



**A new chapter in the story**

# The Proposal

- **Local Authority request**
- **Shortfall in places locally from 2019-20**
- **2019-20: 3 forms of entry in reception**
- **2020-21: 3 forms of entry in reception & Year 1**
- **Gradual year-by-year intake of 90 to complete 3-forms of entry in 2025-26**
- **Current roll: 450 + 35 FT equivalent in nursery**
- **Proposed capacity: 630 + 39 FT, Nursery**

- **Specialist Resource Provision (SRP): 14 pupils (6 KS1; 8 KS 2) with Autism Spectrum Disorder and associated complex learning needs. Planned to open in September 2019**
- **Achieving for Children review of SEND, May 2017**
- **Lack of capacity within AfC schools. Major overspend. Large number of out of borough placements**
- **Exciting design plan, driven by Sue Jepson & Antonia Lord**

**More local places for children with SEND should be established so that families have more choice and so that more children and young people can be educated in their community. This should include more places in mainstream provision (maintained and academy schools), more specialist resource provisions based in mainstream schools, and more special school places.**

# What are the advantages 1?

- **Financial: larger budget & economies of scale**
- **Very tough for 1-form and 2-form entry schools to survive at a time of budgets shrinking in real terms. School finances will get even tighter**
- **A broader curriculum and extra-curricular offer, greater variety of teaching expertise and specialisms**
- **The build would be up, not out – no loss of playground space**

# What are the advantages 2?

- **Enhanced professional progression opportunities: wider leadership structure – the retention of quality staff**
- **Certainty for local families of 30 additional places per year, where they are needed, in an outstanding local community school**
- **Certainty for the school, which would be able to serve more local families**
- **New build and facilities would enhance the school's environment & facilities**

# What are the advantages 3?

- **Specialist teacher provision more possible (due to increased funding)**
- **More teaching space – in run up to reaching full capacity significant additional space for up to 6 years**
- **Design enables year group cohorts to be located together**
- **Permanent expansion; not occasional additional classes**
- **Easier to staff for and plan for & prevent movement of classrooms**

# What are the advantages 4?

- **Design in keeping with style of school**
- **More collaboration, sharing and observation of good practice by teachers and teaching assistants: excellent teaching**
- **Greater staff expertise – enhanced CPD opportunities**
- **Larger teams; more staff; greater sharing of workload**



# Why us 1?

- **We are an outstanding school**
- **We have a shared vision - an approach that works: an established team & track record**
- **We work incredibly well as a team – most members of SLT together for 12 years**
- **The leadership at the school is strong**
- **We have a growing team who will want professional progression opportunities**
- **We know we can do vision and ‘blue skies thinking’; considering ideas, models & approaches and aim to make the specialist resource provision a centre of excellence**

# Why us 2?

- **We are quick to identify opportunities, challenges, priorities & risks & work to address these**
- **We have a draft timeline and experience of managing large scale building projects on this challenging site**
- **We have a track record of success – for example having an intake of 90 in 2013**
- **None of the external work that has taken place will be disrupted**

# What are the challenges?

- **Winning the hearts and minds of all members of the community – achieving a positive momentum**
- **Managing the building work as it takes place**
- **Logistical challenges and ‘space management’ challenges**
- **Significant commitment of senior management time**
- **The high quality show must still go on!**

# What happened in 2003?

- **Westfields, a low performing one form of entry primary school, was expanded to two forms of entry and became Barnes Primary School**
- **A transformational moment in the school's history**
- **Many parents were against the expansion, worried about what would be lost**
- **It was the making of the school!**
- **Sue Jepson played the central role in managing the project**

**The governing body do not view this as a threat, but as an incredible opportunity. They are fully confident that senior leaders can meet the challenges that will need to be faced.**

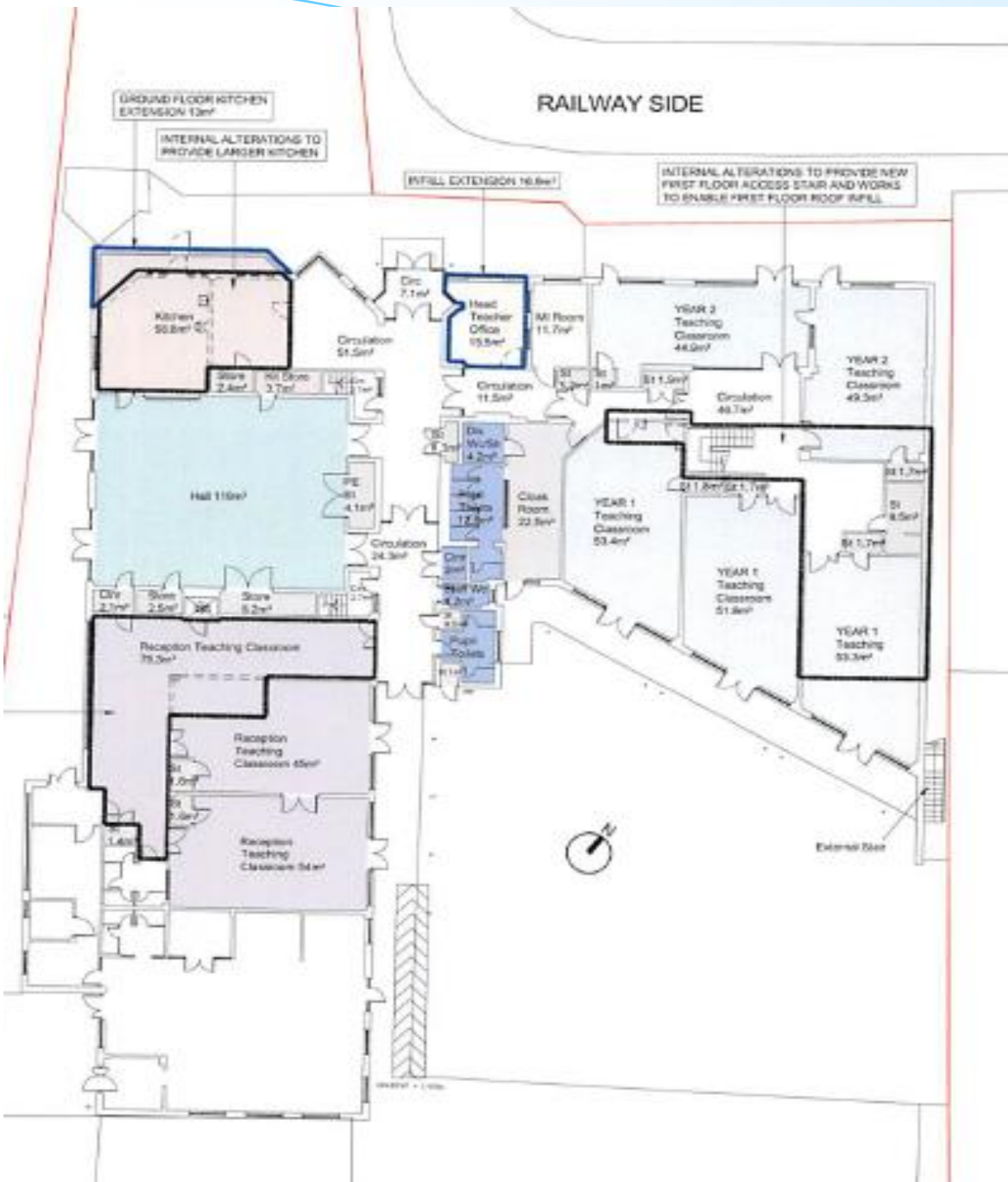
**The excellent staff team – teachers and teaching assistants – are very positive and excited about taking forward this proposal.**

$$\text{Trust} = \frac{\text{Consistency}}{\text{Time}}$$





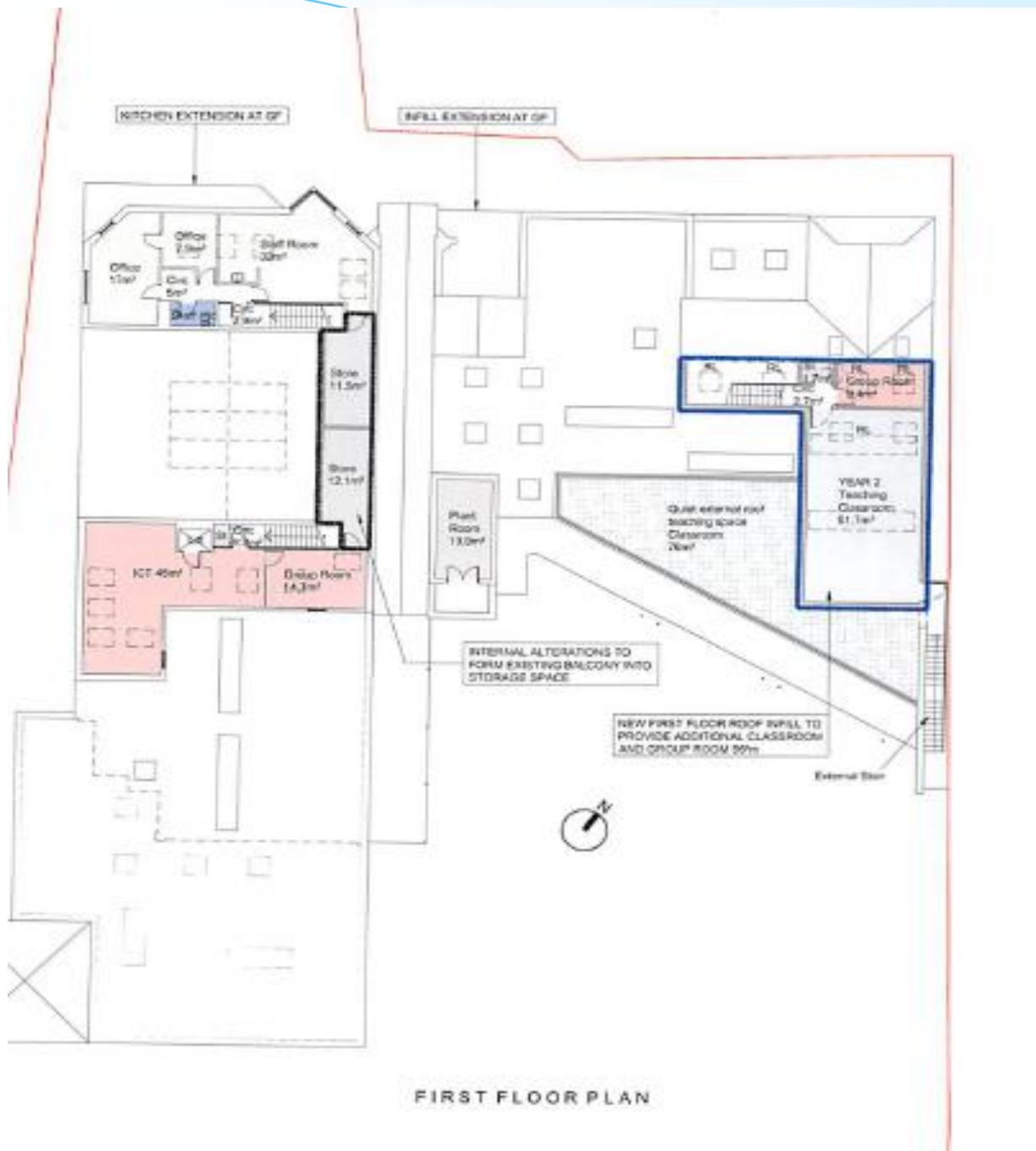
# EYFS & KS1



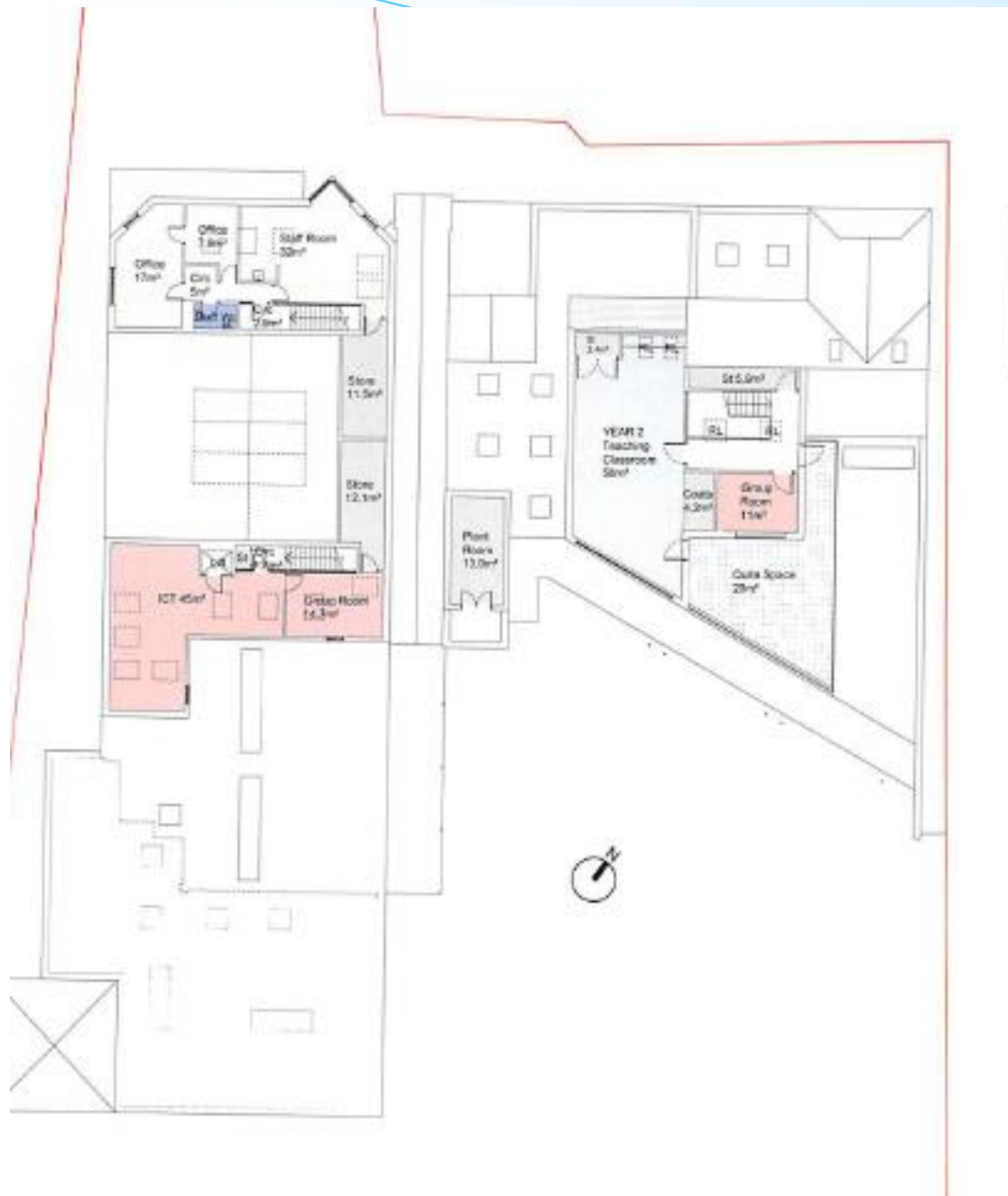
Possible entry  
and exit options



# EYFS & KS1



# EYFS & KS1



# Key Stage 2: ground floor



# Key Stage 2: first floor



**Your  
questions**