listen to what you have to say and take your views into account	Show respect and courtesy to everyone at all times
Ensure your school is a happy, safe, secure and pleasant place for you to learn	Respect other children's right to learn and stay safe
Protect your right to learn	Look after and care for the school environment
Help you to achieve as well as you can and celebrate your achievements	Work hard to achieve the best you can in all areas of school life
Help you to enjoy your work and get the most out of your time in school	Tell us if you have any concerns or worries so that we can help you
Prepare you to face the next stages in your life with confidence	Observe and follow the code of conduct drawn up by all members of the school community

## Enrichment

We will provide a wide range of unique experiences within and extra to the curriculum so that children are motivated and stimulated to continue their learning. These will be carefully planned to maximise impact of the curriculum. We will use the passions and interests of staff and children as these will provide starting points for the activities offered. In addition, we will draw upon the expertise and experience available within the local community (see section 4)

## Accountability

Our approach to accountability is based on common practice in other industries around the world. Specifically, we will use a children progress data to hold individual teachers to account for their performance. From the Headteacher down, we will insist that staff deliver to our expectations and that there are no excuses for children not achieving.

We will use three sources of evidence to judge the performance of teachers and the school as whole:

- **Pupil-level data:** occasional testing, assessment for learning feedback, surveys and School Council feedback
- **Teacher-level data:** lesson observations, work scrutiny, surveys, children's progress meetings
- **Parent/carer-level data:** regular face-to-face and telephone contact, surveys.

The Hampton Community Primary Academy will have a termly assessment cycle and at certain points during the year an accountability snapshot will be created. This snapshot will form the basis of the school self-review and will be used to make a judgment about performance. Where there are weaknesses, it will be incumbent upon the Headteacher to put in place interventions to improve outcomes. (The success or otherwise of these interventions will be closely monitored by the Governing Board and school improvement specialist – see the ‘Governance’ section for more detail.) This structured approach to accountability means that the school will be constantly reviewing performance and constantly improving.

It is important to note that our intention is not to over-test children. On the contrary, the reason for using a wide source of data to inform judgments is so that we are not over-reliant on summative assessments. However, we feel it is absolutely necessary for children (as well as their parents) to understand how they are performing and what they need to do to progress.

Termly academic review meetings will provide opportunities for the school to share with parents performance information gathered as part of the accountability snapshot. At these meetings teachers will provide individualised summative and formative data about each children’s progress and provide clear targets for improvement. Parents will be able to use meetings to discuss issues face to face with the teacher and escalate any concerns.

## Support

We are acutely aware of the need to attract and retain exceptional teachers. Effective systems and processes cannot always control for the quality of the people in the classroom. We therefore propose to develop our staff through high quality professional development opportunities and support. In particular:

- **Training support individual to the school:**

In the ‘Governance’ section we highlight our provision for a school improvement specialist to provide challenge to the school and the Headteacher in particular. Their role will also be to broker additional support for staff, initially through the CfBT network. This might involve mentoring and training from our Lincolnshire School Improvement service, facilitated learning conversations between our staff and teachers from around the world where CfBT works or has links, and training sourced through CfBT’s head office in Reading. As the school grows and more money becomes available for professional development we will look to provide further support tailored to meet the development needs of the school. We will also seek to develop a professional learning community with the other schools within Peterborough and within the CfBT schools trust.

- **Distributed leadership:**

We will look to recruit staff with leadership potential and provide opportunities within the life of the school to exploit that potential. So for example, as the school grows we will ask staff to conduct whole school projects on areas of focus, liaise with other schools or lead on an aspect of school self-review. This approach is good for the professional development of individual teachers and a good way for the school to promote succession planning. To support our teachers as leaders we will also look to engage with effective leadership development programmes around the country, including courses offered by Universities and school improvement organisations.

- **Systematic induction, coaching and performance management:**

In the first years of the school the Headteacher will take responsibility for supporting new staff through a structured induction programme. This will help embed our vision and school design and also provide opportunities for staff to contribute to the future planning of the school. Coaching, initially by the Headteacher, and other senior staff as the school grows will be a key part of induction and ongoing support and will allow staff to have non judgmental professional learning conversation with colleagues. Our performance

management processes will be rigorous and shaped by CfBT's professional development standards for teachers, which have been developed in light of our international engagements. Performance management will be data informed and focused on children outcomes.

- **A research-engaged, learning school:**

We are aware how fortunate we would be if we were to receive approval for the Hampton Community Primary Academy. And we are clear about the need to demonstrate value that extends beyond the children we will be educating. We therefore propose providing additional support, funded through CfBT Education Trust's research programme, to develop, distil and disseminate best practice during the first year of the school's operation.

Our research and development team will work alongside staff to build highly effective, classroom-ready tools and techniques in key areas of school delivery. So for example, drawing on our database of educational experts we may seek support from CfBT Lincolnshire who have recently been awarded the contract to provide phonics training to schools in the East

Teachers at our school will have the opportunity to engage in action research and contribute to wider debates about teaching and learning. In the longer term we hope to include our practitioners in global conversations with school systems around the world.

## Appendix 2: Supporting policies

Whole school policies for the above areas will be underpinned by the school's high aspirations and nurturing ethos. Central to the school's work will be meeting the needs of all children and working to remove barriers to emotional well-being, attendance and learning. This will be achieved through strong support systems that enable all individuals and groups to participate and achieve.

Our policies in these areas will be supported by the following systems:-

- A programme of monitoring and evaluation of impact through seeking the views of children, parents/ carers and regular review by senior staff and Governors;
- Annual review by the CfBT Schools Trust;
- High quality staff/volunteer training to ensure that everyone understands their role and responsibilities and that all team members have the skills and confidence to be consistent in their approaches.

In planning the school's approach to these areas we have considered the CfBT commissioned research on School Effectiveness and Equity by CfBT of Professor Pam Sammons, Oxford University<sup>20</sup>, and The Index for Inclusion<sup>21</sup> and recent Department for Education advice<sup>22</sup>. This will be updated in the autumn term 2011 after the Education Bill, currently before Parliament, receives Royal Assent.

## Behaviour and discipline

The Governors' policy for behaviour will be drawn up through consultation with children, parents and staff; it will be based upon high and consistent expectations and 5Rs and 3Cs:-

- **Rights, Responsibilities and Respect** – These include the rights to be safe/ to teach/ to learn/ to respect everyone and their capacity to think, to learn and their potential to grow and change.

<sup>20</sup> [http://www.cfbt.com/evidenceforeducation/pdf/School%20effectiveness%20Exec%20Summary\(1\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/School%20effectiveness%20Exec%20Summary(1).pdf)

<sup>21</sup> Centre for Studies on Inclusive Education, [www.csie.org.uk](http://www.csie.org.uk) March 2011

<sup>22</sup> Department for Education: Behaviour and Discipline in Schools: A Guide for Headteachers and Schools Staff, Guidance for Governing Bodies, Preventing and Tackling Bullying July, 14<sup>th</sup> 2011,

- **Rules and Routines** - Golden rules and classroom codes of conduct will be established. These will be drawn up by children and based upon the rights to be safe, to learn and to respect. They will be revisited regularly and agreed with the whole school community. In addition, there will be negotiable and non negotiable expectations for example zero tolerance of bullying behaviour and core routines expected of all.
- **Choices, Consequences and Consistency** – There will be an emphasis on positive choices with a range of rewards as well as consequences/sanctions. These will support children in learning to make good choices about their behaviour. Consistency of approach from day one from all staff will underpin our work.

The school's policy will be supported through the wider curriculum and planned cross curricular learning for example: debates in RE, discussion arising from literature, buddy systems, philosophy for children, circle time and collective worship. In the case of serious concerns there will be clearly defined processes for parental involvement, seeking additional support and multi agency working. The school will be committed to dealing with all behaviour in a proactive and positive way. Exclusion will only be used as a last resort and always as part of the school's overall strategy. Local guidelines and legal requirements will be followed. The behaviour policy will be kept relevant and meaningful through annual review and regular consultation with children and parents.

## Bullying

We believe that every child has the right to learn in an environment free from all types of bullying. Bullying (including cyber bullying) and Racism will be taken very seriously and all instances dealt with in accordance with the school's policies.

The proposals are based upon Peterborough City Council's Anti Bullying Strategy,<sup>23</sup> Guidance on dealing with Racism in Schools<sup>24</sup> and Department for Education Guidance.<sup>25</sup> Our policies in these areas will reflect our vision for an inclusive and nurturing ethos. We will emphasise that everyone should be caring and respectful towards each other. This will be supported by a range of whole school and curriculum activities including Anti Bullying Week, Collective Worship, circle time, visits and visitors from the community, regular communication with parents, workshops on internet safety and cyber bullying, Social Emotional Aspects of Learning (SEAL) and Social Emotional Aspects of Development (SEAD).

## Attendance

The school's robust attendance policy will be informed by Peterborough City Council Attendance Service<sup>26</sup> and Department for Education Guidance.<sup>27</sup>

Central to securing high attendance is the school's vision that learning experiences will be inspiring and relevant so that all children want to come to school. The ethos of high expectations for attendance and punctuality will be supported by:-

- Strong communication systems with parents about the importance and legal requirements for good attendance;
- Early intervention where there is cause for concern;
- Support systems for vulnerable children;
- A range of rewards to celebrate high attendance.

Monitoring will be rigorous and any poor attendance or lateness will be addressed in a structured way as detailed in the attendance policy. Persistent absence or lateness will be

<sup>23</sup> <http://www.peterborough.gov.uk/pdf/child-fam-ea-antibullyingstrat.pdf>

<sup>24</sup> <http://www.peterborough.gov.uk/PCC/FOI/Docs/FOI-10-0347-1.pdf>

<sup>25</sup> DfE Preventing and Tackling Bullying - advice for School Leaders, staff and Governing Bodies July 2011

<sup>26</sup> [http://www.peterborough.gov.uk/children\\_and\\_families/schools/school\\_attendance.aspx](http://www.peterborough.gov.uk/children_and_families/schools/school_attendance.aspx)

<sup>27</sup> DfE attendance guidance details

followed up with parents, possibly a home visit and, where necessary, the school will take legal action through the Peterborough Behaviour and Attendance Service.

## Safeguarding

The safety and welfare of our children is of the highest priority. There will be a Governor with designated responsibility for this area who will carry out a programme of regular visits in order to ensure compliance with statutory requirements and local guidance. The school's policies in this area include:-

- Child Protection
- Anti-Bullying and anti racism
- Physical Interventions/Restraint
- Safe & Appropriate Working Practice
- Special Educational Needs
- Educational Visits and outdoor learning (including risk assessments)
- First aid and the administration of medicines
- Health and Safety(including risk assessments)
- Sex and Relationships Education
- E Safety – including internet filtering, protocols for staff and children and safe use of images
- The Common Assessment Framework
- Whistle Blowing
- Behaviour Management
- Safe Recruitment Guidance
- Early Years Welfare Audit.

## Uniform

Proposals for the uniform at Hampton Community Primary School take account of the Department for Education Guidance for schools on uniform.<sup>28</sup> Our uniform will play an important part in contributing to the ethos of the school as it will help to instil pride; support positive behaviour and discipline; encourage identity with, and support for, school ethos; help to ensure that children from all races and backgrounds feel welcome; protect children from social pressure to dress in a particular way; nurture cohesion and promote good relations between different groups of children. In this way our uniform can support effective teaching and learning.

The Governing Board will consult with prospective parents and children on the proposed Uniform Policy<sup>29</sup>. In doing so they will consider:-

- Any concerns raised by groups about possible interference with religion or belief
- Cost so that parents on low incomes do not feel unable to apply for admission to the school
- Health and safety e.g. long hair or jewellery and risk to injury
- Sustainable sourcing and provision for selling second hand uniform
- A logo that will have local significance and is symbolic of the school's values.

<sup>28</sup> DfE March 18<sup>th</sup> 2011 Guidance for Schools on School Uniform and related policies

<sup>29</sup> SEE APPENDIX for draft uniform guidance

It is also planned the children will contribute to the uniform policy. Through the School Council, children will decide upon an element of the uniform that will be different for children in Year 6. Staff will be expected to act as good role models for children and will be expected to abide by an agreed professional dress code.

### **Appendix 3: Governance**

As previously explained, the Hampton Community Primary Academy will join a family of schools in the CfBT Schools Trust

The CfBT Schools Trust provides an opportunity to bring teachers and leaders into real and productive contact with high quality education research. As an organisation that invests heavily in research, CfBT is concerned by the patchy relationship that currently exists between vast amounts of education research and what happens on the ground.

The CfBT Schools Trust provides a unique opportunity to run schools that are truly evidence-based and research-engaged. It will also be a forum to promote and share best practice and has the potential to create efficiencies in business and school improvement support services, through joint procurement and shared activities.

In particular the Trust will be responsible for:

- Setting the strategic direction and policy framework for the schools within it
- Holding local Governing Boards to account for the performance of the school
- Exercising fiduciary responsibility on behalf of the DfE and the schools in the Trust
- Managing its legal and regulatory compliance obligations, and managing the risk.

The Trust will adopt a “high autonomy / high accountability” model i.e. schools will be free to operate as they wish to meet educational needs of their children, subject to being fully accountable for achieving high levels of performance. The converse will also apply i.e. where performance drops the Trust will provide high levels of support. The Trust will therefore be a vehicle for enabling its member schools, including Free Schools, to maximise the freedoms which academy status offers, whilst minimising the risks associated with complete independence.

The Trust will be the employer, landlord, budget holder and ultimate performance monitoring body and will provide schools with related services. This does not mean that the Trust will provide full HR support, full property management, full financial management services etc – these responsibilities will still rest at school level. The Trust will, however, ensure that member schools are meeting their responsibilities in these areas, and will provide information, advice and guidance as required.

Each school within the CfBT Schools Trust will establish a local Governing Board, which will constitutionally be a committee of the Schools Trust. The Governing Board will have delegated authority to oversee the school within a framework setting out governance protocols.

The Governing Board will meet together at least six times a year (half termly in a three term year) to discharge all their duties. There will be no standing subcommittees in order to operate efficiently and to ensure that the whole Governing Board take full responsibility for all aspects of the school's development and performance. Short-life working groups will be established by the Governing Board if a particular matter warrants more detailed examination by a smaller number of Governors in order to make a recommendation to the full Governing Board.

We believe that the Governing Board will be most effective if it includes a wide membership. In particular, we propose the inclusion of representatives from the local community, the local church Peterborough City Council and parents and other stake holders.

Parent and staff Governors will be elected by ballot. Nominated Governors will be appointed as soon as possible following approval of the application in order that the Steering Group (shadow Governing Board) can support the work of establishing the school including the appointment of the Headteacher. Elections for parent representatives will be held as soon as children places are confirmed. While the usual term of office for Governors will be three years, one parent Governor position will be for one year only and one for two years only in order that new parents have an opportunity to be elected in future years. The staff Governor will be elected within the first weeks of the school opening.

Establishing a strong Governing Board is essential to ensuring the success of the school. Through the Governor recruitment and selection process CfBT will be looking to fulfil the wide range of skills and expertise required of a Governing Board. In particular we will be looking for individuals who have one or more of the following areas of knowledge and experience:

- Financial management
- Human resources management
- Legal (contract and procurement management)
- Education (including higher education)
- Health and Safety management
- Property and facilities management
- Marketing

CfBT will work closely with Peterborough City Council to identify suitable members of the local community who may be interested in being nominated as CfBT Governors. CfBT will also consider contacts of its own that may be suitable to be nominated for the role. If this activity does not generate sufficient interest CfBT will:

- Advertise the opportunity via local volunteer Centres and leave leaflets and posters in local doctors' and dentists' surgeries
- Promote the vacancies via a series of articles and letters in the local newspapers, parish magazines etc
- Write to local employers and higher and further education providers.

During the implementation phase of the programme CfBT will set up a Programme Board (Steering Group) whose membership will include both CfBT, Peterborough City Council representatives, local community representatives, Hampton College representatives and the Headteacher Designate (once appointed). Until such a point that a Governing Board can be appointed they will act as a shadow Governing Board for the school, and approve all key decisions relating to the set up of the school including:

- The recruitment of the Headteacher Designate and other members of the Senior Management Team
- Creating detailed strategies for core school operations
- Creation of the policies and practices that the Governing Board will follow after the school opens (e.g. regularity of meetings, induction of new Governors etc)
- Overseeing the implementation phases of the Hampton Community Primary Academy.

During the summer term 2012, we would start the formal recruitment and induction process for the Governing Board and would expect them to take on full responsibility for the school from the opening of the school in September 2012.

Once the school has opened, the Governing Board will be responsible for the strategic direction of the school. They will be responsible for setting, monitoring and evaluating the

overall performance of the school against its vision, and determine key policies in line with the overall strategic objectives of the Schools Trust. In order to fulfil these functions they will be expected to ensure:

- The school is delivering a high quality education experience for all children in line with the vision
- All children are making good rates of progress
- The school budget is being managed effectively and is delivering value for money
- The school is fulfilling its legal obligations with regard to child protection, Health and Safety etc.

## **A Parent Forum – volunteering and engagement**

Building and retaining links with parents and local communities is integral to raising aspirations and ambitions for children in outstanding schools. Evidence suggests that parental engagement outstrips every other single factor – including social class, ethnicity and disability – in its impact on attainment<sup>30</sup>

Since the Hampton Community Primary Academy will be co-created in partnership with a group of parents, we believe it is sufficient to involve parents only through representation on the Governing Board. Our commitment to engagement stretches further than this. Drawing on the commitment and energy of Hampton Community Primary Academy we therefore propose to establish a Parent Forum.

The Forum will have an advisory and consultative role, working together with School Association (parent / teacher association), ensuring that concerns, ideas and feedback reach both the Headteacher and Governing Board, and also ensuring that engagement with the wider community is promoted. From year 1, all parents will be invited to attend Forum meetings, from which two spokespersons will be appointed to liaise with the Governing Board. Written outcomes drawn from Forum meetings will be passed to the Headteacher and Governing Board for consideration and response.

Parent Forum activities will also include co-ordinating parent surveys, establishing and maintaining a volunteer rota. As highlighted in the “Community Engagement” section, every parent will be strongly encouraged, through letters and a visible sign-up notice board, to provide volunteer support for the school. This will help us to build and deliver our shared vision for extra-curricular and curricular outcomes. Such support could include running after-school clubs, holding one-to-one reading sessions, or helping with transportation for PE and other out-of-school activities.

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<sup>30</sup> Greater Manchester Challenge – Opportunities for Secondary Schools 2009 – 10 DCSF (2009)