

## TOOTING PRIMARY SCHOOL BID: CONTENTS

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## Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## Section A: Applicant details

<b>Main contact for this application</b>	
1.	Name: ██████████
2.	Address: ██████████, ██████████, London ██████████
3.	Email address: ██████████
4.	Telephone number: ██████████
<b>About your group</b>	
5.	<div style="display: flex;"> <div style="flex: 1;"> <p>Please state how you would describe your group:</p> </div> <div style="flex: 2;"> <p><input type="checkbox"/> Parent/community group</p> <p><input type="checkbox"/> Teacher-led group</p> <p><input type="checkbox"/> Academy sponsor</p> <p><input type="checkbox"/> Independent school</p> <p><input checked="" type="checkbox"/> State maintained school</p> <p><input type="checkbox"/> Other</p> </div> </div>
6.	If Other, please provide more details:
7.	<div style="display: flex;"> <div style="flex: 1;"> <p>Has your group submitted more than one Free School application in this round?</p> </div> <div style="flex: 1; text-align: right;"> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> </div> </div>
8.	If Yes, please provide more details:
9.	<div style="display: flex;"> <div style="flex: 1;"> <p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> </div> <div style="flex: 1; text-align: right;"> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> </div> </div>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful</p> <p>Wandsworth Council have worked closely with Graveney School in putting together this application. Tooting Primary School will be located in a building leased from the Council. In addition, we will also be working with the Wandsworth Primary Inspector and one of the local primary</p>

	heads and the Tooting Extended Schools Cluster during the set up phase.	
<b>Details of company limited by guarantee</b>		
11.	Company name: Graveney School	
12.	Company address: [REDACTED], [REDACTED], London [REDACTED]	
13.	Company registration number: 7687897	
14.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details:  The company runs Graveney School, under a single academy Memorandum and Articles of Association and Funding Agreement. If this proposal is approved, the company would need to amend its Memorandum and Articles to reflect the multi-academy model.	
<b>Company members</b>		
<p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>		
16.	Please confirm the total number of company members: 5	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
	4. Name: [REDACTED]	
	5. Name: [REDACTED]	

<b>Company directors</b>			
<p><b>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</b></p>			
18.	<p>Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):</p> <p>The Company currently has seventeen directors. These directors are all governors of Graveney School. Once the move to the multi-academy model Memorandum and Articles of Association has been made, a governing body will be set up for the school, by the five Members named above, and as described in section F of this application. The governing body will include three of the Members named above including the Chief Executive of the company</p>		
	<p><b>1. Name:</b> [REDACTED] ([REDACTED])</p>		
	<p><b>2. Name:</b></p>		
	<p><b>3. Name:</b></p>		
19.	<p>Please provide the name of the proposed chair of the governing body, if known:</p>		
<b>Related organisations</b>			
20.	<table style="width: 100%; border: none;"> <tr> <td style="border: none; padding: 5px;"> <p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> </td> <td style="border: none; padding: 5px; vertical-align: top;"> <input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No                 </td> </tr> </table>	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No
<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No		

21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p><b>SMP Group</b> Company No: 2627262</p> <p><b>SOA Development</b> Company No: 5633182</p> <p><b>Marfleet Properties</b> Company No: 03048502</p> <p><b>Global Action Plan</b> Company No: 1026148</p> <p><b>Blue Ventures Conservation</b> Company No: 1098893</p> <p>None of these companies will play any role in relation to the proposed free school.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None.</p>	
<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here: 101058	
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p> <p>Age range: 11 – 19</p> <p>Pupils on Roll: 1920</p> <p>Capacity: Principal</p>	
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>May 2011</p> <p>██████████</p>	
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>2010 ██████████</p> <p>2009 ██████████</p> <p>2011 ██████████</p>	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

**Please tick to confirm that you have included all the items in the checklist.**

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

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

**Signed:** ██████████

**Position:** ██████████ / ██████████ (please delete as appropriate).

**Print name:** ██████████

**Date:** 22<sup>nd</sup> February 2012

**Section B: Outline of the school**

1.	Proposed school name:	Tooting Primary School
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16

		<input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019/20
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes	

	<input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	████████
11.	Local authority area in which the proposed school would be situated:	Wandsworth
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Merton

## SECTION C – EDUCATION VISION

### Why are we setting up a free school

There is an incontrovertible case for providing a new primary school in the Tooting area of Wandsworth, both in terms of parental demand for a free school and the need for primary places. The proposal offers the following:

- **The potential for an outstanding school in an area of high deprivation**

This is an area of high deprivation, and the development of a new, high achieving school in the heart of the locality will offer pupils and families a real opportunity to raise both their aspirations and their potential to develop as successful and confident individuals who are also enabled to play a positive and productive role in the wider society in which they live. At the time of submitting this bid, 134 extremely positive responses from parents had been received as a result of a public consultation on this proposal, suggesting that there is already strong support in the area for a new, high performing primary school. There is cross party political support for this proposal as well as support from the local primary and secondary schools in the area.

- **Accommodation at the centre of the proven demographic need**

The school will be accommodated in a landmark site in the heart of Tooting. Graveney already has strong links with the local community, and these will be developed further through this proposal, offering a real opportunity for the regeneration of the area.

- **Access to the curriculum expertise and facilities available through the Graveney School Trust**

Graveney School has an outstanding record, being one of a very small number of schools achieving four outstanding rankings from Ofsted. The Graveney Trust is well placed to use its experience in meeting the highest academic and pastoral targets and outcomes to ensure that the new school can achieve the same standards.

- **An inclusive ethos tailored to meet the particular needs of the local population**

The ethos of the proposed school is inclusive, and is very much tailored to the needs of the local population. There will be a strong emphasis on the core skills of literacy, numeracy, science and modern foreign languages, which will be supported by an extensive extra-curricular programme offered as part of a wider extended schools provision.

- **A cost effective response to an unequivocal demographic need**

The demographic case is unequivocal in the area immediately around the proposed site. This is demonstrated by the following summary of information that was prepared by the Wandsworth Head of Planning and Development and considered by Wandsworth Council. The full Council report is attached as Appendix 1.

## Background

Wandsworth is facing an unprecedented growth in the demand for school places. It is anticipated that the primary roll in schools across the borough will increase by around 25% or more over the next eight or nine years, with an overall increase of more than 4000 pupils. This rise in primary roll projections derives mainly from a 29% increase in the number of births in the borough over the last ten years. This is a significant and unprecedented increase in school age population and the borough will need to respond quickly to ensure that it can meet its statutory responsibilities to provide school places.

A notable area of growth is the Tooting area of Wandsworth, which covers Planning Areas 1 and 2 including the Furzedown ward in Planning Area 1 and the Tooting and Graveney wards in Planning Area 2. In Planning Area 2, it is anticipated that there will be a need for a further 5FE of the new school places in the next five years to meet demand. At present the Council has plans for adding a further 2FE at Hillbrook (■■■■■■■■■■, Tooting) and Smallwood (■■■■■■■■■■, Tooting) schools.

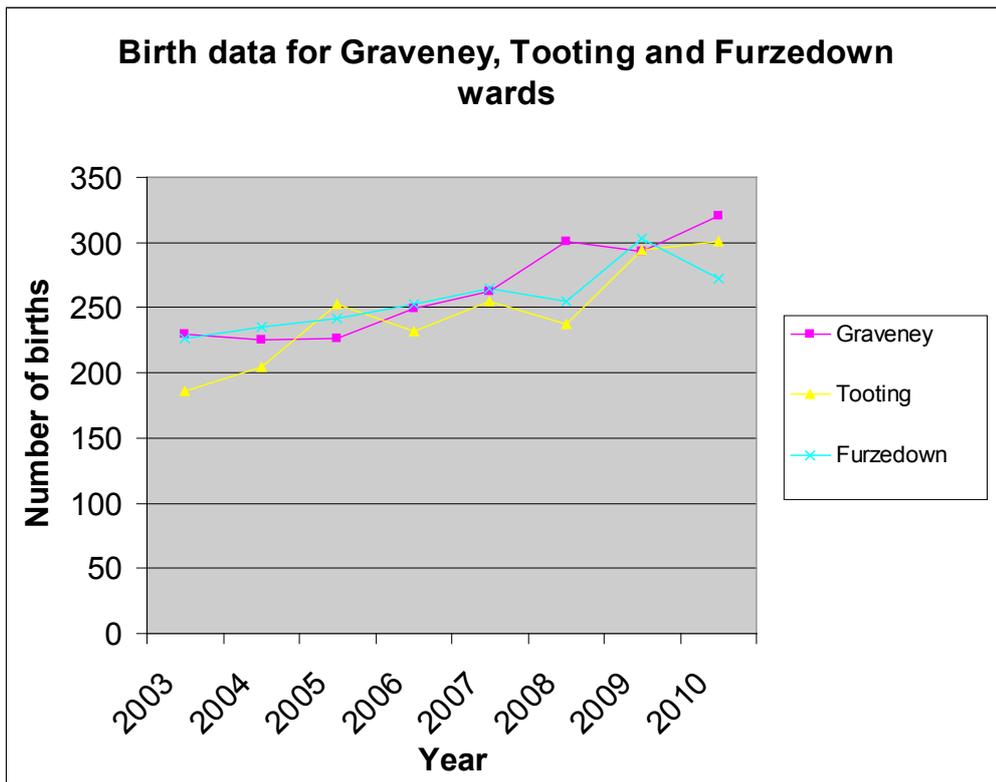
Whilst the proposed permanent expansions of **Smallwood** and **Hillbrook** primary schools should provide the additional places needed in this area for September 2012, pupil place projections indicated that additional places will be needed in future years.

## Demographics

The following table shows a continuing and significant upward trend on births in the three Tooting wards.

### Actual birth data for Graveney, Tooting and Furzedown wards

Ward name	2003	2004	2005	2006	2007	2008	2009	2010
Graveney	230	225	226	249	263	301	293	320
Tooting	186	205	253	232	255	237	294	301
Furzedown	226	235	242	253	265	255	303	272



The implications for school places taking all factors into account including migration cohort survival and housing are shown in appendices to this report. This shows a sustained deficit of school places that will not be met by existing expansions. The projections currently indicate that demand in the Tooting area may drop back by 2016/2017, but these figures are based on projected need rather than actual births and may in fact prove to be an underestimate of future demand, since the upward trend of births throughout the borough and particularly in the Tooting area is very apparent.

The table below sets out the need for additional places over the next 5 years, net of the two planned permanent expansions (Smallwood and Hillbrook) mentioned above.

Year	Additional FE needed*
September 2012	0 (A)
September 2013	2 (A)
September 2014	3 (A)
September 2015	1 (P)
September 2016	1 (P)

*A = projections based on actual births*

*P = projections based on projected births*

### Options for providing places

There are clearly two options for the provision of new places. The first option is to expand existing schools. The second option is to open a new school.

#### Option 1 -Expanding Existing Schools

The table below sets out the potential for further expansion in existing schools in the area:

School	Ward	Expansion possible?	Comments
Franciscan	Graveney	No	Already taking bulge years. Limited room remaining in the congested playground for mobile accommodation
St Boniface RC	Graveney	No	A very small site – no scope to expand
Sellincourt	Graveney	Yes but with significant qualifications	Expansion would involve re-locating the Council's Hearing Impaired Unit to another school. This would lead to waste of recently invested capital resources. The site's natural capacity is 2FE rather than 3FE.
Fircroft	Tooting	Yes	Further temporary expansion possible using the existing mobile accommodation.
Broadwater	Tooting	Yes	Temporary or permanent expansion is possible but the school is resistant to expansion and it would involve building on a playing field .
Gatton	Tooting	Possibly	This is very tight site. The addition of any places could only be achieved by using the basement community

			hall. As a VA school, there is also a risk that any new places would draw in pupils from outside the immediate area.
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There is no straightforward way of providing additional places to meet the peak in demand in September 2013 and especially September 2014 and it is likely that demand could only be satisfied by opening a new school.

**Option 2: Open a new school**

██████████ (██████████) The PC used to be both a primary and a secondary school and could be converted into a 2 or 3FE primary school. This is the preferred and recommended solution. The building is less than ██████████ from Graveney School and is situated in the heart of the Tooting area, less than ██████████ from Tooting Broadway Station. Conversion could be completed in time to meet the additional demand of 2FE in September 2013, but would be predicated on the building being vacated by the services currently using it. The building could accommodate 3FE and could therefore cope with all the additional projected demand in September 2013 and September 2014.

The Council is prepared to offer this building up on a 125 Academy lease in exactly the same way as it did for the Bolingbroke scheme.

A feasibility study has been undertaken which has demonstrated that it is possible to convert the professional centre into a 2FE primary school on the ground and first floors. The first phase would provide the reception classes from September 2013 and the second phase would undertake all repairs and remodelling for admissions from September 2014.

The existing training functions would move into the new ██████████ that is being built as part of the BSF project and will be available from July 2012. The remaining office accommodation would be relocated to the upper floors of the ██████████. The ██████████ would relocate to another Council owned building.

**Tooting Primary School Proposal**

The Tooting Primary School proposal has arisen as a result of parental demand for a high performing primary school in Tooting and the shortfall in primary places described above. The school will be centred at the heart of this demographic need..

Tooting Primary School will be a non-denominational free school catering for 2 forms of entry from Reception to Year 6. It will be located in the ██████████ on ██████████, London ██████████. The building is in good condition and could be converted back to a school relatively simply and cost effectively.

The school will service the wards of Tooting and Graveney, which are amongst the most deprived in Wandsworth and among the 2000 most deprived wards in the UK. Tooting and Graveney wards were in receipt of a Single Regeneration Budget grant between 2001 and 2006.

There are over 30% of pupils in the area eligible for Free School Meals and almost 50% with a first language that is not English. This is also an area of significant ethnic diversity which breaks down currently into 32% White British, 30% Asian, 22% Black and Black British and 11% from a mixed background. Obesity amongst pupils is 10.5% in Reception and 20.5% in Year 6. Having said this, if we focus on the area immediately around the proposed site for the new school we find that FSM rises to 44%, 52% of pupils have a first language other than English and the ethnic breakdown changes to 21% White British, 33% Asian, 36% Black and Black British and 8% mixed.

The nature of the potential cohort therefore presents some very significant challenges and the vision and curriculum that are proposed below have been designed with these challenges in mind.

### **What will make the vision and ethos distinctive**

Our intention is that all pupils will leave school as confident and successful learners ready to take the next steps in their education. Equally importantly, we expect them to leave as happy, rounded individuals who have a strong moral sense and the ability to build good relationships with others.

We will achieve this by:

- Underpinning everything we do with the belief that every child is an individual, every child has individual needs that will require an individual and personalised provision, and that every child can succeed
- Creating a calm, safe and ordered environment where pupils learn to respect each other, to follow routines and instructions and to behave well so that they can learn
- Communicating closely with parents about their child's educational and social progress and encouraging all parents to participate in the activities and events that will be organised to ensure they are fully involved with and supportive of their child's learning
- Ensuring that all pupils gain a practical, first hand understanding of how to live healthily by joining in a wide range of sport and fitness activities as well as through education in nutrition, reinforced by the breakfast, lunch and after school catering provision.
- Ensuring that pupils develop as a cohesive community, respecting the national political and judicial systems in this country whilst at the same time respecting their own and others cultural and religious differences.
- Encouraging pupils to act as ambassadors in the wider community, taking home with them the values they learn at school

- Providing high quality teaching that is stimulating, creative and challenging so that each child develops not only the skills they need but also a love of learning

### **Aspirations for pupil achievement**

We believe that all pupils are capable of high achievement. To measure how successful we are in achieving this aim, we will need to look at a combination of attainment and progress data. Aspirational targets will be set for each pupil, which will ensure they are working towards the highest possible outcomes. Monitoring of attainment and progress would be based on the national standards and indicators and pupils would take SATS at both key stages so that we can assess where they are in the context of the existing national benchmarks.

Pupil attainment targets will be at the level of the best nationally, with an expectation that **all** pupils will secure a level 4 in English and Maths on leaving the school, with 65% achieving level 5. There will be an expectation of 7 sub-levels of progress at each Key stage – which is well above the national average.

Further information on attainment and progress targets, as well as other wider school targets and objectives is contained in Section D.

### **Curriculum**

Reflecting the aims of Graveney secondary school, Tooting Primary School will provide an excellent education with quality teaching that is innovative and reflects current developments, but at the same time encourages and reinforces traditional values and skills. The secondary school site includes state-of-the-art technology facilities to which the primary pupils will have regular access, and which will support their learning across all areas of the curriculum. The school is committed to the serious business of study and promotes the skills and attitudes that enable lifelong learning.

Supporting these overarching aims of the school, are our curriculum aims. The school will have a broad and balanced curriculum which promotes the academic, personal, social and physical development of all pupils, and inspires, motivates and prepares them for the opportunities, responsibilities and experiences of life beyond the primary years.

The curriculum will:

- Be challenging, motivating and enjoyable, and will provide a wide range of enrichment opportunities
- Help pupils to develop into lively, enquiring and creative learners
- Encourage independence, initiative, enterprise, adaptability and confidence
- Develop the ability to work successfully with others, and to contribute to effective teamwork
- Equip pupils with the range of skills which are necessary for their continuing development and learning
- Provide opportunities for consideration of the values and beliefs which foster an understanding of the world in which we live.

Within the curriculum, all pupils will be given equality of opportunity in learning. This will involve countering disadvantage by providing a relevant curriculum and day-to-day learning tasks that are accessible to, and meet the needs of, all pupils. It will build on pupils' strengths, interests and experiences both inside and outside school. Important skills will be embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities.

Above all, with its focus on the highest expectations for all, the curriculum will provide every pupil with the opportunity to achieve the best possible outcomes, and develop and excel in areas of learning not only where they have strengths, but also in those where they might need further support, ensuring that all are given a firm academic grounding. The curriculum will encourage all pupils to develop a love of learning.

In addition it will have at its heart a focus on enabling its pupils to become socially responsible citizens. Graveney's recent Ofsted report praised the school for its 'atmosphere of friendliness and the exceptional relationships between staff and students, and between students' and how 'students collaborate, help each other, and behave extremely well'. Drawing on the example of Graveney, Tooting Primary School will ensure that its curriculum enables pupils to mirror this high level of pupil collaboration, again to ensure the highest outcomes for its pupils.

Of key importance in the delivery of the curriculum, Tooting Primary School will have exceptionally qualified staff. All teaching staff will have Qualified Teacher Status, and have responsibility for a class, teaching the core curriculum and providing the important, prime pastoral link for pupils in their care. Reception and Key Stage 1 class teachers will, in addition, teach their children most other areas of the curriculum, except for music and PE. Key Stage 2 teachers will teach other areas of the curriculum except for art, MFL, music and PE. Specialist teachers will have responsibility for teaching these areas of the curriculum. All areas of the curriculum will be overseen by leaders qualified in, and with strong experience of their particular specialist area, ensuring outstanding provision across the school. In addition, the strong subject departments at Graveney School will provide support for teachers in subject knowledge and successful pedagogies. Graveney is particularly well equipped to support teachers' professional development in the core subjects of English, mathematics, and science, and also in technology (it was designated a Technology College in 1995). These aspects of leadership and resource will be critical to the school reaching the highest standards across all the subjects taught.

## **SECTION D – EDUCATION PLAN**

### **Curriculum in the Early Years Foundation Stage**

The curriculum in the Reception classes will be rooted in the statutory framework for the Early Years Foundation Stage that sets the standards nationally for the learning, development and care of children from birth to five. As such, currently this means it will focus on the four principles of:

- A unique child
- Positive relationships
- Enabling environments
- Learning and Development

The curriculum will build on pupils' pre-school experience and learning, and address:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Physical development
- Literacy
- Mathematics
- Knowledge and Understanding of the World
- Expressive arts and design

Learning experiences will support children's development across all these areas, involving both indoor and outdoor learning and play. Teaching will encourage the development of pupils' independence and move, within the year, from a more play based approach towards group and whole class teaching and adult-initiated but independent activity. Throughout the year, there will be a daily phonics, literacy and mathematics focus, developing skills and understanding in these areas. Children's attainment on entry will be assessed against age-related expectations and their progress in all 7 areas of learning monitored throughout the year – intervening where necessary should concerns arise. Children will be assessed against the Early Years Foundation Stage Profile before the move in to year 1.

### **Curriculum Key Stage 1 and 2**

#### **English**

The key skills of reading and writing will lie at the heart of the curriculum in the school.

- In Key Stage 1 (building strongly on the learning in Reception), pupils will receive daily phonics lessons, which will move them quickly towards a mastery of encoding and decoding, and the ability to read for learning and for pleasure, and to write and communicate their understanding. Pupils will have the opportunity to practise their reading skills with phonically decodable and graded books, as well as 'real' books. Phonics will be delivered in the context of a rich and stimulating English curriculum in daily lessons, and with skills being applied across the curriculum. Opportunities

for writing will be identified in every English lesson, so that skills can be developed in note taking and drafting for example, as well as in writing longer pieces, covering a range of genres (including story writing, reports, instructions and experiential). Handwriting will be taught from Reception, so that a confident, cursive style is developed by the end of year 2.

- In Key Stage 2, pupils will continue with daily English lessons, and planned for opportunities to read and write in other areas of the curriculum. Lessons will contain a strong component of spelling and grammar. Books studied as a class at this Key Stage will include modern classics such those by Michael Morpurgo, Anne Fine and Philip Pullman, as well as older classics by EB White, Lewis Carroll and Charles Dickens. There will continue to be opportunities for informal and formal writing on a daily basis, and for pupils to develop their authorial voice to engage readers. The range of genres which pupils experience will be widened (to include persuasive writing, presentation of a balanced argument, and play scripts), and will draw strongly on published writing as models. As in Key Stage 1, teachers will demonstrate the use of the features of different writing genres, and give opportunities for these to be developed and practised in a range of contexts.

Pupils will be encouraged to make good use of school library facilities. The English curriculum will also include the opportunity to explore literature through the experience of drama activities across both Key Stages. Underpinning all will be the development of speaking and listening skills. Pupils will have the opportunity to take part in drama/theatre productions in different year groups, across their time at Tooting Primary School.

### **Mathematics**

As the second 'core subject', mathematics will also be taught daily, and opportunities for its application will be found in other subjects. There will be a deep focus on number, calculation and problem solving, with pupils taught how to apply their knowledge of the four operations, and fractions, decimals and percentages in particular. Pupils will gain a strong understanding of number facts that will support the development of mathematical skills. The development of reasoning and communicating will be key to developing all aspects of mathematical understanding. The curriculum will also include shape, space, measures and data handling. Opportunities will also be taken to develop an understanding of the connections between mathematical topics. Children's learning will be structured to enable them to move from a practical understanding in mathematics towards a more theoretical and conceptual understanding. Nevertheless, effective use will be made of models and images throughout all year groups.

There will be a focus on mental mathematics and pupils will learn to estimate and to take risks with their mathematical thinking, rather than coming to rely on calculators for simple operations.

## **Science and Technology**

It is proposed to set up a multi-purpose laboratory at the school, so that pupils can begin to experiment using simple equipment from an early age. This laboratory will be separate from the home base classrooms. Older pupils will also be able to visit Graveney to make use of the laboratory facilities, and develop the investigative aspects of these subjects. Science curriculum content will include foci on physical science, as well as biology and chemistry.

## **Personal, Social, Health and Citizenship Education (PSHCE)**

Reinforcing one of the core aims of the school, PSHCE will hold a central place in the curriculum of Tooting Primary School. Opportunities to develop skills and knowledge in this area will be threaded throughout other areas of the curriculum, and pupils will also have weekly sessions using the 'Circle Time' model. During Circle Time, each class will discuss issues such as personal responsibility, and they will develop their listening skills as well improve their confidence to speak in front of others. A School Council will have representatives from pupils in all year groups from year 2 and above, and will meet with the head teacher twice each term, giving pupils the opportunity to share their perception of life in school, thus enhancing the 'pupil voice' dimension of the school's curriculum. In addition, the School Council will develop pupils' responsibility towards learning and the school as a whole. The school council arrangements will also enable pupils to learn about the political and institutional processes in the UK and to value and understand the purpose of debate leading to decision making. They will also learn to reason and analyse situations and to understand that their views may not always be acted on, but will always be taken seriously.

## **Music**

Taking advantage of the specialist music rooms to be created on site, all pupils will receive weekly tuition from a specialist music teacher with the rest of their class which will develop skills in singing and ensemble untuned percussion playing, which will lead towards the opportunities of singing in the school choir and playing to their peers, developing the art of performance. Key Stage 2 classes will also develop skills in other instrumental playing. Pupils will be strongly encouraged to learn a musical instrument such as the guitar, violin, cello, flute or trumpet, and receive individual or small group tuition. The school aims to ensure that every child will learn to play an instrument. This tuition will be provided free of charge to all pupils, who will also be able to access free loan instruments provided by the school. At Graveney, we have found that participation in music is a very effective way of encouraging social mobility. It enables pupils from less advantaged backgrounds to join in activities that can otherwise be the preserve of the middle classes. We plan to replicate this initiative in the new primary school.

## **Physical Education**

Physical Education experiences will be planned and progressive and will aim to act as the foundation stones for lifelong engagement in physical activity and healthy lifestyles. Pupils will receive at least two hours of PE a week, experiencing a range of activities that will include athletics, gymnastics, dance and team games. All pupils will have the opportunity to participate in team games at school and pupils that excel in these areas will have the opportunity to join school teams that will compete in local competitions. The PE curriculum will be enhanced beyond the school day with the opportunity to join after school clubs. The school will also create links with clubs and other organisers of physical activity in the community. Pupils will have access to facilities at Graveney School using the Furzedown Recreation centre facilities as and when necessary.

### **History**

The history curriculum will provide pupils with the essential knowledge relating to significant people, events and places from both recent and more distant past. They will learn about historical change in the local area, Britain and in other parts of the world. Pupils will also concentrate on developing skills of chronology, making deductions from evidence and develop skills of historical enquiry. To support their learning, they will undertake investigations in the local area and visit historical places of interest in the wider community and beyond.

### **Geography**

The geography curriculum will enable pupils to investigate a variety of people, places and environments at different scales in the United Kingdom and in different places in the world. It will provide them with the essential knowledge of the physical and human processes which affect the world they live in. They will find out how people affect the environment and how they are affected by it. The curriculum will provide opportunities for pupils to carry out geographical enquiries inside and outside the classroom. Pupils will undertake fieldwork in the local area and will visit places of geographical interest beyond the school community. In carrying out their enquiries pupils will be encouraged to ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and geographical information systems.

### **Religious Education**

The Religious education (RE) curriculum will provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of morality (right and wrong) and of what it means to be human. Through RE pupils will develop knowledge and understanding of Christianity, other Chief Executive religions, other religious traditions and other world views that offer answers to questions such as these. It will offer opportunities for personal reflection and spiritual development. The curriculum will encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It will also encourage pupils to develop their sense of identity and belonging, and to flourish as individuals within their communities and as citizens in a pluralistic society and global community.

## **Information and Communication Technology**

ICT will be taught as a discrete subject, but also be integrated across the curriculum. The speed of technological advance means that the schemes of work must be flexible enough to enable teaching on new tools, address ethical and safety issues and allow new ways of working to be adopted quickly, both within the subject of ICT and the wider use of ICT across the curriculum. We propose to develop a curriculum that ensures that learners have a sound knowledge of digital literacy and personal use of ICT, business aspects of ICT, technical aspects of ICT and computing, core applications and how to use them effectively and safely. Pupils will be taught to apply their skills across the curriculum, researching using the internet and presenting information in spreadsheets for example, having access to the laptops throughout the day. They will present the outcomes of their learning using online blogs, and will use online programmes and games to reinforce their learning. Homework will be accessed and submitted in the main via a Virtual Learning Environment. We will provide support those families that don't have a broadband connection at home. Whole class sets of laptops using the school's Wi-Fi system will enable pupils to develop skills in basic programming as well as other skills that will keep pace with technology in this fast moving area of the curriculum. The ICT curriculum will be sufficiently flexible to enable a wide range of teaching, learning and assessment strategies that can be adapted to meet the varied needs of learners, cope with resource limitations and support the use of ICT in a pupil's learning.

## **Art and Design**

The art and design curriculum will enable pupils to investigate, record and develop ideas, learn to use different materials and tools create art work, adapt work after discussing, comparing and learning from their own and others work, learn more about the visual and tactile elements such as colour, line and shape etc and how to use them, and look at art, craft and design work from different times and cultures and use this to help in developing their own work. The art that pupils are exposed to will be of the highest quality, and will be reinforced by regular visits to museums and other places where art is displayed.

## **Modern Foreign Languages**

Modern Foreign Languages will be taught for an hour a week at KS2, with early skills being taught through oral work and games at KS1. This subject will be taught by a specialist teacher(s). French will be taught during curriculum time, and will include foci on oral communication, writing, reading and intercultural understanding. Progression will be ensured as a result of the use of a single teacher across the school, who will also liaise closely with secondary school colleagues to ensure that transition to year 7 in this subject is well managed. In addition to French, there will be opportunities to develop their knowledge and skills of other languages through extra-curricular clubs.

Further information about the Curriculum Plan for Years 1-6 is attached as Appendix 2, with further details of subject coverage at Appendix 3.

### **Cross-Curricular**

Building on understanding gained through the PSHE curriculum, all pupils will be expected to develop citizenship skills in order to prepare them to leave Tooting Primary, with the values and ethos on which the school is based visible in their attitudes, behaviour, and demeanour.

A matrix of activities, skills and experiences, to be known as the 'Tooting Jigsaw', mapped across each year and developed both in the classroom and in after and out of school activities, will be the basis for a record of achievement for each pupil. It will ensure that pupils who struggle to reach the highest academic levels will still leave the school with a sense of self esteem, derived from their participation in this award.

The Tooting Jigsaw is intended to demonstrate that each pupil has acquired the following:

- An enquiring mind, a love of learning, and an appetite to continue learning
- The ability to speak to groups of peers and groups of adults with equal confidence
- An understanding of and commitment to healthy lifestyles including nutrition and fitness and confidence in at least one sport or physical activity
- An understanding of how to stay safe both physically and in the virtual world
- A sense of social responsibility and a respect for the institutions that form the cornerstones of life in the UK
- An cultural appreciation including the ability to sing and/or play a musical instrument

Pupils will participate in these activities and, each time an activity/skill/experience has taken place, the pupil's record book will be stamped with a short report from the relevant member of staff, and at the end of each year, pupils successfully completing the years' activities will receive an award in the shape of a puzzle piece. At the end of Year 6, students successfully completing all elements of the jigsaw will assemble their 6 puzzle pieces to complete the jigsaw. This will be mounted, framed and presented to them in an awards ceremony. The ceremony will be a high profile event, with parents, civic figures and members of the community groups present to celebrate the outcomes.

Further details of the coverage of the Tooting Jigsaw are attached as Appendix 4 and proposed timetables for the school day are at Appendix 5.

### **Pastoral structure and organisation**

Each class will have a teacher and a teaching assistant assigned to it. As well as teaching and supporting the learning of pupils in the class, both will also have pastoral responsibility

for their class. The class teacher will have lead responsibility for liaison with families, but both will know pupils well and will be well placed to identify issues that may be impacting on learning and development. There will be an expectation that parents/carers will support and engage with the learning of their child and, where there appear to be particular barriers, for example language or other social/domestic issues, the Family Worker will be responsible for outreaching into the home environment to develop strategies for overcoming these.

### **Inclusion and strategies for overcoming barriers to learning**

Tooting Primary will welcome pupils from a wide range of cultural, religious and social backgrounds and there will be an explicit and visible focus on breaking down barriers to learning where they are seen to exist, and, in the case of more able pupils, ensuring that they are offered appropriate academic challenge. Firstly, and most importantly, will be the commitment to working closely with parents and families to encourage their involvement in their child's education. The Family Worker will visit all pupils before they enter Reception, to begin building the partnership and to identify what particular strategies might be appropriate. There will then be detailed consideration of a personalised programme of support for pupils that require it.

Inclusion would be led by the Assistant Head who would also be SENCO, overseeing additional educational needs provision including EAL and taking the lead role with Gifted and Talented students. The Assistant Head will also be responsible for Child Protection and Social Service referrals and will work closely with a Family Worker (part-time in the first instance) who will work in a largely outreach capacity to ensure that families are able to engage fully with the education of their child from the moment they start school.

The Assistant Head of Inclusion would work with the whole school community to maximise the academic attainment and personal achievement of all students. We know that we need accurate and detailed information on all our pupils when they first arrive at school, to plan our teaching more effectively. Students would be fully assessed so that we can support teachers in meeting their needs.

Through its curriculum, the school will support pupils' holistic development and help remove any barriers to achievement. The school will work to ensure that all pupils have effective learning opportunities, based on their cultural, physical and learning needs. Three principles will underpin the inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The Assistant Headteacher (Inclusion) will work with the whole school community to ensure that all pupils have the opportunity to achieve their potential, and will be one of the

key people regularly tracking pupil progress throughout the school year, and identifying those that are at risk of not making good or better progress. They will analyse attainment data by pupil group, and ensure that appropriate interventions are provided where appropriate, as well as advise teachers on the best way to support pupils that are falling behind, in the context of whole class teaching. Differentiation within whole class teaching will be at the heart of the school's approach to achieving the highest outcomes for all pupils, and subject leaders will be closely involved with all class teachers, ensuring that progression in each subject is clearly understood and that subject specific pedagogies are effectively used, so that support and extension for pupils is provided appropriately in every lesson.

Many pupils may require support at different times in their school lives, and the timely provision of such support by the school will be crucial in ensuring that needs do not become more critical or significant. The Assistant Head (Inclusions) will ensure that the school is able to respond sensitively to pupils' needs, identifying where multiple factors may be overlapping for a particular pupil. In particular, the Assistant Head will work closely with those responsible for assessment to ensure that assessment is timely and accurate, and a suitable means of identifying pupils' strengths and next steps. The use of assessment will also ensure that all pupils are set appropriate learning targets, particularly in the core subjects, so that, crucially, they and their parents are involved in enabling their success. In general the school will promote the inclusion of all pupils within their main class, but where appropriate and it is clear that it will be to their benefit, pupils will be withdrawn for individual or small group work.

Data will be used carefully to identify groups and sub-groups of pupils that would benefit from support, but the following will be monitored in particular:

- Children in care (CLA)
- Young Carers
- English as an Additional Language (EAL)
- Pupils from ethnic and/or religious minorities (EMA)
- Asylum seekers and refugees
- Special Educational Needs and Disabilities (SEND)
- Gifted and Talented (G&T)

### **Special Educational Needs**

Students may have special education needs either throughout or at any time during their school career. Our policy is to ensure that as far as possible, these needs can be met in the mainstream and pupils with SEN are taught alongside their peers.

The key is the identification of the individual student need through a variety of assessment processes. The Head of Inclusion (who is also the SENCO) will work with their teacher on in-class strategies to meet their need. If, as a result of data tracking, teacher observation or parental concern it seems that these strategies are not effective, an in-school

intervention meeting would be convened with the Headteacher, Assistant Head of Inclusion, class teacher and parent to decide if further assessments are needed, and what additional strategies should be put in place to support the student.

Some students will be identified as needing additional support to that provided by the class teacher. The school action plus students would work in withdrawal lessons either individually or in groups. The school would also have access to other specialists, educational psychologists, speech and language and behaviour therapists as well teachers specialising in English as a Second Language (see further below). In between these two ends of the spectrum, the school will draw on a range of interventions including:

- Early Literacy Support (ELS)
- Year 3 Literacy Support (Y3LS)
- Further Literacy Support (FS)
- Talking Partners
- Direct Phonics
- Catch Up
- AcceleRead AcceleWrite
- Reading Recovery
- Numbers Count
- Numicon
- Rapid Read
- Read Write Inc
- One-to-one tuition

### **English as an Additional Language, Ethnic Minority Achievement and Asylum Seekers and Refugees**

Graveney is a school in which over 50 heritage languages are spoken, and it therefore has great experience in supporting students in English language acquisition. An EMA co-ordinator will ensure that pupils are accurately assessed on entry.

Pupils at an early stage of English language acquisition would receive as much support as possible in class. If a need is identified for intervention, this can be supported in a variety of ways including the use of additional teaching assistant time in class, withdrawal sessions or the use of an EAL specialist. The school will also provide EAL classes for parents so that they can gain the skills and confidence to help their children. Other strategies to support EAL pupils will include:

- Use of appropriate assessment tools to diagnose the nature of EAL support required
- Effective induction for EAL pupils
- Ensuring that all teachers plan all lessons with the needs of bi-lingual pupils in mind
- Providing staff training to ensure that all staff understand the strategies which can support EAL pupils

- Development of partnerships with different community groups to foster a mutual understanding of the issues and problems
- Development of a learning culture where having more than one language is positively valued
- Development of resources for use in school and at home such as dual language signs, personalised vocabulary books, resource packs and translated documents

For pupils with higher levels of fluency, but where the confident use of English can mask insecurities, the EMA co-ordinator will work to ensure that strategies used in class, such as focusing on vocabulary and language structure are used. As for all pupils, the school's partnership with parents in their children's learning will be fostered. The school will provide opportunities for parents and families to develop their English skills.

### **Other potential social barriers faced in particular by pupils eligible for free school meals and looked after children**

The provision of a free school uniform for all pupils is intended to ensure a sense of shared identity and common purpose/values that minimises social and economic differences. However, there may be other social disadvantages that need to be addressed in order to ensure that all pupils can feel equal. To this end, pupils eligible for free school meals and looked after children can also expect to have free access to:

- the daily breakfast club
- school trips and journeys
- swimming lessons

They will also receive regular home visits from the Family Worker to assess whether there are areas where the school might provide further support for example, learning/play resources for use in the home and/or other provision offered by health and children's services.

We can also expect that there may be considerable movement of pupils in and out of the school. We will ensure that there are systematic ways of dealing with new entrants and will provide:

- an initial assessment of the pupil on arriving
- a family meeting with parents/carers/child following the assessment to set targets, sign the home to school contract etc.
- very careful progress monitoring in the first weeks and months
- Quick intervention if things aren't going well

## **Gifted and Talented**

The school will ensure that all pupils will be supported to maximise their potential, and this will include the more able pupils. The school will ensure that the abilities of these pupils, whether they are in an academic subject(s), or in areas like sport, music and the arts are recognised and supported. Sometimes identified as 'Gifted and Talented', of primary importance will be the greater challenge these pupils receive in their classes through an enriched and an extended curriculum. Some pupils will have the ability to develop to a level significantly ahead of their year group. The provision for all these pupils will also include extra-curricular clubs, and, where possible activities beyond the everyday timetable, including linking with pupils and teachers at Graveney School so that they can benefit from the additional challenge provided by specialist secondary school facilities and teachers. The school will also take into account skills like leadership, decision-making and organisation when identifying and providing for gifted and talented children.

## **IT and other resources to support achievement**

Pupils will be exposed to ICT from the early years and a range of technologies will be available to teachers to use across the curriculum. There will be wireless coverage in all classrooms, and class sets of notebooks, laptops and other devices including games consoles will be available to extend and support subject knowledge as well as develop an intuitive grasp of technology as a tool for research, learning and social development. A demonstrable understanding of E-safety will be an important element in the completion of the 'Tooting Jigsaw'.

The borough-wide VLE (Fronter) will be used to initiate pupils into the world of web-based communication as well as providing a tool for communicating with parents.

There will be a well stocked library from which pupils will be encouraged to borrow. At the end of each year, Key Stage 2 pupils will prepare and publish a brief resume of their favourite book from the year, which will be published on the VLE.

## **Targets and outcomes**

We believe that all pupils are capable of high achievement. To measure how successful we are in reaching this goal we will need to look at a combination of attainment and progress data. Aspirational targets will be set for each pupil, which will ensure they are working towards the highest possible outcomes. Monitoring of attainment and progress would be based on the national standards and indicators and pupils would take SATS at both key stages so that we can assess where they are in the context of the existing national benchmarks.

## **Attainment and Progress**

All pupils will achieve to the maximum of their ability. Pupil progress will be monitored closely against the aspirational targets that have been set and appropriate intervention strategies will be put in place where a child appears to be at risk of underperforming.

Progress will be monitored by gender, ethnicity, FSM, LAC, SEN, EAL and prior attainment to ensure that no particular groups of pupils begin to move towards underachievement.

Pupil attainment targets will be at the level of the best schools nationally, with an expectation that all pupils will secure a level 4 in English and Maths on leaving the school. Provision for the more able will be well supported and there will be an expectation that a significant proportion of pupils (65%) will achieve a level 5 in English and Maths.

Regular testing and assessments through homework, classwork and teacher assessment will take place as well as the more formal termly assessments, and there will be an expectation of 7 sub-levels of progress at each key stage.

The development of social and citizenship skills will be recorded using the Tooting Jigsaw, which will be built on year on year and which will provide a useful record of achievement on completion in Year 6 both for the benefit of the child and as a tool to assist in secondary transition.

## **Teaching**

All lessons will be well structured, will be differentiated and will use Assessment for Learning to ensure that all pupils are enabled to progress. There will be at least 3 formal lesson observations each year for each teacher and there will be an expectation that all teaching will be good and that at least half will be outstanding. Lesson observations will be supported by regular class visit by the Headteacher and other senior staff as the school develops as well as reviews of pupil books.

We expect pupils to enjoy their lessons. Evidence of enjoyment will be drawn from behaviour in class and around the school, attendance and punctuality to school and feedback from pupils. Feedback from pupils will be gathered as part of the normal programme of class visits but also more formally at Key Stage 2 where pupils will be asked for their views on their lessons and the wider provision offered by the school through an survey and guided discussion, which will be lead by a member of the school who is not their class teacher.

## **Health, safety and wellbeing**

Feeling safe at school is an absolutely key requirement. Pupils must not only feel safe, but understand what constitutes safe and unsafe situations. Governors and staff will recognise their primary role in actively ensuring security, safety and wellbeing and in protection pupils from harm.

Safeguarding procedures will be rigorous, based on the very successful arrangements that are in place at Graveney and which have been recognised as exemplary by Ofsted.

We will monitor the impact of our safeguarding procedure in a variety of ways including:

- Feedback from pupils and parents via surveys and focus groups together with an on-going review of complaints to ensure that relevant issues are picked up and addressed within the parameters of the safeguarding system
- High attendance, as an indicator of how pupils feel about being in school (96% or better)
- Relations between staff and pupils and the confidence pupils have in feeling able to seek support using lesson observations and pastoral records as evidence
- Behaviour in lessons and around the school generally, evidenced through observations, class visits, and behaviour records, with minimal or no incidents of bullying or violence of any sort
- Reporting to governors regularly on safeguarding and child protection and regular (at least termly) inspections by the nominated governor for safeguarding to ensure that all procedures are being consistently and effectively applied

Emotional and physical well-being is also a key element in enabling high achievement and preparation for healthy living later in life. The curriculum would be developed to include helping pupils to understand how to be healthy and arming them with the strategies they will need to look after themselves as they mature. In addition to the curriculum coverage for pupils we would offer support (workshops etc) to parents on child development, well being, nutrition, fitness etc. We would monitor our success in this area by:

- Feedback from parents and pupils (surveys/focus groups etc)
- The extent to which the school and its facilities and resources are used by pupils and families to support healthy living at home
- Accreditation as a Healthy School within a year and with Enhanced Healthy School Status by 2015
- All pupils to participate in 2 PE lessons each week
- Uptake of extra-curricular activities and clubs in particular in PE, health and fitness, nutrition etc.
- Staff as role models, eating healthy meals in the dining room with children
- Uptake of free breakfast and free fruit

- Support for parents not wishing to use the services of the school kitchen to ensure that packed lunches for their children comply with the same healthy standards
- Years 4, 5 and 6 involved in the design of healthy meals/recipes with opportunities for cookery in Year 6.

### **Behaviour, Attendance and Punctuality**

For pupils to learn and achieve they must attend school every day, be punctual and behave well.

At Graveney this has always been our focus and successive Ofsted reports have branded both behaviour and attendance as outstanding.

*“The atmosphere of friendliness and the exceptional relationships between staff and students, and between students, are apparent in and out of lessons. Students collaborate, help each other, and behave extremely well”.*

*Ofsted, May 2011*

It is essential that policies that have the full support of parents via a home-school agreement are in place to monitor behaviour, attendance and punctuality.

### **Behaviour**

The aim of the Behaviour Policy will be to help create a happy school which fosters good relationships and encourages effective learning. The policy applies at all times – when we are in school, on a school trip and travelling to and from school.

It is important for a pupil to know that school and home are working together. Parents will be expected to sign a home-school agreement, which lays out the behaviour we expect from pupils.

The Behaviour Policy will be based on our core values. Our role as a school is to promote the very best in every pupil, and we have created a set of Tooting Primary values which we expect all pupils to live up to. These values are:

- \* We enable each other to learn and achieve
- \* We respect each other
- \* We show courtesy and consideration
- \* We accept that we lead by example
- \* We are open and honest
- \* We are committed to our community

Our policy will be backed and implemented by a highly trained staff with excellent classroom management training. They will ensure that the rules, routines, rewards and sanctions are applied consistently, and they will have high expectations of every student.

## **Attendance and Punctuality**

The Attendance and Punctuality Policy will support the values of Tooting Primary School. Its aim is simple – to ensure that high levels of attendance and punctuality are maintained and to inform parents of the importance of attendance and punctuality.

We recognise the correlation between high attendance and achievement, and to ensure high attendance we will:

- create a friendly and positive atmosphere which will enable every pupil to feel secure and valued, both inside and outside the classroom
- expect and encourage parents and pupils to view attendance in a positive manner
- reward excellent attendance and punctuality
- apply school rules, procedures, sanctions and rewards consistently
- communicate with parents
- use our family worker and other agencies such as the Education Welfare Service when necessary

We will expect average attendance to be between 96-100%. Between 90-96% will require follow up from the class teacher and Head of Inclusion. Under 90%, follow up will also involve the family worker.

The school will use a system similar to that in operation at Graveney for following up unexplained absences.

Families will all sign up to the Home School Agreement on the entry of their child. The agreement will specify the level of behaviour, attendance and punctuality required by each child. In this way, there will be clarity about our expectations from the start. The effectiveness of our work in this area will be measured by:

- Attendance and punctuality levels of 96% or higher
- No complaints from parents about any sanctions taken by the school as a response to poor attendance, punctuality or behaviour
- Records of behaviour incidents
- Feedback from pupils, parents, the local community and visitors to the school

## **Strategies for promoting good behaviour, attendance and well-being**

Building on the experience developed at Graveney School, arrangements for care guidance and support offered to Tooting Primary pupils will be outstanding. Safeguarding procedures will be robust. In terms of recruitment, these will be overseen by the Graveney School personnel department and the Headteacher, who will initially fulfil the role of designated Child Protection Officer, will be supported by the Graveney Inclusion Team. This responsibility will pass to the Assistant Head (Inclusion) in 2015.

The Headteacher will develop a Behaviour Policy and Disciplinary Code that will ensure the school offers a stimulating but safe and supportive environment to pupils at all times. The policy will ensure that an ethos of respect, responsibility, tolerance, understanding, honour, forgiveness and self-discipline is evident in behaviour both within and outside the classroom. The policy will include details of rewards and sanctions and procedures for dealing with bullying and discrimination.

Expectations of exemplary behaviour will be reinforced in assemblies, which will take place regularly to promote an atmosphere of community and belonging.

Class teachers will be responsible for the behaviour of pupils in lessons. Teachers will all be excellent and experienced practitioners, but there will be opportunities for further training in behaviour management and coaching and mentoring if necessary. Children with behavioural, emotional or social difficulties will be supported through the school's special needs provision, with additional input from the Graveney School Inclusion team as and when necessary.

There is a clear correlation between high attendance and high achievement. So, to ensure the best possible outcomes, pupils must want to come to school. The curriculum described earlier in this document is designed to inspire pupils within an environment where they can feel safe, secure and happy. The physical design and layout of both indoor and outdoor space will provide high levels of security as well as being visually stimulating, interesting and comfortable.

Daily electronic registration will be monitored closely by the School Administrative Officer and parents will be required to provide a letter on any occasion that their child is absent from school. Where there is a cause for concern, the Family Worker will be informed and will undertake home visits and, if necessary, make referrals to relevant support agencies.

### **Young Ambassadors for a cohesive community**

All pupils are expected to come to understand and practice the concepts of tolerance, respect and good citizenship within the moral, cultural, political and judicial framework of this country. Building on the way in which school staff model these values, they will be expected to demonstrate their growing understanding in school, at home and out in the community. We expect our pupils to be quickly identifiable by their attitudes and behaviour whilst out of school. We will measure our success through:

- Accumulation of credits towards and ultimately completion of the Tooting Jigsaw by all pupils
- Feedback from parents and the community
- Participation by pupils and families in extra curricular school activities and events designed to encourage and improve community cohesion
- Feedback from organisations providing/supporting school trips and visits

## **Assessment, tracking and reporting**

Pupils will be assessed at all the statutory points (Year 1, Year 2 and Year 6). Pupils will be regularly assessed throughout this period, ensuring their progress is tracked, and identifying where additional support may need to be provided. This will also provide information for teachers about pupils' strengths and where they need to improve, and form the basis of attainment and progress information to be shared with parents and carers.

The key skills of 'Assessment for Learning' will be at the heart of all teaching and learning. Based on continuous assessment and a current understanding of pupils' knowledge, skills and understanding, teachers will have the highest expectations of their pupils which will be reflected in their teaching and planning. Lessons will be well planned, but have sufficient flexibility to allow a different course of action to be taken, dependent on pupils' response, and to ensure all pupils learn during every lesson.

The results of continuous assessment will be communicated to parents on a half-termly basis via the school VLE in addition to a parents meeting for each year group. Where tracking data shows that there may be particular challenges to be addressed, parents will be invited in to school to discuss strategies for improvement with immediately, rather than waiting for the annual meeting.

## **ADMISSIONS CRITERIA**

If there are more applications than places available, priority will be given in the following order:-

- i Children Looked After or children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). (see note 1)
- ii Children with a professionally supported exceptional medical or social need for a place at a particular school, as decided by the Governing Body (see note 3)
- iii brothers and sisters of children on the roll of the school on the date of application (see note2)
- iv nearness of home to school as measured by Wandsworth Council's Geographical Information System (see note 4).

If there are more applications than places within any category, applications will be considered in order of nearness of home to school using a straight line measurement as measured by Wandsworth's GIS computerised system.

1. A child looked after is a child in the care of a local authority or provided with accommodation by that authority in accordance with section 22 of the Children Act 1989. Children who were looked after, but ceased to be so because they were adopted are as defined by section 46 of the Adoption and Children Act 2002, or those who became subject to a residence order (under section 8 of the terms of the Children act 1989) or special guardianship order (under section 14A of the Children Act 1989).
2. A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living at the same address as part of the family, by reason of a court order, or a child who has been placed with foster carers as a result of being looked after by a local authority.
3. Applications made on acute medical grounds must be supported by a current letter from a specialist health professional. Applications made on exceptional social grounds must be supported by a current letter from a social worker or other care professional working with the family. The letters must give reasons why the child's condition or circumstances make it necessary for the child to attend the school and the difficulties that would be caused if they had to attend an alternative school. If this information is not provided by the application closing date, the application will not be considered under this criterion.
4. The permanent address of the parent/guardian with whom the child is living on the closing date for applications will be used for this purpose. A childminder's address will not be accepted. Distance is measured by Wandsworth Borough Council on behalf of the school, using the GIS computerised system. Measurements produced by alternative measuring systems will not be taken into account in any circumstances. The distance is measured from the applicant's home to the front gates of the school, using a straight line measurement. The school reserves the right to verify applicants' addresses with primary schools and electoral registers.

### **The Local Community**

In the 35 years that Graveney has been based in Tooting, it has established strong links with the local communities:

- local authority
- the MP
- local communities in Graveney, Tooting and Furzedown wards
- faith groups
- local businesses
- local primary, secondary and special schools
- charities, including Trinity Hospice
- universities, including UCL, King's Imperial, Roehampton and Kingston

These links have been mutually beneficial and Graveney holds a respected position in the area. The [REDACTED] of [REDACTED] sat for [REDACTED] on the [REDACTED], and is well informed of local issues. In addition, he has [REDACTED].

Graveney is deeply embedded in the local community and our aim is that Tooting Primary is held in the same high esteem.

*“The school is highly committed to working in partnership that promotes well-being and learning. There is substantial impact from its many links with agencies, universities and businesses.” Ofsted, May 2011*

Our strategy for change, written in 2009, laid out our firm intention of “becoming a major agent for regeneration and community cohesion in the tooting area by raising aspiration and influencing attitudes. We will expect all our students to become active agents for positive change in the community. Acting as ambassadors for their generation, they will be involved in a range of citizenship activities.”

*“Students make an outstanding contribution to the school and wider community.”  
Ofsted, May 2011*

### **Community cohesion**

Ofsted confirms that we know the Tooting community and its needs.

*“The school knows well its religious, ethnic and socio-economic context and carries out a wide range of activities across the school and subject areas that promote community cohesion and enable students to communicate with people from different backgrounds locally, nationally and abroad. The school community is exceptionally cohesive and a haven of calm.”*

*Ofsted, May 2011*

Graveney and Tooting Primary School intend to be at the centre of the local community, promoting community cohesion through example. We believe, and Ofsted endorses, that our pupils are tolerant and understanding of each other, and that the school is a haven. We believe through the involvement of our pupils and parents we can export these values to our local community

Pupils will be actively encouraged to contribute to their local community through the numerous links already made by Graveney School. As part of the Graveney House systems, all students are involved in work with the local community: fundraising for charity, voluntary work, environmental projects, reading with primary children, teaching IT to senior citizens etc. These activities have given pupils responsibility, taught them to work effectively with people from different backgrounds, and encouraged them to meet the needs of others – useful skills for life. We will involve Tooting Primary School pupils in these worthwhile and valued activities.

Graveney's excellent reputation in the local community and the strong relationship built up over many years place us in a strong position as we progress our plans to move into the primary sector. This project will strengthen and develop our involvement in the community and make Tooting Primary a truly local community primary school.

## SECTION E – EVIDENCE OF DEMAND AND MARKETING

The Tooting Primary School proposal took time to develop and was only agreed at the beginning of February. In spite of this, in the two weeks following distribution of the leaflets in the area, support has been enthusiastic and we have already received responses from 134 parents, who would like their children to attend this school in the first three years of entry:

22,000 copies of a pamphlet setting out the aims and ethos of the new school and giving dates for public meetings and a web address have been distributed in the local area. The pamphlet include a brief questionnaire, that could either be completed and returned to Graveney School, or the same survey was available for completion on-line. The pamphlet, a copy of which is attached as Appendix 6, was circulated to:

- residents of Tooting, Graveney and Furzedown wards (19,500)
- libraries and leisure centres in the borough (550)
- all childminders in the borough (1000)
- all children's' centres in Wandsworth (20)
- neighbouring boroughs for information (7)
- the three Wandsworth MPs (3)
- members of the council (60)

In addition:

- Graveney set up a consultation website
- the new school was on the home page of the Wandsworth Council website
- local social networking sites used to spread the news

Two public meeting drop-in sessions were arranged:

9 February at Graveney School, 2.00-5.00pm

10 February at the Professional Centre, 2.00-5.00pm

A meeting was held with the 12 primary schools in our extended cluster to inform them of the proposal.

### **Public drop-in sessions**

Over 70 parents attended the drop-in sessions and were unanimously supportive.

### **Local primary heads**

Local primary schools' heads endorsed the proposal.

## Evidence of demand from parents

Below is a summary of the responses received from parents at the time of writing:

Postcode	2013 Entry	2014 Entry	2015 Entry	Comments
SW17 [REDACTED]	04/09/2008	22/07/2010		
SW17 [REDACTED]	06/09/2008		05/02/2011	
SW17 [REDACTED]	17/09/2008	08/04/2010		
SW17 [REDACTED]	18/09/2008		14/02/2011	
SW16 [REDACTED]	26/09/2008		01/11/2010	
SW17 [REDACTED]	04/10/2008	22/06/2010		
SE27 [REDACTED]	11/10/2008			Moving into the area
SW17 [REDACTED]	12/10/2008		07/10/2010	
SW16 [REDACTED]	12/10/2008		09/07/2011	
SW17 [REDACTED]	13/10/2008			
SW16 [REDACTED]	23/10/2008			
SW17 [REDACTED]	28/10/2008	09/07/2010		I strongly support this proposal and think it will be fantastic for the area I know that a lot of parents will also be pleased to hear about this I hope that if it eventually opens my son and daughter can be part of the school
SW17 [REDACTED]	17/11/2008			I have an older son who goes to St Boniface so that would be my first choice of school But great to have another option There are a lot of families who leave Tooting because of the lack of good school - so good luck with your proposal
SW17 [REDACTED]	01/12/2008			
SW17 [REDACTED]	04/12/2008			
SW17 [REDACTED]	05/12/2008			Would my son who is currently in a local school get a place as well he would be going into yr 2 when you propose to open the new school
SW16 [REDACTED]	14/12/2008			
SW17 [REDACTED]	01/01/2009		31/10/2010	
SW16 [REDACTED]	05/01/2009			Fantastic news and the idea of Graveney being involved is great
CR42 [REDACTED]	06/02/2009			My partner and her sister went to Graveney and they wouldn't be the well adjusted educated people they are today without the educational values of the school I am also currently involved with the Parent Nursery Association at the Nursery our daughter goes to

## Tooting Primary School Survey

Postcode	2013 Entry	2014 Entry	2015 Entry	Comments
SW17 [REDACTED]	09/02/2009			Please please please can we get Tooting ready for a decent school so all can benefit the area is crying out for a decent school for the young families in this area it's a no brained!!
SW17 [REDACTED]	19/02/2009		20/10/2010	Does your proposal include any plans for out of hours childcare (eg breakfast or after school clubs)?
SW17 [REDACTED]	24/02/2009		22/08/2011	
SW17 [REDACTED]	25/02/2009		10/01/2011	I would be very interested in finding out more about this I am four square behind this project I am deeply anxious about the serious lack of primary school places in Wandsworth This is the answer to our prayers
SW16 [REDACTED]	07/03/2009			
SW16 [REDACTED]	07/03/2009			
SW17 [REDACTED]	16/03/2009			This school would be great for my daughter in the right location and has the values of Graveney I love that school and know some students that attend
SW17 [REDACTED]	27/03/2009			Its a very good idea to open a new primary school as its hard to get place in a good school in Tooting
SW17 [REDACTED]	28/03/2009		31/10/2010	We are really excited to learn more about what sounds like a fantastic school and so close by Very encouraged by these plans Fantastic idea
SW17 [REDACTED]	01/04/2009			
SW17 [REDACTED]	15/04/2009		03/04/2011	
SW12 [REDACTED]	15/04/2009			A great site for a school and a very good use of the Professional Centre building and grounds Would be good to keep a space for the scrapstore too (Work and Play) which is used by hundreds of local schools for materials
SW16 [REDACTED]	17/04/2009			

## Tooting Primary School Survey

Postcode	2013 Entry	2014 Entry	2015 Entry	Comments
SW17 [REDACTED]	18/04/2009		15/10/2010	
SW17 [REDACTED]	03/06/2009		31/03/2011	would LOVE to hear more about this new school We intend to come to the open day session but would be very keen to find out as much information as possible and fully support this school
SW17 [REDACTED]	06/06/2009			
SW17 [REDACTED]	21/06/2009			
SW17 [REDACTED]	26/06/2009			
SW17 [REDACTED]	04/07/2009			
SW16 [REDACTED]	14/07/2009			
SW17 [REDACTED]	23/07/2009			I am so please about this proposal and I cant wait for my son to be part of the new school Having an additional school will help parent to find convenient schools for their children and also have more choices available to them and the community Great news
SW17 [REDACTED]	28/07/2009			
SW17 [REDACTED]	08/08/2009			Really like Graveney Secondary school but was unable to get my older child into the school don't know if I live close enough but more good schools is only a good thing for the area
SW17 [REDACTED]	11/08/2009			
SW17 [REDACTED]	23/08/2009			
SW17 [REDACTED]	31/08/2009			
SW17 [REDACTED]	26/12/08			
SW17 [REDACTED]	21/03/09			It would be great to have a new primary school in the area since I have been desperate to find a place for my older girl so far and we cannot move to another area at this present time.
SW17 [REDACTED]	05/10/09			
SW17 [REDACTED]				
SW17 [REDACTED]		13/09/2009		
SW17 [REDACTED]		15/09/2009	01/07/2011	
SW17 [REDACTED]		20/09/2009		
SW17 [REDACTED]		29/10/2009		

## Tooting Primary School Survey

Postcode	2013 Entry	2014 Entry	2015 Entry	Comments
SW16 [REDACTED]		05/11/2009		Good luck with the school
SW17 [REDACTED]		08/11/2009		
SW17 [REDACTED]		10/11/2009		
SW17 [REDACTED]		11/11/2009		
SW17 [REDACTED]		17/11/2009		
SW16 [REDACTED]		21/11/2009		We would be happy if this could be provided Graveney has an excellent reputation
SW17 [REDACTED]		23/11/2009		
SW17 [REDACTED]		31/12/2009		We would welcome another school It will increase choice and by extension push standards up across Tooting especially in the non-religious schools
SW17 [REDACTED]		02/01/2010		
SW17 [REDACTED]		04/01/2010		Sounds great!
SW17 [REDACTED]		05/01/2010		
SW16 [REDACTED]		13/01/2010		
SW17 [REDACTED]		18/01/2010		would be good to have another nursery too!
SW17 [REDACTED]		22/01/2010		
SW17 [REDACTED]		10/02/2010		This is very much needed in our community This corner of Wandsworth Borough feels somewhat over-burdened and so disproportionately under-supported
SW17 [REDACTED]		25/02/2010		
SW17 [REDACTED]		28/02/2010	28/07/2011	It would be interesting to know whether the new primary school would act as a feeder school to Graveney School
SW12 [REDACTED]		22/03/2010	09/05/2011	we may not in the catchment area however the Balham/Tooting area is desperate for school places and I support any new school opening generally Nowhere else in the world is the process of getting your child into school so complex and stressful!
SW17 [REDACTED]		23/03/2010		
SW16 [REDACTED]		31/03/2010		This would be fantastic and would love my child to go to the school with great vision
SW17 [REDACTED]		03/04/2010		

## Tooting Primary School Survey

Postcode	2013 Entry	2014 Entry	2015 Entry	Comments
SW17 [REDACTED]		06/04/2010		I would be interested to find out if this primary school would teach foreign languages?
SW17 [REDACTED]		14/04/2010		I am an ex-Graveney pupil and know it has very high standards and is an excellent academy for educating our children I would not think twice to send my daughter to the existing secondary school or indeed the new proposal for a Primary school I have already started to think of [REDACTED] (my daughter) schooling and was not very happy with the local schools and hence I was looking into the private sector; but was very happy to see the leaflet for the new school (which I feel is much needed) Good luck with the proposal I really hope it goes through and I look forward to sending [REDACTED] there
SW17 [REDACTED]		23/04/2010		
SW17 [REDACTED]		04/05/2010		Tooting is desperate for more and better primary schools A new primary from the highly successful Graveney School would enable us to remain in the area rather than having to seek educational opportunities outside of London I'd like to support the venture in whatever way possible great idea need more and better primary schooling in Tooting
SW16 [REDACTED]		05/05/2010		
SW17 [REDACTED]		07/05/2010		
SW17 [REDACTED]		17/05/2010		
SW17 [REDACTED]		02/06/2010		
SW17 [REDACTED]		03/06/2010		
SW17 [REDACTED]		09/06/2010		
SW16 [REDACTED]		17/06/2010		
SW17 [REDACTED]		07/07/2010		
SW17 [REDACTED]		20/07/2010		
SW22 [REDACTED]		25/07/2010		We would move to be in close proximity to the school
SW17 [REDACTED]		12/08/2010		
SW17 [REDACTED]		05/03/09		

## Tooting Primary School Survey

Postcode	2013 Entry	2014 Entry	2015 Entry	Comments
SW17 [REDACTED]		01/07/10		I'm really pleased there maybe a new school option in Tooting. I hope it happens and I would definitely be applying for a place for my children.
SW17 [REDACTED]			18/09/2010	
SW17 [REDACTED]		12/04/10		
SW17 [REDACTED]		05/10/09		
SW17 [REDACTED]			28/09/2010	
SW17 [REDACTED]	20/03/11		20/03/11	I would be very keen for a good primary school. Other local primaries in the area are not that great – only the catholic ones for which our children would not be eligible. I hope that the school would be open to those people living ion the other side of [REDACTED] (i.e us on [REDACTED]). Thanks
SW17 [REDACTED]			28/09/2010	will this be a free school? If so I would have reservations about sending my child there
SW17 [REDACTED]			29/09/2010	
SW17 [REDACTED]			05/10/2010	
SW17 [REDACTED]			26/10/2010	
SW17 [REDACTED]			04/12/2010	
SW17 [REDACTED]			10/01/2011	Sounds like a great proposition The area really needs a good primary school and to tie it in with Graveney which is performing so well makes perfect sense!
SW17 [REDACTED]			03/02/2011	Great news! Will come to the consultation for more info
SW17 [REDACTED]			12/02/2011	Don't fully understand admissions policy would appreciate evening info meetings
SW17 [REDACTED]			01/04/2011	
SW17 [REDACTED]			07/04/2011	An exciting prospect; please keep me informed Am considering leaving the area as local primaries aren't as good as I'd like but reputation of Graveney is so good
SW17 [REDACTED]			14/04/2011	Will be attending to the session on the 9th Feb to get more information about the free school approach

**Tooting Primary School Survey**

<b>Postcode</b>	<b>2013 Entry</b>	<b>2014 Entry</b>	<b>2015 Entry</b>	<b>Comments</b>
SW17 [REDACTED]			20/04/2011	I think it would be an amazing idea I have heard fabulous things about Graveney School and would do all i could to send my little boy [REDACTED] to a primary school affiliated with How and when can I put his name down?!
SW17 [REDACTED]			19/05/2011	I really support the establishment of the new school Will make other mums aware Good luck
SW17 [REDACTED]			03/06/2011	
SW17 [REDACTED]			08/06/2011	Tooting definitely needs this school!
SW17 [REDACTED]			02/07/2011	
SW17 [REDACTED]			09/08/2011	
<b>TOTAL</b>	<b>49</b>	<b>49</b>	<b>36</b>	

## SECTION F – CAPACITY AND CAPABILITY

The planning team tasked with setting up the school and ensuring its successful operation after the appointment of its first Headteacher comprises the Chief Executive and Company Secretary of Graveney Trust, the Assistant Headteacher (curriculum and equal opportunities) from Graveney and the [REDACTED] working with and drawing on expertise from other members of Wandsworth LA and the Headteacher of a local ‘outstanding’ primary school.

ROLE	RESPONSIBILITIES
<p>Chief Executive (Graveney Trust)</p>	<p>To deliver the vision for Tooting Primary School, there will need to be strong strategic leadership from the Graveney Trust and close links with Graveney staff at a number of levels. This will be particularly important during the developmental phase to ensure that the vision and ethos is embedded, but there will continue to be a need for strategic oversight until the new school reaches steady state.</p> <p>In addition to this leadership oversight, operational links between the two schools will be close as the primary school will be provided with access to a range of facilities on the Graveney School site as well as benefitting from specialist teaching input from Graveney staff on an outreach basis and management support from the Bursar’s office to ensure that support services are delivered in an efficient and cost-effective manner.</p> <p>The Chief Executive will be the key point of contact between the two schools. [REDACTED], as [REDACTED] has a proven track record of [REDACTED], in a world where the goal posts change and the bar raised ever higher. The existing Trust structure and the arrangements for leadership and management of Graveney School provide sufficient capacity for the Trust to commit senior staff time to developments of this sort, which are consistent with its Strategy for Change and the Company Objects.</p>
<p>Company Secretary (Graveney School)</p>	<p>Similarly, the new school systems will need to be compliant with the systems, procedures and controls already in operation by the Graveney Trust. At the set-up stage, this will cover systems and procedures relating to financial management including procurement, health and safety, staff recruitment and arrangements for servicing the Tooting School governing body.</p> <p>The Company Secretary will also be responsible for overseeing the arrangements for ‘bought-in’ services (see further below) and</p>

	<p>for ensuring that these provide a cost-effective solution that results in best value for both institutions.</p> <p>██████████ as ██████████ has ██████████. She also has considerable experience of ██████████ covering the many and varied activities that are necessary to support a large and complex organisation.</p> <p>The services of both ██████████ and ██████████ will be provided to the new school at no cost, on the basis that economies of scale will be achieved across the Trust generally through implementing a shared support staff structure and a range of 'bought in' services.</p>
██████████	██████████
Senior Assistant Headteacher (Curriculum and Equal Opportunities)	██████████

The school will form part of the Graveney Trust so, at the highest level, Graveney Trust Members will be responsible for the success of the school. The Trust Members between them have extensive experience of school governance as well as a range of other experience in business and industry. Their combined expertise covers all the major areas necessary to ensure the success of the school at the strategic level, encompassing finance, business development, human resources management, IT , school governance and regeneration.

<b>GRAVENEY TRUST MEMBERS</b>	
[REDACTED]	[REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] .
[REDACTED]	[REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . - [REDACTED] - [REDACTED] - [REDACTED] - [REDACTED] - [REDACTED]

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

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██████████	See page 49 above.

The proposed governance structure is provided below:

**GRAVENEY ACADEMY TRUST**  
**Comprising 5 founding Members, all of whom are also**  
**governors of Graveney School**

**TOOTING PRIMARY SCHOOL GOVERNING BODY** 6 governors appointed by the Members to include:

- up to 2 Members or Graveney governors
- Chief Executive of Graveney Trust
- 1 local Primary Headteacher (either serving or retired)
- 2 individuals representing local community interests including, for example, the Tooting Town Manager

2 parent governors (rising in later years as the school builds up)  
 1 staff governor

**GRAVENEY SCHOOL GOVERNING BODY**

10 governors appointed by the Members, representing a wide range of interests including community interests and the wider world of education

6 parent governors  
 3 staff governors  
 Principal (ex officio)

**CHIEF EXECUTIVE – GRAVENEY TRUST**

TOOTING PRIMARY

GRAVENEY SCHOOL

HEAD TEACHER TOOTING PRIMARY

PRINCIPAL GRAVENEY

DEPUTY HEAD

ASSISTANT HEAD (appt 2015)

Admin Officer  
 Schoolkeeper

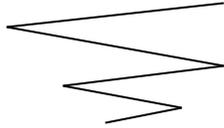
BURSAR

SUPPORT STAFF STRUCTURE  
 Premises, Finance, IT, Personnel

HEADTEACHER GRAVENEY

CLASS TEACHERS KS1      CLASS TEACHERS KS2

TEACHING ASSISTANTS



**STAFF ROLES AND RESPONSIBILITIES**

Recruitment of the highest quality staff will be essential if the vision, aspirations and targets described in this document are to be fulfilled, given the context of significant disadvantage that surrounds the geographical area of the school. All staff will need to have a flexible and ‘can-do’ approach and to be willing to take on a wide range of responsibilities and roles, which are likely to change significantly over time.

All staff would be expected to support the model of an extended day and embrace the expectation that they will all be involved in the provision of extra curricular activities after school as part of their normal duties.

The arrangements that are proposed offer a workable, affordable structure, and show how the phasing will be managed. However, it must be recognised that the Headteacher who is yet to be identified and appointed, may bring ideas that could improve on these proposals. Development and refinement of the structure is therefore expected to take place in the period April – September 2013.

Headteacher	January 2013	<p>The staffing structure proposes a Headteacher who would be appointed sufficiently early to ensure full involvement in the set up of the new school including overseeing plans for site refurbishment, developing schemes of work, an assessment framework, systems for monitoring and evaluating school effectiveness, differentiation across the curriculum and arrangements for pupils with SEN as well as the more able pupils, school policies and the recruitment of pupils and staff to the school.</p> <p>After opening and until the appointment of the first member of SLT, the Headteacher would provide PPA cover for the two class teachers (40%). On the appointment of the Assistant Headteacher this would reduce to 20% and would taper down again on the appointment of the Deputy Headteacher in 2018.</p> <p>The Headteacher will have overall responsibility for the day to day running of the school. He/she will be supported by an on- site administrative officer (see further below) and will have access to a range of specialist services provided on a ‘bought in’ basis from Graveney School including finance, personnel/HR and IT. The Headteacher will be responsible for leading KS1 curriculum development until the appointment of the Assistant Headteacher, at which point the Headteacher will take on responsibility for KS2. Leadership of KS2 will transfer to the Deputy Headteacher in 2018. The Headteacher will line manage all staff (including the teaching assistant team)</p>
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		<p>until the appointment of the Assistant and Deputy Headteachers.</p> <p>The Trust will be looking to recruit an individual who is demonstrably committed to the vision and ethos of the school and who has experience of working successfully with disadvantaged families to increase parental engagement and raise pupil achievement. The successful candidate will be able to demonstrate a history of excellent teaching practice as well as innovation as a primary school leader.</p>
School Admin Officer	April 2013	<p>The School Administrative Officer will be appointed in April 2013 and will be responsible for running the school office, including reception services, IT systems, purchasing/procurement, general site issues and the provision of secretarial support to the Headteacher. The postholder will be supported by a range of staff from Graveney School, who will provide training and support in Management Information Systems, financial and office procedures and general site matters.</p> <p>The successful candidate for this post will be a flexible all-rounder with a proven track record of running a school office.</p> <p>In the first instance, the SAO will line manage the work of the non-teaching staff including the Family Worker and Teaching Assistants. In 2013, the day to day supervision and deployment of these staff, together with the specialist intervention team as they are appointed, will transfer to the Assistant Head (Inclusion). There will therefore need to be close links between these two members of staff.</p>
Premises Assistant	September 2013	<p>In the first instance, a premises assistant will be seconded part-time from the Graveney School Premises team and will work under the supervision of the Graveney Premises Manager. The secondee will be a flexible individual, willing and able to turn his/her hand to a wide range of tasks including minor daily maintenance activities, any cleaning that may be required during the day and providing cover for the reception/general office as necessary. As the school develops, it is anticipated that a full-time Premises Assistant may be required.</p>
Family Worker	September 2013	<p>A part-time family worker will be appointed in September, with the time commitment increasing as the school grows. This role will focus on building links with parents and families of pupils already in school as well</p>

		<p>as developing links with prospective parents and families through working with local nursery schools. The postholder will work with families to raise aspirations, identify barriers to learning and advise and signpost on the range of support that already exists, for example, adult literacy classes, ESOL, education welfare etc. He/she will also be expected to work closely with the Headteacher and classteachers to identify what additional in-school provision is required for pupils and to plan activities, workshops and support sessions for pupils and/or parents to attend after school or on Saturday mornings.</p> <p>The postholder will be expected to hold a relevant qualification, which could include teaching ESOL or literacy/numeracy. The ability to speak one of the local minority languages would be an advantage.</p>
Assistant Headteacher	September 2014	<p>An Assistant Headteacher will be appointed in 2015, to take over the Leadership of KS1. The postholder will also take on responsibility for differentiation across the curriculum and will develop further the systems and procedures to support pupils with Special Educational Needs. As the named SENCO, the postholder will be supported by one of the existing class teachers, who will take on a TLR for work in this area. The Assistant Headteacher will also take over responsibility for safeguarding and case work (child protection etc) from the Headteacher.</p> <p>The focus of the role will be ensuring that groups of pupils, (SEN, EAL, LAL etc) are achieving and receiving the support that they need. (Arrangements for supporting the more able pupils will remain with the Headteacher, until the appointment of the Deputy Head in 2018). This will involve setting up systems to identify potential underachievement by group, providing INSED to staff to help them develop strategies for supporting underachieving groups, observing lessons with a specific focus on inclusion and inclusive practices, arranging targeted interventions in liaison with external agencies, providing withdrawal sessions for pupils who need them and supporting the Headteacher in this/her general duties to safeguard and ensure the well-being of all children.</p> <p>The postholder will also be responsible for home/school liaison and for setting up parent support groups, sessions and surgeries to ensure that parents and families are fully engaged with the education and progress of their child.</p>

		<p>Management and supervision of the Teaching Assistant Team and the Family Support worker will pass from the Headteacher to the postholder on appointment.</p> <p>The successful candidate will be an excellent classroom practitioner, will have experience of working as a SENCO or similar and will be able to demonstrate a sound understanding of the legislation surrounding special educational needs.</p>
Deputy Headteacher	September 2016	<p>As the school expands further, this post will take over a range of responsibilities from the Headteacher, specifically including the leadership of Key stage 2 and transition to secondary school, and more general to share the leadership load.</p> <p>The postholder will support the Headteacher in developing and implementing the vision for the school. He/she will also have responsibility for developing the framework for school improvement planning, including processes for self-evaluation and review, the use of data as a tool for raising achievement, the development of the VLE and the use of ICT to improve teaching and learning.</p> <p>The Deputy Headteacher will also take over responsibility for provision for more able pupils. As part of this role, he/she will be expected to work with the relevant postholder at Graveney School to identify what provision could be effectively supported through the use of either Graveney facilities or Graveney teachers.</p> <p>The Trust will be looking to appoint an excellent classroom practitioner, who demonstrably supports the vision and ethos of the school and who can provide evidence of a commitment to innovative practice in at least one of the major strands of responsibility.</p>
Teachers	September 2013 onwards	<p>All teaching staff will be exceptionally well qualified, and the first teachers appointed to the school will be post-threshold teachers, with at least 4 years of post-threshold experience.. All teachers will have responsibility for a class, teaching the core curriculum and providing the pastoral link for pupils in their care. Reception and KS1 teachers will teach their children most other areas of the curriculum, except for music and PE. Key Stage 2 teachers will teach other areas of the curriculum except for art, MFL, music and PE. Specialist teachers will have responsibility for teaching</p>

		<p>these areas of the curriculum. All areas of the curriculum will be overseen by leaders qualified in, and with strong experience of, teaching in their particular specialist area, ensuring outstanding provision across the school. In addition, the strong subject departments at Graveney School will provide support for teachers in subject knowledge and successful pedagogies. Graveney is particularly well equipped to support teachers' professional development in the core subjects of English, mathematics, and science, and also in technology (it was designated a Technology College in 1995). These aspects of leadership and resource will be critical to the school reaching the highest standards across all the subjects taught.</p>
Teaching Assistants	September 2013 onwards	<p>All teaching assistants will be qualified to NVQ level 3 and will have previous experience of working with the relevant age group. They will all have good GCSE passes (or equivalent) in Maths and English. Higher Level Teaching Assistants may be used at Key Stage 2, and these HLTAs will be expected to run withdrawal groups and one to one sessions to support children with reading, writing and numeracy skills.</p>
Bought-in services	April 2013 onwards	<p>Graveney School will provide a range of professional services including both strategic and day to day financial management and accounting, premises management, IT support, human resources including recruitment and vetting as well as assistance in procuring other specialist services e.g. insurance, audit, cleaning, catering.</p> <p>As the school develops, the balance will shift from a large proportion of administrative and professional activity being undertaken by Graveney staff in the early years to a greater number of dedicated staff permanently located at the new school as it reaches a steady state.</p>

Appendices 7, 8, 9 and 10 show details of the phased build up of staffing over time, for both teaching and support staff.

### **Arrangements for recruiting Headteacher and role and recruitment of other staff**

There will be a high profile recruitment campaign with the intention of attracting candidates who already have some experience of headship and with a track record of working successfully in an area of high deprivation. The successful candidate will

also be an excellent classroom practitioner. The proposed salary has been pitched so as to support this aim. There will be a rigorous interview process, including practical exercises, a lesson observation and a presentation to the panel of Trust Members making the appointment. The panel will be supported by the Wandsworth Primary Inspector and/or a serving Headteacher from an outstanding primary school in the area.

### **How will governors be appointed with the breadth of skills necessary**

Governance, including financial and strategic oversight of the school will be delegated by the Graveney Trust to the Tooting Primary School Governing Body. This will be a small, dynamic group with the membership described on page 42. The governing body will include two of the Graveney Trust Members, whose biographies have been provided in pages 39 - 41. There will then be four governors appointed by the Graveney Trust, who will represent a range of interests. The local business community would be represented through the appointment of individuals with a prominent role in the regeneration of the area, for example, the Tooting Town Centre Manager. These appointed governors would also include a serving Headteacher from a local primary school with 'outstanding' status, at least until the school reaches steady state in 2019. The remaining two appointees would be chosen both to ensure that other significant community interest groups were represented and that the skills balance across the governing body as a whole was appropriate. The parent and staff governors would be elected in the usual way.

### **Accountability and methods of escalation between Members, governing body and Headteacher**

The Trust Members will have overall responsibility for the strategic direction and ethos of the school, for ensuring that the activities of the school fall within the Trust Objects and for ensuring compliance. They will also be responsible for the overall strategic policy framework for the school, including, for example, arrangements for the performance management of staff, the assessment of pupils, the curriculum policy and extended schools provision. The Trust will be required to approve the Governing Body's annual budget for the school.

The Governing Body will have delegated responsibility for school governance including, for example, the setting of the annual budget, the appointment of staff other than the Headteacher and members of the SLT, and oversight of the school site. They will also be responsible for agreeing and implementing their own scheme of delegation to the Headteacher, which will specify the level at which financial and other decisions will pass from the Governing Body to the Headteacher.

The Governing Body will agree arrangements for the content of a Headteacher's Report which will be presented to each of the twice termly governing body meetings so as to ensure that it can fulfil its governance function effectively. In addition to the Headteachers' Report, there will be termly formal visits from the Graveney Chief

Executive and Company Secretary who will fulfil the Responsible Officer role in the first instance as well as providing advice, support and guidance to the Headteacher. A report of each formal visit will be made and presented to both the Governing Body and the Graveney Trust Members. In addition, the Headteacher and Governing Body will have quick and easy access to the Graveney Trust Members, through the Chief Executive, if they need advice or support.

The Headteacher will have delegated responsibility for the day to day running of the school including implementation and development of the curriculum in line with the strategic curriculum plan provided by the Trust, staff management/deployment, day to day site matters, partnership with parents and families and liaison with outside bodies including the LA as necessary.

Governing Body minutes from the new school will be a standing item on all meetings of the Trust and these, together with the termly reports from the Chief Executive and Company Secretary, will allow the Trust to maintain a close overview of the life and development of the school. Where either of these sources indicates any cause for concern, and if further investigation exposes any potential issues of competence, probity or compliance, then the Trust may withdraw delegation from the Governing Body and/or Headteacher for any period that they may determine.



**SECTION G – FINANCE**

[REDACTED]

[REDACTED]

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

[REDACTED]

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[REDACTED]								



[REDACTED]



### SECTION H – PREMISES

Wandsworth Council have agreed to provide a building for the new school and have offered to accommodate it within the [REDACTED], in [REDACTED], [REDACTED] [REDACTED]. The site is ideally located to meet demand and demographic need. The premises would remain in Council ownership but two of the floors and the external area would be transferred to the Graveney School Trust on a 125 year Academies lease. The remaining two floors of the building would be used as centrally administered Council offices.

The [REDACTED] was formerly the site of [REDACTED] and could be [REDACTED] into a 2FE primary school, completed in time to open in September 2013. The first phase would provide the reception class space for September 2013 and the second phase would undertake all repairs and remodelling for admissions for the second Reception cohort in 2014.

The two floors allocated to the new school cover 2705 square meters which could accommodate 420 pupils in 7 year groups.

Wandsworth Council has prepared preliminary costings for the remodelling work which are included as Appendix 11



WANDSWORTH BOROUGH COUNCIL

EDUCATION AND CHILDREN'S SERVICES OVERVIEW AND SCRUTINY  
COMMITTEE – 22<sup>ND</sup> FEBRUARY 2012

EXECUTIVE – 27<sup>TH</sup> FEBRUARY 2012

Report by the [REDACTED] on options for providing sufficient school places in the  
Tooting area and support for a free school application by Graveney School

SUMMARY

Background

Paper No.12-13 to the Education and Children's Services Overview and Scrutiny Committee of 18<sup>th</sup> January 2012 reported the latest forecast for additional primary school places in the Borough and the Executive agreed proposals to publish proposals for statutory notices. The Committee also requested that officers brought back a further report on the options for providing school places in Planning Areas 1 and 2, which cover the Furzedown, Graveney and Tooting wards.

Policy

The Council's policy is to ensure that there are sufficient primary school places in those areas of the Borough where there is a need. It is also Council policy to seek to establish a new free school in a deprived part of the Borough (Paper 11-658) to promote further diversity and choice of schools.

Issues and Proposals

The proposed permanent expansions of Smallwood and Hillbrook primary schools should provide the additional places needed for Planning Area 2 (Tooting) for September 2012 but an additional 2 forms of entry (FE) on top of these permanent expansions will be needed for September 2013 and 3FE for September 2014.

Graveney School has put itself forward as the sponsor of a proposed free school that could be accommodated in the [REDACTED], [REDACTED], [REDACTED], [REDACTED]. This proposal, if submitted to and approved by the Department for Education (DfE), would secure additional grant for the refurbishment of Council owned premises. The premises would remain in Council ownership and the use of the two floors that would be occupied by the school would be transferred to Graveney School on a 125-year Academies lease. The remaining two floors would be used as centrally administered offices managed by the Administration Department.

The advantages of retaining the [REDACTED] and establishing it as an academy or free

school compared to other more complex options for temporary and permanent expansions of at least three other schools have led to a recommendation to support the Graveney proposal.

██████████.

#### Director of Finance Comments.

██████████.

#### Supporting Information

N/A

#### Conclusion

The Council needs to provide additional places to fulfil its statutory obligation to provide sufficient school places. The proposal would be provide a new free school in a deprived area of the Borough and giving parents increased choice and diversity of schools.

#### GLOSSARY

PA	Planning Area
FE	Forms of Entry
DfE	Department for Education
PRU	Pupil Referral Uit

## **RECOMMENDATION**

1. The Education and Children's Services Overview and Scrutiny Committee are recommended to support the recommendations in paragraph 3.
2. If the Overview and Scrutiny Committee approve any views, comments or additional recommendations on the report, these will reported to the Executive for

consideration.

3. The Executive are recommended to:
  - (i) support the Graveney School application to the DfE for a free school in the [REDACTED], [REDACTED] for submission in February 2012;
  - (ii) appoint the Council's Design Service to undertake further work as necessary to develop the proposals including scheme implementation if required; and
  - (iii) [REDACTED].

### Introduction and summary

4. On 30<sup>th</sup> January 2012 (Paper No. 12-13) the Executive approved the publication of statutory notices and proposals to expand a number of schools in the Borough. In Planning Area 2 (which covers the Tooting and Graveney wards), proposals to publish statutory notices to expand Hillbrook ([REDACTED], Tooting) and Smallwood ([REDACTED], Tooting) schools were approved.
5. Whilst the proposed permanent expansions of Smallwood and Hillbrook primary schools should provide the additional places needed in this area for September 2012 (although with little margin), pupil place projections indicated that additional places will be needed in future years. Officers were therefore asked to report back to Committee on how the Council could meet longer term demand in this area.
6. Projections indicate that the additional need may drop to around 2FE by 2016/2017 but these can only be tentative forecasts, as the birth data on which they are based is projected rather than actual after 2015/2016. While there is some potential for further expansions of existing schools in the area, these would be complex and educationally disruptive, involving multiple bulge years and temporary buildings in different schools, and would not fully address the totality of the additional need projected.
7. The Council has long-standing plans to dispose of the [REDACTED] in [REDACTED]. This involves in part a land swap related to a sheltered affordable housing 'extra care' development in the car park and the disposal of the main building once vacated on the open market. However, it is now prudent to consider whether the sale of the building is appropriate in the context of the substantial and pressing need for additional school places in Tooting.
8. The government provides no new capital funding to Councils for the establishment of new schools over and above standard allocations, except for free schools. The 2011 Education Act requires that all new school proposals are either for academies or free schools in the first instance, run independently of the

local authority. A free school has to be set up by a parental group or another Academy or Academy sponsor and would attract additional government funding from the free school capital pot. The Council could support an academy that is not a free school but the capital would need to be provided from its capital programme, taking into account the DfE formulaic grant.

9. Graveney School has put itself forward as a sponsor of a free school. Whilst the government have demographic need as one of the criteria in evaluating free school applications, they appear to give higher priority to evidence of a strong parental demand and a strong education provider. The Council's position and response to any proposal to establish a free school needs to take account of the appropriateness of the proposal to meet both demographic need and parental demand but also the potential impact on existing primary schools.
10. Graveney School has an established academic ethos, is judged outstanding by Ofsted and is keen to work in partnership with the Council and other schools to help the Council meet its statutory responsibilities to provide school places. Graveney is participating in a full and open consultation process to establish evidence of parental demand during February 2012 in the lead up to the bid submission and beyond.
11. This report recommends that the Executive supports this free school proposal by Graveney School to be based in the [REDACTED] in [REDACTED], taking into account the educational and financial implications set out in this report. An Equality Impact Assessment (EIA) is being completed and will be available for Committee. Progression of the scheme would be subject to DfE consideration of the bid.

### **Tooting/Graveney Roll projections**

12. Pupil projections indicate that an additional 2 forms of entry (FE) will be needed for September 2013 and 3FE for September 2014 over and above the proposed expansions of Smallwood and Hillbrook Primary Schools.
13. As set out in Paper No. 12-13, the initial consultation carried out on permanent expansion for Hillbrook and Smallwood Primary Schools yielded positive results. Assuming that the outcome of the statutory consultation is also positive, these two expansions should provide sufficient capacity for September 2012, though with little margin for error. However, 2 additional FE will be needed in the area for September 2013 and 3 for September 2014 over and above these permanent expansions. Demand then falls back to 2 additional FE by 2016/17. The projections become less reliable after 2015/16 as the data is based on projected rather than actual birth data and there is therefore no guarantee that demand will in fact fall away.

14. The table below sets out the need for additional places over the next 5 years after taking account of the two planned permanent expansions above the September 2010 base.

<b>Year</b>	<b>Additional FE needed*</b>
September 2012	0 (A)
September 2013	2 (A)
September 2014	3 (A)
September 2015	0.5 (P)
September 2016	0-0.5 (P)

*A = projections based on actual births*

*P = projections based on projected births*

**Providing places**

15. The table below sets out the potential for further expansion in existing schools in the area:

<b>School</b>	<b>Ward</b>	<b>Expansion possible?</b>	<b>Comments</b>
Franciscan	Graveney	No	There is only limited room in the playground for mobile accommodation
St Boniface RC	Graveney	No	A very small site
Sellincourt	Graveney	Yes but with significant qualifications	Expansion would involve re-locating the Council's Hearing Impaired Unit to another school. This would lead to waste of recently invested capital resources. The site's natural capacity is 2FE

			rather than 3FE.
Fircroft	Tooting	Yes	Further temporary expansion possible using the existing mobile accommodation. The school is resistant to permanent expansion.
Broadwater	Tooting	Yes	Temporary or permanent expansion is possible but the school is resistant to expansion.
Gatton	Tooting	Possibly	This is very tight site. The addition of any places could only be achieving by using the basement community hall. As a VA school, there is a risk that new places would draw in pupils from outside the immediate area.

16. The figures indicate that, to match demand, at least two of the schools listed above would need to take additional classes in September 2013 and three would need to do so in September 2014, with one school needing to take two bulge years. Given the site difficulties, the potential educational disruption and the need for multiple bulge years in at least one school (with no obvious candidate for this) these proposals are unlikely to enable the Council to meet its statutory responsibilities.

17. Whilst pupil place projections currently indicate that demand in the Tooting area may drop back to 2FE by 2016/2017, these figures are based on projected rather than actual births and may, therefore, prove to underestimate future demand. In addition, there is no straightforward way of providing additional places to meet the peak in demand in September 2013 and especially September 2014. Should the birth rate continue to be high rather than reducing as currently projected, it is likely that demand could only be satisfied by opening a new school.

### Premises for a new school

18. The most viable option to provide permanent school places in time for the peak demand in September 2013 is for a school to be developed at the [REDACTED]. [REDACTED] used to be both a primary and a secondary school and could be converted into a 2FE primary school. Conversion could be completed in time to meet the additional demand in September 2013, but would be predicated on the building being partly vacated by the services currently using it. The school would be an academy or a free school. In the latter case, the Council's aspiration for a free school in a deprived area would be fulfilled. If a free school application were successful, the refurbishment costs would be borne by the DfE and, if not, by the Council as an academy. Graveney School has expressed an interest in running a free school or an academy on this site. The DfE is currently strongly promoting this model.
  
19. A feasibility study has been undertaken which has demonstrated that it is possible to convert the Professional Centre into a 2FE primary school on the ground and first floors, whilst retaining the second and third floors for centrally administered offices. The first phase would provide the reception classes from September 2013 and the second phase would undertake all repairs and remodelling for admissions from September 2014. To achieve the first phase it would be necessary to appoint the Council's Design Service to commence some design work with the possibility of extending this to the full commission.
  
20. The existing training functions would move into the new Burntwood Training Centre that is being built as part of the BSF project and will be available from July 2012. The remaining office accommodation would be relocated to the upper floors of the [REDACTED]. [REDACTED] would have to relocate, as has already been agreed. A number of options have been considered for the [REDACTED] and the preferred option is [REDACTED] in space available within the part of the premises currently used by South Thames College. The building is well maintained and has good access for deliveries and visitors. [REDACTED].
  
21. The proposed land swap enabling an affordable sheltered housing scheme to be built in the rear of the car park is intended to facilitate an opportunity for a significant re-development off Tooting High Street to improve the retail offer. Discussions have been held with the extra care developer and their architects and with the Council's Planning service. The extra care scheme would still be able to sit on the rear of the Professional Centre car park and would still leave 800m<sup>2</sup> of playground for a new primary school.

### **Planning Area 1 (Furzedown Ward)**

22. A decision on whether the expansion of Penwortham should go ahead has been put on hold to allow time to look at PA1 and PA2 as a whole. Analysis indicates that demand in PA1 is projected to peak at just over 1FE in 2012/13, falling to around half an FE until around 2016/17.
23. The additional capacity provided by the proposed new school in Tooting would be needed in the immediate area until 2016/17 at least and could not therefore be expected to assist with capacity in PA1. The pupil place projections therefore suggest that additional capacity in PA1 would be required in addition to any new school at the Professional Centre on a temporary or permanent basis. Officers are currently undertaking further consultation with Penwortham Primary School and will report back to Committee with a recommendation.

### **Submissions for setting up a free school and consultation**

24. Any application for a free school to be based in the Professional Centre would need to be submitted to the DfE in February 2012 for the school to open in September 2013. As indicated above, clear evidence of parental support would need to be provided and this is expected to be a key factor in the success of any bid. The Academies and Free Schools Panel is supportive of the option of future academies/free schools being run by a local provider whilst still being open to external providers.
25. Working with the Council, Graveney School has launched an extensive consultation exercise including public meetings and a website. Free school applications should be determined by the DfE by the end of July 2012, which would provide enough time to procure a scheme but it may be necessary to proceed at risk with some design work to ensure that the scheme is tendered in time for works to commence in January 2013.
26. A recent consultation amongst the headteachers in Planning 1 and 2 has indicated that they would support the proposals as the Tooting Extended Schools Cluster. They have also undertaken to consult with their governing bodies.
27. The new school would have the usual admission arrangements i.e. priority for admission would be given in the following order: a) Children Looked After; b) children with an exceptional medical or social need for a place; c) siblings of existing pupils and d) children living nearest to the school. Equally importantly, Graveney School will itself retain its existing admissions criteria, so the new school will not become a feeder for Graveney and pupils of other local schools such as Furzedown and Penwortham will continue to be likely to gain admission due to their proximity to Graveney. As the proposal originated from the need to provide additional local places, the expectation is that the new school should not

pose a threat to existing schools but will enhance local provision for parents at a time of growing demand.

**Director of Finance Comments**

28. [REDACTED].

29. [REDACTED].

30. [REDACTED].

31. [REDACTED].

**HEAD OF PROPERTY AUDIT COMMENTS**

32. A number of options for school expansion have been examined and the proposal to use the [REDACTED] is the one that is most likely to be deliverable in the time available. However, its viability does depend on the extra care development not being adversely affected and the upper floors (second and third) of the [REDACTED] being used as offices. The recommendation to make a direct appointment of the Design Service to develop the proposals further can be supported on the grounds of urgency, provided that the previously agreed fee rates are applied.

33.

**CONCLUSION**

34. Demand for school places in the Tooting area is projected to peak in 2013 and 2014. There is no straightforward way of meeting this demand by expanding

existing schools and such expansions even if they prove viable would leave no room for further increases in demand.

35. The new school will provide a one-off opportunity to fulfil the Council's aspiration to have a free school in a deprived area, enhancing choice and diversity for parents, and bring in new capital grant to support the provision of school places.

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██████████  
Wandsworth

██████████  
██████████

14<sup>th</sup> February 2012

### Background Papers

All reports to Overview and Scrutiny Committees, regulatory and other committees, the Executive and the full Council can be viewed on the Council's website

(██████████) unless the report was published before May 2001, in which case the ██████████, ██████████ (██████████) (██████████) can supply if required.

**Curriculum in Years 1 – 6**

Pupils in these year groups will all follow the same curriculum, covering English, Mathematics, and Science and Technology (previously referred to as the ‘core subjects’). It will also include Physical Education, Personal Social Health and Citizenship Education, Modern Foreign Languages, History, Geography, Music, Religious Education, Information and Communication Technology, and Art and Design. Opportunities for links in learning between these areas of the curriculum will be taken where possible. A range of pedagogical styles will be employed across the subjects to ensure that all pupils are engaged.

	English	Mathematics	Science and Technology	PE	PSHCE	MFL	History	Geography	Music	RE	ICT	Art & Design	Total hours
<b>Y1</b>	7.5 hrs	5.5 hrs	1 hr	2.5 hrs	30 mins	30 mins	1 hr	1hr	1hr	1hr	1hr	1hr	23.5
<b>Y2</b>	7.5 hrs	5.5 hrs	1 hr	2.5 hrs	30 mins	30 mins	1 hr	1hr	1hr	1hr	1hr	1hr	23.5
<b>Y3</b>	7.5 hrs	5.75 hrs	1.5 hrs	2.5 hrs	45 mins	1 hr	1 hr	1hr	1hr	1hr	1hr	1hr	25
<b>Y4</b>	7.5 hrs	5.75 hrs	1.5 hrs	2.5 hrs	45 mins	1 hr	1 hr	1hr	1hr	1hr	1hr	1hr	25
<b>Y5</b>	7.5 hrs	5.75 hrs	1.5 hrs	2.5 hrs	45 mins	1 hr	1 hr	1hr	1hr	1hr	1hr	1hr	25
<b>Y6</b>	7.5 hrs	5.75 hrs	1.5 hrs	2.5 hrs	45 mins	1 hr	1 hr	1hr	1hr	1hr	1hr	1hr	25



**CURRICULUM COVERAGE BY YEAR AND SUBJECT**

<b>SCIENCE</b>	
Year 1	Ourselves, Sorting materials, Light and Dark, Pushes and Pulls, Growing Plants, Hearing Sounds
Year 2	Grouping and Changing Materials, Health and Growth, Forces and Movement, Using Electricity, Plants and Animals, Variation
Year 3	Teeth and Eating, Materials, Magnets and Springs, Light and Shadow, Rocks and Soils, Helping Plants to Grow Well
Year 4	Habitats, Moving and Growing, Keeping Warm, Forces and Friction, Separating Materials, Circuits
Year 5	Keeping Healthy Changing States, Earth, Sun and Moon, Light and Speed, Gases around us, Life Cycles
Year 6	Adaptation, Reversible Changes, Forces, Micro-organisms
<b>PSHCE</b>	
Year 1	Taking Part, Telling Tales, Developing the School Grounds
Year 2	Establishing Representation on School Council, Voices, Bullying, Living in a Diverse World
Year 3	Relationships, Dental Care, Healthy eating, Understanding Feelings, How do Rules and Laws affect me?
Year 4	Dealing with Problems, Healthy Living, Respect for Property, people and Community, First Aid
Year 5	Health, Exercise and Fitness, Drugs Education, Children’s Rights and Responsibilities, Local Democracy, Sex education
Year 6	Me as a person, First aid, Me as a Citizen, Junior Citizens, Moving on(Secondary Transfer), What’s in the Media?
<b>Music</b>	

Year 1	Exploring Sounds, Exploring Duration, Exploring Pulse and Rhythm, Exploring Pitch, Exploring Symbols, Exploring Timbre, Tempo and Dynamics
Year 2	Exploring Sounds, Exploring Duration, Exploring Pulse and Rhythm, Exploring Pitch, Exploring Symbols, Exploring Timbre, Tempo and Dynamics
Year 3	Exploring Descriptive Sounds, Exploring Rhythmic Patterns, Exploring Musical Arrangements (orchestra and songs)
Year 4	Singing Games, Painting with Sound, Dragon Scales (Pentatonics)
Year 5	Cyclic Patterns, Composition ('Journey into Space'), Exploring Rounds
Year 6	Singing, Musical Games
<b>PE</b>	
Year 1	Games, Gymnastics, Dance
Year 2	Throwing and Catching, Aiming, Hitting and Kicking, Dribbling, Kicking and Hitting, Group Games, Athletics, Gymnastics, Dance
Year 3	Dance, Gymnastics, Invasion Games, Net and wall games, Athletics, Outdoor and Adventurous Activities
Year 4	Striking and Fielding, Dance, Gymnastics, Invasion Games, Outdoor and Adventurous Activities, Athletics
Year 5	Invasion Games, Gymnastics, Dance, Outdoor and Adventurous Games, Net/wall games
Year 6	Invasion Games, Gymnastics, Dance, Striking and Fielding, Athletics
<b>History</b>	
Year 1	Toys in the past (visit to Toy Museum), What were homes like long ago?
Year 2	Remembrance Day, The Great Fire of London (Visit to Monument and London Walk), Famous People
Year 3	Ancient Egyptians (Visit to British Museum), The Romans

Year 4	The Tudors, Local History (local Visit)
Year 5	Ancient Greeks, Victorians (Visit to Geffrye Museum)
Year 6	What can we learn about recent history from studying the life of a famous person? World War II (Visit to Imperial War Museum), Modern Britain (Living History Talk)
<b>Geography</b>	
Year 1	Where is Barnaby Bear? Passport to the World, Around Our School – the Local Area (local Visit)
Year 2	Where i the world is Barnaby Bear? An Island Home, A contrasting Locality Overseas
Year 3	Weather Around the World, Village Settlers
Year 4	Improving the Environment, The Rivers of London (River Thames trip)
Year 5	Water the British isles
Year 6	Contrasting UK Locality, Weather and the environment, Mountains
<b>RE</b>	
Year 1	Christianity (Visit to Local Church), Right and Wrong
Year 2	Hinduism (Visit to Temple), Judaism, Right and Wrong
Year 3	Islam (Visit to Mosque), Food in Religion
Year 4	Buddhism, Sikhism (Visit to Gurdware), Christianity
Year 5	Hinduism, Peace, Judaism (Visit to Synagogue), ages
Year 6	Who am I?

<b>ICT</b>	
Year 1	Using a Word Bank, Making Things Happen, Labelling and Classifying, Representing Information Graphically
Year 2	Creating Pictures, Writing Stories, Controlling a Turtle, Finding Information
Year 3	Combining Text and Graphics, E-mail, Exploring Simulations, Data bases, Manipulating Sounds
Year 4	Writing for Differnet Audiences, Branching Databases, Developing Images, using repeating patterns, Collecting and Presenting Information, Modelling Effects on Screen
Year 5	Analysing data and asking questions, Evaluating Information, Checking Accuracy, Graphical Modelling, Spreadsheets, Controlling Devices, Monitoring Environmental Conditions and Changes
Year 6	Spreadsheets, Searching Large Databases, Control And Monitoring, Multimedia Presentations
<b>Art and Design</b>	
Year 1	Self Portraits, Investigating Materials, What is Sculpture? Moving Pictures
Year 2	Drawing and painting skills, Buildings, Mother Nature inspired art
Year 3	Investigating Pattern, Portraying relationships, Aboriginal Art, Exploring Packaging, Making Monsters
Year 4	Designing Board Games, Pop Up Books
Year 5	Talking Textiles, Making Musical Instruments, Drawing and Painting Skills
Year 6	Representing People, Representing Places

THE TOOTING JIGSAW

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Have a piece of work on display	Have a piece of work on display	Have a piece of work on display	Have a piece of work on display	Have a piece of work on display	Have a piece of work on display	Have a piece of work on display
Take part in a class performance	Take part in a class performance	Take part in a class performance	Take part in a school performance	Take part in a school performance	Take part in a school performance	Take part in a school performance
		Take part in an after school sports activity	Take part in an after school sports activity	Take part in an after school sports activity	Take part in an after school sports activity	Take part in an after school sports activity
			Take part in at least one after school club	Take part in at least one after school club	Take part in at least one after school club	Take part in at least one after school club
	Learn about keeping healthy – hygiene and diet (visiting nurse)	Learn about healthy teeth (visiting dentist)	Learn about healthy eating – working with caterers, prepare a display	Design a healthy breakfast for the school caterers to put on	Design a healthy lunch for the school caterers to put on	Join the healthy cooking club
	Learn about keeping safe (visiting policeman)	Learn about road safety (visiting policeman)	Learn about fire safety (visiting fireman)			
	Learn about e-safety	Learn about e-safety	Design posters for Year 1 on e-safety	Talk to Year 2 about e-safety	Learn more about e-safety (visit from secondary school pupils)	Speak at an assembly about e-safety
			Learn about different careers	Learn about different careers	Visit a london university	Visit Oxford or Cambridge
					Hear from secondary school pupils about life at school	Take part in an activity at a secondary school
		Visit a science museum	Visit an art gallery	Visit a historical museum	Visit a court room	Visit the Houses of Parliament
					Buddy a younger pupil	Buddy a younger pupil
					Offer an idea for improvement to the school council	Participate in a class debate
Learn a class song	Learn a class song	Learn percussion/ recorder	Participate in Sound Start	Learn a musical instrument	Learn a musical instrument	Learn a musical instrument



**Timetable for a typical day in Reception**

8.45 – 9.00	9.00 – 9.30	9.30 – 9.50	9.50 – 11.00	11.00 – 11.15	11.15 – 12.00	12.00 – 1.00	1.00 – 1.25	1.25 – 3.30
Arrival, self registration, parental involvement in planned activities and the opportunity to discuss home learning with adults in the classroom	Planned indoor and outdoor activities – key activities supported by practitioners	Whole class phonics session	Planned indoor and outdoor activities – key activities supported by practitioners	Assembly	PE	LUNCH	Whole class maths session	Planned indoor and outdoor activities – key activities supported by practitioners

**Timetable for a typical day in KS1**

8.45 – 9.00	9.00 – 10.00	10.00 – 11.00	11.00 – 11.15	11.15 – 11.30	11.30 – 12.30	12.30 – 1.30	1.30 – 2.00	2.00 – 2.30	2.30 – 2.45	2.45 – 3.30
Arrival. Registration and early morning work	Literacy	Foundation Subject	Assembly	Playtime	Mathematics	LUNCH`	Phonics/ guided reading	Circle Time	Playtime	Foundation Subject

**Timetable for a typical day in KS2**

8.45 – 9.00	9.00 – 10.00	10.00 – 11.00	11.00 – 11.15	11.15 – 11.30	11.30 – 12.30	12.30 – 1.30	1.30 – 2.00	2.00 – 3.30
Arrival. Registration and early morning work	Literacy	Mathematics	Assembly	Playtime	Foundation Subject	LUNCH	Guided Reading	Foundation Subject



**CONSULTATION LEAFLET**



	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
<b>SENIOR LEADERSHIP TEAM</b>	Chief Executive	Chief Executive	Chief Executive	Chief Executive	Chief Executive	Chief Executive	Chief Executive
	Company Sec	Company Sec	Company Sec	Company Sec	Company Sec	Company Sec	Company Sec
	decreasing 						
	Headteacher	Headteacher	Headteacher	Headteacher	Headteacher	Headteacher	Headteacher
		Assistant Head					
				Deputy Head	Deputy Head	Deputy Head	Deputy Head
<b>TEACHERS AND TEACHING SUPPORT</b>	2 Reception teachers and 2 TAs	2 Reception teachers and 2 TAs	2 Reception teachers and 2 TAs	2 Reception teachers and 2 TAs	2 Reception teachers and 2 TAs	2 Reception teachers and 2 TAs	2 Reception teachers and 2 TAs
		2 Year 1 teachers and 2 TAs					
			2 Year 2 teachers and 2 TAs				
				2 Year 3 teachers and 2 TAs			
					2 Year 4 teachers and 2 TAs	2 Year 4 teachers and 2 TAs	2 Year 4 teachers and 2 TAs
						2 Year 5 teachers and 2 TAs	2 Year 5 teachers and 2 TAs
							2 Year 6 teachers and 2 TAs

Advisors to SLT, provided through Graveney Trust

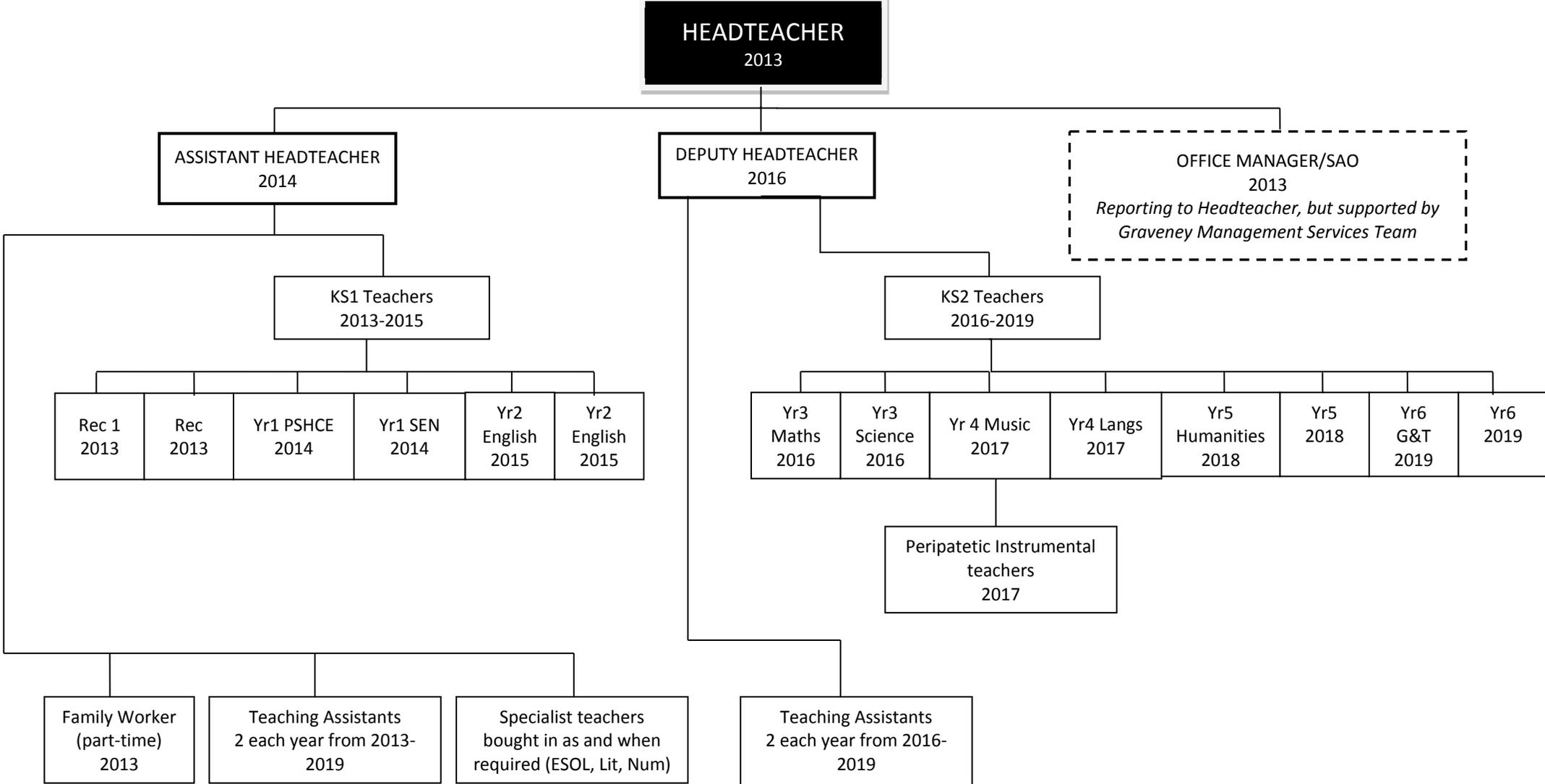


APPENDIX 8

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
<b>SUPPORT STAFF</b>	School Administrator Schoolkeeper (p/t)	School Administrator Schoolkeeper (p/t)	School Administrator Schoolkeeper (p/t)	School Administrator Schoolkeeper (p/t)	School Administrator Schoolkeeper (p/t) x 2	School Administrator Schoolkeeper (p/t) x 2	School Administrator Schoolkeeper (p/t) x 2
				Finance Assistant	Finance Assistant	Finance Assistant	Finance Assistant
				Admin Assistant	Admin Assistant	Admin Assistant	Admin Assistant
			Instrumental music teachers				
			Instructors (after school clubs)				
		Literacy, Numeracy and ESOL p/t hours					
	Family liaison and welfare (p/t)	Family liaison and welfare (p/t)	Family liaison and welfare (p/t)	Family liaison and welfare (p/t)	Family liaison and welfare (full time)	Family liaison and welfare (full time)	Family liaison and welfare (full time)
		Learning Mentor (p/t)	Learning Mentor (full time)				
<b>Bought In Services (Graveney Trust)</b>	Management Services (IT, premises, finance and personnel)	Management Services (IT, premises, finance and personnel)	Management Services (IT, premises, finance and personnel)	Management Services (IT, premises, finance and personnel)	Management Services (IT, premises, finance and personnel)	Management Services (IT, premises, finance and personnel)	Management Services (IT, premises, finance and personnel)
	increasing 						
<b>Bought In Services (Out-Sourced)</b>	Payroll, Audit, legal	Payroll, Audit, legal	Payroll, Audit, legal	Payroll, Audit, legal	Payroll, Audit, legal	Payroll, Audit, legal	Payroll, Audit, legal

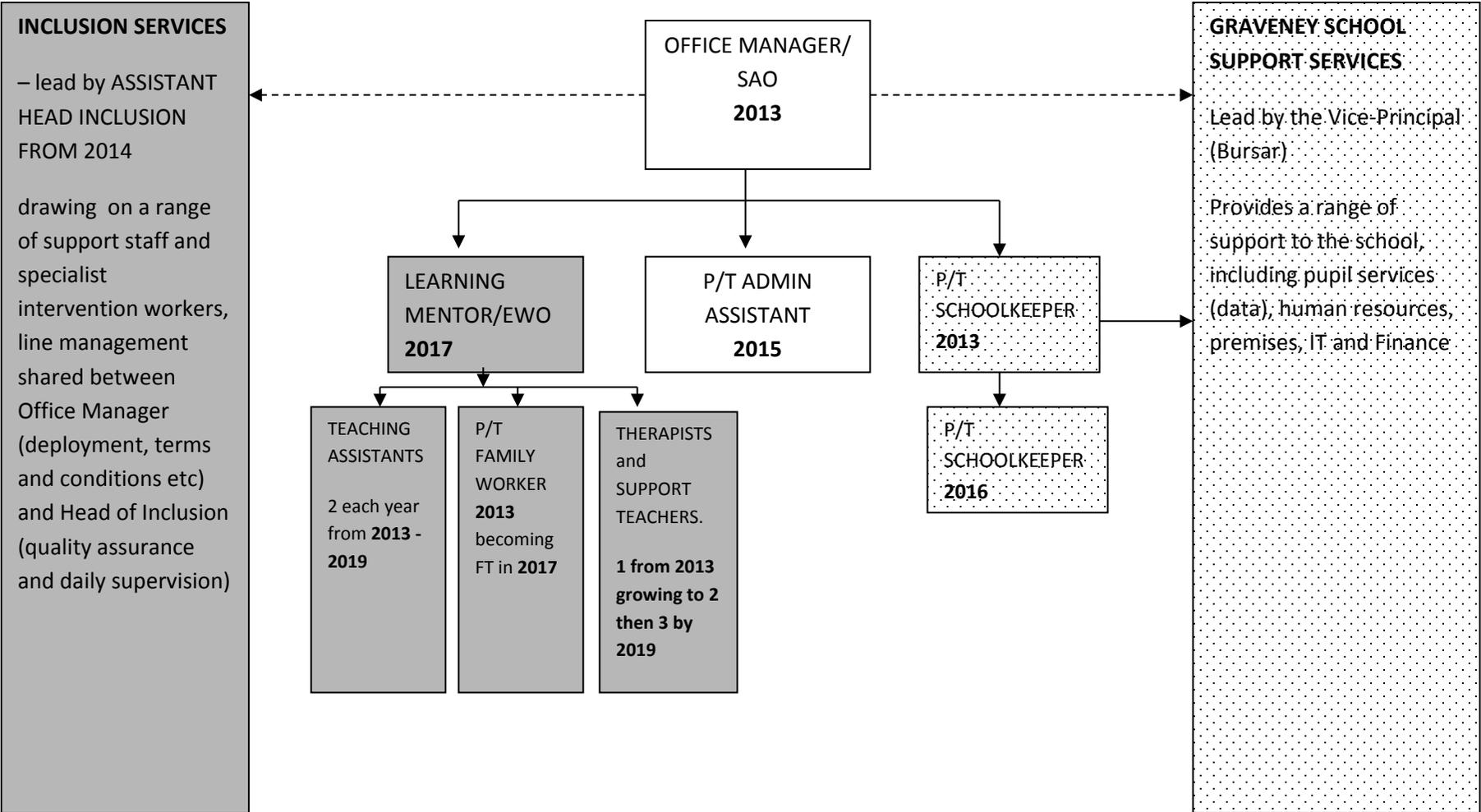


TEACHING STAFF STRUCTURE





SUPPORT STAFF STRUCTURE





██████████ - using rates for Refurbishment based Hotham School and Refurbishment from BCIS

Option 3 2FE

██████████

Demolition of existing kitchen block  
positional change of modular

item

██████████

2012/13 2013/14 2014/15

██████████

building  
Ground Floor Level

item

██████████

Refurbishment

827

m  
2

██████████

██████████

Ground floor mezzanine

144

m  
2

First Floor Level

Refurbishment

807

m  
2

██████████

██████████

██████████

First floor mezzanine

127

m  
2

Second Floor Level

Refurbishment

402

m  
2

██████████

██████████

██████████

Third Floor Level

Refurbishment

██████████

██████████

**Exceptional Costs**

Renewal of heating system incl

boiler

Re-wire

Minor roof repairs and overhaul of

gutters and downpipes

Repair and re-decoration of windows

Relocation of existing services ie

Access control, cctv, lightning

protection etc

*allow*

Furniture

*allow*

ICT

*allow*

**External Works**

Sundry Ramp/Access Works

*allow*

Ball Games area incl fencing

*allow*

Upgrading of boundary areas to

these works with closeboarded

*allow*

Paved area incl seating area

*allow*

controlled access for double gates

*allow*

tarmac re-surfacing works

*allow*



**OPTIMAL FINANCIAL PLAN**



**SUB-OPTIMAL FINANCIAL PLAN BASED ON 90% CAPACITY**

