



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

DRAPERS' PRIMARY SCHOOL

Contents

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>

<p>8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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: [REDACTED]

Print name: [REDACTED]

Date: 8th January, 2014

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

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





SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)
[Jump to further details about the group](#)
[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	06530
Name of proposed school:	Drapers' Primary School
Is this a route one application or a route two application?	Route 2
Name of lead applicant:	<Redacted>
Address of lead applicant:	<Redacted> or C/o <Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single academy
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	N/A
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	N/A

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Drapers' Academy Trust
Company address:	Settle Road, Harold Hill, Romford, RM3 9XR
Company registration number:	07035556
Date when company was incorporated:	2009
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	The Drapers' Company (Corporate) Queen Mary, University of London (Corporate) Secretary of State has option to appoint another Member (but has not so far exercised this option)

<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>The Drapers' Company (RC000158) - Principal Sponsor of Drapers' Academy Queen Mary University of London - Co sponsor of the Drapers' Academy Members of the Drapers' Company Court of Assistants and Queen Mary University of London Council members will serve as governors of Drapers' Primary School</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. 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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>No religious affiliation for the Primary School.</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>None</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<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>	<p>No</p>
<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>	



1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Havering
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Proposed opening year:	2015
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Age Range:	3-11
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	N/A
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	420
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Please say which year groups the school will have in first year and the PAN for each	Reception PAN of 60
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Date proposed school will reach expected capacity in all year groups:	2021
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	Please select
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	Yes
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	Extended school day
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Section C: Education vision

This proposal is for a two-form entry primary school in Harold Hill, London Borough of Havering, an area in the top 20% of disadvantage on the Index of Multiple Deprivation (IMD). The school will open in 2015; and it is being submitted by Drapers' Academy Trust, the co-sponsors of which are the Drapers' Company and Queen Mary, University of London. The Trust already sponsors Drapers' Academy in Harold Hill and is in the process of becoming the sponsor of Brookside Junior School (also in Harold Hill). The Academy Order for Brookside Junior School was signed on 10th December, 2013 and marked the beginning of the legal process to form a Multi-Academy Trust.

The Drapers' Company and Queen Mary, University of London share a common vision: the provision of excellent educational opportunities for young people to enable them to achieve their full potential. Since 2009 they have co-sponsored Drapers' Academy, which has made a major contribution to raising educational standards in Harold Hill. Drapers' Academy has brought about an emphatic improvement in the educational attainment of its pupils; has collaborated with a range of partners to ensure that all pupils have access to excellent musical and sporting opportunities; has created a strong culture of engagement in co-curricular activities for its pupils; and, by working with its sponsors, has provided mentorship opportunities to help raise pupils' social and academic aspirations. The proposal offers the opportunity to develop shared approaches and facilities between the primary and secondary schools, bringing significant benefits for a cohort of children in Harold Hill throughout their school careers. The Proposers will offer progression to Drapers' Academy for all pupils in year six of Drapers' Primary School who wish it. The proposal has attracted letters of support from the leader and deputy leader of the Council and the Director of Children's services. The focus on **literacy, numeracy** and traditional subjects at the Academy is distinctive in an area where disadvantaged children largely have access to schools underachieving for those pupils (see table in Section E on page 59).

The Proposers will promote a curriculum that focuses on narrowing the gap for children in the Harold Hill area. Our ethos at the Academy delivers a school with traditional values and high quality teaching and learning that is not available elsewhere in the area. Drapers' Primary School will provide an outstanding educational experience for all its pupils based on the simple foundations of outstanding teaching, a commitment to good behaviour from all pupils, excellent leadership and governance, and exceptional co-curricular opportunities. To boost progress for children that largely start school in this area under national age-related expectations and to build children's repertoire of spoken and written language, the curriculum will have a **strong focus on speaking and listening** so that pupils become confident and effective communicators.

The Proposers will use the opportunities of the free school to expand on the National Curriculum and extend teaching and learning opportunities through collaboration with specialised staff from the secondary school who will provide high quality teaching and learning in Music, Sports and Maths to children in the primary school. This will be a distinctive feature versus other local schools. We will also develop joint professional development activities to exploit opportunities for shared resources and expertise between the schools and the Proposers. Queen Mary provides innovative outreach work with schools in the area of Maths. The School of Mathematical Sciences at Queen Mary facilitates excellent outreach through its partnership with the Royal Institution and the Further Maths Support Network. It provides taster days and an Art of Maths summer school, as well as CPD for teachers. It was the South-East of England coordination hub of the national More Maths Grad project and created the innovative Maths in a Box and Mathematical Magic teachers' resources. It also works with the Computer Science for Fun project, the UK Space

Agency and the Big Bang Festival. Pupils at Drapers' Primary School will also have an exciting range of opportunities for instrumental tuition and musical performance, drawing on the excellence in musical education at Drapers' Academy supported by an endowment from the Drapers' Company. This will enable them to explore the creative and cognitive potential of both maths and music across the curriculum.

The school will have high levels of attendance, because it will be a place its pupils wish to be and one where they know they can thrive. The overall absence rate for the local primary schools in Harold Hill is higher than the local and national averages. Drapers' Primary School will target 96% attendance in the first two years and will seek at least to maintain this level as the school grows.

Using IMD data for 2012, Havering is ranked 177th out of 326 local authorities for deprivation. The Borough does, however, contain pockets of especially severe deprivation, with two small areas of Havering falling into the 10% of most deprived areas in England (one area in Gooshays and another in South Hornchurch), and 11 small areas in Havering falling into the 20% of most deprived areas in England, one of which is the Heaton ward. Our proposed site sits within the Gooshays ward, but will also draw pupils from Heaton. There are higher-than-average numbers of pupils in the proposed catchment with English as an Additional Language (13.9%), Special Educational Needs (16.3%) and entitlement to Free School Meals (32%).

We will address basic need by creating a primary school that will draw both on the energy, high aspirations and expertise of its Proposers and on the experience within the Drapers' Academy Trust in leading and managing educational transformation. We will do this in order to ensure the highest standards of education and personal development for all pupils. Drapers' Primary School will provide additional capacity for the education of primary-age children in Havering and will be accommodated in new, high-quality buildings set among extensive playing fields and in a wooded conservation area, next to the outstanding facilities of Drapers' Academy. Across the Borough of Havering, the total number of pupils needing a primary school place is forecast to increase by 3045 (or +16%) between 2012/13 and 2016/17. (This forecast excludes both expected, but unplanned, housing growth, as well as the Council's preferred 5% margin. Taking account of these two factors, the growth in the primary school population would be 4172 – or +22%.) By 2016/17 the number of reception year pupils across the Borough is expected to exceed available places by 536, representing a deficit of 11.3% versus the Council's target capacity. The school places report to Havering Cabinet in 2012 identified Academies and Free Schools as part of the solution to the need for 21 additional reception classes across the Borough. The table below shows the figures for demand within the Harold Hill catchment area alone.

Forecast for Harold Hill planning area (using October 2013 Havering Borough Council data)	2015/16	2016/17	2017/18	2018/19	2019/20
Years R to 6 capacity	3,180	3,240	3,300	3,345	3,360
Projected number of primary children	3,278	3,376	3,498	3,569	3,663
Projected number of primary children including housing growth	3,309	3,407	3,529	3,590	3,669
Surplus/(deficit) of primary places	-129	-167	-229	-245	-309

Surplus/(deficit) with extra places to maintain 5% surplus	-294	-337	-405	-425	-492
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Havering Borough Council Data – Cabinet Paper October 2013

Using 2012 Greater London Authority data¹, Havering’s population in the 0-15 age range is predicted to grow by 8.2% through 2016 and by 21.1% through 2026. This means there will be 3,500 more residents aged 0-15 by 2016 (increasing from 42,600 in 2011 to 46,100 in 2016).

The 2011 school census reported that in Havering nearly 23% of school pupils were from non-white ethnic groups and that 8.4% of school-age children spoke a language other than English (up from 5.2% in 2007). The proportion of pupils from ethnic groups other than white British is growing.

We will create an outstanding school that adds exceptional value to the attainment of all its pupils. The school will aim to be within the top 20% nationally in terms of value added by 2021. There are currently no primary schools in Harold Hill judged by OFSTED to be ‘Outstanding’. The Proposers believe strongly that an outstanding education at primary school lays down strong foundations for future success. The target for this primary school will be a rating of ‘Good’ with ‘Outstanding’ features in its first full OFSTED inspection, and ‘Outstanding’ in all categories in subsequent inspections. The attainment of students who join the existing Drapers’ Academy in Year 7 is typically well below average. Very few students join the Academy having attained higher than Level 5 in any subjects in primary school. By 2012 leadership and management that have been rated ‘Outstanding’ by OFSTED had driven GCSE results at Drapers’ Academy from 36% 5A*-C including English and Maths in 2011 to 63% a year later. Parental demand and support from the Borough Council for this proposal indicates the very positive impact the Trust is already having in Harold Hill. In addition, the development of a nursery of 26 FTE places (in partnership with the local authority) will help us to develop our transition approaches and maximise progress for a significant proportion of the cohort as they pass from nursery through primary and on to Drapers’ Academy and beyond. (QMUL already guarantees places at degree level for Drapers’ Academy sixth form students who gain the required grades.)

¹ The GLA produces several projection variants using different housing trajectory assumptions. Published here are projections that use either the London Plan housing targets or development trajectories based on the 2009 Strategic Housing Land Availability Assessment (SHLAA) - see [here](http://data.london.gov.uk/datastore/package/gla-demographic-projections) for more information. <http://data.london.gov.uk/datastore/package/gla-demographic-projections>

	Distance from the site	Pupil Capacity	Ofsted Judgement	Level 4 Eng/Maths	Level 5+ Eng/Maths	APS
Mead Primary	0.9 miles	494	2 (Mar 2011)	70%	7%	27.9
St Ursula's Junior	1.7 miles	241	2 (Feb 2012)	85%	14%	28.8
Hilldene Primary	1.7 miles	686	2 (Oct 2009)	70%	15%	27.9
Pyrgo Priory	0.1 miles	411	2 (May 2012)	81%	21%	28.4
Broadford Primary	1.5 miles	321	3 (Mar 2012)	89%	20%	29.5
Brookside Infant	0.8 miles	238	2 (Jan 2011)	KS1 above average	KS1 above average	
Brookside Junior	0.8 miles	220	4 (Jan 2013)	56%	10%	26.3
LA Average				79%	30%	28.7
National Average				75%	27%	28.4
RED = below national averages which in turn are below the local authority averages						

The table above shows data from the nearest primary schools that already take pupils from the Heaton and Gooshays wards. KS1 and KS2 results in Havering are above the national averages; but none of these schools reaches the national average on all scores.

We will add to choice and diversity by increasing the overall provision of primary school places in Harold Hill and by creating a primary school with a distinct ethos of excellence and inclusivity that will make it, like Drapers' Academy, a 'Harold Hill School for Harold Hill Families'. Drapers' Academy promotes and celebrates ambition and achievement, nurtures creativity and is fully committed to social responsibility and the welfare of its local community. Drapers' Primary School will play an important role within the ecology of primary schools in Harold Hill and will collaborate with other schools to the benefit of its pupils and the wider community. Setting high standards of behaviour and challenging the levels of educational ambition will be combined with outstanding pastoral support and a commitment to developing the whole child.

We are responding to parental demand. The overall shortage of primary school places in the London Borough of Havering is already serious, but is likely to become acute over the next 10 years. The provision of a new primary school will help to address this increasing parental demand. Drapers' Primary School will build on the strengths and achievements of Drapers' Academy. Parental support for Drapers' Academy is clear from the fact that the school roll has increased from 450 in 2010 to more than 700 in 2013, while attendance at open meetings for prospective parents has increased by a factor of six since 2009. Parents' responses to internal surveys and

their comments to OFSTED inspectors indicate that they strongly support the ethos and vision of Drapers' Academy. Such strong local support has been reflected in the fact that within less than six weeks we have received expressions of interest for places at Drapers' Primary School that would more than fill the Reception year in 2015 and almost fill it in 2016:

Number of children starting school in 2015 whose parents have expressed a first choice for the school	81
Number of children starting school in 2016 whose parents have expressed a first choice for the school	50

We will also build on the very strong network that has been established through the Proposers' work with Drapers' Academy. Both the Drapers' Company and Queen Mary are involved in a range of projects that seek to raise aspirations within the environment of primary education. Exciting pupils at an early age about the range of opportunities for higher education and fulfilling employment that are available to them will be an important aspect of the work of Drapers' Primary School. Pupils from the School will also be able to visit the Queen Mary campuses and Drapers' Hall to increase their ambition and their confidence about their futures. See section D below for the range of activities presently supported by QMUL at the Academy.

Ethos and Vision

The Proposers will mirror the approach to traditional values at the Academy where staff are focused on **raising aspiration**. All pupils will be encouraged to develop their talents across all areas of the curriculum and beyond. Links to Drapers' Academy and to the Trust's two sponsors will be used to ensure that all pupils are able to engage with their community, with their region, and with the wider world. Enrichment will be offered to all pupils through music, creative arts, sport, and a wide range of co-curricular activities.

Drapers' Primary School will offer an **exciting learning environment** with a new building located on an exceptional site. The school will use a range of educational technologies to support pupils' learning, and will ensure that all pupils are confident users of information technologies. The excellent open spaces around the school will be used to support a variety of sporting activities and to enable innovative forms of creative learning. Pupils will also have access to a range of specialist teaching facilities at the Academy, e.g. technology, science and sports. As pupils move through the school, we expect the schools in the MAT to **share specialist expertise** with master classes for pupils and shared training for teachers. The learning opportunities will include an all-age approach for some pupils at the two schools with children experiencing science in labs, use of county-standard sports facilities, as well as peer mentoring by students from the senior Academy. We detail further approaches to transition in Section D.

The school will develop a **culture of self-respect**, based on respect for others and a pride in achievement. The culture of the school will be **inclusive**, and it will support and celebrate diversity. Together with its strongly aspirational ethos, this will help every pupil to participate in learning with enthusiasm because "that's what everybody does". The Proposers wish this to be a school in which the local community can take pride and which will, like Drapers' Academy, act as a major force for the regeneration of Harold Hill. Since the Academy opened, behaviour has improved dramatically: exclusions have fallen to zero compared to 250 fixed term exclusions in the final year

of the predecessor school.

An **ethic of hard work** will be visible in all aspects of the school's activities. However, every opportunity will also be taken to show that learning is fun and rewarding. Extensive opportunities for visits and for a range of new educational, social and cultural experiences will be provided.

Drapers' Primary School will respond to those learners with **individual needs**. The vast majority of pupils should have their needs met through the everyday processes of teaching and pastoral support. Our aspiration is that **all** learners will achieve to their best and overcome barriers to learning. However, parents whose children's emotional or learning needs cannot be met except through special interventions can be assured that the school will draw on a wide range of outside agencies to make sure they achieve success. The approach to questioning and framing learning for **the gifted and talented pupils** will be supported by the range of enrichment activity provided through partnerships such as that with QMUL.

The foundation for raising achievement will be built on universal competence in **numeracy and literacy**, which are the key to success across all areas of learning. Effective speaking and listening will also be a focus across all areas of the curriculum. The curriculum will be delivered in a way that encourages links between different areas and builds the key skills that enable pupils to become effective and confident learners.

The Academy will **work closely with parents**, seeking to involve them closely in all aspects of their child's learning. Where a family lacks the capacity to support a child, the school will work with the relevant specialist service to ensure a coordinated approach to supporting that child's education and personal development. The design and the ethos of the school will provide a welcoming and reassuring environment for parents.

The Proposers will ensure that the school will be both **secure and welcoming**. Security also means feeling safe; and the Proposers will ensure that the pastoral structure of the school combines with a carefully designed physical environment to minimise inappropriate behaviour or bullying.

The school will have a **uniform** that promotes a sense of pride in belonging to the school and reflects the overall ethos of the school, while also being affordable and practical.

The Proposers have wide experience of education and recognise the key importance of **supporting and developing staff** to achieving the ambitions of the school. The school will recruit excellent staff, and will support them to deliver outstanding teaching.

Summary

Drapers' Primary School will be supported by Proposers with very strong track-records in education, and will be able to draw on expertise within the Drapers' Multi-Academy Trust that has played a major role in raising educational standards in Harold Hill since 2010. Drapers' Primary School will provide an excellent education for its pupils and will ensure that all pupils reach their academic and wider potential. It will also prepare its pupils to thrive at secondary and higher levels of education and to develop as confident individuals who are able to contribute to their society.

The ethos of the school will derive from the proposition that **everybody can achieve** and that learning is both exciting and fulfilling. The Proposers are aware that there are many

barriers to learning for young people and their families in Harold Hill, and will work closely with parents to ensure that opportunities for all pupils are fully realised. By the end of KS2 we will target:

Summary targets – detailed in Section D
90% of pupils attaining L4 in English and Maths
45% L5+ in English and Maths
5% L6 in English and Maths
Behaviour – a target of 0% fixed term exclusions
Attendance – 96% (Havering average 95.4%)

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Expected pupil intake

We expect Drapers' Primary School's pupil intake to show incidences of EAL, SEN and FSM that are much higher than the Local Authority averages. Having looked at data from pupils attending local primary schools in Harold Hill, we find that the incidence of children with SEN and EAL is much higher than the Local Authority average. We know from cohorts at Drapers' Academy that the numbers of children with EAL are growing in Havering, particularly in Harold Hill. Since Drapers' Academy opened in September 2010, the proportion of its pupils with EAL has grown from 11% to 16% (versus the Havering average of 9%); and these children between them speak 28 different languages. We expect this trend to continue, driven by a combination of immigration to the UK and relocation of families from Inner London. Moreover, greater number of African heritage families are moving to the area: Havering's most recent demographic projections forecast that the Borough's Black African and Black Caribbean populations will grow by 33% and 22%, respectively, between 2001 and 2016². As far as FSM is concerned, we observe that the proportion of FSM pupils in Harold Hill is 1.6x the national average at 31.4% based on the average of the three nearest primary schools. Key data about these existing schools are shown in the table below:

² Havering Joint Strategic Needs Assessment – Demographic Update 2011/12 via Havering's Data Intelligence Hub.

Having looked at data from pupils attending local primary schools on Harold Hill, we find that there are higher-than-LA-average numbers of children with SEN and EAL. We also know from cohorts at Drapers' Academy that the numbers of children with EAL are growing in Havering, particularly in Harold Hill. We expect this trend to continue. Larger numbers of African heritage families are moving to the area; and the Local Authority predicts an 8% rise in their numbers over the next three years³. Key data about the existing local primary schools are shown in the table below.

Percentages of children attending the three most local primary schools (current in year figures 2013/14 from Raiseonline)

	FSM (2013/ 14)	EAL	SEN Statement and School Action +
Mead Primary	35.5%	15.5%	9%
Brookside Junior	34.1%	10.0%	14%
Pyrgo Priory	24.7%	6.6%	12%
LA Average	15.4%	11%	10%
National Average	18%	17%	11%

The curriculum developed by Drapers' Primary School will be cohesive and incremental; and it will focus on helping pupils to go on to take advantage of the opportunities at Drapers' Academy (and other good local secondary schools). The curriculum will also help prepare pupils for life. Drapers' Primary School will offer a range of flexible interventions to cater for individual needs. The core curriculum will be enriched through a wealth of extra-curricular programmes across expressive and performing arts, sports and physical activities, and crafts. Our approach to staffing with three teachers to each class from Reception year onwards will provide teacher-led interventions, where appropriate, in the core subjects to support children with language acquisition or to support the breakdown of barriers for disadvantaged pupils. We detail some approaches below (and in the section on EAL).

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week hh.mm	Mandatory/ Voluntary	Comments
Reception	21.15		
ELG			A varied curriculum including literacy/ phonics and numeracy delivering the 17 Early Learning Goals. See example day below on page 25
KS1			
English	07.30	M	Higher than previously nationally recommended timetabled hours for English in response to achievement of pupils in schools within the catchment area and the growing numbers of EAL pupils.
Maths	05.30	M	Drapers' Academy staff will support planning and take part in shared training activities to boost expertise in Maths teaching at the primary school through KS1 and KS2.
Science	02.00	M	
IT	00.45	M	IT will be integrated into subject learning and project work as well
PE	02.00	M	
RE	00.40	M	
Art	01.00	M	
PSHE	01.00	M	
History / Geography	02.00	M	

Project work	01.25	M	
Music	00.45	M	
Totals	24.35		Higher than previous nationally recommended timetabled hours for KS1
KS2			
English	07.30	M	
Maths	05.30	M	
Science	02.30	M	STEM topics –Drapers’ Academy has a focus on science. The topics will be developed in collaboration with the Academy and form part of the transition activity particularly for Year 5 and 6 – see cross curricular below
IT	00.50	M	
PE	02.00	M	Specialist PE teachers from Drapers’ Academy will increasingly be involved in taking lessons for KS2 pupils as they move through the school.
RE	00.40	M	
Art	01.00	M	
PSHE	01.00	M	
History/ Geography	02.00	M	
MFL	00.50	M	
Music	00.45	M	
Cross-curricular focus	01.00	M	This is shown as a weekly timing that is likely to be blocked in the timetable possibly as part of a collapsed day to take full advantage of cross curricular study and use of specialist teaching spaces and staff in the Academy
Totals	25.35		Higher than previous nationally recommended timetabled hours for KS2
Sports clubs and team sports		V	In addition to the mandatory PE that all children will experience

Choir, drama		V	In addition to singing as part of the music curriculum and performance/dance in English, PE and some cross curricular opportunities see above.
External visits to enrich learning		M	From Reception and KS1 this may include a regular visit to the local library.
Individual music tuition		V	For those children who show an interest or aptitude for music. (See support for music in section D1)

Curriculum principles – the basis of the curriculum

We have decided to devote additional time to **literacy** in KS1 and KS2 in response to our understanding of the likely composition of the school's intake. Pupils in the local area enter primary school with literacy levels that are generally below the national average. In addition, the number of EAL pupils is growing, see above; and demographic projections for Harold Hill suggest this trend will continue for the foreseeable future. The school will aim for universal competence in **numeracy and literacy**, which are the key to success across all areas of learning. Effective speaking and listening will also be a focus across all areas of the curriculum.

While teachers will plan opportunities for literacy skills to be applied across children's learning in other subjects, the situation will be reviewed annually. Allocations for other subjects may be adjusted so that the school can continue to focus on literacy without affecting the overall balance of the curriculum.

Our mission is to develop a life-long love of learning in every child and a keen spirit of enquiry about both people and places.

The Proposers have based the curriculum planning on the National Curriculum subject framework from 2014 onwards. To meet the needs of our expected intake who enter school generally at below age-related expectations, there will be a strong emphasis on the National Curriculum programmes of study in the core subjects to get the basics right. However, Academy freedoms will be used to vary the length of the school day and programmes of study in non-core subjects. Science will be broadly based on the National Curriculum, but the opportunity for the enrichment activity that can be offered in collaboration with QMUL and where possible the specialist facilities at the Academy will make the teaching and learning practical and exciting for children (further detail is given below under the subject headings).

In the early years the school will strive to create a culture of self-respect in an environment in which pupils can imagine, dream and discover – and in an atmosphere that hums with creativity and independent learning. It will be an environment that offers opportunity and a commitment to integrating skills across the curriculum.

Delivery of the full curriculum will take advantage of the partnership with Drapers' Academy and there will be access to specialist teaching and dedicated subject areas in the Academy, particularly as pupils move through the year groups.

Children in the Foundation stage and Key Stage One will have 24.35 hours of taught time per

week. Children in Key Stage Two will have 25.35 hours of taught time per week. The curriculum will be taught through a variety of methods: whole-class teaching; group teaching; and paired and individual teaching. We believe that learning is most effective when children are given opportunities to work in different ways. Teaching strategies and resources will be varied and appealing to ensure that they will engage the children's interest and cater for a range of learning styles.

We recognise that children throughout the school will have different needs. We will ensure that the implementation of the curriculum is always differentiated. We will have an inclusive curriculum which supports children from all groups and those with varied needs i.e. Special Educational Needs, More Able and Gifted and Talented children, children with EAL and Looked after Children. We recognise that our curriculum must reflect the world in which children live.

Subject coordinators will be encouraged to work together to ensure that topics are delivered by teachers in the classroom in a way that allows pupils to make connections between different knowledge areas. Teachers will plan collaboratively for Schemes of Work and lessons will map/link across the curriculum. Knowledge strands alongside cross-curricular learning skills will ensure that pupils have the canon of knowledge offered by a rigorous, academic education. The curriculum will also develop the qualities which senior schools look for (and beyond that employers), e.g. independent thinking, creativity and self-motivation.

Specialist Teaching: Teachers and pupils at Drapers' Primary School will take full advantage of the access to specialist facilities at Drapers' Academy. Where there is capacity, teachers from the Academy will support lessons (e.g. PE and science); and primary teachers will also help to support children as they transition to Year 7 and beyond.

Literacy and Numeracy

The curriculum will focus on standards in reading, writing and Maths attainment. There will be continuous monitoring of core subjects every half-term. We aim to develop a range of skills in reading, writing, communication and maths that support pupils in applying these across the curriculum.

Within Literacy:

It will be the School's aim to enthuse and inspire every member of the community, while instilling a life-long love of literature. With lively, interactive teaching, together with full use of community links, including local authors and arts organisations, it will be our aim to produce confident, literate communicators who enjoy using their creativity. We will adopt a reading scheme such as the Oxford Reading Tree.

Throughout Key Stage 2, literacy will be seen as a continuum and a vital way of communicating with the wider community, both within a school, local and global context. English literature will be presented as a rich and influential source, reflecting the experiences of people across geographical and historical boundaries.

Drapers' Primary School will aim to develop skills in speaking, listening, reading and writing so that all pupils will not only be rich in their cultural understanding, but also confident and authoritative communicators with their society. Pupils will be encouraged to learn to view themselves as enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media

texts. Speaking and listening will be an integral part of all areas of the curriculum. The range of activities to develop pupils' specific skills may include:

- Providing opportunities to talk and listen in formal and informal settings
- Modelling the correct use of standard English and a range of styles of language used in different contexts
- Use of drama and role play to explore real and imagined situations
- Regular listening to others, e.g. story time, circle time, other children's stories,
- Encouraging children to ask and answer questions and problem solve
- Use of talk partners
- Informal discussion with the teacher or with other pupils

At KS1 in all areas of the curriculum, children will be encouraged to speak confidently and listen to what others have to say. They will use language to explore their own experiences and imaginary worlds and use drama to enhance this. Through weekly Show-and-Tell sessions children will develop their listening and questioning skills. Imaginative role play will also be used to develop speaking and listening skills. In Reception and KS1 these will be set up as a real-life situation or as an imaginary world.

At KS2 children will continue to build on previously taught skills. They will be able to speak confidently and listen to what others have to say. For example' Weekly Speaker's Corner Sessions will further develop listening and questioning skills. Drama will provide the opportunity for role play and use of relevant language.

Group/guided reading will be taught throughout the school outside literacy sessions on a daily basis. Teachers and TAs will have focused groups which are rotated throughout the week. Children will work in ability groups to enable them to work from appropriate texts. Activities for the groups will consist of: paired reading, activities related to previously read texts, proof reading, research, comprehension, creative free writing, practice of errors of spelling words, ICT and silent reading. Activities will be varied to encourage motivation.

Each group will have a group reading recording book in which group targets are recorded; and at the end of the year individual targets will be recorded for each child. These books will then be passed on to the next year's class teacher.

From Foundation Stage to Year 3 there will be a strong and systematic emphasis on the teaching of phonics and other word level skills.

Through guided reading and shared reading of big books the children will be taught to:

- Discriminate between the separate sounds in words
- Learn the letters and letter combinations most commonly used to spell those sounds
- Read words by sounding out and blending their separate parts
- Develop fluency and expression.
- Develop sight recognition of high frequency words
- Develop decoding of texts

In Key Stage 2, as the pupils gain fluency, the forms of teaching will emphasise advanced reading and composition skills at text level.

Home Reading

We regard parental involvement in a child's reading as important and to be encouraged on a daily basis. Information will be given to parents on how to support their child in reading at Meet the Teacher meetings, Foundation Stage and Year 1 reading meetings in the Autumn term and school newsletters. All children will have a Red Reading Diary where books read at home will be recorded. These will be monitored by class teachers and TAs; and parents will be encouraged to sign these and make appropriate comments. Diaries will be used in different ways as the children progress up the school.

Through the study of English, Drapers' Primary School pupils will be encouraged to develop an understanding of how language works by looking at its patterns, structures and origins. Pupils will be provided with opportunities to enable them to select and adapt what they say and write in different situations and for different audiences. Pupils and their parents will also be actively encouraged to enjoy a rich array of theatrical and artistic experiences through theatre visits, visiting authors and an emphasis on encouraging the love of reading through links with local libraries and on line e-learning opportunities.

The school's aim will be to ensure that the exploration of the English language and literature is a challenging and exciting experience that children will carry forward with confidence into their future lives.

Within Numeracy:

Drapers' Primary School will aim:

- to enable each pupil within his/her capabilities to develop the mathematical skills and understanding needed for adult life, further study, training and employment;
- to provide each pupil with the mathematical skills required to study and develop links with other subjects;
- to provide a solid base of number skills and basic algebra (including a basic understanding of problem-solving, computer code and instructional/robotic language) by the end of KS2;
- to help each pupil gain confidence in their own abilities to use the subject as a tool that is relevant to later life;
- to create a positive and confident approach to the subject and an appreciation of the role that the subject has played and will continue to play in the development of science and technology; and
- to make each pupil aware that Maths provides a powerful means of communication in spoken, written and graphic form.

Throughout the school numeracy will follow a practical approach that creates an understanding of the concepts on which all future study is based. From the start the emphasis within numeracy teaching at Drapers' Primary School will ensure that mathematical skills are achieved from an early stage through practical, fun-filled activities that both challenge and inspire.

Drapers' Primary School will follow the philosophy that children in the early stages of their education begin to conceptualise mathematical 'building blocks.' Every child will be encouraged to develop at his or her own pace. All activities are planned to challenge, stimulate and satisfy each child's natural quest for learning. As in all areas of learning, the goal of Drapers' Primary School

will be to bring numeracy alive.

Through a combination of a structured maths scheme, based on the national curriculum, and by taking account of the needs of pupils as they move towards the secondary approach used at Drapers' Academy, there will be opportunities for children to develop their maths skill and make effective progress. Links in all subject areas will be developed with Drapers' Academy to facilitate transition and continued progress. Practical activities will be integral to the scheme of work. Examples of this would include: conducting surveys and analysing data; making and designing; cooking; and even maths trails in the community.

Importance will be placed on giving children a broader view of maths and then teaching them how to apply their knowledge and skills to real-life problems and investigations. Opportunities to practise and apply their learning in a variety of practical ways, using different approaches and developing strategies to solve problems, will be applied throughout the school.

The maths programme will be matched to the needs and ability of each child. Consequently, from Year 2, the children will be placed into sets, based on their ability. This will allow scope to challenge the gifted, while also making it easier to intervene with those pupils who are making less than expected progress. It is also envisaged that the SENCO will not only offer support in class to children who are struggling with mathematical concepts, but will also co-ordinate an ambitious training programme to ensure that class teachers and teaching assistants are using appropriate strategies to support the children with their learning.

The use of APP (Assessing Pupil Progress) will be used to inform staff about pupil progress, to identify needs and to apply appropriate intervention programmes where necessary. This is developed further in the section on assessment below.

Curriculum model and content of the curriculum

In the table below we give an indication of a typical school day for children in different stages. The timings are approximate. It may be that certain subjects like PE or music may have to take place in the morning depending on the hall space we have and liaison with the Academy over use of sports fields. Cross-curricular work will also mean that some literacy and numeracy activities take place during the afternoons during other subjects or project work.

The assembly is shown at the same time each day below; but this may vary and be for a class, year group or the whole school (again depending on hall space). The taught hours do not include the break and assembly.

The Early Years timetable may fit into the KS1 model; but these pupils will not always attend assembly or break times with the rest of the school. It is recommended that Early Years learning is not interrupted in this way and that they continue their learning inside and outside throughout the morning and afternoon sessions. We will aim to share some time with the KS1 pupils to aid transition through the school and for pastoral and social reasons.

Suggested operation of the day (9.00am – 3.30pm)

Timings below offer 21.15 hrs in Reception and 25 hours in KS1 and 2. Exact timings will be addressed by the Head Teacher to accommodate the subject coverage shown in the table on pages 14-16.

Time	Early Years	KS1	KS2
8.55-9.00		Register	Register
9.00-9.30	Register -See example day below on page 25	Guided reading (whole school)	Guided reading (whole school)
9.30-10.30	See example day below on page 25	Literacy or maths	Literacy or maths
10.30-10.45	Break	Break	Break
10.45-11.50	See example day below	Literacy or maths	Literacy or maths
12.00-12.45	Lunch	Lunch	Lunch
12.45-1.00	Assembly	Assembly	Assembly
1.00-2.15	See example day below	Other subjects including history and geography, science, art, PE, etc	Other subjects including history and geography, science, art, PE, etc
2.15-2.45	Break	Break 2.15-2.30	
2.45-3.15 (KS1 /2 3.45)	See example day below	Other subjects including history and geography, science, art, PE, etc	
School clubs (V)	See example day below	e.g. individual music lesson	e.g. Art Club

Reception, Year 1 and Year 2

The whole curriculum will have a strong focus on speaking and listening, broadening children's vocabulary, exposure to a wide range of reading materials and opportunities to write for many purposes and different audiences. English, mathematics and science will be at the heart of the curriculum and will be taught each morning as discrete subjects. Afternoons will be planned to provide a broad programme of curriculum enrichment activities often based around topics. In order that the children become technologically advanced, IT is allocated discrete time and also woven through the whole curriculum so that it is integral to the way pupils work.

Baseline Assessment

When children enter the EYFS, they will be assessed using the prime areas of literacy and numeracy from the Foundation Stage Profile. This will provide a baseline for assessment at the end of the Reception year. It will also enable monitoring of pupil progress throughout the year. Our monitoring cycle and systems are described below in section D2.

Our target for pupils at KS1 will be at least to meet age-related expectations with reading at standards appropriate to Level 1A/2C by the end of Year 1. Our high quality and expert teaching will follow a carefully planned and tightly structured approach to teaching phonic knowledge and skills; and there will be opportunities for pupils to practise what they have learned through reading and to decode what they learned through reading out loud. We are determined that every child will learn to read; and we will expect the Head Teacher and staff to put in place a rigorous and sequential approach towards, first, the development of speaking and listening and, second, the teaching of reading, writing and spelling.

Reception Year

Throughout the Reception Year teaching will be focussed on the Early Learning Goals (ELG), which set out what most pupils are expected to achieve by the end of the reception year. Pupils will gain access to the KS1 curriculum and progress to at least age related expectations.

The Early Years environment will be designed to incorporate a free flow of activities to enable learning to take place through creativity and exploration. There will be access to an outdoor curriculum area to facilitate the delivery of the Early Years Foundation Stage (EYFS) curriculum. The outdoor class will reflect the classroom practice and include dedicated areas to meet the requirements of the three prime areas of learning, and the four specific areas of learning, through a child-centred approach.

Children will be encouraged to build on and consolidate their learning through practical work, practice and by using ICT as part of their learning. Teachers will provide opportunities for children to apply and develop their learning. There will be a balanced curriculum offering teacher-led and child-initiated learning. A cross-curricular approach and links to out-of-school experiences and other daily activities will help the children to appreciate the role that these aspects of learning play in their everyday lives.

The prime areas of learning we will develop:

- communication and language;
- physical development; and
- personal, social and emotional development.

Communication and language

We will give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Communication and Language at Drapers' Primary School will focus on developing speech as a foundation to literacy and learning. The curriculum will be based on providing opportunities for speaking and listening in all areas - for example through storytelling, role play, scientific enquiry, performing and collaborative work with other children.

Physical Development

PE and physical development will include use of the specialist facilities on the adjacent site of the Drapers' Academy. We will provide opportunities for children to be active and interactive; and to

develop their co-ordination, control and movement. Children will be helped to understand the importance of physical activity and to make healthy choices in relation to food.

Personal, social and emotional development

We will help children to develop a positive sense of themselves and of others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The four specific areas of learning we will develop:

Literacy

In Literacy, children will be encouraged to link sounds and letters and to begin to read and write. They will be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Reading: Children will be taught to read and understand simple sentences. It will be our aim to develop children who are able, avid and competent readers. In Literacy they will use their phonic knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words. We will ensure children will have access to excellent reading materials, high quality books and a structured reading scheme that will facilitate progress in reading skills. We will monitor their understanding of what they are reading and ensure that comprehension skills develop alongside decoding skills. We will provide intervention programmes to ensure progress in reading for all children.

Writing: In Literacy, children will be shown the relationship between communication and the written word. They will be given opportunities to write for a purpose. They will be taught to use their phonic knowledge to write words in ways that match their spoken sounds. They will also be taught to write some irregular common words. Children will be encouraged to write simple sentences, which they can read by themselves. From using emergent writing in the Foundation Stage the children are taught to write fluently and accurately, understanding how to use the main rules and conventions of written English. They have opportunities to write for a range of purposes:

- to create imaginary worlds; to explore and describe experiences; to organise and explain
- to imagine and explore feelings and ideas; to use language creatively to engage others
- to inform and explain; to persuade others; to present arguments
- to write in various forms, e.g. narrative, letters, poems and notes

In the Foundation stage the emphasis on spelling is placed on developing phonic knowledge and skills, i.e. letter sounds and recognising the grapheme. Towards the end of the year the children will be introduced to the letter names. The following teaching of spelling will be ongoing:

- Initial/final sounds taught and reinforced through the use of games, phonic tubs and big books
- Jolly Phonics
- Use of Fast Phonics First and other IWB software
- Use of letters and sounds
- Emphasis placed on rhyme and rhyming strings
- Emphasis placed on phonic sounds, blending and segmenting through the use of games, nursery rhymes and stories

- Developing the recognition of letter shapes and patterns
- Word building, encouraging children to 'have a go'
- Letters learnt that week on display, discussed daily to reinforce reading and spelling concepts
- High frequency words on display

We will carefully select materials and books used with the children that do not represent racial or sexist stereotypes. At the same time we will identify areas where stereotyping exists and make children aware. We feel this is particularly important for community cohesion in a geographical area that has been reasonably insular since much of the community arrived from the East End of London in the 1950s and in which the demographic is now beginning to change relatively fast.

Maths

We will provide children with practical opportunities to develop and improve their skills in counting, understanding and using numbers and to describe shapes, spaces, and measures.

Numbers: children will be taught to count reliably from 1 to 20, place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, they will add and subtract two single-digit numbers and count on or back to find the answer. They will solve problems, including doubling, halving and sharing.

Shapes, space and measures: children will be taught everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

We will support children in making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We will ensure that they develop skills of enquiry and questioning, for example through scientific activities.

Expressive arts and design

Children will be provided with opportunities to explore and share their thoughts, ideas and feeling and to explore a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

We will enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Creative development will support children's curiosity, exploration and play.

An illustrative day in Reception:

9.00

- Children come in, staff and children do meet-and-greet.
- Register and talk through the visual timetable.

9.05/9.20 approx

- Circle time/PSE and Phonics teaching. Whole class based with differentiated questioning.

9.20 – 10.30

- Activities set up in the class and outside to facilitate requirements of EYFSS curriculum. These activities will include project-based work on child-centred activities., e.g. food, transport, dinosaurs, people who help us in the community. Some activities can be chosen by children, but are always linked to EYFS curriculum.
- There will be one adult-based activity both inside and outside. Groups of children, based on ability, will take turns to work with the teacher on activities with a Literacy/Numeracy focus throughout the session (see below). This may also include use of the outdoor play area with a focus on physical aspects of EYFS also.
- Staff explain the different activities available to the children.
- Children choose where they want to work. Outside activities will not involve free flow. Children will be directed to outside activities in groups.
- 1 member of staff from each class will work in the classroom doing focused activities relating to the focus of the session. The teacher will work with between 4 and 6 children at a time ensuring every child is supported daily.
- We will have at least one numeracy and literacy focused activity per week. There will be a numeracy input every day and literacy approx 3-4 times a week including one activity that is literacy-based and others that are linked to knowledge & understanding or PSE/circle time.
- The teachers will work with small groups of children on work focused on the Early Learning Goals and making observations. The member of staff in the shared area will usually be hearing children read or making observations. The member of staff outside takes their lead from the children and supports them and makes observations.

10.30-10.45

- Break

10.45-11.50

- Continue with morning activities

11.50-12.00

- Prepare for lunch

12.45 -1.00

- Assembly and Register

1.00-2.15

- Teacher focused input on Literacy, Numeracy, Knowledge & understanding of the world or PSE/Circle time.
- Children then continue with activities both inside and outside

2.15 – 2.45

- Break

2.45-3.15

- Year group story & reflection on the day. Tidy up, coats and shoes on, collect bags.

At the end of the day teachers will make sure all the areas of provision are ready for the next day, make resources available and write up observations and progress records.

Years 1 and 2

The end of Foundation Stage assessment (the Foundation Stage Profile) will provide a clear benchmark for child attainment. The assessment profile, together with on-going teacher assessment, will inform planning and teaching across the broader curriculum. This profile will enable teachers to identify children's performance and progress and help them plan how to address any gaps in learning. Helping children to recognise their progress will help maintain their enthusiasm and motivation. These profiles will be highlighted in the children's learning journey.

In Years 1 and 2 we will adopt a broad and balanced curriculum covering Key Stage 1 material, but wherever possible we will also work beyond the boundaries of the National Curriculum programmes of study, to promote a strong drive on improving learning and engagement in the local community underpinned by the principles of: equality and diversity; respect for local people, local culture and local values; citizenship in the local, national and global context. Children will have the opportunity to develop links through project work. The first elements of humanities, their local history and geography will be introduced here. Full use will be made of the local environment, the rich opportunities provided by the Academy site and community links.

Years 3-6

In KS2 the school will continue to emphasise the core subjects of Literacy, Numeracy and also Science. In addition Humanities topics should develop an interest in children's surroundings, knowledge and deep understanding through personal research and enquiry. There will be a focus on knowledge, learning skills and importantly, developing essential life skills that the pupils will take forward with them in their future. The Academy will support delivery of the core curriculum at KS2 in technology, music, a language and the opportunity to use its science facilities.

KS2 pupils will have a subject-based approach in line with the National Curriculum. As in Key Stage 1, it is hoped that knowledge will extend beyond the boundaries of the current guidelines and programmes of study wherever possible and include opportunities for development of individual interests. This will include the opportunities offered by availability of specialist teachers and resources supported by the outreach work and activities supported by QMUL (mentioned in Section C and below in Enrichment).

Pupils in Years 3 and 4 will continue to be taught English, Maths, Science, History, Geography and Religious Studies by their class teachers and will increasingly receive specialist teaching in French, Music, PE & Games from staff at Drapers' Academy. Thus, there will be a greater focus on the skills, knowledge and understanding required in each subject discipline. However, despite this subject-based structure, teachers will draw strands of learning together through projects and project-based learning. Skills including learning and using modern languages, ICT, horticulture (using the extensive site to keep allotments) and cookery will form part of a broad curriculum. Extensive ICT facilities, shared with Drapers' Academy will give the children access to a rich resource of knowledge and creative skills. The table at the start of Section D (on page 14-16) suggests areas where pupils will develop the cross curricular approaches we refer to in Section C and we anticipate many opportunities arising through collaborative working between the primary school and the Academy with the use of specialist resources.

Approach to individual subject areas throughout the school

English

Drapers' Primary School will aim for every child to become an accomplished speaker, listener, reader and writer. National Curriculum programmes of study will be followed. Some children are likely to enter school with limited language capability; and it is particularly important that they have a rich language experience through reading, writing, speaking, viewing and listening which develops their range of vocabulary and their ability to use more formal language registers. While there are discrete English lessons each day, literacy skills, in particular speaking and listening, will also be developed in every curriculum area. A variety of approaches to reading will be used to meet the learning needs of the individual child. These will include: group reading, independent reading and guided reading; strategies that will develop the skills in our pupils to construct meaning from a variety of fiction and non-fiction texts.

Maths

The National Curriculum will be broadly followed in Maths at both key stages and there will be daily lessons for all. There will be an emphasis on using and applying mathematics, number, shape, space and measures, and data handling; and children will be encouraged to make links through talking about mathematical processes. Educational research has consistently identified the need for primary teachers to gain a better knowledge of mathematics. In order to address this need the subject leader will have a strong subject knowledge and there will be a programme of training in place for other staff. Drapers' Primary School will also have the benefit of access to highly qualified specialist maths teachers at Drapers' Academy; and the involvement of outreach programmes from QMUL will extend the opportunities in the National Curriculum.

Science and technology

Maths and Science are Drapers' Academy's specialisms. Although Drapers' Primary School's science curriculum will be based mainly upon the National Curriculum, the teaching and learning will draw on specialist support from Drapers' Academy in being practical and exciting. The partnership with QMUL will provide opportunities for pupils to develop higher-level awareness and skills through collaboration with the programmes already established at Drapers' Academy and specialist support at Drapers' Primary School. Science lessons will be designed to capitalise on children's curiosity and help them to think like scientists. Using children's questions as a starting point, they will be helped to arrive at answers through methods of inquiry - identifying problems, hypothesising, gathering data and drawing and testing conclusions. Children's intellectual development will be a focus, as well as helping them to gain foundations in understanding the ever-changing technological world of the twenty-first century.

Physical Education

Drapers' Academy recognises in its curriculum the importance of physical education as the basis for a healthy lifestyle. Drapers' Primary School will likewise offer a wide range of sports and physical activities, based on a minimum of two hours of activity per week for all pupils. This will consist of compulsory PE sessions, plus access to a range of extra-curricular physical activities. Drapers' Academy provides major team sports - football, hockey, netball, cricket and basketball - as well as individual pursuits such as athletics, tennis, badminton, dance, table tennis and gymnastics. It is planned that Drapers' Primary School teachers and pupils will have access to this range of activity. This offering will be complemented by many other activities which the Drapers' Primary School hopes to make available outside the formal timetable to extend the requirements of the National Curriculum. It is the intention for every child to be physically fit with a sense of wellbeing. Children will also have the opportunity to develop individual physical talents to a more advanced level and also to participate in competitive activities.

Visual and performing arts

Visual and performing arts follow the theme of developing children's creativity and help with development of communication skills. Drapers' Primary School will provide its children with opportunities to express themselves and to draw meaning from the world around them. Again, the proximity of Drapers' Academy will provide access to spaces for pupils to develop creativity – in particular, a dance studio and large performance halls for music and drama. A performing arts programme will provide a combination of **dance, drama and music**. The visual arts programme will incorporate art, craft and design with the opportunity to experience visual arts beyond a child's initial involvement, through a visit to a gallery, a guest artist or other out-of-school experiences. Children will be given opportunities to respond to their own and other artists' work and in doing so to develop the skills of critical analysis, interpretation, evaluation, reflection and understanding. They will also have opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences. Drapers' Primary School will follow the National Curriculum programmes of study: knowledge and understanding; exploring and developing ideas; investigating and making; evaluating and developing work. The performing arts programme will be a combination of dance, drama and music. There will be two over-arching strands, responding and creating. Children will be encouraged to take risks with the skills they are learning in performing arts and showcase these at every opportunity – within their class, year group, in assemblies or public performances. The proposers, as sponsors of the Academy, have supported access to instruments and music tuition for individuals in Year 7 onwards. Consideration will be given as to how best support the Primary School with extension work in music for individuals.

History

Teaching in humanities will be introduced from Year 1 through topics that are planned to give a real focus to the work and allow time for research and consolidation. History is not just about facts and dates, important as these are. Children will be encouraged to become detectives and analyse and explore the past in an exciting way. We will explore history and geography through themes. Teaching in these subjects will be through topics that are planned in blocks to give a real focus to the work and allow time for research and consolidation. Study in these subjects will be underpinned by the skills progression from the programmes of study in the National Curriculum but we will broaden the content of the National Curriculum. This will allow us to use the local environment and for pupils to gain an appreciation of the rich local history and geography.

Geography

The geography curriculum from KS1 will provide opportunities for developing children's love of nature and the natural world using the access to green belt land and the country park on the school's doorstep.

RE and assemblies

As an integral part of working with parents and carers, we will reflect in the curriculum the centrality of the community and the development of the whole child; spiritually, morally, socially, culturally and intellectually. By the end of KS2 children will have some knowledge and understanding of the principal world faiths practised in this country; will have developed an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures; will be able to make reasoned and informed judgements about religious and moral issues; and will have developed an awareness of how religious beliefs and practices can relate to them.

Assemblies will be held daily as an important time for the school community to come together to celebrate achievements and provide an opportunity for the daily act of collective worship and a

time for singing and music making. The wishes of families who do not want their child/children to participate in collective worship will be respected. We will work with faith leaders locally to determine appropriate alternatives where families wish to have faith-based alternatives.

MFL

Languages for all from Year 3 will be one way in which we move beyond the National Curriculum. Having knowledge of a foreign language is widely recognised as part of being well-educated; and a modern foreign language is a help for entry into university, college and good employment. We anticipate many of our children will have other languages anyway; and we will capitalise on the opportunity for bilingualism to be usual in school in order to encourage all children to have skills in another language. In the early stages of language learning the children will have fun with the language, learning words and phrases that they can use in their everyday life. At a later stage they will be taught how to: use and respond to the foreign language; listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness; correct pronunciation and intonation; ask and answer questions; use techniques for memorising words, phrases and short extracts; use context and clues to interpret meaning; make use of their knowledge of English or another language in learning the foreign language.

Personal, social, health and economic education (PSHE) and citizenship

Some aspects of PSHE and citizenship will be taught in discrete lessons; but much of the programme will be woven through the curriculum in English, drama, science, mathematics and humanities topics. It will also be reinforced by circle time, assemblies, educational visits, community work, and through activities related to the behaviour policy, particularly around bullying and racism. The curriculum will be based upon the national curriculum programmes of study with a very strong emphasis on developing values, social skills and resilience. Staff will be made aware of the importance of the way in which they establish expectations, model behaviour and act like good citizens. Wherever possible teachers will 'map' opportunities for re-enforcement across the subjects: for example, as children listen to and read stories that enable them to consider other people's lives and experiences, they will research issues through a range of non-fiction texts and other written sources and use writing skills to express their views and communicate them to a variety of audiences. Children will use numeracy skills to develop financial capability, learning that money comes from different sources and can be used for different purposes. They will learn to look after their money and to realise that future wants and needs may be met through saving. They will use data-handling skills and present the results of research in various graphical forms.

For the pupils of Drapers' Primary School to gain the maximum benefit from such a wealth of opportunities the following will be important:

- a range of well qualified teaching and support staff;
- good quality assessment to identify strengths and weaknesses;
- access to high quality guidance and advice filtered through a personal tutor who will have access to mentor networks which the Proposers will facilitate;
- excellent learning support services to ensure those with Special Educational Needs get the assistance they need;
- a sympathetic and effective pastoral system to identify problems affecting performance from outside the school and, at the same time, to make sure that families are given adequate assistance to meet the requirements of a child going through the various stages of primary education and through transition to secondary school.

Drapers' Primary School will offer a further session every day for extra-curricular activities (or homework club in Years 5 and 6). The homework club will be a formal session supported by

teachers; and we will encourage pupils to attend. In discussion with parents it will be made compulsory for those pupils who have a need for top-up or catch up work.

Enrichment activities

A rich programme of extra-curricular activities will ensure that every young person has opportunities to participate in a wide range of activities including: physical activities, debating or chess, performing arts (including drama productions, school orchestra and a range of craft/technology activities). In developing the programme we will draw on the support of the Proposers, already provided to Drapers' Academy, in organising of a wider range of activities beyond the school day, including, but not limited to trips and visits related to pupils' studies. Some of these activities will be provided as part of the core day, e.g. if we have a visit from a children's author this will become part of a literacy theme, likewise a visit to the science labs at the Academy. Music lessons and PE will be part of the core day. As part of the further session every day a range of team sports and possibly instrumental tuition will be available to children (see Music paragraph above). These will run shortly after the homework and top-up sessions mentioned above.

The exceptional grounds in which Drapers' Academy is located provides Drapers' Primary pupils with access to facilities for sports that most pupils of this age do not have - including, but not limited to, football, rugby, hockey, netball, cricket, and basketball on the all-weather surfaces as well as individual pursuits such as athletics, tennis, badminton, dance, table tennis, trampolining and fencing. The specialist PE staff at the Academy will support primary lessons in the specialist sports areas, the extensive football fields are presently under-utilised and are available for a variety of sports training and games.

Drapers' Academy already arranges summer schools and special programmes throughout the holiday periods. We will seek to build on this by widening participation across the age range. Teachers from the two schools will be expected to participate in holiday and weekend activities across the age range and with cross-age groups. Our work with QMUL includes the following activities:

- Visits to the school by student ambassadors – HE institutions are now encouraged to make links with school from Year 3 onwards. We will aim to introduce the idea of progression through education into employment or training from an early stage to raise aspiration. We will look to involve parents in this as well.
- Bridge-the-Gap dentistry programme. We will look to extend this into health education in the primary school.
- QMUL supports primary school visits to its own
- lecture theatres/the site and its award winning buildings; with an opportunity to meet academic staff.
- QMUL provides mentors for Drapers' Academy pupils in Years 11, 12 and 13. We will look into student mentors for more able pupils at the primary school.
- Support for science competitions – we will seek to extend this to primary level
- Visit to Chemistry department to use mass spectrometer
- Outreach work in assemblies to all year groups that would support activities in choice, pathways into further learning and careers.
- Work experience for students in medicine
- Talks to Year 12 and 13 students from professionals – we will try to identify students from the area to come and work with pupils in the primary school as role models.
- Preparing for University talks to Sixth Form (and their parents)
- Finance talk to all Sixth Formers and parents – personal finance will form part of PHSE

- How to write a personal statement talk to Sixth Formers
- Year 8 visit to QMUL
- Centre of the Cell visit for Year 8's (all students have done this) – this visit is also available for primary pupils
- Medicine Matters course for prospective medical students
- Professor Mike Watkinson of QMUL mentored chemistry students last year
- Master classes for Year 12 students in English, Maths and Sciences
- Chemistry master class from academics

Although not all of the programmes outlined above would be relevant for a primary school, we would aim to exploit the relationship with QMUL in ways that are appropriate. The list shows where this work could be extended. Some senior staff at QMUL have roles in the public understanding of science and have worked with and produced materials for primary school partners, e.g. the Centre of the Cell project and outreach programmes for primary children to explain the nature of science, technology, engineering and maths.

Assessing and meeting the needs of all pupils

We have already mentioned some of our proposed approach to assessment in the various stages. It will be vital that we regularly review the progress that children make throughout their school life, and that we intervene with support if progress is not made. The Proposers believe that regular **screening** of all the children in terms of literacy and numeracy will be an important part of the work and will be part of our regular policy and practice. There will be an annual screening by the headteacher, deputy head teacher and SENCO working as an achievement panel to set the annual targets and strategy for support. This is then supplemented by teacher target setting with individuals and monitoring/evaluation of progress on a weekly basis and regular progress meetings (termly) with the SENCO and Key Stage and subject leaders (see below for details). The SENCO will have a critical role in supporting all pupils. The SENCO will ensure that all pupils including those with special or additional needs receive their full educational entitlement and have access to the full curriculum. In addition to those pupils with special needs, their involvement will be particularly important in supporting the needs of groups with additional needs such as EAL and looked after children. We will ensure our expectations remain high regardless of the children's backgrounds.

It is our aim to evaluate the individual progress of each child (whether they have a special educational need or not) and decide on what action to take to support those children who we feel may be underachieving. The following areas will be discussed at the screening sessions to identify whether any intervention measures are required to support underachievement:

- Family background, siblings, any information relevant to development and progress.
- Summer-born
- EAL information
- SEN information (see graduated response below)
- Medical needs and data
- English and Maths progress – at least two level of progress (National Curriculum levels)
- Gifted and Talented evidence
- Attendance and Punctuality information

Once the Deputy Head and SENCO have discussed the individual child, we will decide whether to flag him/her as needing additional support or intervention, or whether we should simply monitor their progress.

The information will be collated onto a class form which is then given to the:

- Class teacher (kept in Data File)
- Head/Deputy
- SENCO/GT co-ordinator

The intervention may include the following:

- SEN/Medical/Gifted and Talented Registers – with IEPs
- Cause for Concern forms
- Allocation of support time (e.g. ELS/Booster, One-to-One tuition, EAL support)
- Discussion with parents
- Referrals to outside agencies

The whole cohort will be regularly reviewed:

- Children who have already been flagged will be reviewed first in order to ensure that progress has been made, after which a decision will be taken on whether further intervention is required.
- The rest of the cohort will then be reviewed in order to identify whether other children need to be flagged.

Screening will take place for our first Reception year in January and then in October/November for subsequent year groups. The following information will be used to inform screening:

- SEN Register
- EAL register
- Gifted and Talented Register
- School register (dates of birth for identifying summer born children)
- Medical Register
- Assessment Files – including any APP data.
- Unaided work – writing and possibly maths books.
- Raiseonline/Family Fischer Trust data (Head)
- Data Files which include
 - Tracking data
 - Mobility
 - NFER – verbal and non-verbal scores
 - SATs results – Optional and Statutory SATs
 - Targets setting (statutory and non-statutory)
 - Reception Only - Foundation Stage profile data

Linked to screening is review of **pupil progress** (see “Measuring Pupil Progress” below) that will take place in October, February and June each year. Assessment of pupils in Reading, Writing and Maths will be carried out by class teachers at this time. The SLT will then review the results and action will be taken to support any children not making the required levels of progress.

Drapers’ Primary School will provide a graduated response to supporting pupils with special needs and disabilities. We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in the school will be involved in identifying pupils with special educational needs (supported by the SENCO where required). Based on our experience at the Academy, we will provide an individualised approach to SEN support. A variety of strategies will be used for pupils depending on their specific need, be that literacy, numeracy, speech and language, behaviour, learning, etc. From Early Years, we will assess pupil need and support it with an IEP, if appropriate, or a provision map.

It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents will provide an overall picture of a child's problems and subsequent needs.

After initial assessment the SENCO will consider appropriate additional support. This will depend on the success of a particular intervention and will also be based on the experience of the SENCO in supporting pupils with different learning needs. The SENCO will consider:

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- external support for advice on strategies and equipment or staff training

The SENCO will also:

- consult parents
- advise and support the class teacher
- ensure an appropriate Individual Education Plan (IEP) is in place which will record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs
- ensure IEP reviews take place termly or at least twice a year and will record the extent to which targets have been met
- ensure that at an IEP review new targets are set, new strategies are outlined and the provision made
- ensure relevant background information is in place

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child. If after initial support and intervention as described above the pupil still requires additional support, the Trust has an established a procedure for on-going diagnostic assessments and standardised tests used in Drapers' Academy. Following further assessment of need, the school will then intervene through either:

- School Action or
- School Action Plus

School Action intervention may be triggered through concern that, despite receiving differentiated teaching, pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional or behavioural difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning
- show difficulty developing literacy or numeracy skills
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and/or interaction problems, which continue despite curriculum differentiation

As part of the graduated response, if at an IEP review or progress meeting the pupil is judged not to have progressed, then they will move to School Action Plus. School Action Plus intervention can be triggered through concern that, despite receiving differentiated teaching and additional support, pupils:

- have made little or no progress
- are working at National Curriculum levels well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships

Parents may request Statutory Assessment from the local authority if the child remains a cause for concern.

Drapers' Primary School will work closely with the local authority on the Annual Review to:

- assess the progress of the pupil in relation to IEP targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing Statement
- set new targets for the following year

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child. Pupils with special educational needs at Drapers' Primary School will benefit from close working relationships already established between Drapers' Academy and external support agencies.

We feel that the provision for special educational needs in this school will benefit from the close links we will build with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Provision for Gifted & Talented

The primary school will identify and keep a register of pupils through its screening of all (see above). This will include the more able. All teachers and subject leaders will have responsibility for ensuring delivery by stage, not age, and for supporting pupils in developing their various gifts and talents through enrichment and extracurricular activities. Talented Year 6 pupils will be taught Level 6. Being part of a Multi-Academy Trust will provide access to specialist teachers and facilities. For example, Drapers' Academy will provide Maths teachers to assist in coaching pupils. Most Gifted and Talented pupils will have lessons with other pupils of their own age; but the relationship with Drapers' Academy may make it possible for exceptional pupils to have some lessons with children who are older, but have similar ability/attainment. The principal and head teachers across the MAT schools will collaborate on master classes for academically more able pupils using links in the QMUL network. We mention above the range of support QMUL has provided to Drapers' Academy to date; and we expect this to be extended to the primary school in ways that are appropriate for a primary. In addition, we will use mentoring for more able pupils. The Academy Sixth Form can provide subject mentors who will not only support younger pupils, but will themselves learn from the experience. We will assign adult mentors to more able pupils

from KS1 to ensure the basics are in place and learning is embedded. As pupils move through the school they will increasingly have peer mentors, with Year 6 pupils or Year 7 from the Academy working with pupils from Years 3 to 5.

Both the Drapers' Company and Queen Mary are involved in a range of projects that seek to raise aspirations within the environment of primary education. Exciting pupils at a very early age about the range of opportunities for higher education and fulfilling employment that are available to them will be an important aspect of the work of Drapers' Primary School. The Proposers believe that wherever possible it must seek to lift aspiration and get children to achieve beyond what they thought possible.

Provision for EAL

We expect relatively few EAL children at the school compared with other London boroughs; but the number of EAL children at Drapers' Academy and other schools on Harold Hill is higher than the authority average and growing. Teachers will support pupils learning EAL by concentrating on pupils' language development. We are aware that we will be working with children who have varying needs and abilities; and we will have effective strategies for meeting pupils' linguistic and cognitive needs across the spectrum of abilities. English language acquisition will always be assessed first and separately from academic and cognitive ability. There will be very clear protocols for developing spoken and written literacy as a means for accessing the wider curriculum and progressing across the subject range. We have suggested higher-than-average hours of English in the timetable partly to reflect the anticipated intake.

Greater London Authority (GLA) census data for 2011 shows an EAL incidence for schoolchildren in Havering of 8.4% (up from just 5.4% as recently as 2007). Drapers' Academy currently has an EAL incidence of around 16%. GLA figures suggest that Black African and Black Caribbean groups will be the fastest growing ethnic groups in Havering over the next few years and will increase faster than in London or Outer London Boroughs overall: Havering's Black African population is forecast to grow 33% by 2016 and 61% by 2021. Big rises are also expected in two other segments of Havering's demographic: Chinese (+7% and +14% by 2016 and 2021, respectively) and so-called Other (+21% and +39% by 2016 and 2021, respectively). Many of this "Other" category are expected to come from Eastern Europe. We expect this to have an impact on the intake at the Drapers' Primary over the next few years both in terms of pupil need for EAL support and the range of languages spoken. Already at Drapers' Academy some 28 different home languages are represented among students.

Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds. We have an EAL coordinator in "the Zone" at Drapers' Academy who will be used to supplement Drapers' Primary School's capacity in lesson planning and activities that pupils will use to work collaboratively – learning from each other. The person in this role supports translation, where required, and sourcing and development of resources specific to language acquisition. Likewise we anticipate primary teachers bringing their expertise to support the secondary phase.

Visual literacy – i.e. using images to convey and derive a range of meanings – will be a primary strategy for supporting language development and enabling achievement. It is a strategy for enriching and developing language to support EAL learners to get access to information; to understand and engage with important themes in topics and texts; and to build knowledge through each stage of language acquisition. We recognise that while children may be able to see, they may not see critically. It is vital that we provide a range of scaffolding to support the interpretation

of images. While this is part of good teaching practice in our highly visual world, it is especially essential for EAL children.

Where teaching or support staff have specific linguistic expertise within the Multi-Academy Trust, this will be used to support lesson planning and the development of appropriate activities that support progress particularly in English. From experience, we understand that children learn most from their peers; and one-to-one interaction with adults in the classroom is less successful. We will provide as many opportunities for pupils to learn through practical activities, seeing and handling objects, drawing and seeing examples of the written word. We will group children for practical tasks with children who will provide role models of spoken English. Children will also benefit from opportunities to talk to others in a shared language. Our approaches to literacy will include:

- Choosing appropriate books
- Choosing books with a range of difficulty
- Ensuring pupils understand the text
 - by using real objects, hands-on experience, demonstrations, mime, videos, diagrams, etc.
 - by using the pictures in the book, focus on the key words and their meaning.
 - by using the pupil's first language, i.e. ask various children to translate the key words into the languages represented in the class.
- Group work – integrating pupils who are new to English
- Teaching children how to help one another - not just giving the answer, but helping others to understand. Where we have a pupil who is new to English in the class, ask one or two children to work with the beginner and to translate the text into the pupil's first language.
- Use of writing frames
- Providing opportunity for whole group questioning, encouraging everyone to take part.
- Assessing the pupils learning during and at the end of each session

Looked after Children

The SENCO will have an important role in supporting looked after children working in a joined-up way with other appropriate education professionals (e.g. the looked after children education team in the LA and an education psychologist) and with other relevant persons and agencies (e.g. the Child and Adolescent Mental Health Services).

The school will offer a personalised approach to learning that secures good basic skills (we have mentioned our curriculum model delivering this for all pupils), stretches aspirations (modelling of opportunity and pathways through our work with the Academy and QMUL) and builds life chances for pupils.

In line with best practice we will aim for stability for the looked after child, supporting a place at school even if the (local) placement changes. The development of supportive relationships is important to looked after children. The SENCO will be instrumental in developing the school's knowledge of the child and assigning a teacher to have a mentoring role. The contact with other agencies and support for example Educational Psychologists will mitigate potential placements breakdown, as will a strong relationship with the Social Worker and close integration of the Personal Education Plan (PEP) with the elements of the pupil's Care Plan.

Pupil Premium

Pupils for whom the school receives Pupil Premium funding will have specific programmes of work tailored to their specific needs. We will identify a member of the SLT with responsibility to ensure that the funding allocated to each pupil is used in accordance with guidance. This member of staff will work closely with the SENCO. We recognise that the ability to have one experienced and

highly skilled person with a full time responsibility to provide direct teaching to individuals and small groups of children, to meet and support parents and carers, to provide advice for teaching and non-teaching staff, to lead training for teaching and non-teaching staff, to coordinate and lead learning intervention programmes and to liaise with outside agencies such as Educational Psychologists, counsellors and Speech and Language Therapists will make an enormous impact on our ability to meet all our children's needs. Therefore a portion of the Pupil Premium funding will be used toward the overall cost of employing a SENCO. The use of Pupil Premium part-funding the role of SENCO will allow us to employ a full time person more quickly as the school grows. The SENCO will be responsible for supporting staff on delivering feedback on pupil progress to pupils and using their expertise to encourage pupils to think about their own learning strategies. As we have suggested in the section on EAL, pupils learn best from each other; and experience (and research) show this to be the approach that has the most impact on positive pupil learning.

As seen in the comparison tables on page 59 in Section E, only one of the three most local primary schools provides progress rates for disadvantaged children that are above the local and national averages. In most of the local schools FSM rates are high - twice the national average in one case and very close to this in others. We anticipate similar levels of disadvantage among our intake. In addition to the SENCO, our staffing model is based around three teachers for every two year group classes and lower than normal ratios of teaching assistants. This model is derived from experience of targeting funding to increase progress among groups; and a portion of Pupil Premium will therefore be allocated to teaching with clear identification of those staff and measurable targets for supporting groups of pupils. At Drapers' Academy, where numbers of disadvantaged students make up 46% of the cohort, this approach has been very successful in supporting progress. It is worth highlighting here, however, that 83% of Drapers' Academy's Year 11 pupils in 2012 made their expected progress in English, compared with a local authority average of 53.4% (and a national average of 67%); and 69% of Drapers' Academy Year 11 pupils made their expected progress in Maths, compared with a local authority average of 56% (and a national average of 68%).

Governors will have a clear policy on spending the Pupil Premium which will include ring-fencing funds for targeted groups of pupils. As we have done at Drapers' Academy, a member of the SLT will have responsibility for analysing how the funding is being allocated and the difference it makes to the targeted pupils. The additional teacher per two year groups will allow us to focus on feedback to individual pupils about how their work can be improved and, where appropriate, these teachers will be able to support teaching assistants in concentrating on specific interventions with individuals.

Pupil transition

Our approach will centre on supporting learning and progress in transition from nursery to primary to secondary. This proposal includes a nursery of 26 FTE at the request of Havering Borough Council. The transition arrangements will start with management of pupils into Reception. The Head Teacher or another member of the Early Years team (identified as a "transition champion") will visit homes and pre-school environments (including the school's own nursery unit). The school will develop a clear and predictable handover arrangement with parents and pre-school setting, including the assessment of educational need and (for example) any medical needs. We will try to involve parents in the planning and implementation of transition routines so that they may understand the importance and better help their child. The school will aim to have common data transfer arrangements from pre-school which will support the understanding of pupil need.

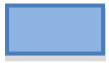
Our curriculum describes the opportunity to share teaching with some Drapers' Academy staff supporting delivery in the primary school, particularly with regard to PE, science and technology. This cross-phase teaching will span common curriculum topics in Years 6 and 7. Shared training between teachers in schools that are part of the Multi-Academy Trust will help to develop a common language for discussing teaching and learning and levelling/assessing/moderating work. This common language will also be developed through regular conversations between the Principals of the schools within the Multi-Academy Trust and other partner schools.

The curriculum mapping approach that takes place between Drapers' Primary School and Drapers' Academy will be shared with the latter's other feeder schools. Teacher and pupil exchange between the Drapers' Primary School, other feeder schools and Drapers' Academy will focus on evaluation of the process and will take into account the views of parents, teachers and pupils. Peer mentoring will provide additional learning opportunities for our students at schools in the MAT with students from Year 9 onwards able to work with primary pupils on e.g. Sports Leadership awards, paired reading and maths clubs

There are already strong links between Drapers' Academy and local primary schools; and these include the relevant staff visiting schools talking to pupils, sharing data and arranging visits and workshops. These processes will be built on to ensure the continuity of learning for all pupils. We believe our robust approach, taken from learning at Drapers' Academy, will help to tackle the KS2 attainment gap for many disadvantaged pupils that presently exists in some Harold Hill schools (see our analysis in the table in section E).

A summary of the Drapers' Primary School / Academy approach to KS2/3 transition

	Year 6/7	Year 7
Screening	Transition plan SEN Info Tutor meetings Early transfers	Baseline testing –post summer holidays Attendance SEN review Behaviour Att/progress CAF panel
Monitoring		Progress tracking/common data sets Annual Review Social service reports
Curriculum	Shared teachers Master classes Taster activities Transition units	WRL activities Activities week Extra curricular activity Report back to primary phase activity
		Intensive numeracy and literacy Inclusion unit At risk group
IAG	Induction programme	Parents' events
Personal support		Tutor system Houses across the two schools?
		Additional learning support Ed Psych Home visits

 = Universal

 = Targeted

We anticipate that most of the pupils at Drapers' Primary School will apply to Drapers' Academy, although we will also build close links with other local secondary schools. The relationship between the schools in the Multi-Academy Trust will not be based only on data; it will also involve families. Pupils at Draper's Primary School will already have significant knowledge of the secondary phase through the close links with Drapers' Academy, sharing of resources, teachers and approaches. Joint moderation of pupil's work between Year 6 and 7 teachers will take place. The primary school and the academy will use the same MIS; and therefore pupil records will be consistent across the two schools. The principal and head teachers will agree common data sets for joint use by staff throughout the transition year with any of those "flagged" pupils we have mentioned above being tracked by secondary staff at regular meetings with primary staff throughout Year 6. Ideally, then, Drapers' Academy and other secondary schools will know the pupils at transition very well. Drapers' Academy will also support the primary school with feedback on previous pupil's successes and through students working with the younger children in coaching and supporting learning through into KS4 and sixth form.

Working with parents

The Academy will **work closely with parents**, seeking to involve them closely in all aspects of their child's learning. This may include meeting parents or home visits prior to the child starting at Drapers' Primary School through to regular reports on their child's progress and invitations to visit school. We will seek to formalise the opportunity to make regular contact when parents drop off their children into invitations to come in and take part in a breakfast club or have a coffee and talk to staff. Invitations to volunteer and be part of performances or support assemblies will be extended and we will also take the working of the school to them. In recent research⁴ parents often saw the school as the main barrier culturally and socially; the hard to reach parents tended to view the school as hard to reach. The research found that parental engagement is maximised when parents are assisted in developing skills associated with effective parenting, leadership, governance and decision making. The research showed that parents often benefit from learning about strategies for assisting their children's education at home, as well as the capabilities needed to take on instructional and support roles in the school. We are already addressing some of these elements. The Academy is having success in attracting parents to consultation evenings by providing a social atmosphere. The survey for the primary school has been taken to parents in GPs surgeries, local community and mother and toddler groups and the local shopping centre. This will continue. The MAT, through the Academy has taken regular space at a brand new local sports and community centre that provides a hub for many multi agency services. The primary school will take advantage of that opportunity in exhibiting pupils' work and showcasing the successes of the school. We see these relationships as important in breaking down barriers to parental engagement, meeting away from the school environment with which many parents may associate negative experiences.

⁴ Engaging Parents in Raising Achievement. Do Parents Know They Matter? Research Report DCSF-RW004 (2007)

Where a family lacks the capacity to support a child, the school will work with the relevant specialist service to ensure a coordinated approach to supporting that child's education and personal development. The design and the ethos of the school will provide a welcoming and reassuring environment for parents. We will also invite parents during the first half term to see how their children are progressing within an informal setting.

In summary:

- Half-termly Open Forums where parents can learn more from the Head Teacher about the school and ask questions. Also a place to generate ideas and help with school improvement.
- Parent consultation evenings each term to discuss pupil progress
- End of year reports on every subject
- Curriculum Information evenings for parents run by the staff.
- Curriculum Newsletters to be sent home every term to show what work will be covered and how they can help
- Reading record books between home and school will be completed twice a week. Parents will be expected to spend at least 10-15 minutes reading with and to their children every night.

D2: MEASURING PUPIL PERFORMANCE EFFECTIVELY AND SETTING CHALLENGING TARGETS (5-10) pages

Measuring performance and setting targets

In line with our experience at Drapers' Academy of what works in measuring progress and engaging with pupils, there will be six data capture points in each academic year for Years 1 to 6. In Reception the evidence collected by teachers during the formal data capture points will be used to provide the pupil's EYFS Profile with the 17 ELG descriptors and 3 characteristics of effective learning.

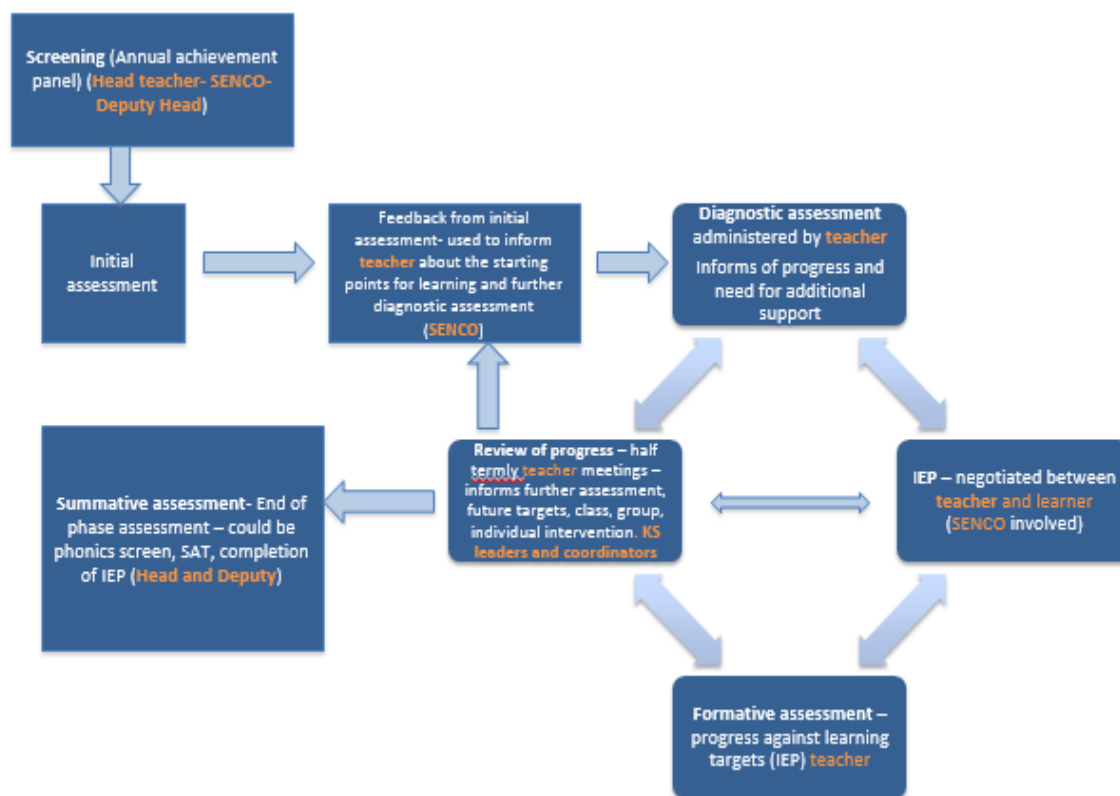
A summative assessment will be made by the classroom teacher; and a current working level/grade will be provided for all subjects. This data, alongside a pupil's target level/grade and challenge target level/grade, will form the basis of the child's progress summary. A report capturing the elements of the child's progress with support in understanding the marking, how that relates to expected progress and some narrative in what the pupils needs to do to improve further will be communicated to parents once per half-term. Parents will get suggestions of how to help their child to progress (see "Working with parents" above). Various activities will be put on through the year to help parents understand how their child can make proper progress.

Marksheets to record annual and personalised learning targets will be completed during the first half of every term in the core subjects. Internally, this data will be used to analyse and track pupil progress at class, group and whole school levels. From the trends identified, intervention groups will be identified and strategies to close any gaps and combat underperformance will then be identified. The data will be used in the annual screening referred to above in October and November to provide a strategic longer-term plan of how pupils' learning will be supported. We will use traffic lighting to identify whether the pupils are on, above or below their school target and use a number of measures to provide comparative school data, e.g. reading, writing, speaking and

listening; Combined English and maths; average point scores through KS2. Throughout Reception and Year 1 we will assess pupil progress against the expected standards in the phonics screening to ensure we are on track as a school to meet our stated target.

Our approach will be characterised by high-quality teaching – by which we mean:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- expectation that pupils will accept responsibility for their own learning and work independently; and regular use of encouragement and authentic praise to engage and motivate pupils.



Drapers' Primary School will follow a cycle for setting targets and support for pupils

Measure	KPIs to track progress
Quality of relationships in the school	Behaviour monitoring and children engaging with learning. Monitoring of concerns/ complaints and grievances.
Motivation and job satisfaction of staff	Recruitment rates will be fairly stable and retention rates will be high in response to appropriate incentives and opportunities for progression (within the MAT)
Supportive and caring learning environment	As evidenced through outstanding OFSTED judgements on ethos and behaviour

Enhanced family life for pupils, parents and carers	Feedback from parents and carers on pupil satisfaction should be over 85%. Parent satisfaction surveys and attendance rates (see targets).
Levels of staff/pupil/parent satisfaction	As evidenced by parents' contact at the breakfast club, performance and open afternoons (at over 75%)
Impact on the local community	Support for the governing body. Open days and numbers attending parent and community activities. Volunteering to support performances, carols services, school fair.

We have a number of basic entitlements to which **every** pupil at Drapers' Academy has access. We anticipate a similar level of support for the Drapers' Primary School pupils. These are likely to include:

- learning a musical instrument (paid for by sponsors) for all who show an interest
- taking part in a whole school performance
- local visits to libraries and community centres
- attending a talk/performance/activity given by visitors invited to the school
- visiting an iconic sporting venue (e.g. Stratford Olympic Park)
- visit to the QMUL campus

Setting ambitious and realistic targets

In Havering overall attainment at KS1 and 2 remains above the national average for each of the main attainment measures and is higher than the performance of statistical neighbours.

But there is a mixed picture at the schools in Harold Hill. Havering's median Foundation Stage Profile score is 92%, whereas the score for the Harold Hill schools in our sample is 60.1%. These Harold Hill schools are in the bottom 20% within Havering. Our target FSP of 80-85% in the first two years shows an aspiration to narrow the gap for these pupils - and over the coming years to reach at least the Havering median.

Our targets (as set out in the table below) have been formulated with reference to the performance of existing schools in Havering, but also reflect our ambition to meet or exceed local schools' averages. At the local primary schools that we have used for comparison (i.e. those schools listed in the table on page 9), somewhere between 23% and 25% of children start KS2 with levels of attainment that are below those expected for children of their age (Source: Havering Council report to Scrutiny Committee 2012). This performance is worse than both the Borough's average (19%) and the national average (18%).

Drapers' Primary School targets

Phase	Target	% pupils	Havering average	National Average
Opening Year	Lessons judged good or better according to the new OFSTED framework.	85%		
Reception	Average Assessment Rating of 2 in EYFS Profile	80 – 85%		

Foundation Stage (2015-16)	Good level of development	60%	59%	52%
Key Stage 1 (2017-18)	Y1 Phonics Screening exceeds standard threshold	80%		
	Level 2 or above in Reading	92%	91%	87%
	Level 3 or above in Reading	25-30%	30%	27%
	Level 2 or above in Writing	90%	88%	83%
	Level 3 in Writing	20%	14%	14%
	Level 2 or above Maths	94%	94%	91%
Key Stage 2 (2021-22)	Level 3 in Maths	23%	23%	22%
	Level 4 or above in English	88%	88%	85%
	Level 5+ in English (given local low starting points for entry, this is an achievable initial target compared to local averages)	40%	40%	38%
	Level 4 or above in Maths	86%	86%	84%
	Level 5+ in Maths	43%	43%	39%
	Level 4 in both English and Maths	85%	82%	79%
	Two levels progress from KS1 to KS2 in English	95%	93%	93%
	Two levels progress from KS1 to KS2 in Maths	92%	90%	90%
	Four levels of progress YR to Yr6	26%		
Average Point Score in Key Stage 2	29.5	28.7	28.2	
Attendance	Our targets are ambitious however, from learning at the Academy we will have staff allocated to contacting parents, text messaging attendance monitoring and follow up calls. We are confident this will have a positive effect and will support our ambitious target.	96%	95.4%	95.2%
Persistent Absence	PA figures at Drapers' Academy have been improving year-on-year. The figure has moved from 4.8% in 2010 – 11, to 3.4% in 2012 – 13 (even taking in to account the increased threshold)	1.5%	3.3%	3.6%
	Percentage of children in KS1 and KS2 who have been involved in a trip to a site outside Havering	100%		
	Percentage of children in KS2 who have been involved in a community project	95%		
	Percentage of children who have been involved in a public performance at the school or with partner organisations	100%		

Local and national FSP, KS1 and KS2 data for comparison

For comparison, we include below the FSP data for Havering in 2012 (the most recent date for which we have locally moderated data). This also shows national averages and at the bottom of our table the data for KS1 and KS2 locally.

Foundation Stage Profile %

	% achieving 6+ in PSE	% achieving 6+ in CLL	% achieving 6+ in PSE and CLL	% achieving at least 78 across the	% achieving at least 78 and 6+ in	Median FSP score	Average FSP score of lowest 20% of	LS % gap between median and bottom 20%
Havering 2012	80.1	62.9	60	80.8	60	92	62.7	31.9
National	82	66	64	81	64	90	61.8	21

DfE National Curriculum Assessment 2011/12 (provisional) - Released

Key Stage 1 %

	Level 2+			Level 2B+			Level 3		
	Re	Wr	Ma	Re	Wr	Ma	Re	Wr	Ma
Havering	91	88	94	81	71	81	30	14	23
National	87	83	91	76	64	76	27	14	22

DfE National Curriculum Assessment 2011/12 (provisional) - Released

Key Stage 2 (SATs) %

	Level 4+			Level 5+		
	Eng	Ma	Eng and Ma	Eng	Ma	Eng and Ma
Havering	88	86	82	40	43	28
National	85	84	79	38	39	27

DfE National Curriculum Assessment 2011/12 (provisional) - Released

Assessment and data-tracking

Our methods for assessing pupils will be part of effective planning and will:

- focus on how pupils learn
- be recognised by all staff as central to classroom practice
- be regarded as a key professional skill by all teachers

- be sensitive and constructive because any assessment has an emotional impact
- take into account the importance of learner motivation
- promote commitment to learning goals and a shared understanding of the criteria by which the children are assessed
- help learners know how to improve through constructive guidance
- develop children's capacity for self-assessment so that they can become reflective and self-managing
- recognise all educational achievement.

The Role of Assessment

Assessment at Drapers' Primary school will serve several purposes:

Formative: assessment will be an important part of the curriculum planning and will be used in mapping out the next steps in children's learning.

- Informal and ongoing throughout the year through observations, marking, notes in teachers' record books and target setting.

Summative: assessment that provides a 'picture' in time of a child's development.

- Usually formal, SATs, etc.

Diagnostic: a combination of both formative and summative assessment that provides a detailed picture and identifies specific strengths or weaknesses to inform future teaching and learning.

- Class teachers will be responsible for their pupils' assessment data. Data will be kept up to date for regular review of pupil progress and the half-termly progress meetings. Formal teacher assessments will also be entered onto our data system (Target Tracker) once a term in October, February/March and June/July. A printed copy of results will be kept in the Data Files at the end of the year. This will be distributed by the assessment coordinator and used by the Achievement team in the annual review of school progress overall.
- Teachers' assessments will reflect the individual pupil's class performance and progress.
- We expect teachers will become most familiar with using APS as the emphasis on use of National Curriculum levels as a measure of progress diminishes in the new curriculum proposals.

Foundation stage

- On entry to school, Baseline Assessment will be carried out by class teachers using the latest Framework of the Foundation Stage Profile. This will be entered onto Target Tracker in the Autumn term with a profile fully completed for every child.
- Further assessment will be through ongoing observations and evaluation of work samples by all the Early Years team.

SATS

- SATs will be carried out in Year 2 and Year 6.
- In Year 2 the Teacher Assessments will be reported to parents and in Year 6 the KS2 SAT result and the teacher assessments will be reported to parents.
- Years 3, 4, and 5 will undertake the optional SATs as guidelines to future teachers and to inform individual children's reports.

Year 1 Phonics assessment

- As a statutory requirement the Phonics review will be carried out with Year 1 pupils in June. Results will be reported to parents with the end of year report. This test consists of 40 questions. Children scoring less than 32 will be required to retake the test in Year 2.

APP (Assessing Pupils’ Progress)

- Elements of APP will be used in various year groups to help support their assessment procedures and judgements. Year 2 will use APP more rigorously to help with their teacher assessments and moderation of KS1 SATS. It will also be used in Year 1 for writing and Years 1 and 3 for numeracy. APP will be used it as another tool of assessment as required.

Monitoring and evaluation systems

Teachers will work together to share best practice and moderation. Consistency in assessment helps to ensure that, when judgements are made against standards, there is a fairness for pupils across classes, year groups, schools and key stages. It will help to provide confidence to governors, parents and pupils around our accountability and the judgements reached by the school.

Teachers will work together in a number of ways:

- Involvement in the drawing up of the curriculum map.
- Joint planning between year groups, common activities focussed on learning objectives.
- Joint planning between year groups of assessment opportunities and a shared expectation of pupil performance.
- Regular meetings when all staff, led by the subject coordinators, will moderate pieces of work produced throughout the whole school. These meetings will be timed to support assessments of individuals in English and Maths.

Monitoring and improving the quality of teaching

Role	Responsibility
Head Teacher	Overall accountability to governors for progress and standards
Deputy Head	Accountable for ensuring data are collected, evaluated and used by teachers for delivering progress
Key Stage Leaders	Responsible to Deputy for ensuring staff in the Key Stage are working to required standards. Accountable for Key Stage data
Literacy and numeracy coordinators	Responsible to Deputy for progress in literacy and numeracy
Class teachers	Responsible for collecting data, evaluating individuals progress and accountable to Head for individual/class pupil progress

The aim of Drapers’ Primary School will be to have outstanding teaching and learning throughout the school. The school will develop a culture where all conversations are about learning and where monitoring is about mutual support rather than judgements: Features of teaching at the school will include:

- In-service training for all staff to understand what outstanding lessons look like. This will act as the criterion for all classroom observations.
- Conversations about observation and sharing will focus on the positive, only then the improvements.
- Regular drop-ins through learning walks and planned focus on specific aspects of curriculum delivery will take place. The timing of formal observations and drop-ins will be important and appropriate to the needs of the pupils at any time.
- Peer observation in classrooms and activities will be the norm.
- Teachers will talk to pupils and support staff.
- Senior leaders and phase leaders will undertake regular work scrutiny.
- All staff will be involved in external and internal moderation of pupils' work and assessments.
- Sharing of pupil work between teachers and classes.
- Staff will be encouraged to share successes, risks and failures.
- Monitoring will take place as a planned, continuous process.
- Governors will set KPIs and targets to be monitored, analysed and reviewed on an annual cycle. This will include self evaluation against the data using a number of local, national and statutory benchmarks as mentioned in the section above.

The Head Teacher, supported by the SLT, will use a number of procedures in order to monitor and evaluate the quality of teaching and learning in the school:

- Annual screening of pupils
- Take time each day to review the activities taking place in school, visit classes and other activities and talk to pupils.
- Discuss with teachers the individual needs of pupils to ensure they are being met.
- Discuss with parents, monitoring home/school communication to ensure needs are being met.
- Work in classrooms on a regular basis.
- Read, review and comment on planning, including termly pupil targets.
- Read and discuss with staff all half-termly progress reviews and attend all reviews.

The SLT will carry out regular observations in class. The focus of these observations will be identified beforehand. The Deputy Head will be responsible for ensuring that pupil data are collected, collated and presented in the format used by the school to monitor, analyse and evaluate pupil progress. The Head Teacher will be responsible for the completion of an SEF. The Head Teacher will report each term in the Governors' Report on the quality of teaching and learning.

Key Stage Leaders

In addition to supporting the SLT in the activity listed above and their responsibility as class teachers and subject co-ordinators, the Key Stage Leaders will take responsibility for monitoring pupil progress to targets in their particular Key Stage.

The role of the literacy and numeracy co-ordinators (TLR)

They will develop and review literacy and numeracy policies and schemes of work. This will be carried out in collaboration with other colleagues including mainstream partners and multi-agency professionals. They will be accountable for the progress children across the school make in their given area. They will help monitor the curriculum reporting findings to the SLT and governing body; set targets in their subject for improvement; and share good practice.

The role of teachers

Teachers will on a daily basis monitor and evaluate their teaching, seeking professional dialogue and support from colleagues to meet needs of the pupils. They will review and evaluate their planning regularly, setting appropriate and challenging pupil targets. Teachers will collect and keep pupil progress data in the agreed format and record the data on school systems. They will carry out teacher assessments as required and enter data onto the Target Tracker termly.

Teachers will collaborate:

- with colleagues to moderate pupil achievement across school.
- within their class team with teaching assistants and with other teachers.
- with parents and other professionals in monitoring the progress of pupils and setting targets.

They will complete progress review reports (to an agreed format) evaluating and assessing the progress of the pupils and writing their individual educational plan. Where required teachers will support in the completion of the SEF

External monitoring

We will work with an external primary school improvement professional who will work on an annual cycle to monitor the school. Time will be used to scrutinise all of the data which are available about the school, discuss the school self-evaluation and matters arising from it and any other support jointly identified with the SLT and governors.

Our external monitoring will cover the statutory requirements, for example literacy, numeracy, MFL. This may be by:

- analysing data collected from evaluation forms.
- discussions with the Head Teacher and other staff.
- lesson observations as arranged to support the school.
- moderation visits

Head Teacher colleagues within the Drapers' MAT will work collaboratively to support each other's schools - for example through:

- evaluation walks of the school with a specific focus
- professional discussion on areas for development
- joint lesson observations

The OFSTED inspection will also provide the school with evidence of strengths and weakness and supports in developing an action plan for improvement.

The Governors

The Governors will employ a number of strategies in order to fulfil their role of monitoring the quality of teaching and learning in school:

- The Head Teacher will report on aspects of monitoring and evaluation every term to the governing body in his or her Report to the Governors.
- The Chair of Governors and Head Teacher will meet regularly to monitor the school improvement plan targets, receive reports and briefings and ensure statutory requirements

are being met.

Governors have a very important role in monitoring and evaluating the effectiveness of the school. In order to do this it is important that the governors know what is going on in the classroom, the needs of the pupils, the type of teaching activities, etc.

The governors will regularly visit the school by appointment and make contact with the Head Teacher prior to the visit to discuss the focus of the visit. The following is guidance for the visit:

- When in class, observe and take part in the session.
- Look at recording as appropriate.
- Look at samples of pupil's work, including photographs where appropriate.
- Look at progress data with the teacher.
- Where possible, talk to pupils about their experiences.
- Talk to class staff about the session and the pupils.
- At the governors' meeting report back verbally on their findings.

In addition to the usual progress measures, governors will be tasked with setting a range of Key Performance Indicators that measure the successful implementation of the ethos of the school.

Performance management

The performance management of staff will take place within the line management system. All staff will have at least one target that refers to the progress of pupils. The process will be regarded as developmental; and line managers will give support during the cycle. The pupil progress targets will be challenging, but achievable. Performance management sessions will take the form of a professional dialogue; and feedback on performance will be open and honest. The system will also be used to identify the professional development needs of staff.

Drapers' Primary School will aspire to have outstanding management that will set clear expectations and provide appropriate and targeted support for all staff addressing areas for development in performance. There will be regular and monitored line management and performance management meetings.

Performance reviews will be underpinned by frequent high quality lesson observation, work-study and tracking of pupil progress for each teacher. These data will provide early identification of problems allowing early action to be taken to address any weakness and avoid the need for formal capability procedures. In some cases an improvement will be achieved by putting in place a tailored programme of support and coaching from a more expert member of staff. In rare cases a more formal approach will be necessary.

Capability Procedures

Governing bodies must by law have procedures for dealing with lack of capability in members of staff. Drapers' Primary School will draw on the policy of Drapers' Academy in following the DfE guidance, which provides a model capability procedure for teachers.

Liaising with and reporting to parents/carers

In the light of experience, the Proposers suspect that many families on Harold Hill are not convinced that education offers any real benefits. Even among families who have greater

aspiration, there is a worry about what they need to do to support their children through education and into employment or training. A supportive home environment is crucial to successful performance at school. The Proposers regard it as a high priority to ensure that this is achieved through three initiatives:

1. Parents will be informed about and engaged in their children's learning. At the basic level, parents will be regularly updated on their children's performance; but they will also be given support in helping their children to make progress in reading and writing at home.
2. Parents will be strongly encouraged to play a part in the life of the school in all its aspects. This will include participation in extra-curricular activities and the encouragement to create an effective parents' association. Parents will feel comfortable about approaching the school with questions, suggestions or a problem.
3. Parents will also be encouraged to involve the wider community so that the school will become a focus for local pride.

The Proposers recognise that there will be cases where parents do not have the capacity or confidence to give effective support to their child. In such cases the school will use all resources available to support the child directly, and the parents either directly (through parental classes or advice) or indirectly through calling on support from other agencies. There will be spaces and facilities within the school to support this sort of parental engagement.

Teachers, Key Stage leaders and others will provide a comprehensive web of support for families to both identify and resolve problems as quickly as possible, but even more importantly to nurture and guide aspiration and achievement for all pupils.

Reports will be delivered to home half-termly using an agreed school format. The report will contain information gathered throughout the year and will reflect various aspects of the learning process for pupils. The report will state what the child knows, can do, and understands. KS2 reports will also grade pupils on effort and attainment. It will:

- refer to learning objectives
- clearly identify progress in all subjects
- highlight some activities
- relate to teacher assessment based on evidence from the year
- encourage dialogue
- identify next steps with clearly defined targets
- be written in appropriate language

D3: STAFFING STRUCTURE 5-10 pages

Phased growth

The table below shows staff headcount as the school develops to full capacity (the % of FTEs for these roles are shown in the financial template):

Staff/Year	Sept 2015	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021
Pupils on roll	60	120	180	240	300	360	420
LEADERSHIP TEAM							
Head Teacher (& SENCO in Year 1)	1	1	1	1	1	1	1
Assistant Head Teacher (& SENCO from year 2)	1	1	1	1	1	1	1
Deputy Head Teacher						1	1
TEACHING TEAM							
Class teachers	2	6	8	10	11	13	16
Middle Leaders (Teaching)(TLR)			1 (phase leader KS1)	2 (phase leader KS1 and KS2)	4	4	4
SUPPORT STAFF							
NNEB/Equip – not in budget (nursery)	1	3	4	4	4	4	4
Teaching Assistant	1	3	6	7	8	9	10
OTHER STAFF							
School Business Manager (shared service – see below and Section G)							
Admin. Officer	0.5	0.5	1	1	1	1	1
Data Manager	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Attendance/Admissions Officer	0.2	0.2	0.2	0.2	0.2	0.2	0.2

Reception/Admin./Head Teacher's PA	1	1	1	1	1	1	1
Admin. Assnt			0.5	0.5	0.5	0.5	0.5
Lunchtime supervisors	1 (x0.2)	2 (x0.2)	3 (x0.2)	4 (x0.2)	5(x0.2)	6(x0.2)	7(x0.2)
Estate Officer (caretaker)	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Staff roles, experience and expertise

Senior Leadership Team – proposed areas of responsibility:

The school will be supported by the Governing Body which will maintain high standards of corporate governance and provide appropriate strategic vision and leadership; a Head Teacher who will oversee the management and delivery of education (to lead the School, embed the vision and values of the Drapers' Multi-Academy Trust); and a senior team (to manage the curriculum and embed the ethos).

- Leadership will be genuinely distributed throughout the organisation with strong teamwork and a sense of cohesion.
- The staffing model will be capable of adapting to changes in strategic emphasis over time, particularly during the opening and build-up of pupil numbers. Priorities, requiring strong leadership immediately on opening of the school, may differ from those considered important a few years later.

The Leadership Team's core purpose will be to:

- Ensure the impressive performance of the school and, where possible, make sure that it exceeds all its targets for continuous improvement and becomes a model establishment for excellence.
- Inspire, manage and lead staff and pupils to achieve their very best.
- Establish a positive identity and ethos for the school in line with the ethos and values of Drapers' Multi Academy Trust.
- Establish a culture that celebrates inclusion and promotes academic and wider achievement.
- Work to translate the vision into agreed objectives and operational plans which will promote and sustain the school's improvement and which will inspire challenges and motivate others to carry the school's vision forward.
- Secure a collaborative school vision of excellence and equality that sets a high standard for every pupil while working closely with parents.

Head Teacher

The Head Teacher will provide Leadership to all staff. For a fuller description of the Head Teacher's role see also page 78 in Section F). From pre-opening, the Head will support establishment of the systems and processes to run the school effectively. The Head Teacher will

be supported in the first year to establish the curriculum in Reception and for Year 1 by a teacher with experience of Early Years. We have suggested the Head will also take SENCO responsibility in the first year with this role transitioning to an Assistant Head in year 2. The SENCO at Drapers' Academy is primary-trained with significant experience in primary schools and will provide support/cover for the head teacher in year 1. The Head Teacher will also be responsible for:

- Pupil standards and progress throughout the school
- School self-evaluation, school reviews and improvement planning
- Ensuring pupil outcomes have priority through curriculum-led financial planning
- Providing quality assurance for school policies and curriculum planning
- SLT line management coaching and support

The Head Teacher will be the Accounting Officer for Drapers' Primary School.

As more teachers and middle managers are appointed they will take responsibility for development of the teaching programmes, schemes of work and progress within their areas of responsibility i.e. literacy or numeracy. The head will step back from day to day line management of teachers with Key Stage leaders assuming this role, reporting to the Head and eventually through the Deputy Head (in 2020). The Assistant Head will take responsibility for managing teaching assistants and breakfast clubs and enrichment as this post is implemented in year 2.

Deputy Head (in 2020)

The Deputy will have responsibility for:

- raising standards
- the bi-weekly meeting on progress
- assessment tracking, marking, recording and reporting
- data management
- strategic lead for behaviour management
- strategic lead for raising standards – through accelerated progress, behaviour, attendance, punctuality
- pupil voice
- child protection
- overall management of support staff

Assistant Head

The Assistant Head will be appointed in the first year with a class teaching responsibility and leadership of the Early Years. They will have a smaller teaching load in the second year and will then also take on the SENCO role. As pupil numbers build in year 2, this will allow the Head to hand over responsibility for safeguarding and child protection and the Special Needs (SENCO) procedures, namely:

- SEN provision – outcomes and progress vulnerable groups
- SEN staff
- SEN funding applications
- monitoring and tracking of SEN progress
- alternative provision
- SEN Assessment
- lead on interventions

The existing Assistant Head could be considered for the role of Deputy in 2020 that would allow for some internal progression.

School Business Management

Financial matters will be supported by the Drapers' Academy team with the Director of Finance assuming responsibility for financial systems and control. The Academy has a capable HR Manager who will work across the MAT and establish the MAT's policies and procedures. A senior administrative person will be appointed in the Primary School to ensure that the work flow for financial systems and processes is managed in such a way as to enable the MAT Finance Director to be responsible and accountable.

Middle Managers

The KS1 lead will be appointed towards the end of the first KS1 cohort (Sept 2017), with the KS2 lead appointed to support teaching and learning in the fourth year of operation. In the interim period, both will have additional responsibility for Literacy and Numeracy. Additional TLR posts for Literacy and Numeracy will be appointed in 2019 as pupil and staff numbers grow and the management of different strands of learning and assessment becomes more complex.

KS leaders will be responsible for:

- outcomes and progress
- teaching and learning and CPD
- duties and rota
- cover and day to day operation
- educational visits
- learning tools
- literacy across the curriculum
- managing staff across KS1/2

TLR Numeracy/ Literacy:

- supporting the Head Teacher and Senior Team in the development of of the school
- accelerating pupil progress
- improving quality of Teaching and Learning in their specific area of curriculum responsibility
- evaluating teaching and identifying improvement priorities

Class teachers

Three Reception teachers will be appointed in year one (one of whom is the Early Years Leader). One of them will probably be less experienced than the others to help manage affordability. Experience is important for high quality lesson planning and delivery. We intend pupils to have the best Drapers' Primary School can offer from the start of the school. Our delivery model is to use three teachers per year group – two main class teachers and one other providing flexible teacher-led support in the classroom. This model uses fewer lesson support assistants and is a model that has been used at Drapers' Academy to drive progress in the classroom. This model of three teachers per two-class year group also gives us the flexibility to move teachers between year groups in order to capitalise on specialist approaches. Drapers' Academy has also made use of highly motivated Teach First graduates who have had a significant impact on the quality of lessons and pupil progress. We do not intend to recruit inexperienced teachers in the first years of

operation for the reasons mentioned above. Once pupil numbers have grown and the staffing complement is stable, however, we will introduce Teach First as part of our recruitment policy.

Teaching Assistants

We are likely to appoint fewer teaching assistants than is usual in many primary schools. There will be two teaching assistants per year group up to the end of KS1, with one teaching assistant for each KS2 year. The smaller number of teaching assistants is predicated on the model of one additional teacher per year group. Teaching assistants will support pupils with specific needs and will have training in supporting the class teacher with learning and measuring progress.

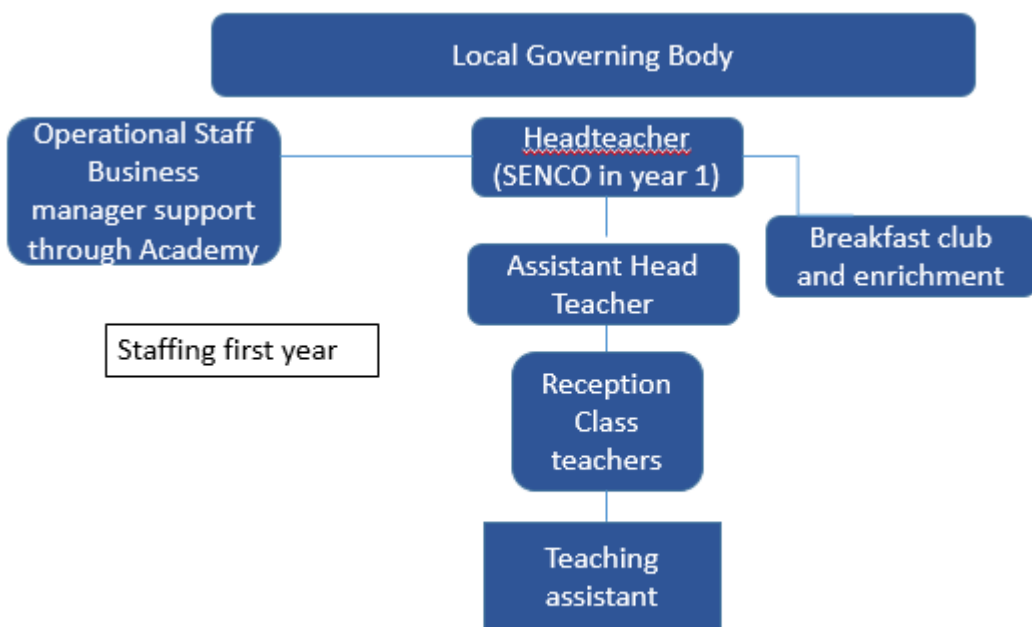
Administration support

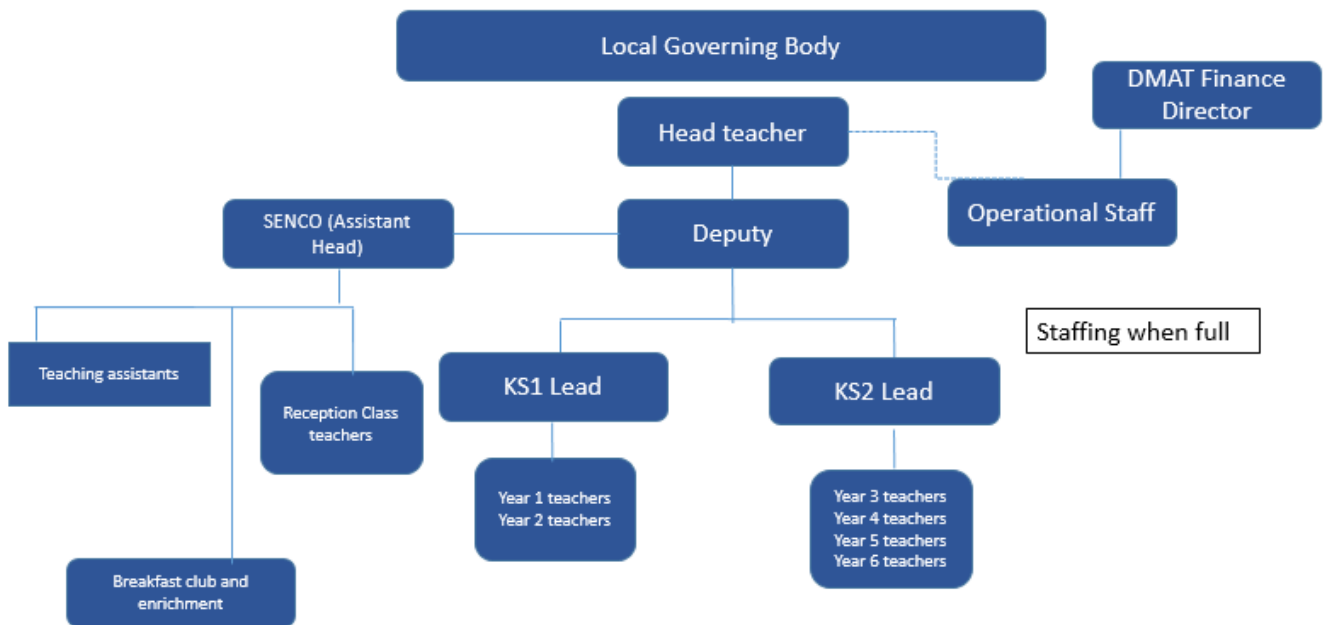
These roles are programmed to build from low numbers in the early years where the staff at Drapers' Academy will provide extra cover. An analysis of capacity shows that Drapers' Academy staff will be able to provide reprographics and other administrative tasks in the early years of operation. The reception area (i.e. front desk) of Drapers' Primary School will be important; but we will investigate, for example, the use of a shared switchboard between the Academy and the primary school to help with financial sustainability.

Admissions, attendance & data - In the early years of operation, the anticipated work load of these roles can be shared with Drapers' Academy staff.

Site staff – Drapers' Primary School will employ a full time caretaker as the main site manager. The adjacent Drapers' Academy has an estates manager who will provide additional capacity. This will allow collaborative working with the adjacent Academy team to enable the opening and closing of buildings, split shift working and coverage for holidays etc. There is no external contractor relationship linked to cleaning for these roles.

A simple organogram giving the overall staffing arrangement in the first year





Above: a simple organogram giving the overall staffing arrangement when full

TLR points will be allocated among appropriately experienced classroom staff with additional PPA time for management responsibility. These are represented in the pale blue section in the middle of the diagram. As mentioned in Section D, in addition to the primary staff, we intend that specialist staff from Drapers' Academy could support specific lessons with children at Drapers' Primary School – in PE, for example. As children move through the school, they could also use specialist rooms at Drapers' Academy for “master classes” in science and technology. It will be an expectation that the principal and head teacher of the two schools manage this exchange of staff as part of overall timetabling. Drapers' Academy also uses a similar model of staffing with three teachers to two class groups in many instances, since it provides flexibility in the delivery of lessons; and this should also allow staff the time to work across both sites for transition and collaboration. As this is one of the freedoms the Multi-Academy Trust will use in its expectations of how staff work, we have not added this as an additional cost in the budget. For the avoidance of doubt our staffing model for the primary school is not predicated on the need for Academy staff to deliver the curriculum.

Section E: Evidence of need – part 2

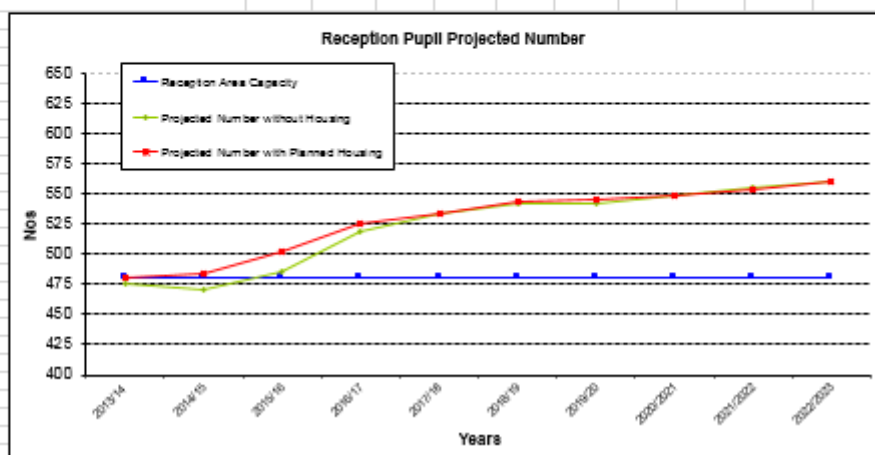
	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	81		135%	60	50		83%
Year 1					60	60		100%
Year 2								

Section E1

There is a significant shortage of primary places in both Havering as a whole and in Harold Hill in particular. Using London Borough of Havering's figures, the two tables below show the situation at November 2013 for both Reception places and for Years R to 6.

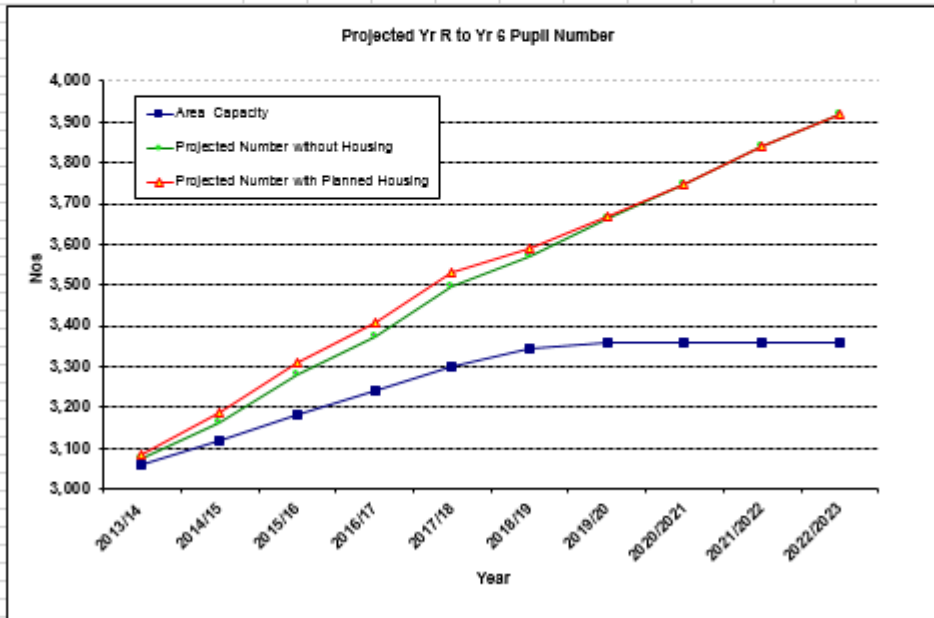
HAROLD HILL SCHOOL PLANNING AREA- PROJECTED RECEPTION PUPIL NUMBER

July 2013 Forecast	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Reception Area Capacity	480	480	480	480	480	480	480	480	480	480
Projected Rolls	476	471	486	519	533	542	542	549	555	560
Projected Rolls with Housing	480	483	502	525	534	544	545	548	554	560
Surplus/Deficit	0	-3	-22	-45	-54	-64	-65	-68	-74	-80
Additional places needed to maintain 54 surplus	-24	-27	-47	-71	-81	-91	-92	-95	-102	-108



HAROLD HILL SCHOOL PLANNING AREA- PROJECTED YEAR R TO YEAR 6 PUPIL NUMBER

July 2013 Forecast	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
Yr R- 6 Area Capacity	3,060	3,120	3,180	3,240	3,300	3,345	3,360	3,360	3,360	3,360	
Projected Number	3,075	3,162	3,278	3,376	3,498	3,569	3,662	3,745	3,838	3,921	
Projected Number with Housing	3,084	3,186	3,309	3,407	3,529	3,590	3,669	3,745	3,838	3,920	
Surplus/Deficit		-24	-66	-129	-167	-229	-245	-309	-385	-478	-560
Additional places needed to maintain 54 surplus		-178	-225	-294	-337	-405	-425	-492	-572	-670	-756



These figures support the assertions made in Section C of this proposal. Drapers' Primary School is also supported by both the elected leaders and the officers of the Borough. The Proposers believe that, based on the statistics in the tables above and given the number of places in weaker local schools (see below) is higher than the places being offered at Drapers' Primary School, they can expect to drive admissions at a 2FE Drapers' Primary School. Coupled with the level of demand demonstrated by the parent survey, we are confident of a full roll from the first year of operation.

There is also a problem with standards in many local primary schools. Although the headline figures are reasonably good, most local schools achieve results below the national averages for disadvantaged pupils. The proposed site is located in the Gooshays Ward of Havering which is within the top 10% of disadvantaged boroughs in England (using IMD data). We therefore expect high proportions of disadvantaged pupils. As mentioned in Sections D and G, using the DfE figures for 2012 some 46% of pupils are regarded as disadvantaged at Drapers' Academy.

Comparison figures with the three local schools performing least well (RaiseOnline 2013)

	Latest OFSTED	Level 4 Eng/Mat hs	Level 5+ Eng/Maths	Level 4 Eng/Maths Disadvantaged children / others	Level 5+ Eng/Maths Disadvantaged children / others	APS	Abs.	PA
Mead Primary	2 (in March)	70%	7%	67%/73% (Gap 6%)	8%/5%	27.9	6.4%	8.2%

	2011)							
Brookside Junior	4 (in Jan 2013)	56%	10%	50%/62% (Gap 12%)	8%/12%	26.3	6.1%	5.9%
Pyrgo Priory	2 (in May 2012)	81%	21%	75%/87% (Gap 12%)	15%/26%	28.4	5.9%	7.5%
LA Average		79%	30%	69% (Disadvantaged children only)	Data not available	28.7	4.6%	3.3%
National Average		75%	27%	68% (Disadvantaged children only)	Data not available	28.2	4.8%	3.6%
RED = below national averages which are below the local authority average								

In addition average points scores for all the local primaries at KS2 are below the local and national averages.

Average point scores for local schools (Raiseonline 2013)

	Average point score 2013 – DfE performance tables
Mead Primary	27.9
St Ursula's RC Junior	28.8
Hilldene Primary	27.9
Pyrgo Primary	28.4
Broadford Primary	29.5
Brookside Junior	26.3
LA Average	28.7
National Average	28.4
RED = below national averages which are below the local authority average	

The results of our parental survey

Approximately 8500 leaflets were delivered to addresses in the RM3 [redacted] and RM3 [redacted] postcode areas. The survey was carried out over an unusually compressed timescale, starting in early December through to the first week of January 2014. The process was triggered by a meeting the Academy Trust had with Lord Nash in September 2013. As described

below, we intend to continue marketing the proposal to the community and expect the demand for places to grow during the approval and pre-opening phases.

These postcodes cover most of the catchment of Drapers' Academy, which extends approximately one-and-a-half miles south and west from the Academy.

Natural barriers to admissions are the green belt open land to the north-east of the Academy and the A12 to the South. RM3 contains approximately 300 postcodes for roads starting RM3 [REDACTED], RM3 [REDACTED] and RM3 [REDACTED].

Our survey provides evidence of potential admissions into Reception for the first year of operation in 2015 and admissions in 2016. As the school will have two forms of entry, this represents 60 children in 2015 and 60 in 2016.

As at 6th January, there have been returns from 108 families from the leaflet drop and visits to local mother and toddler groups. These 108 returns represents 131 children. Therefore the project has already fully met its target for potential admissions in 2015 and largely met the target for 2016. Further returns are expected by the deadline for submission (10th January 2014).

Survey returns (December 2013 – January 2014)	Total
Families	108
Children	131
Children starting in 2015	81
Children starting in 2016	50
Other indications of support via leaflet	13

On the next page we show the main text from the parental survey form and the return slip that parents used to express their interest in a place at the school.

Postcode	Number of respondents	Number of children in 2015	Number of children in 2016
RM1	1	1	
RM12	1		1
RM13	1	1	
CM14	1	1	
CM15	1	1	
RM3 [REDACTED]	3	3	1
RM3 [REDACTED]	22	22	8
RM3 [REDACTED]	29	21	17
RM3 [REDACTED]	50	29	21

We need your support!

Is your child due to start school in 2015?
If so, please read this.

NEW
Primary School
for Harold Hill
Children

The Problem Harold Hill is going to be short of primary school places by 2015. Although Havering Borough has created additional places at the 6 existing primary schools, this will still not be enough to accommodate all the 4-5 year-olds who will be starting their education in the next few years.

The sponsors of Drapers' Academy are proposing to build a brand new primary Free School next to the Academy to help solve this problem.

What is a Free School? A Free School is, like any other state school, free to attend, but it is also free of local authority control, free to set its own curriculum and the pay and conditions of its staff. It is paid for entirely by the government. Many Free Schools have already been set up by parent and teacher groups and by charitable institutions, such as the Drapers' Company.

What we plan to do Before we can start the school we are required to apply to the Department for Education for the funds to do so. We must get our application to the government by early January next year to be able to open a new primary school by September 2015.

What we can offer We are passionate about pushing up the standards of primary education in the schools we sponsor. Since we opened Drapers' Academy we have increased the GCSE exam pass rate by an average of 42%.

We will have the same determination to help children at our primary Free School achieve the highest possible academic standards. We will also:

- Guarantee places at Drapers' Academy for all our Free School children moving on to secondary education.
- Provide a well-balanced curriculum to draw out the individual talents of each child.
- Promise a safe and stimulating environment.
- Offer a wide range of sporting and extra-curricular activities and the use of the fantastic facilities at the nearby Drapers' Academy.

How you can help We know that there is a need for more primary school places in Harold Hill, but we must also show the Department for Education that parents of young children would make a Drapers' primary Free School the first choice for their children.

To help us with our bid to build a Free School in Harold Hill, please complete the attached form and return it to us.

Alternatively you can go online at www.drapersacademy.com/freeschool and fill in the form you will find there.

**Thank you
for your support**

Please complete this short form

NEW
Primary School
for Harold Hill
Children

Do you have one or more children due to start at primary school in 2015 or later?

Yes No

If the school was available in your area, would you consider making a new Drapers' primary Free School the first choice for your child/children?

Yes No

If so, do you have children born in the following years:

- Sept 2010 – Aug 2011
(starting primary in Sept 2015)..... number of children
- Sept 2011 – Aug 2012
(starting primary in Sept 2016)..... number of children

Your name

Your address

Your post code

Please tear off the form and either hand it back to us or mail it, without an envelope, to us post free (see reverse.)

We promise that the information you give will not be used for any purpose other than to assess the demand for a new Free School in Harold Hill.

We include a portion of our survey form here. The full leaflet text can be found at <http://www.drapersacademy.com/FreeSchool/>

In addition to our survey we have expressions of support from other schools, the Local Authority and elected members, community organisations and the local MP. We have collected letters from most of these people and include several quotations from their correspondence below. The first of these was written to the Secretary of State for Education by Dame Angela Watkinson, MP.

Dear Michael

FREE SCHOOL APPLICATION – DRAPERS' ACADEMY CAMPUS

I write in support of the application by Drapers' Academy in my constituency to set up a primary Free School on the Drapers' campus.

Expressions of support through email

1. The Youth Engagement Coordinator of the Metropolitan Police Cadets.

2. [REDACTED], Hewitt Performing Arts

[REDACTED]
Hewitt Performing Arts "

3. Councillor Steven Kelly (Deputy Leader of Havering Council)

"Dear [REDACTED]
I am pleased to be able to give you my undivided support for your provision of a Primary Free School adjacent to the Drapers' Company Academy.
You have shown yourselves to be an exemplary provider of education in our most deprived area of the borough and I look forward to you supplying a similar standard of education for our junior and primary students.
Education is such a door opener for the children and their futures, and I have no doubt you will supply education of the highest standard, including community involvement.
If at any time you need further comments, please do not hesitate to contact me.
Regards
Cllr Steven Kelly (Deputy Leader of Havering Council)"

4. Emails of support from Councillors Light and Kelly (Local Ward Councillors)

5. [REDACTED] ([REDACTED]):
[REDACTED]
6. [REDACTED], Playdays pre-school
"Dear [REDACTED],
[REDACTED]
Playdays Preschool 1, 2, and 3"

7. Councillor Michael White, Leader of HBC

"Dear [REDACTED],
Thank you for your email.
In recent years, the LB of Havering has, in common with other London Boroughs, faced increased pressures on primary school places. There is a recognised need for more school places in Harold Hill so that young children and their parents are not forced to travel across the borough for education.
The Drapers' Company Academy has proved to be a first class establishment, providing a good all round education for our young people and I therefore have no hesitation in supporting your plans for a Primary Free School adjacent to the Academy.
Regards.
Councillor Michael White Leader of the Council
London Borough of Havering Leader's Office"

Letters of support received

8. Letter of support from [REDACTED], the [REDACTED] at the Royal Liberty School, Romford.
9. Letter of support from the [REDACTED] at Dycorts Special School, across the road from the site.

Section E2

Successful Engagement with the Community

Drapers' Academy staff and the governing body have extensive links into the local community following the recent (2009/10) conversion of the King's Wood School into Drapers' Academy. The initial inclusion of this project in a major regeneration programme for Harold Hill and the subsequent building of the new school has developed significant expectation around the improvements that have already been made. The area around the Academy, known as Harold Hill, is a defined community bounded by open country and green belt land to the north-east and west and the A12 to the south. During the operation of the Academy in the last three years the governors have built up an increasing network of local support. Local community members, councillors and the local Church are represented on the governing body.

Development of this proposal followed a meeting with government ministers in September and therefore the timeline for engagement around this specific objective has not been relatively short. However, a series of meetings, visits to groups and use of the planned Academy open evenings and Prize-Giving have generated significant interest.

A short extract of our consultation plan appears below:

Engagement and Consultation		
Develop online consultation portal on main Drapers' website		
Draw up list of venues for consultation meetings		
Agree with Drapers' Comms Team		
Liaise with venues over logistics of consultation meetings		
Promote consultation meetings in local and community media (on and off line)		
Use childrens centres mailing list to target potential parents? - May not be possible		
Use Academy mailing list to target prospective parents		
Leaflet drop consultation document and meeting note in local neighbourhoods/ supermarkets/newspaper article		
Agree content and draft presentation for consultation meetings		
Agree spokespeople and stakeholder attendees		
Hold pre-consultation briefing sessions		
Review, update and distribute Q&A		
Hold consultation meetings		
Collate and review consultation responses		
Produce final demand data for proposal		
Press release featuring summary results and action to local media		

As this is a site-specific proposal that depends on the goodwill of the Local Authority to make additional land on the edge of the Drapers' Academy site available, the Proposers held several meetings with officers and elected members at the Authority. Meetings were also arranged with other local schools, chairs of governors and headteachers.

A plan for engagement with parents of potential pupils was drawn up supported by the local churches. A group representative has attended meetings at local mother-and-toddler groups, local children's centres and the local community centre. Representatives have also been available at the local shopping precinct and doctors' surgeries.

This is an area of deprivation and there are a number of hard-to-reach families. The strategy of visiting the local groups (mother-and-toddler and GP surgeries) was based on experience of how to reach families in the area. The local Vicar, who is also a member of the Academy Governing Body, also promoted the proposal on his visits in the area.

A member of the proposer group also visited the local shopping centre to answer questions and hand out leaflets. A door-to-door survey will be planned for the pre opening stages to carry out a further consultation and marketing campaign.

In addition to online information about the school and the plans, where potential parents can sign up for further information and as a supporter, the leaflets mentioned above were printed and distributed.

Existing Academy parents have been informed of developments through letters and invitations to the various open events at the Academy in September and October.

The latest data for applications to Drapers' Academy for 2014 entry show that 315 applications have been received for 180 places. This is further evidence of the positive impact that Drapers' Academy has had in the last three years. The predecessor school was half full on closure and the move to the new building, opened by Her Majesty the Queen in 2012, coupled with rapid improvement in standards, has fully engaged the local community.

In addition to parental engagement, the extract below from the consultation checklist gives an indication of some of the other stakeholders who have been consulted.

Consultation group	Method	Outcome
Local Primary Heads	Group meeting	
Chair of Governors Pyrgo Priory Primary	Individual meeting	
Local secondary heads	Group meeting	Letter/email of support
Borough Councillors (Cllrs White, Kelly & Starns) and local/ward councillors	Meeting; follow-up letter/email	Letter/email of support
Local MP (Dame Angela Watkinson)	Letter	Letter of support
Local faith leaders	Individual meetings	
Local colleges – Havering College of Further Education	Letter/email	
Head of Children's Services (Havering) - Joy Hollister	Meeting; follow-up letter/email	Email of support
Local police and head of youth engagement for the Metropolitan Police	Telephone	General support from the police with an email from the cadets
Nursery provision – mothers & toddlers groups	Meetings; follow-up emails	Letter/email of support

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours per week)
██████████	Y	██████████	██████████	5 hours
██████████		██████████	██████████	3 hours
██████████		██████████	██████████	3 hours
██████████	Y	██████████	██████████	2 hours
██████████	Y	██████████	██████████	3 hours
██████████	Y	██████████	██████████	2 hours
██████████		██████████	██████████	2 hours
██████████	Y	██████████	██████████	5 hours
██████████	Y	██████████	██████████	10 hours
██████████	Y	██████████	██████████	20 hours
██████████	Y	██████████	██████████	5 hours

██████████		██████████	██████████	2 hours
██████████	Y	██████████	██████████	20 hours
██████████		██████████	██████████	5 Hours

*paid consultants

Drapers' Multi-Academy Trust has access to a team with proven experience in establishing new schools and academies to support its development. The experience of Drapers' Academy and the associated new build are still fresh; and the same group members are available to drive through the development of a Primary School on the adjacent site. We believe that we have the capacity to deliver while allowing the core staff of Drapers' Academy to continue delivering improvement. We do not intend to engage a project management company in the first instance. The timings above are specific to this project. We are also confident that we have capacity to manage the conversion of Brookside Junior School into an academy with the MAT. (This is likely to take place in the Spring 2014.) On opening, separate governance arrangements with an equally strong team will drive forward improvement at the new free school. Although this proposed school will have smaller pupil and staffing rolls at opening, we believe the relationship with Drapers' Academy and sharing of operational resources will help to deliver efficiencies and value for money in the project, while leaving the two schools' senior leadership teams to concentrate on teaching and learning. The team will guide the project through the many milestones of the pre-opening phase, including the negotiation of a timely Funding Agreement, and will ensure that the school is ready to open in September 2015.

The critical path of events that will commence once this application is approved contains the following key deliverables:

Admissions and work with the community to maintain momentum

We anticipate that ministerial approval may not come in time for Drapers' Primary School to participate in the Havering coordinated process. This will place a significant burden of responsibility upon the team to establish an admissions authority in the first year, effectively competing with other local schools. We will use all available pathways, engaging with parents through a variety of media, events and activities, to ensure that they understand the admissions requirements for Drapers' Primary School. This cycle of activity will be made easier by good working relationships and co-ordination with the local authority admissions team, as well as other agencies (for example where SEN applies).

Securing the facilities on the site

The group will work closely with the Education Funding Agency (EFA) and the local authority. Please see Section H for a statement of cooperation from the local authority with regards to the site.

Consultation

Work will continue with the Harold Hill community and parents to raise the profile of the school with a view to securing admissions to fill the first Reception Year and maintain interest with parents for the second year.

Recruitment

The team will prioritise the recruitment of a first-class Head Teacher designate. This will not only provide an essential resource to the project, but will also build the confidence of parents, carers and the community and will help consolidate the on-going communications and admissions programmes.

Implementing systems and processes

As outlined in this application, there will be a close relationship between Drapers' Primary School and Drapers' Academy in using existing processes and systems to ensure continuity across the MAT. The team has access to ICT consultancy and support from proven providers in the field.

Project deliverables

The project's outcomes and deliverables will include the following:

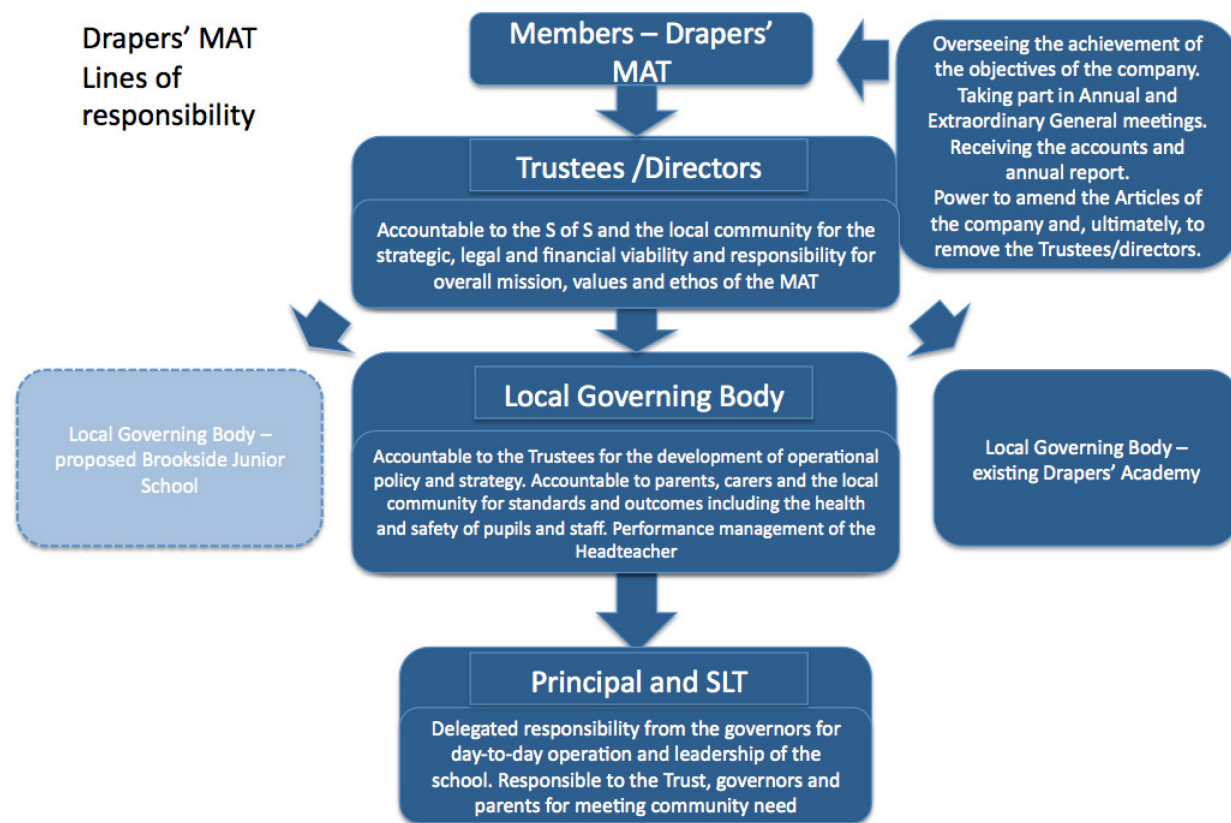
- The team will provide the project expertise to ensure pre-opening tasks are undertaken diligently and in time
- The team will ensure efficient progress through the checkpoint system towards Funding Agreement. We are aware of the potential for impacts to admissions, contracting and recruitment should there be delays to the Funding Agreement
- The team will work closely with the local authority, DfE and other stakeholders to ensure we have a robust plan to achieve the best environment to deliver a school with a curriculum that delivers the high quality outlined in the vision in the most appropriate facilities that demonstrate value for money
- The team will adopt rigorous project management controls and protocols, initiating project board meetings, standard management reporting, regular and timely risk assessment and budgetary controls
- The team will instill the necessary communication/media protocols to ensure that the community is informed of developments and the school is marketed effectively

- The team will ratify any issues associated with Land Transfer including any local authority legacy/contract issues at the earliest possible stage. (As mentioned before, this is a site-specific proposal; and early conversations with Havering and the EFA have been positive.)
- The team will make sure that the pupil roll, curriculum model, accommodation schedule and financial planning are robust, with key issues and decisions subject to scrutiny from the principal stakeholders

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Additional Primary School Improvement experience	We have emerging relationships with heads of outstanding primary schools and also with the head teacher of a private prep school within the Drapers' "family" of schools. We will specifically require Early Years experience to support the planning and setting up of a nursery in addition to a Reception Year. We are confident that our network has the necessary expertise to secure the support voluntarily.
Legal experience	We will use existing contracts with our legal advisers for Drapers' Academy for the specific elements of Trust documentation, land and contracting. Other experience for challenge and support comes from the existing governing body of Drapers' Academy and from fellow members of the Drapers' Company.
HR	Drapers' Academy has existing contracts with HR providers. We will investigate extending these arrangements to cover the set-up of the new school. This will include support for recruitment of the Head Teacher and other staff, advice on contractual policies for staff and liaison with the legal team over employment contracts.

Section F2



The Trust Members

The Drapers' Company and Queen Mary, University of London are the members of the existing Drapers' Academy Trust. Following the ministerial order (signed on 10th December, 2013) to appoint the Drapers' Company and Queen Mary, University of London as sponsors of Brookside Junior School (also in Harold Hill), Drapers' Academy Trust will in due course be converted into Drapers' Multi-Academy Trust. The members of this MAT will once again include the Drapers' Company and Queen Mary, University of London. The members of the MAT will meet on an annual basis (an AGM) and record the minutes of the meeting. The agenda of this meeting will include approval of the annual accounts, approval of any director/governor appointments or re-appointments and a review of the overall operation of the schools. In the Multi-Academy Trust, the members will be able to appoint or dismiss the Trustees/Director of the Drapers' MAT.

The Role of the MAT

The role of the MAT will be to:

- act as the contracting body with the DfE for the funding streams to operate the member schools; and

- ensure that the contractual undertakings given in return for that funding, particularly around stewardship, academic performance and pupil development, are met.

The Trust will meet a minimum three times a year (i.e. at least once each term); and one of the meetings will be the AGM. They will also receive the minutes of the local governor committee meetings. Local governing bodies will meet twice a term with sub-committees meeting on a regular basis. There is a high level of delegation to local governing bodies. Both the Chair and the Deputy Chair of the local governing body will be directors/trustees of the MAT. The MAT will directly appoint Chairs of the local governing body. The MAT will publish a dashboard of information and data that it will require from the governing bodies and that it will expect to receive as a report at each MAT board meeting. Local governing body chairs will be involved in the identification and management of risk for the MAT. KPIs will be set annually for the local governing bodies by the MAT; and there will be challenge to the operation of the local boards reporting directly to the MAT from an independent reviewer.

Management and Supervisory Functions

The MAT will exercise the following management and supervisory functions:

- be the employer of all staff;
- set common ethical standards of behaviour for all member schools, enshrined in a common Code of Conduct and supporting policies;
- set a common Education Vision for all member schools, recognising that the educational journey for our pupils should be managed in as seamless a way as possible;
- agree performance targets for each academic year with the Governing Body of each member school, including supporting metrics;
- agree reporting formats and timetables against these targets;
- review progress of each member school on at least a termly basis;
- hold the Governing Body and, indirectly, the Senior Leadership Team of each member school to account on the achievement of the agreed performance targets;
- take remedial action where necessary to achieve improvement;
- oversee financial management and the expenditure of government funding
- be responsible to EFA and companies house for appropriate accounting systems and budget returns
- manage the provision of shared services for all member schools.
- The Trust will hear appeals from members of staff over grievance, disciplinary or capability matters. Where a Director who is also a governor of the school in question may be conflicted, the Chair and independent Trustee will hear the appeal.

The Trustees will appoint sub-committees of local governors who are responsible for the day-to-day operation of the school. This will mean the creation of three governing bodies: one for the existing Drapers' Academy; one for Drapers' Primary School; and one for Brookside Junior School once it joins the Trust. Trustees will appoint the

governors. We already have an experienced Chair of governors identified for Drapers' Primary School [see F3(a)]. Parent governors will be elected once the school is open. We have an established process for the existing Academy that follows best practice guidance from the National Governors' Association for appointing parent governors.

Governing Bodies of member schools will:

- exercise governance over their member school;
- hold the Head Teacher to account through the MAT performance management arrangements;
- have responsibility for setting a balanced budget in line with the policy and priorities of the MAT and consistent with the overall budget set by the Trust;
- have responsibility for implementing the Code of Conduct, the Education Vision and the common policies and procedures;
- use shared services provided by the MAT;
- have responsibility for delivering on performance targets agreed with the MAT
- monitoring standards and achievement within the school;
- have responsibility for setting performance targets and bonuses for the Senior Leadership Team;
- have responsibility for the oversight of the day-to-day management of their schools.
- hear initial grievance claims or disciplinary or capability issues in their MAT school; and
- hear appeals for any complaints that have not been resolved by the Head Teacher.

The Local Governing Bodies are focused upon the individual school contexts, monitoring standards and achievement and their local community needs and aspirations. Under the Schedule of Delegation, governing body sub-committees or the principal/ head teacher can be allocated specific responsibilities with a requirement to report back to the Governing Body or Trust on those specific responsibilities. Without a recorded allocation of that responsibility governors as individuals are not empowered to act on behalf of the group.

Meetings of the Governing Body will be held twice a term. The overall content of the meeting will focus on monitoring and evaluating performance against targets, both financial/operational and academic.

Drapers' Multi-Academy Trust will wish to standardise policies and strategy for target-setting and operation across its family of schools.

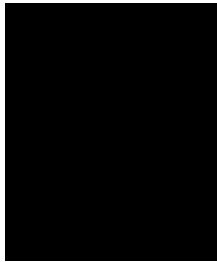
The Head Teacher will:

- be responsible for Leadership and management of his or her school and for implementation of the Trust's strategic plan
- have executive responsibility for day to day operation of the school
- approve staff appointments
- develop the annual budget with the director of finance and submit it for approval to governors
- carry out regular self-evaluation and produce an appropriate development plan

- maintain personnel files
- authorise payroll payments
- ensure that MAT policies and procedures are adhered to and provide information to the local governing body on the operation of those policies
- be responsible for performance management of all staff in his or her academy and for meeting targets

MAT Governance

The Board of Directors of the MAT will comprise the following individuals:



[To be confirmed] External non-academic Director to provide independent corporate governance challenge

[To be confirmed] External academic Director to provide independent educational challenge

The Finance Director will be [REDACTED]. He will report directly to the Trust and will support the principal of the Academy, heads of the two primary schools and governing bodies of the three schools in setting and managing a balanced budget. There will **not** be an Executive Principal or CEO. This position (and the need for it) will be reviewed as and when more schools join the MAT.

The role of the Drapers' Primary School Head Teacher

Our relatively small MAT will have three schools, each with its own principal / head teacher (and no executive principal role at this stage). Each principal/ head will support the others with challenge and external moderation. We believe this provides the best model for continuing improvement in the short term. The Principal/ head will report to the Chair of the Governing Body and, through him or her, to the Board of the MAT.

The headteacher and senior team will establish a strong strategic direction for Drapers' Primary School by leading on the creation and development of the most important systems and processes. As mentioned in Section D, there is significant opportunity to share with both the existing Drapers' Academy and the emerging MAT across a range of common systems. In developing these systems, the head teacher will draw on support from Drapers' Academy's Principal, Finance Director and the senior team in the other primary school within the MAT, as well as external support that has been identified to model the primary journey to outstanding status. The shared approaches with support from the MAT and Drapers' Academy team will allow the leadership of the school to focus on standards of teaching and learning.

The leadership and management of Drapers' Primary School will be critically important in ensuring that every pupil is successful in achieving his/her personal targets, both academic and personal, as described by the Proposers in the Ethos and Vision statement. All leaders will make sure that everyone in the team clearly understands expectations and will ensure that all staff within the team will follow all systems and processes put in place to achieve this. Leadership will be distributed throughout the school, with the establishment of a senior and middle leadership team, so that everyone knows and understands their role in maximising pupil achievement.

The Head teacher, with other members of the Primary Leadership Team, will lead and manage the work of the Drapers' Primary School. The main activities will be:

- leadership and management of the school on a day-to-day basis;
- clear accountability for standards and achievement and pupil outcomes;
- recruitment of pupils to the school, building on the relationships that Drapers' Academy has with Havering Council, the local community and parents;
- operational management on a day-to-day basis;
- health and safety;
- parent and community engagement to ensure longer term sustainability and viability of provision;
- partnership building with other providers that will include the other primary school in the MAT and other local schools generally;
- overall curriculum provision appropriate to need;
- safeguarding;
- line management of the senior staff;
- quality of learning, teaching and standards of provision;
- staffing and appointments; and
- evaluation and monitoring

To ensure a consistent approach throughout the school (and between the two primary schools in the MAT), middle managers in each school will support leaders. Middle leaders will be accountable for the delivery of approaches for Foundation Stage, Literacy, Numeracy and ICT (among others). This will include scrutiny of team members' work and oversight for interventions to support pupils and/or staff through pupil screening and annual achievement panel meetings.

A key focus for the leadership team, Trustees and governors across the MAT will be to establish a common culture of learning and appropriate teaching and learning to meet the key challenges and expectations for behaviour and attendance.

Line Management

The Head Teacher through the school leadership team will co-ordinate the school's overall appraisal and review system and ensure that those who work across the range of teams are well supported and challenged.

Drapers' Primary School will value contributions from all team members and will give appropriate recognition for high quality staff development. Furthermore, the MAT will expect all staff to involve themselves fully in appropriate training and development in order continually to improve the learning experience for pupils. As such, all staff,

whatever their responsibility, will be seen as leaders of learning, modelling the ethos and standards of the Drapers' Multi-Academy Trust.

The leadership team will review annually specific responsibilities to match as well as possible experience and skills with the need for individual development. We will rotate duties among members of the senior team over time to ensure that individuals have experienced the full range of leadership responsibility. This will not only provide continuity during potential periods of illness, but will be part of our strategy to grow future leaders of our schools from within.

Conflicts of Interest

Our systems and processes will take account of three sets of rules:

1. our internal contractual rules set out in the Articles of Association, supplemented by the terms and conditions of the funding agreement;
2. the statutory and common law duties of company directors (Trustees); and
3. charity law and regulation.

All conflicts of interest, whether actual or potential, will be declared promptly at the earliest possible opportunity:

- Drapers' Multi-Academy Trust and the Local Governing Bodies will maintain a Register of Interests, which will be lodged with the Company Secretary and updated by the clerks to the Trust and local governing bodies.
- There will be a standing agenda item at the beginning of meetings allowing members to declare a conflict of interest in relation to any item on the agenda.
- Any member who has a financial interest in a matter under discussion should declare the nature of their interest and withdraw from the room.
- If a member has any interest in the matter under discussion which creates a real danger of bias, that is in the interest of or affects the organisation that they represent, or a member of their household, more than the generality affected by the decision, they should declare the nature of the interest and withdraw from the room. The Trust is mindful of section 6.8 of the model articles of association and will ensure that governors withdraw during any item that covers any benefit to the individual.
- If a member has any other interest which does not create a real danger of bias, but which might reasonably cause others to think it could influence their decision, they should declare the nature of the interest, but may remain in the room, participate in the discussion, and vote if they wish.

If any member of the MAT board or Local Governing Body fails to declare an interest that is known to the Company Secretary or the Chair, the Chair will declare that interest.

There is an obvious conflict of interest when Trustees or governors provide services to their schools. Services are not provided to the existing Drapers' Academy by any trustee/governor; and we do not anticipate such conflicts to arise in the context of Drapers' Primary School. None of the identified proposer group or Governing Body has any interest in businesses supplying services to schools.

We will run training for the Governing Body on transparency in procurement and contracting, although many of our board members are professionals with significant

experience of compliance through their own professional associations. In the unlikely event of a situation arising where a Governing Body or the Trust board considers approving payments to a governor or a business in which a governor holds an interest, the issues of reputational risk to the MAT will be considered, as well as the question of whether the services of that governor (or their connected business) could reasonably be obtained elsewhere or on better terms. All decisions of this type will be properly debated and recorded in the Board minutes, with the conflicted member absent. Independent professional advice will be sought on the issue and all such decisions will follow the Conflict of Interest Policy.

Another area where conflicts of interest may arise is recruitment. We will use standard application forms that require any relationship to an existing member of staff, Trustee or governor to be declared. That individual would then have no part to play in any shortlisting or appointment decision.

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours per week)
DRAPERS' PRIMARY SCHOOL:				
██████████	Chair of governors - designate (Drapers' Primary School)	██████████	██████████	5 hours
██████████	Governor (Drapers' Primary School)	██████████	██████████	2 hours
██████████	Governor (Drapers' Primary School)	██████████	██████████	2 hours
██████████	Governor (Drapers' Primary School)	██████████	██████████	2 hours
██████████	Governor (Drapers' Primary School)	██████████	██████████	20 hours
██████████	Governor (Deputy Chair – designate) of Drapers' Primary	██████████	██████████	2 hours

	School			
██████████	Governor (Drapers' Primary School)	██████████	██████████	2 hours
DRAPERS' MULTI-ACADEMY TRUST				
██████████	Chairman of MAT		██████████	10 hours
██████████	Director of MAT		██████████	5 hours
██████████	Director of MAT		██████████	20 hours
██████████	Director of MAT		██████████	5 hours
██████████	Director of MAT		██████████	5 hours
██████████	Director of MAT		██████████	2 hours
██████████	Director of MAT		██████████	2 hours

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Primary Headship	We have begun conversations within our network to identify a suitably qualified outstanding Head Teacher of a primary school. The Head of an extremely successful local Independent school in the Drapers' Company network has agreed to serve as a governor of the other primary academy within the MAT; and it is likely that Drapers' Primary School will also draw on his expertise in the pre-opening stage.
External non-academic director to provide independent corporate governance challenge (at MAT Board level)	We have begun conversations within our network to identify suitably qualified candidates.
External academic director to provide independent educational challenge (at MAT Board level)	Here too we have begun to take soundings within our network to identify suitably qualified candidates.

F4 Recruiting a high quality Principal

As soon as approval has been given for the school, the MAT will prioritise the recruitment of the Head Teacher. The process will start with a comprehensive plan, including the traditional route of advertisement. We are aware of deadlines required for serving

members of staff; and ideally we will recruit a person with existing head teacher experience. We are aware that some free schools have experienced difficulties in recruiting at the first attempt. Therefore we will ensure that the process is started early enough to allow a second round of advertising before the January resignation deadline in case we do not get a strong enough field at the first attempt. In the past, Drapers' Academy Trust has used specialist education recruitment companies, TES Prime and Tribal Education, to support the recruitment process. We will take advice where necessary to ensure that the MAT develops the best possible approach to attracting the right candidates.

The search will involve several methods planned to maximise impact of the available funding, but will start with a well developed Job Description and Person Specification that are structured around the vision of the school and that detail key selling points. These will inform an advertisement text that will appeal to the type of candidate we are trying to attract. We expect to attract candidates with significant experience of leadership in schools and a clear view of the challenges of opening a new school. They will be qualified teachers (preferably with NPQH) with a high level of understanding of systems and processes as applied to the management of an outstanding school.

The recruitment process will include (but will not necessarily be limited to) the following components:

- a) On-line advertisement with TES. (These listings appear at the top of searches and homepage as featured jobs for a total of four weeks.)
- b) Target potential applicants from within our network and contacts.
- c) Follow up each enquiry with a comprehensive information pack to help turn expressions of interest into applications.
- d) If required, and following two rounds of unsuccessful advertisements, we will engage the companies we have used previously to target identified schools for potential candidates through a search-and-selection approach.
- e) Contact leadership development organisations such as Teach First, NCSL, Future Leaders and the New Schools Network. This would be especially useful for direct contacts for other senior leaders and teaching staff. We will require experienced staff initially.
- f) Recruit via local schools and other local contacts.
- g) Establish a recruitment panel including: DfE, MAT representatives, educational project team members, as well as our own Local Governing Body and Board of Directors.
- h) Recruitment packs will include: school background and local context, Drapers' MAT vision and ethos, educational strategy, data, working and living in Havering, the job description and person specification, how to apply and an equality and diversity monitoring form.

- i) Candidates will be shortlisted on the basis of their CV, personal statement and track record as evidenced by independent OFSTED inspection reports.
- j) References will be taken up on all shortlisted candidates ahead of an interview and assessment process.

The interview and assessment process will involve a number of different stakeholders, including, we hope, our nominated DfE Education Adviser. For serving Head Teachers or deputies, we may want to see them in their present post, to observe the atmosphere within their current school and how they interact with pupils and a range of teaching staff.

The short-listing and interview process will be managed through a point-scoring system to ensure equal opportunity.

Interview – for a post of this nature we will consider a two-day process to include a number of activities that may include the following:

- a) Welcome by the Chair of the Drapers' MAT and brief explanation of the organisation and school.
- b) Data analysis task to ensure the candidate has an analytical approach and is confident with the data required by a state school (candidates may be from the independent sector).
- c) Panel interviews – Curriculum/teaching and learning; leadership and management, giving candidates the opportunity to demonstrate to the panel a clear view of leadership and management, approaches to monitoring and evaluation and how high standards will be achieved.
- d) A presentation given by candidates on the day on an agreed strategic subject – ethos, leadership and educationally led. The topic will be notified to candidates on the day. This will give the panel a view on the candidate's grasp of strategy and awareness of the changing needs of the role during the pre-opening phase and then later on once the school is open.
- e) We would refer to references and would make sure all safeguarding checks are made.

The successful candidate will have knowledge and experience that includes :

- Recent, proven experience of at least 8 years in a leadership role (Head or Deputy Head) within a state or independent school
- Track record of excellent classroom practice in the primary age (4-11) range and a thorough knowledge of the national curriculum and assessment
- Honours degree with a Master's degree or equivalent desirable

- qualified teacher status and NPQH desirable
- evidence of recent professional development
- Experience of the role of SENCO (for year 1 of operation)
- Experience of leading a major curriculum area e.g. Literacy
- Experience of working with children with a wide ability range
- A wide range of effective teaching and assessment methods
- Flexible leadership styles and management approaches
- Knowledge of Early Years and Key Stage 1
- Knowledge of budgetary control
- Knowledge of Safeguarding procedures
- Knowledge of OFSTED Inspection and the post OFSTED planning process at a Senior level
- Current educational developments and their implications for leading schools.
- Knowledge of self-evaluation processes
- ICT skills relevant to Headship, and sound knowledge of the role of ICT in teaching and learning across the curriculum.
- Involvement in School Improvement Planning

The head teacher will come from a school that is judged at least Good and preferably Outstanding by OFSTED; will have a high degree of empathy; and will be broadminded in their approach. He or she will be attracted to the opportunity to make a real difference to the lives of the children in Harold Hill. He or she will not be afraid of challenge and will encourage leaders to grow under his/her guidance.

The Head Teacher for the school will be the lead person responsible for delivering the vision as set out by the Governing Body and will be the community voice of the school. One of the most important pre-opening tasks for the Head Teacher will be to work with the Governing Body to identify and appoint the key staff in order to open for September 2015 – and, in particular, the other members of the senior leadership team. A parallel task will be the finalising of the curriculum and pupil organisational issues.

The MAT does not currently have a preferred Head Teacher designate. The staffing structure will comprise a senior leadership team that will be supported by senior leaders and Trust officers in the other MAT schools. The recruitment of an experienced and capable Head Teacher will be critical to the success of Drapers' Primary School. Consistent, efficient, inspirational and visionary leadership will play a very large part in its success. We will aim to advertise in September 2014 in order to meet the deadline for a

serving head's resignation, which is likely to be 31st January 2015. This would ensure that we would have a full-time Head Teacher Designate by Easter 2015. In an ideal situation, we will have some access to the Head Teacher Designate immediately after their appointment in order to support key tasks. Should the pre-opening grant provide sufficient funding we will plan for a January 2015 start.

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
			1 day per week	

The MAT will not have a large central team. There is no planned Chief Executive or Director of Education role. As described elsewhere the Finance Director at the Academy will take a role within the MAT structure and will provide leadership and line management to the administrative function at the Free School and across the developing MAT (A secondary Academy and two primary schools). The budget share for central support will cover an element of the finance director's salary and appropriate apportionment of time. With an existing administrative team at the Academy and the transferring primary school that will also be augmented by appointments at the Drapers' Primary School the finance director will be responsible for:

- Day to day financial issues
- Operation of accounting systems
- Management of financial position
- Internal controls
- Monthly management accounts
- Returns to EFA and DfE
- Backup and disaster recovery plan
- Annual budget
- Authorise payroll payments
- Oversee monthly control reconciliation
- Oversee Bank transactions, invoices etc

He will also line manage the existing Academy personnel providing support to HR and ICT. There is presently capacity in the Academy team as the school grows to its full student roll from a very low base in 2010 and with planned future recruitment to various support functions in the Academy and the primary schools the MAT will have flexibility in delivering a number of everyday operational services to the primary school e.g. ICT technician support.

F6 (b) Shared services

Drapers' Primary School	Budgeted contribution to MAT shared service	
	2015/16	2016/17
Finance Director	██████████ ██████████	██████████ ██████████
HR Service	██████████ ██████████	██████████ ██████████
Payroll Service	Inc with HR	Inc with HR
IT Support	██████████ ██████████	██████████ ██████████
Grounds Maintenance (Budgeted as separate expenditure at £5k per annum)	-	-
Site Management Cover (for holidays and out of hours use)	██████████ ██████████	██████████ ██████████
	██████████ ██████████	██████████ ██████████

The MAT address is the Academy/primary school site and the Trust will operate out of existing office space at the Academy. Shared Service budgets will not pay for expensive off site office accommodation.

The HR manager will provide essential transactional HR functions for starters, leavers, integration with payroll, maternity and paternity leave etc and a small percentage of the identified HR budget will cover extension of an existing contract to provide startgeic advice as and when required. Payroll for the Academy is managed externally and the costs detailed also cover an extension to that contract for the staff at the primary school.

IT costs cover a network technician working under the Academy Network Manager to support the day to day operation of the primary school. The Academy site was designed originally to accommodate a primary school as part of a learning village and has some shared underground works that should provide for an integrated IT system that can be managed by one team. Our assumption is that this will provide a cost effective solution for the primary school with initial infrastructure costs included in the capital budget. EFA have the original site plans already and we will continue discussion with them and Havering Borough Council during the approval and decision making stages.

Section G: Budget planning and affordability

Section G1

Introduction

[REDACTED]

Section G2

[REDACTED]

G3 Financial resilience to reductions in income

[REDACTED]



1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	The site is that of the <Redacted> - and is <Redacted>. The site has been cleared & is protected by <Redacted>. Havering Borough Council gave <Redacted>. Our proposal is completely specific to this site; and the Proposers would not consider any other site.
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	
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Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Havering
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	<Redacted>. Recent dicussions with the Local Authority over use of the site for a Free School have been positive. The Council has agreed this statement: "The London Borough of Havering own the registered freehold interest in the vacant land in <Redacted> that the sponsors of the proposed Drapers' Multi-Academy
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Please confirm the tenure:	Lease
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If other, please explain further:	
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Please Include information on purchase or lease price if known:	<Redacted>
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Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	No
---	----

Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	N/A
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	<Redacted>
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If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	<Redacted> The Free School programme coupled with critical basic need in the Local Authority offers the opportunity to open the school here.
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Attached
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Cleared site requiring new build.
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Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
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Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	
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if yes, from what to what?	
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Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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