



Department
for Education



Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

HARROW VIEW PRIMARY SCHOOL

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	X <input type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	X <input type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	X <input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	X <input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	X <input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	X <input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	X <input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	X <input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	X <input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	X <input 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?	X <input type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	X <input 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"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	X <input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<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 the window below?</p> <p><i>f</i> 9am on 5 May 2014 and 12 noon on 9 May 2014.</p>	X <input 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>	X <input 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*

Section I of your application		
<p>11. Have you sent:</p> <p><i>f</i> a copy of Section A (tab 1 of the Excel template); and</p> <p><i>f</i> 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</p> <p><i>f</i> a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</p> <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>	X <input 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:

- f* the requirements outlined in the 'How to Apply' guidance;
- f* the funding agreement with the Secretary of State;
- f* 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
- f* 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: Member of company

Print name: XXXXXXXXXX

Date: 8 May 2014

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

Section A: Applicant details

Excel application form completed.

Section B: Outline of the school

Excel application form completed.

Section C: Education vision

A new school for a new community

Harrow View Primary School will be a new primary school with nursery and SEN Centre for a new community that is established as [REDACTED]. Situated on land that is being provided via a section 106 agreement, Harrow View Primary School will grow with its community, starting at 2FE and growing to 3FE as required by the housing development completion. [REDACTED] and Harrow Council are supportive of this application and letters of support from each are included in the Appendices. This application is submitted by local successful schools.

Harrow View Primary School will be an inclusive, community school in the best traditions of Harrow. It will reflect and embrace the full diversity of the area. It will have admissions criteria that prioritise local children. The curriculum, support structures, and staffing have been developed to reflect the profile of local children and to build on the experience and success of the existing local schools. Harrow View will:

- x Ensure high aspirations, including using KS4 and KS5 students from high schools to work with pupils in KS2, both in specialist subjects and to provide stretch and challenge to pupils with particular aptitudes – Bentley Wood is already pioneering this work with local primary schools, to the benefit of both groups of pupils;
- x Close the gap for new entrants to school (and often to the UK) through effective induction and EAL provision to ensure that they quickly feel confident and make academic and social progress;
- x Have a strong emphasis on pupil leadership and citizenship, developing young citizens of our multicultural society who embrace and respect others' values;
- x Develop independent young people who are confident, adaptable and able to cooperate with others;
- x Be a family community school where all families will be engaged through a learning programme with outreach and extended support;
- x Have creative use of physical and human resources to provide an exciting, innovative enrichment programme; and
- x Reflect the cultural capital of its community, building a legacy for meeting the range of needs locally.

Children learn most when they are happy and motivated. The curriculum at Harrow View will be creative and engaging while ensuring that children gain knowledge and a thirst for further learning. It will include:

- x Relentlessly focusing on literacy and numeracy, with high level numeracy and literacy acquisition underpinning all foundation subject teaching;
- x The full range of subjects: Maths, English, Science, History, Geography, MFL, Design and Technology, Art, RE, Music, Drama, PSCHEE (Personal, Social, Citizenship, Health, and Emotional Education) and PE; and
- x Developing well-rounded caring citizens through an integral PSCHEE programme

The schools that have developed this proposal are very experienced and successful in target setting and tracking progress. The intentions are:

- x An entitlement whereby all pupils achieve a minimum of a Level 4 in English and Maths at the end of Key Stage 2 – this is appropriate because it enables the most effective access to the high school curriculum;
- x Accelerated progress for all pupils from their starting point, including closing the gap through effective and intensive support in Early Years and KS1;
- x All groups of pupils will make expected progress and above and reach their potential;
- x To empower young learners to make safe choices; and
- x For all groups of young learners to be literate and numerate.

Throughout their time at Harrow View, children will be given a range of opportunities to learn in different ways, including working individually and collaboratively, undertaking peer support and peer or self-assessment, problem solving, inquiry and risk-taking, external visits as well as visitors coming into the school, and using audio, visual and interactive technology to stimulate senses and initiate discussion. This range of experiences helps personal development and builds the skills necessary for later life.

In keeping with its inclusive ethos, Harrow View Primary School will have a designated SEN Centre for 12 children with Autistic Spectrum Disorder (ASD) which will become part of the strategic approach to children with SEN in Harrow. Similar facilities exist in other local schools where the pupils within the Centre and throughout the school benefit.

Like all outstanding schools, Harrow View will respond to the needs of its local community; it will be inclusive, innovative, and aspirational. It will learn from, and contribute to, the further development of the sponsoring schools and act as an incubator of cross-phase learning excellence. As such, it will become an exemplar of pupil success, and in particular regarding the potential synergies and professional development that arise when primary and secondary practitioners collaborate and share expertise. The school will be an outstanding model of collaborative work across all key stages from EYFS through to KS3 ensuring the highest standards of transition.

This proposal is the result of local primary and high schools working together. Schools collaborate very successfully in Harrow, both within and across phases. This includes primary and high school Teaching School Alliances as well as a Multi-Academy Trust involving a primary and high school. This proposal ensures that Harrow View Primary would be part of the local family of schools, and can benefit from that support as the school becomes established. The sponsoring schools successfully established The Jubilee Academy, an alternative provision Free School, in September 2013 and will apply lessons from that process to Harrow View. The local schools are very successful – almost all primary-phase schools in Harrow were judged to be at least ‘good’ in their last Ofsted inspection (with almost half being judged ‘outstanding’); seven out of the ten high schools were graded ‘outstanding’ at their last inspection.

This application has been submitted as a single school academy trust (via The Harrow Primary School Academy Trust). This enables the sponsors to demonstrate the educational and financial viability of the school. The sponsoring schools have also submitted an application to establish a new high school (Pinner High School), which has also been submitted as a single school academy trust. While recognising that Harrow View Primary School would be viable as a single school academy trust, once the outcome of the applications are known, the Governors will explore whether Harrow View should either be established within the same trust as Pinner High (if both applications are successful) or whether Harrow View should be established within an existing local multi-academy trust (The Bentley Wood Trust, which is an approved academy sponsor) that includes primary provision already. The sponsoring schools recognise the potential benefits of either of these approaches for educational reasons such as the potential for joint appointments and the improving of transition to high school, and also to secure financial efficiencies.

This application is submitted against a backdrop of significantly increasing demand for primary school places in the area. The section 106 agreement is for land sufficient for a 3FE primary, which represents the anticipated needs of the new community but also a contribution towards the overall pressure for places in the locality. Harrow View will therefore begin as a 2FE school at the time the first housing is completed on the site, and grow to its 3FE size as the subsequent phases of the housing development require the additional places. Recognising that the local need for places has also resulted in additional Year 1 classes being required, Harrow View would be receptive to having a Year 1 class in 2016/17 if the Council requires additional provision; this would be confirmed during the pre-opening phase.

Section D: Education plan – part 1

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

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception		0	60	60	60	90	90	90	90
Year 1		0	0	60	60	60	90	90	90
Year 2		0	0	0	60	60	60	90	90
Year 3		0	0	0	0	60	60	60	90
Year 4		0	0	0	0	0	60	60	60
Year 5		0	0	0	0	0	0	60	60
Year 6		0	0	0	0	0	0	0	60
Year 7		0	0	0	0	0	0	0	0
Year 8		0	0	0	0	0	0	0	0
Year 9		0	0	0	0	0	0	0	0
Year 10		0	0	0	0	0	0	0	0
Year 11		0	0	0	0	0	0	0	0
Year 12		0	0	0	0	0	0	0	0
Year 13		0	0	0	0	0	0	0	0
Totals		0	60	120	180	270	360	450	540

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	KS1 Hours per week	KS2 Hours per week	Mandatory/ Voluntary	Comments
Literacy / Reading / Writing	5 – 7.5	5 – 7.5	Mandatory	Additional reading time would be provided through pre-and afterschool targeted activities
Mathematics	3.75	4.5 – 5	Mandatory	Additional reading time would be provided through pre-and afterschool targeted activities
Science	1.5	2	Mandatory	
D&T	0:50	0:55	Mandatory	Average over half-a-term as will be linked to topics / activities so may not be taught evenly every week
ICT	0:50	0:55	Mandatory	
History	0:50	0:55	Mandatory	
Geography	0:50	0:55	Mandatory	
Art and Design	0:50	0:55	Mandatory	
Music	1	1	Mandatory	Taught discretely
PE	1:15 + sport or active club	2 + sport or active club	Mandatory	Taught discretely
Modern or Community language	0	1	Mandatory	Taught discretely
RE	1	1	Mandatory	Taught via a topic day each half-term (time does not include assemblies or collective worship / reflection)
Breakfast clubs	5	5	Voluntary	1 hour a day
After school activities	5	5	Voluntary	1 hour a day
After school club	11.25	11.25	Voluntary	2.25 hours a day
Reading clubs	0.5 – 2.5	0.5 – 2.5	Targeted	From 20 minutes a day

Section D1:

Harrow View Primary School will become an outstanding school that grows with its new local community. It will embed itself as a hub for the community, working with families and their children and utilising its buildings for a range of additional activities while the school grows. The key objective for the school is to enable children to make outstanding progress, and reach high standards of attainment, through an inspiring curriculum, high quality teaching and personal support, and by working in partnership with parents and carers.

Context of Harrow View Primary School

Harrow is a widely diverse community with a reputation for high quality educational standards across primary and high schools in Harrow. There are primary and secondary phase Teaching Schools within Harrow and these work collaboratively within and across phases.

Harrow View Primary School will be an inclusive, community school for children of all abilities and of any faith or none. It will reflect and embrace the diversity of communities within its local area. The diverse community in which it is situated has high percentages of the population not born in the UK (over three and a half times the percentage for England and Wales) and five times the England and Wales average for the percentage of households where English is not the first language.

The school will be situated in an area of urban housing where the median house price is high for England and Wales, but below average for London as a whole. The statistics for households claiming benefits are broadly in line with the national average.

Harrow View Primary School will be at the heart of the new community as it becomes established through the redevelopment of the [REDACTED]. This redevelopment is expected to take 8-10 years, and involve the creation of approximately 1,000 new flats and houses which will be a mixture of affordable (circa 20%) and private market dwellings. The sponsoring schools and [REDACTED] believe that the school will become a positive attraction of the redevelopment. The school is likely to be situated close to a [REDACTED], both of which offer opportunities to enrich children's development and education. The sponsoring schools feel privileged to be able to have this opportunity to establish an outstanding new school and apply their collective expertise and local understanding. The sponsoring schools are already working with [REDACTED] and Harrow Council to understand the likely timeframes

for delivery of each phase of housing, and its composition, and the implications for pupil profile and admissions policy.

Within Harrow there is significant increase in the demand for primary school places (explained in further detail in section E1). The proposed final size of 3FE for Reception to Year 6 provides places for the anticipated needs of the [REDACTED] and also makes a contribution towards the basic need pressures being faced by the Council. The primary school that is expected to be the closest to Harrow View Primary site received over 350 applications for 90 places and had a last-distance-offered of under 0.5 miles in 2013. It is the sponsors expectation that Harrow View Primary will be similarly popular. Within this popularity the sponsors are aware of the need to ensure that Harrow View Primary School does provide places for children from the new development as phases of houses are completed; it is for this reason that Harrow View will begin as a 2FE school and then grow to 3FE as the more housing within the development is completed. The sponsoring schools will continue discussions with the Council and developer about the implications of this for the admissions policy as the phasing proposals for the residential development become more detailed and confirmed.

Beyond the immediate community, Harrow View Primary will fulfil three broader roles within the Harrow family of schools. Firstly, it will include a 12 place designated SEN Centre for children with autistic spectrum disorder (ASD) as part of the overall local provision for children with SEN and reflecting the belief of the sponsoring schools and Harrow Council in a continuum of provision. Secondly, Harrow View Primary will become a centre of excellence in supporting pupils who are new arrivals to the UK. A holistic approach will be developed that supports pupils to rapidly develop language skills. Bespoke provision will enable new arrival children to access the core curriculum as quickly as possible. And thirdly, Harrow View Primary will take a lead in the recruitment and training of volunteers and staff as part of the Harrow Teaching School Alliances. The second and third elements of this broader role would take advantage of the accommodation that Harrow View that would not be required by the school initially, enabling the local schools to test solutions and assess their impact. These initiatives are explained in more detail below.

Local primary schools in Harrow work in close partnership through clusters and with links to HSIP (Harrow School Improvement Service) which support Knowledge Centres, which are hubs of outstanding practice to support raising achievement across schools and build the capacity within the Knowledge Centre to provide challenge and support. Examples of these are ICT at West Lodge Primary School, Innovation at Whitchurch, EAL at Glebe, and EYFS and parental engagement at Kenmore Park Infants. At Kenmore Park Infants, for example, the philosophy of partnership with parents and

helping families engage in their children's learning matches our vision for Harrow View Primary. At Kenmore Park Infants the school has developed strategies and materials to work effectively with different groups of parents that are now available for other local schools to utilise.

Schools in Harrow have a reputation for high quality educational standards – almost all primary-phase

schools in Harrow were judged to be at least 'good' in their last Ofsted inspection (with almost half being judged 'outstanding'); seven out of the ten high schools were graded 'outstanding' at their last inspection. Further information about the schools closest to the Harrow View site is provided in section E1.

Data relating to the existing primary and high schools in the locality give a strong indication of the nature of the intake that Harrow View Primary School can expect. Nearly all local schools have intakes with higher than average numbers of pupils eligible for free school meals (with most having between 20 and 35%). Percentages of pupils with English not as a first language are much higher than national averages, with most local schools having between 55 and 78%. The percentages of pupils with statements of SEN or who are on School Action Plus are in line with national averages. It is expected, therefore, that the intake of Harrow View Primary School will reflect this local population profile from nearby schools.

Of the 14 nearest primary phase schools, all but one are currently rated as good or outstanding by Ofsted and most demonstrate above average levels of progress with respect to key stage 2 results.

The ethos of Harrow View Primary School

The ethos of Harrow View Primary School will:

- x Set the highest expectations for everyone in the school community;
- x Recognise the talent in everyone;
- x Celebrate progress and success;
- x Nourish a love of learning;
- x Enable parents to help their children learn; and
- x Embed equality of opportunity for all.

The aims of Harrow View Primary School

The overarching aim is to work with families to help children acquire a love of learning and gain the attitudes, skills and knowledge that they need to succeed.

Harrow View will achieve this through:

- x Providing an aspirational curriculum that meets the needs of all learners, including a range of extra-curricular activities;
- x Ensuring all children make excellent progress in the skills of reading, writing, communication and mathematics;
- x Ensuring children experience a range of learning styles and activities to support their personal development, and helping them become independent learners with a thirst for learning;
- x Building understanding of the global community and its diversity;
- x Preparing children for a successful transition to high school;
- x Creating an ordered and friendly community where positive relationships are founded on courtesy, respect and shared values;
- x Developing strong links between home, school and the wider community; and
- x Maintaining a spirit of constructive self criticism and continuous improvement in all areas.

Measures of success: A school of choice with success for all pupils

Harrow View intends to be a school of choice for the local parents that embraces the local community and models the high expectations that it has for pupils and its aspirations for their success.

The schools that have developed this proposal are very experienced and successful in target setting and tracking progress. The targets for the individual pupils and the school overall will be developed once the first pupil profile is known. However, the principles that the schools will use to set expectations for pupils and the school are that:

- x An entitlement whereby all pupils achieve a minimum of a Level 4 in English and Maths at the end of Key Stage 2 – this is appropriate because it enables the most effective access to the high school curriculum;
- x Accelerated progress for all pupils from their starting point, including narrowing the gap through effective and intensive support in Early Years and KS1;
- x All groups of pupils will make expected progress and above and reach their potential;

- x To empower young learners to make safe choices; and
- x For all groups of young learners to be literate and numerate.

The curriculum principles

The imperative is that the curriculum is creative and engaging while ensuring that children gain knowledge and a thirst for further learning. It will include:

- x Relentlessly focusing on literacy and numeracy, with high level numeracy and literacy acquisition underpinning all foundation subject teaching;
 - x The full range of subjects: Maths, English, Science, History, Geography, MFL, Design and Technology, Art, RE, Music, Drama, PSCHEE and PE; and
 - x Developing well-rounded caring citizens through an effective PSCHEE programme
- To ensure that children make as much progress as possible, Harrow View will:

- x As the number of year groups increases, introduce teaching across year-groups to ensure a more flexible approach to maximise personalisation of provision and also provide the greatest opportunity for appropriate personal support;
- x Enable flexibility of group sizes according to need, including use of acceleration strategies to close the gap for children in Early Years and KS1;
- x Employ specialist graduate Teaching Assistants in English and Maths to go beyond supporting pupils to facilitating learning and significantly contributing to teaching;
- x Teach the foundation subjects in KS2 through a combination of high quality specialist skills based teaching together with the very best of innovative learning strategies enabling pupils to gain the highest outcomes. This philosophy will also be used in Early Years and KS1 but with more objective-led learning;
- x Ensure that the personal goals for the older year groups focus upon building the skills needed to access the high school curriculum effectively and support effective transition into Year 7 (and so reducing the dip in progression that is often seen at that point); and
- x Access high school specialists during KS2, for example extending high school STEM provision to Years 5 and 6 to raise higher aspirations in Maths, Science and Technology and to introduce Engineering.

The learning environment within each classroom and across the school will be one of celebrating success, positive reinforcements of children's achievements, and through this motivating children and raising their expectations of what they can achieve.

Throughout their time at Harrow View, children will be given a range of opportunities to learn in different ways, including working individually and collaboratively, undertaking peer support and peer or self-assessment, problem solving, inquiry and risk-taking,

external visits as well as visitors coming into the school, and using audio, visual and interactive technology to stimulate senses and initiate discussion. This range of experiences helps personal development and builds the skills necessary for later life.

Within its curriculum, Harrow View will embrace technology and the opportunities it offers for children to access resources from across the world. This will include educational activities undertaken on tablets across the curriculum, introducing children to the benefits of technology and the future opportunities, using ICT to record children's activities to enable peer and teacher review as well as sharing with parents, and using technology to create work, including in art and design.

Motivation: children learn best when they want to learn.

Harrow View will develop schemes of work through topics to ensure that children are motivated to learn and that the school feeds a thirst for knowledge and a love of learning. These topics allow children to acquire knowledge of facts within subject areas such as science, history, and Maths, but also explicitly focus upon the skills required to know how to do things and to understand issues. Thematic learning units enable pupils to make purposeful links and connections throughout their learning and to see how their subject learning is related to the world they live in. This philosophy of 'independence and interdependence' links effectively to the rights respecting agenda, to environmental awareness and to the international diversity of the local community within a global city. Similarly, Harrow View will ensure that the activity and process of learning is permeated with a sense of fun and enjoyment, and that there are opportunities to experience individual and collaborative work as well as different learning styles. Children supporting each other, so sharing learning and teaching, will be instrumental in developing skills and knowledge.

In developing each topic and scheme of work Harrow View will develop clear learning objectives which define what children might be expected to know, what they might be able to do and the understandings they might develop as they move through school. Well written learning objectives guide teaching and learning and help to focus assessment and evaluation, and enable consideration of both the subject (knowledge, skills and understanding) and personal development (skills such as enquiry, resilience, morality, cooperation, and respect).

The new national curriculum

Local primary schools are currently reviewing their curriculum in line with the 2014 National Curriculum and Harrow View would be able to incorporate the experiences of those schools, in particular with regard to the changes in the core subject areas of literacy, numeracy, and science and the need to ensure sufficient content base in the foundation subjects. This will be undertaken within the context of a pupil profile where for a significant number of children English will not be the language spoken within the family home and where parents may lack the knowledge or confidence to support their children in English.

The curriculum: Early Years Foundation Stage (EYFS)

The EYFS curriculum will be guided by four overarching principles which shape practice in the early years:

- x Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured;
- x Children learn to be strong and independent through positive relationships;
- x Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- x Children develop and learn in different ways and at different rates.

These principles are promoted through 7 areas of learning & development, all of which are interconnected. These seven areas include three areas that are crucial for igniting children's curiosity and enthusiasm for learning and building capacity to learn, form relationships and thrive, with four specific areas.

Personal development areas	Learning areas
x Communication and language	x Literacy
x Physical development; and	x Mathematics
x Personal, social and emotional development.	x Understanding the world and
	x Expressive arts and design.

The curriculum will include activities and experiences for children in all seven areas as follows:

- x Communication and language – experience of a rich language environment, speaking & listening in a range of situations;
- x Physical development – to be interactive and active, develop co-ordination, control and movement. Importance of physical activity, healthy choices in relation to food;
- x Personal, social and emotional development – positive sense of themselves and others, form positive relationships, develop respect for others, social skills, learn to manage feelings, understand appropriate behaviour in groups, confidence in own abilities;
- x Literacy – link sounds and letters, begin to read and write. Access to a wide range of reading materials to ignite interest;
- x Mathematics – opportunities to develop/ improve their skills of counting, understanding/using numbers, calculating simple addition and subtraction problems, describe shapes, space and measures;
- x Understanding the world – guiding children to make sense of their physical world /community through exploration, observation, find out about people, places, technology and the environment; and
- x Expressive arts and design – explore/ play with a wide range of media and materials, opportunities/ encouragement to sharing their thoughts, ideas and feelings through e.g. art, music, movement, dance, role play, D & T.

Teachers will consider the individual needs, interest and stage of development of each child in their care – using this information to plan a challenging and enjoyable learning experience for each child in all of the areas of learning and development. Through this approach Harrow View will provide quality and consistency, a secure foundation for later learning, partnership working, and equality of opportunity.

Where children are ready to progress into the KS1 curriculum in particular areas, such as phonics or Mathematics, teachers will support that progression by incorporating differentiated activities to provide stretch.

The following tables give an indication of the types of curriculum for Early Years Foundation Stage that the sponsoring schools would expect to see developed once the Headteacher Designate is in post. This is based upon the approach used in local outstanding schools that have similar community and pupil profiles to that expected at Harrow View.

Nursery:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Settling in	Ourselves	Teddy bears	Transport	Growing	Mini-beasts
Talk for writing	Owl Babies	Dear Zoo	Brown Bear, Brown Bear	The Train Ride	Jaspers Beanstalk	Pig in the Pond

Reception:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me & my World	Festivals	Winter People who help us	Fairy Tales	Growing	Animals
Talk for writing	Goldilocks and the Three Bears	The Three Billy Goats Gruff	The Little Red Hen	Little Red Riding Hood	Jack & the Beanstalk	The very Hungry Caterpillar

The curriculum: Key Stage 1

A broad and balanced curriculum will be provided with a great emphasis upon promoting/using and applying learning in the basic skills. For example, Mathematics will be used as a tool for helping understand everyday life; through developing a child's ability to calculate, reason and solve problems, it enables children to understand and appreciate relationships and pattern in both numbers and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of Mathematics.

Mathematics

In teaching Mathematics, Harrow View will:

- x promote a positive attitude towards mathematics and an awareness of the fascination of mathematics;
- x promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;

- x promote confidence and competence with numbers and the number system, in mathematical knowledge, concepts and skills;
- x develop an ability to solve problems, to reason, to think logically and to work systematically and accurately;
- x develop a practical understanding of the ways in which information is gathered and presented;
- x develop an ability to communicate mathematics;
- x explore features of shape and space, and develop measuring skills in a range of contexts;
- x develop an ability to use and apply mathematics across the curriculum and in real life; and
- x understand the importance of mathematics in everyday life.

Harrow View will use a variety of teaching and learning styles in mathematics lessons. The principal aim is to develop children's knowledge, skills and understanding, which will be achieved through a daily lesson that has a high proportion of whole class and group-direct teaching. During these lessons children will be encouraged to ask as well as answer mathematical questions. Pupils will have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work, and will use ICT via tablets when appropriate. Wherever possible activities will help children use and apply their learning in everyday situations, and families will be asked to consolidate this learning. Throughout the school children will be given opportunities for:

- x Practical activities and mathematical games;
- x Problem solving;
- x Individual, group and whole class discussions and activities;
- x Open and closed tasks;
- x A range of methods of calculating e.g. mental, pencil and paper, using ICT; and
- x Working with computers.

Literacy

The teaching of literacy in KS1 will include:

- x explicitly taught and planned sessions following the guidance and objectives of the Primary Framework for Literacy;
- x word level work with explicit teaching of phonics and spelling;
- x sentence level work led by quality texts to develop grammatical awareness and punctuation skills;

- x text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- x letter formation and handwriting style taught and modelled by the teacher using the Nelson Handwriting scheme as a basis promoting cursive handwriting styles and led in's for developing joined up writing; and
- x a print rich environment that promotes a reading culture and develops children's oral and written communication.

Phonics

At Harrow View, phonics will be taught daily using 'Letters and Sounds'. This programme encapsulates the reading review recommendations made by Jim Rose (see the Rose Report, 2006). Phonics will be taught explicitly in Foundation Stage and KS1.

This Government initiated resource builds children's speaking and listening skills as well as preparing them to become fluent readers by the age of seven. Local schools use this approach very successfully, including with children where English is not the first language within the family. It provides a structure for progression that enables teachers to differentiate activities for children, and quickly identify where further stretch or support is required. The structure provides a basis for a range of activities to engage children, such as letter and word games and puzzles.

In Year 1 most children will begin to read and write one grapheme for each of the 44 phonemes. They will blend and segment CVC (consonant – vowel –consonant), CCVC and CVCC words for reading and spelling and use their phonic knowledge when trying to read and write more complex words.

In Year 2 children will be taught to read 168 of the most frequently occurring words in English and are taught to spell many of them.

Reading

A reading culture will be promoted throughout the school by creating welcoming book areas in classrooms, a school library, home reading trolleys and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. This will include working with parents and families, in particular where English is not the family language and / or where there is little engagement from families in reading with their children. Within school, reading popular stories as a class

will provide a basis for group activities such as drama and creative thinking, to develop numeracy, and to think about emotions and feelings.

Reading will be taught and developed through:

- x Whole class reading that develops listening skills, a love of story and reading for pleasure;
- x Teacher led reading with children listening and responding to questions, predictions and vocabulary as appropriate to the level of the children. In all year groups this will happen on a daily basis;
- x Shared reading that immerses children in the pattern of story and features of text types. This happens in literacy sessions when introducing text and prior to writing. The teacher will model as an expert reader and draws out the key elements of the content;
- x Guided reading that targets children's reading skills. Guided reading will take place in small groups with teacher input using a levelled text. In Foundation and KS1, sets of guided reading books are book banded and stored together in the Library;
- x Independent reading in school and at home. Children will choose new books weekly, which will be taken home with a reading record log for communication with parents;
- x The reading environment. Books will be displayed and promoted around the classroom and the whole learning environment of the school. Book and audio tapes along with story props and puppets enhance the reading environment and process; and
- x The school library provides reference and reading materials for children and teachers. Harrow View will encourage all children to join and use their local library, and will visit there on school trips.

Writing

Writing will be taught and developed through:

- x Shared writing that is modelled by the teacher as the expert writer with contributions from the children;
- x Guided writing that targets children at their point of writing. Guided writing will take place in small groups with a teaching focus using targets and writing already modelled. Each guided group writes with a teacher at least once a week;
- x Independent writing. Throughout the school children will have opportunities to develop their confidence and practise their writing skills; and

- x Writing environment. The school environment will celebrate quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms will have attractive and well-equipped resources for writing that children can access.

Speaking and listening

In line with the New Literacy Framework, Harrow View believes that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of literacy.

The four strands to speaking and listening are:

1. speaking;
2. listening and responding;
3. group discussion and interaction; and
4. drama.

These oral skills will be directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum will be planned for and developed. Children will play an active part in presentations, talks, group discussions and drama activities on a weekly basis.

Topics

Topics will provide themes through which to link areas of the curriculum such as science, ICT, Humanities, RE, Art, D & T, music & PSHE to ensure that the children have experience of a broad and balanced curriculum which provides them with the opportunities to work in a range of different ways whilst applying their learning in the basic skills in a context. Topics will be planned around the foundation subjects which provide opportunities to use and apply learning in the basic skills. However there will also be times when areas of learning within the Foundation Subjects are taught as discrete units.

The following tables give an indication of the types of curriculum for Key Stage 1 that the sponsoring schools would expect to see developed once the Headteacher Designate is in post. This is based upon the approach used in local outstanding schools that have similar community and pupil profiles to that expected at Harrow View.

Year 1:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy – genre and books covered	(Basic Skills) Transition Fatou, Fetch the Water*	Peace at Last* Whatever Next!	Dogger* This is the Bear Information Texts	Rosie's Walk The Three Little Pigs*	Poems on a Theme The Enormous Turnip* Jack and the Beanstalk	Rainbow Fish Instructions Recount Mr Gumpy's Outing
Maths links	(Basic Number Skills) Transition Repeating Patterns Number formation Counting to 20	Addition/ Subtraction Handling data Money	Time Measuring (capacity, weight, length)	Halving, doubling Word problems	Place value Partitioning Addition / subtraction	Money Sharing shapes
Science	Ourselves	Light and Dark	Materials	Pushes and Pulls	Growing Plants	Sounds and Hearing
ICT	Topic 1A (An Introduction to Modelling)		Creating an Information Book using 2Publish		2Count 2Go	
Humanities	Weather	Seasons	Toys	Houses and Homes	The Local Area	Famous People
Music	Unit 1 Sounds Interesting	Unit 2 The Long and Short of It	Unit 3 Feel the Pulse	Unit 4 Taking Off	Unit 6 Rain Rain Go Away	Unit 5 What's the Score
RE	Special Days		Hinduism and Special Days	Christianity/Easter	Islam and Buddhism	Judaism and Sikhism
PSCHEE	RRSA (Classroom charters)/ Feelings	Anti-bullying Week/ Relationships	Healthy Lifestyle	Keeping Safe	Making a Positive Contribution	Growing and Changing
PE	Dance	Dance	Gymnastics	Gymnastics	Outdoor	Team Games
Art/DT	Class Names	Light and Dark	Vehicles	Houses and Homes	Growing Plants	Musical Instruments
Other Activities/ Events	Literacy Baseline Test/ Black History Month	School Trip/ Global Links (Ethiopia)	NFER Maths	World Book Day	Phonics Screening Test	School Trip

Year 2:

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	ART	BLACK HISTORY		SATS		CONCERT
Literacy – genre and books covered	Stories - familiar setting Katy and the Picture Show/ Oliver's Vegetables	Traditional Stories/ Instructions Anansi / Mr Wolf's Pancakes/ Julian stories/Make fruit kebabs	Poetry Diff stories same author Lighthouse Keeper Stories Senses poetry	Explanations/ significant authors/Information books Anthony Browne Night time animals	Non chronological/ Extended stories Roald Dahl The Twits	Significant authors/ Poetry" silly stuff."/ patterns on page. Katie Morag
Maths links	Place value/ Ordering numbers/ Counting	Shape Money Doubling/ Halving	Multiplication Fractions	Partitioning Money Subtraction	Symmetry Word problems Time	Co-ordinates Division

Science	Health and Growth	Forces	Electricity	Plants and Animals	Variation	Materials
Computing	Word Processing Graphics	Creating Pictures (African Masks)	Animation Presenting information	Data Handling	Programming	Roamer
Humanities	Barnaby Bear goes to Europe(Geog)	Famous People (Black History).	Great Fire of London (History)	Local Area (Geog)	Seaside Holidays (History)	Islands (Geog)
Music	The Long and the Short of It	Feel the Pulse	Taking Off	What's the Score?	Rain rain go away	Sounds Interesting
RE	Festivals	Judaism/ Christian stories	Special books	People who care	Islam / Sikh stories	Hindu Buddhist stories
PSCHEE	RRSA-linked with classroom charters Relationships	Anti – bullying Week Feelings	Keeping Safe Road Safety	Medicines and Drugs	Making a positive contribution	Growing and Changing
PE	Gymnastics	Dance	Games	Gymnastics	Outdoor	Team Games
Art/DT	Focus on Artists – Monet, Matisse, Picasso and Kandinsky Pop up cards	Cooking Christmas cards Sewing Design in ICT	Cooking Cross curricular (Hist) Silhouettes Colour mixing	Cooking Puppets(DT)	Cooking Vehicles(DT)	Cooking Town and country(Art)
Other Activities	Theatre workshop	Year group assembly	Workshops	SATs	Outing	Pirates Show/ Concert

The curriculum: Key Stage 2 (Years 3 to 6)

During KS2 children will be offered a curriculum which is broad, balanced and provides opportunities for creative learning experiences and a central focus on maximising progress for all children especially in the core subjects. The curriculum will provide time and the opportunity for children to become actively involved and responsible for their learning including becoming increasingly independent assessment capable learners. The KS2 curriculum has not been planned in the same detail as the KS1 curriculum at this stage, but the following sets out the expectations of the sponsoring schools. Children will be taught in mixed ability classes within each year group, with activities being used to provide support and challenge to children across the year group.

Breadth of curriculum

Harrow View will adopt the National Curriculum requirements, including three core subjects of English, Mathematics, and Science, as well as Computing, Art & Design, Design & Technology, Geography, History, Music, Physical Education (PE), Personal, Social, Health and Citizenship Education (PSHCE), French and religious education.

English

Harrow View will place great emphasis on the development of listening, speaking, reading and writing skills. Children will be encouraged to communicate effectively through spoken and written English and to read widely for enjoyment and information. Children's listening skills are developed through class and group discussion, individual conversation, a variety of media and ICT resources and story.

During KS2 Harrow View will build upon the work from KS1 with children and their families to promote a positive attitude to reading. As children become more independent readers, reading at home remains a high priority to support the development of more sophisticated levels of comprehension which is so important in the years leading up to high school. Activities with children and families to celebrate reading will continue throughout KS2.

The children will be given many opportunities to write for a variety of purposes and for different audiences. Writing experiences will balancing imaginative and factual writing, handwriting and spelling. Spelling, grammar, punctuation will be taught explicitly and linked to reading and writing so that children are aware of context and correct usage.

Mathematics

Classes will be mixed ability and use approaches including whole class teaching to individual activities, including problem solving, investigations and mental arithmetic in addition to more formal activities. Children will apply mathematical skills, knowledge and understanding to a range of everyday situations and to acquire and use appropriate mathematical vocabulary.

Teachers will develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils will be taught to apply arithmetic fluently to problems, understand and use the basic operations as well as mathematical concepts such as measures, data analysis, probability, geometry and algebraic concepts that are related to their developmental stage. Estimation and 'does it make sense' underpin self-checking strategies and children will be encouraged to support and learn from each other.

Science

Children have enquiring minds and want to find out more about themselves and the world around them. Through, scientific investigations, data collection and analysis children develop their scientific concepts, skills and knowledge. The school will encourage an appreciation of science and its implications for the human and physical world.

Pupils in Year 3 and 4 will be encouraged to 'work scientifically' by asking their own questions about what they observe and making some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will be able to draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Pupils in years 5 and 6 will use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They will be guided in how to make their own decisions about scientific investigations including choosing the most appropriate equipment to make measurements; how to record data; and to look for different causal relationships in their data.

Other subjects

Computing: Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Harrow View will equip the children with the skills to use computing and technology confidently. The school will develop an ICT solution that enables children to use applications as part of learning, but also facilitates understanding the technology itself and the opportunities that it can offer. Developing E-safety awareness and good practice, for children and families, will be a priority.

Religious Education: Harrow is a diverse community, and effective Religious Education helps children understand and appreciate diversity and difference. Children will be helped both to gain an understanding of their own identity and to share an empathy with the beliefs and traditions of others. The RE curriculum will be delivered through assemblies as well as within class-based activities relating to, for instance, major festivals of the different religions.

Personal, Social, Citizenship, Health and Emotional Education (PSCHEE): Harrow View will be a Rights Respecting School, and will embrace the responsibility for demonstrating these values through its operation and so instilling them in children. PSCHEE enables an understanding of individuals responsibilities within a local and global community, and will promote the knowledge, skills and understanding that are essential for the personal and social development of the children.

Physical Education: The PE programme will develop children's competence in a range of core skills that enables them to participate with confidence in physical activities including a variety of games, dance, athletics, gymnastics, and swimming. A focus will be upon enjoyment of these activities, and through this to develop confidence, self-awareness and the ideals of sportsmanship. Harrow View will enter teams for Harrow Sports events and competitions. A variety of out of school hours clubs provide additional opportunities for children to experience many different sporting activities. The curriculum for Year 5 and Year 6 will include attendance at outdoor activities centres.

Music: Through the school's music curriculum children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument. A specialist music teacher will be employed to deliver the music curriculum to all children across the school.

Art & Design: Children will produce art work throughout KS2, learning about different techniques and methods of expression. Children will also learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Design & Technology: Through a variety of creative and practical activities children design, make and evaluate a wide range of products while progressively developing knowledge, understanding and skills linked to their topic work. Through links with the high schools children will learn to prepare and cook predominantly savoury dishes and experience high school technology facilities.

Humanities: Children will develop a chronologically secure knowledge and understanding of British, local and world history, including that of communities who now live in Harrow. The History curriculum will help children make connections with their past and helps them explain how society has develop over time. The Geography curriculum will be embedded into topics and enable children to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; understand geographical similarities and differences through the study of human and

physical geography of our local region and selected regions across the world. The humanities curriculum will include visitors into Harrow View as well as school visits.

Languages: Modern and / or community languages will be taught from Year 3 to Year 6. The language programme will provide an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. The focus will be upon practical communication that would be useful for daily life, as well as providing an opportunity to study the culture, geography, and history of another country. The decision upon the most appropriate language provision will be taken in consultation with parents.

Themes running through the curriculum

Within its core curriculum the school will embed learning, increase opportunities and broader horizons through consistent themes of:

- x Sport and Physical Education: developing physical literacy; and
- x The creative arts: developing and sustaining the creative and aesthetic self.

Both of the above thematic approaches can be delivered within the planned lesson framework and extended out of hours. Opportunities abound for family learning associated with both areas and we plan to capitalise upon these.

Sport and Physical Education: developing physical literacy

Harrow View Primary will adopt the training and practice of the Start to Move programme established by the Youth Sport Trust and Bupa. This has developed training, web resources and local mentor support to increase confidence and skill in teaching Key Stage 1 PE with a view to giving children the movement skills, enthusiasm and confidence to begin lifelong participation in physical activity and sport. Harrow View Primary will have indoor activity space and an external MUGA (this is a condition of the outline planning consent that was granted) and intends to use this positively to help children have opportunities for a range of sporting activities and to promote awareness of the importance of exercise within healthy lifestyles. Moreover, activities such as Gugafit and Wright Dance help develop the physical fine motor skills in the Early Years Foundation Stage that support quick acquisition of writing and artistic skills.

The creative arts: developing and sustaining the creative and aesthetic self

Within the Harrow View curriculum this would include Music, Drama, Dance, Art and Design and Creative Writing.

Arts enrich our childrens' 'aesthetic experiences' by helping to stimulate creativity and imagination. It provides them with the means of exploring and recording their environment and develops powers of observation and creative thought, whilst equipping them with artistic skills they could use in later life. Pupils use different materials and processes to communicate what they see, feel and think.

The Arts provide rich experiences in which children can participate in or observe. They also provide opportunities whereby children can be involved in the planning process, the creating, the presenting and the evaluating of their own work and the work of others.

During the Early Years Foundation Stage and Key Stage 1, the study of the Arts, both in and out of lessons, will aim to develop pupils' creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They will learn about the role of arts in their environment. They will begin to understand colour, shape and space, and pattern and texture and use them to represent their ideas and feelings.

During Key stage 2, the study of the Arts will aim to develop pupils' creativity and imagination through more complex activities. These will help to build on their skills and improve their control of materials, tools and techniques. They will increase their critical awareness of the roles and purposes of the arts in different times and cultures. They will become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Harrow View will develop this provision in partnership both with high schools and with local organisations such as Harrow Music Trust. Through these partnerships Harrow View will be able to offer extra-curricula opportunities to complement the core curriculum provision and so allow children with particular interest or ability to be enthused and stretched.

A Rights Respecting School

Harrow View Primary School will be a Rights Respecting School, which instils characteristics such as:

- x reflects and realises the rights of every child;
- x sees and understands the whole child, in a broad context;

- x is child-centred;
- x promotes quality learning outcomes;
- x provides education based on the reality of children's lives;
- x is flexible and responds to diversity;
- x acts to ensure inclusion, respect, and equality of opportunity for all children;
- x promotes mental and physical health;
- x provides education that is affordable and accessible;
- x enhances teacher capacity morale, commitment and status;
- x is family focused; and
- x is community based.

These characteristics will mean the child and young person feels included and considered a valuable member of the school community.

Harrow View Primary School will work towards achieving Rights Respecting Schools Award which promotes a whole school ethos of ensuring the United Nations Convention Rights of the Child are understood and respected by all within the community.

'The rights based approach means describing situations not just in terms of human needs or areas of development, but in terms of responding to the rights of the individuals. This empowers people to make demands as a right and not as a charity (and) implies the direct involvement of people in decisions relating to their own development.'

Mary Robinson, United Nations Commissioner for Human Rights 1997 – 2002

This approach develops children's understanding of not only their own rights, but how to live and work alongside others to ensure they too have their rights respected. This provides an avenue for making meaningful links with schools in our Global Community in countries where children are more vulnerable. Building global citizenship will be an important part of personal development for pupils at Harrow View Primary School.

The articles in the UNCRC can be summed up as follows:

- x The right to a childhood – every child has the right to a safe childhood, protected from violence, abuse and exploitation. Every child has the right to grow up in a family environment, free from adult responsibilities and with the opportunity to play;
- x The right to an education – every child has the right to an education that develops their personality, talents and abilities to the full;

- x The right to be healthy – every child has the right to health care, clean water, nutritious food and a safe environment so they can be as healthy as possible;
- x The right to be treated fairly – all children have the same rights whatever their ethnicity, gender, religion, abilities, whatever they think or say and whatever their family background; and
- x The right to a voice – every child has the right to a voice on all matters that affect them and for their views to be taken seriously.

Articles 29 and 42 of the UN Convention Rights of a Child are particularly pertinent to a child's development:

- x Article 29: (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment; and
- x Article 42: (knowledge of rights) Governments must make the UNCRC known to children and adults.

A rights respecting approach means that:

- x ideas and expertise are shared, thus building the capacity, participation and communication of the group;
- x it creates an atmosphere of openness and trust; and
- x it encourages whole school involvement and the empowerment of all staff and pupils, and the wider communities of the school.

Involving parents is an important aspect of rights respecting schools. Many rights respecting schools have found that pupils themselves become willing ambassadors for engaging the support of, not only their parents but also other members of the community. This is the outcome of the inclusive and empowering child rights based leadership philosophy.

Safeguarding

Safeguarding young people and preventing abuse (physical, emotional and sexual abuse and neglect) will be a key, active responsibility of all staff and governors. The school will provide a positive, safe and stimulating environment which promotes the

social, physical and moral development of each individual pupil, and where pupils feel secure, are encouraged to talk and are listened to.

Harrow View Primary School recognises that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. A Deputy Headteacher will have lead responsibility for safeguarding (designated CPO) and be trained to Level 3. A named governor will also have responsibility for child protection.

The school will:

- x Establish a safe, nurturing environment in which all pupils can learn and develop;
- x Ensure we practice the latest safe recruitment procedures and check the suitability of all staff and volunteers who work with pupils;
- x Use assemblies, and other opportunities to raise awareness of child protection issues and equip pupils with the skills needed to keep them safe;
- x Develop and implement robust procedures for identifying and reporting cases, or suspected cases, of abuse;
- x Support pupils who have been abused in accordance with his/her agreed child protection plan;
- x Ensure staff and volunteers understand how to handle disclosures of abuse, including allegations made against members of school staff;
- x Ensure all pupils know the designated CPO and understand that there are adults across the school whom they can approach if they are worried;
- x Include opportunities in the curriculum for students to develop the skills they need to recognise and stay safe from abuse; and
- x Develop effective links with relevant agencies (such as Harrow C&F, ASK, WISH, SPACE, Ignite, and Harrow Young Carers) and co-operate fully with all enquiries.

Success for all pupils

Harrow View Primary School will be committed to the highest standards for all students. Central to this will be a) access to excellent teaching and learning – lessons which provide challenge and support for all students to achieve their full potential; and b) rigorous tracking of progress coupled with highly effective support and targeted interventions.

The curriculum experience is predicated on providing personal learning objectives and fostering opportunities as the school grows for learning between year groups to

enhance personalisation and enable children to work with pupils at a similar level more regularly.

Every pupil at Harrow View Primary School has the right to receive the highest quality education. It is the collective responsibility of governors and staff to ensure that all educational needs are met through quality first teaching. Ensuring inclusion involves:

- x providing differentiated learning challenges;
- x provide quality first teaching;
- x responding to pupils' diverse needs;
- x working to overcome barriers to learning;
- x providing feedback to each individual to help them to understand the 'next steps' to ensure continuous progress;
- x setting parameters to ensure that pupils feel safe and valued in their environment whether in a pastoral or academic sense inside or outside of the classroom; and
- x ensuring that all staff recognise their responsibility to supporting every element of children's safety, well being, and development throughout all elements of school life.

We fully recognise that different groups of students have specific needs and may need specific support at times. Harrow View will build on the experience that local primary schools have gained in responding to a greater range of educational and social needs within their schools, in particular children joining the school as new arrivals to the country and at the early stages of learning English. Harrow View Primary School will work intensively and prioritise staff resourcing, where appropriate, to enable all children to achieve academically, personally, emotionally and socially.

a) SEND

Children with special educational needs or disabilities will be offered access to a broad, balanced and relevant education, including the national curriculum. The school will work in close partnership with the LA and other agencies, e.g. health, to ensure the broader needs of children are met. The knowledge and experience of both the pupils and the parents are fundamental to successful provision and their views on provision, progress and next steps will be sought regularly.

For the most part, SEND students will be supported in lessons and learn alongside mainstream students. The hierarchy of expectation is firstly to provide quality first teaching, secondly to provide effective targeting of work with differentiated activities

within the classroom, and thirdly to provide effective and timely support and interventions when children require them to sustain or improve progress.

To ensure the highest quality of support specialist graduate Teaching Assistants will be appointed to support progression in literacy and numeracy and the highest standards will be set for the recruitment, induction, deployment and training of all teaching assistants (TA) to ensure they are fully equipped in strategies that support outstanding progress, such as:

- x Successfully judging the appropriate level of support for each pupil;
- x Working in an effective partnership with teachers to ensure that pupils receive support and intervention from the teacher and the Teaching Assistant;
- x Helping implement lesson plans;
- x Providing feedback to teachers;
- x Preparing differentiated classroom materials; and
- x Monitoring and evaluating student responses to learning activities through a range of assessment and monitoring strategies against learning objectives.

Tracking and observations will be used to ensure that access to TA support of SEND students is never at the expense of lower contact time with teachers. To support sustained progress in core subjects, specialist graduate teaching assistants will use progress tracking data to ensure their interventions/actions supports and reinforces 'next steps' targets in English and maths.

Some students will be further supported in small groups to target areas such as; literacy and numeracy skills, language development, social skills and organisational skills. Those pupils who experience difficulties developing phonics will receive specific teaching under the supervision of a specialist teacher. All interventions will be time limited and rigorously monitored. Pupils' progress will be closely tracked to measure the impact of the intervention. The range of interventions will be reviewed regularly to ensure that they are effective, tailored to the needs of the current cohort of SEND students, and represent value for money.

A parent and child reading club will be established for those pupils experiencing difficulties with reading. This will operate for 20-30 minutes at the end of the school day for the children, their parents, and any siblings. Families will be invited to attend based on assessment data, with staff involvement to support individual families. Similar schemes in local schools have increased engagement with parents, improved parental confidence in reading and supporting their children, and increased the confidence and progress of the children themselves.

b) ASD - Integrated Autistic Provision

Harrow View Primary School will provide 12 places across the school for students with ASD who have a statement of SEN/EHCP and are able to access the curriculum and social aspects of a mainstream primary school.

This resource is proposed because:

- x There is demonstrable need for more specialist provision for students with these specific needs who can- and should- access a mainstream curriculum for part of the time but require additional support to enable them to cope with a mainstream environment and/or to make the progress that their ability deserves;
- x Such provision is part of the continuum of provision that can be easily accessed by pupils and their families without having to travel further afield, this is particularly important for primary pupils;
- x The school community develop a greater understanding of pupils with different needs and barriers to learning and learn to value people on the autistic spectrum;
- x This provision reinforces the importance of personalising education both when planning and delivering the curriculum. All staff would receive training in teaching and supporting pupils with ASD/SLN which in turn will benefit their pedagogy for meeting the needs of all groups of students; and
- x Building this provision into both the educational and physical planning for the school will ensure it is genuinely at the heart of the school.

The provision will provide periods of respite and a more personalised timetable for these students. Places in the provision will be allocated by the LA in partnership with the school and parents. The provision will build on the successful models in other local primary schools such as Aylward (which is part of the Bentley Wood Trust who are one of the sponsors of Harrow View), and staff will work closely with colleagues in other schools.

c) Early Stages EAL

The school will ensure early stages EAL students (usually first 6 years in country) have access to a programme of induction, specialist EAL teaching and in-class support. This will ensure EAL students integrate happily and smoothly into Harrow View Primary School and make good progress. Trained 'buddies' will help look after new students, explain school routines and act as positive role models for language acquisition and track and monitor their progress carefully across the curriculum, using short-term social and academic targets in the first year. The school will focus on the positive

contributions made by EAL students and their communities and ensure provision for is based on an assessment of their prior knowledge and potential, not just their language proficiency. Parent advisers will run meetings and drop-ins support parents/carers to familiarise themselves with the school's system.

Effective teaching strategies for EAL students are, for the most part, the same as for all students but staff will be trained in key additional strategies such as using visual support, allowing time for students to process (and re-phrasing if this does not seem to be working) and including EAL students in every lesson from the very first day.

d) Most Able, Gifted and Talented

Harrow View's provision for the most able gifted and talented pupils will be delivered in every lesson every day, ensuring activities are differentiated, providing consistent stretch and challenge.

In addition the needs of the most able gifted and talented pupils will be met through:

- x providing an aspirational curriculum that motivates and challenges the most able;
- x identifying the strengths and exceptional ability in different skills and subjects early on and setting the highest expectations;
- x providing planned opportunities for the most able to lead using their areas of strength;
- x extra-curricular provision that specifically challenges the most able e.g. junior pupils developing iBooks for younger readers, infant pupils developing talking books for RYFS pupils and EYFS pupils developing a dvd about their school for prospective pupils;
- x linking most able pupils with high school most able students;
- x teaching the most able junior school linguists an additional language;
- x setting level 6 maths and English pupils and build on the established model of specialist High School maths and English teachers co teaching these sets once a week with their primary school colleagues; and
- x the most able junior pupils taking part in national events such as maths challenge, poetry and creative writing competitions.

e) Pupil Premium

Harrow View will have the highest expectation for all our students and the Pupil Premium Grant (PPG) will be used to target our resources to ensure, firstly, that there

is no gap in terms of progress and attainment between those children eligible for PPG and those who are not; secondly, that PPG is used to provide stretch and challenge to those children eligible for PPG who have ability above age-normal expectations; and, thirdly, to provide opportunities to broaden horizons and raise aspirations that children may not receive in their home life. Our Pupil Premium programme will be built on the following key drivers:

1. Ensure progress and attainment in English and Maths are rigorously monitored with targeted intervention for:
 - o Pre nursery family afternoon sessions offered for 1 hour two afternoons per week, these will include storytelling, number activities and language games. A library of picture books will be available for families to borrow these will include dual language books. Adverts promoting the afternoons will be in a range of community languages;
 - o Initial assessment during Early Years Foundation Stage;
 - o Building language skills and confidence in EYFS and KS1 through rigorous monitoring, targeting under-achievement early, and monitoring the impact of actions such as small group support;
 - o Early stage EAL pupils targeted with small group literacy support at KS1 & 2; and
 - o 1 to 3 booster support with partnership providers.
2. Raise self esteem and self confidence for all groups of pupils including the most able:
 - o Self esteem/engagement sessions to help remove barriers to learning;
 - o Targeted rewards trips; and
 - o Mentoring / Counselling, including supporting children who are experiencing issues outside of school (including parental pressure for success, which is a challenge in some local schools).
3. Broaden and enrich students' outlook on life and raise aspirations:
 - o Variety of subsidised enrichment and trips across all year groups;
 - o Team building and leadership activities; and
 - o Summer school during the first week of the summer holidays to include one of more of the following; museum visits, visits to London, a trip to the seaside, and other local visits. The focus for the week would be numeracy and literacy.
4. Support students to close the gap in their progress compared to their peers:

- o Targeted groups of students given programme of study skills and organisation skills;
- o KS2 revision Saturday morning classes; and
- o 'Book shelf bags' to be provided for families with a selection of books appropriate for the pupil plus any siblings- this would be supported with an introductory session 'Reading is all around us' providing families with a range of times when they can promote reading e.g. food labels, road signs, shop names.

5. Positive partnership work with parents/carers:

- o Community parent adviser sessions – information events, drop-ins, ESOL classes;
- o Parent ambassadors to support pupils with 'hard to reach families' – supporting pupils in the classroom with their learning, supporting families by providing 'Family Learning sessions' and supporting parents to attend Parents Evenings;
- o Support for supplementary schools; and
- o Work with specific small groups of children and their families, often from the same nationality, to help parents support their children's learning – examples in local schools include working with Romanian families to increase parental engagement and community support for learning and helping parents understand the curriculum and how they can support their children's learning.

6. Improvement in attendance and punctuality:

- o Transport for targeted families; and
- o Home visits.

7. Targeted support for CLA students:

- o Uniform, laptops and home tuition;
- o Targeted curriculum support, including through pre- and after- school activities and / or the extra-curricular opportunities to build academic and personal confidence; and
- o Extra- curricular provision.

All these areas will be clearly linked to named members of the senior team (responsibility/accountability) and we are confident that this will enable every pupil to achieve their best and make outstanding progress.

The SENCo

Reflecting the White Paper, meeting the educational needs of all groups of pupils will be the responsibility of all staff. Underpinning all professional development will be the notion of outstanding pedagogy which raises standards of achievement for all pupils.

The SENCo will be a member of the SLT of the school. At the point of opening the Assistant Headteacher will be the SENCo; from the point of appointment of the Inclusion Leader that individual will be the SENCo. The SENCo will have responsibility for:

- x the identification of pupil's additional / special educational needs / barriers to learning;
- x formal diagnosis / assessment procedures for pupils;
- x ensuring that pupils receive their entitlement of the highest quality additional support;
- x ensuring that additional effective targeted support/ teaching results in progress that matches the high target set by the school;
- x overseeing the ASD Centre;
- x co-ordination of multi-agency support for pupils and their families;
- x leading parental engagement and support for pupils with additional needs;
- x leading a range of the highest quality CPD to equip all teachers, Teaching Assistants and support staff with the appropriate understanding and knowledge of effectively meeting the educational needs of all groups of students;
- x developing a team of inclusive leaders who will be outstanding teachers and graduate specialist Teaching Assistants who become expert in an area of special educational needs, for example SPLD, ADSD or physical impairment, and share their expertise and resources across the school from EYFS to KS2; and
- x to work with high schools to ensure the smooth transition from Year 6 to Year 7 for pupils with SEN.

Harrow View Primary will ensure that all teachers take responsibility for all groups of pupils to make rapid progress and achieve their targets. Resources will be effectively targeted to maximise pupil progress and achievement with the aim of As part of our commitment to being an inclusive school we will ensure that all teachers take responsibility for planning teaching and learning, with effective differentiation and partnerships with Teaching Assistants, to ensure there are no gaps between the progress of pupils with SEN and other learners.

The SENCo will lead on making early assessments to inform effective support strategies. They will foster positive relationships with parents and carers so that they

have the skills and knowledge to support their children effectively. Their role will include effective transition planning for children as they join and leave Harrow View Primary.

The SENCo will lead work with partners to ensure effective overall support for children and their families. Harrow View Primary is expected to be located close to a new Health Centre which provides opportunities to effectively integrate education with first line GP health support, and establish relationships with the commissioning GPs to access more specialist services where these are required. The SENCo will similarly lead the engagement of the

SEN teams at Harrow Council and other teams within Children's Services as necessary to provide support to children and to their families.

Specialist provision for students with Autistic Spectrum Disorder (ASD)

The sponsoring schools strongly believe in local high quality provision for students of as broad a range of needs as possible. With the full support of Harrow Council, therefore, the proposal is to include an ASD Centre within the school. This is proposed to be a 12 place facility, with a staggered build-up to broadly reflect the ages of pupils within the school. This is being designed into the school educationally and physically from the beginning. The Centre would include nursery provision, specifically to support early assessment and support so that children and families are supported effectively through the transition into primary school (whether Harrow View or elsewhere).

The Centre would be for students who have statements/EHCPs with a primary need of ASD, or those who are admitted temporarily for the purposes of assessment to inform whether they should receive a statement. Admission would be determined by the Local Authority, with a phased transfer if pupils were joining from another school. The aim of the Centre will be to help the pupils integrate and achieve in line with the National Curriculum where possible. Pupils would be integrated into mainstream lessons on an individual basis, some with in class support according to need and progress.

All staff at Harrow View Primary School will be trained to manage students on the ASD spectrum.

Each child will require an individual timetable but would come together once a week, for half a day to complete a practical timetabled activity. This would seek to add cohesion and socialization.

The Centre would work with the other primary schools that have ASD Centres to share best practice and to collectively outreach to provide training and support to other primary schools in supporting pupils with ASD.

The Centre itself would be staffed by teachers and teaching assistants with specialist training. This staff training, both of the specialist Centre staff and all remaining staff, would be undertaken where possible with other local schools that have similar Centres so as to build expertise and provide a professional network of support and best practice sharing.

Within the schools overall approach to parental engagement and communication, there would be a specific Monthly Parent Support Group to share best practice, keep families involved in their child's education, and to provide peer-to-peer support.

There would be a Contract with Harrow Council for the top-up fees required for the operation of the Centre. Harrow Council and the proposing schools have experience of 'place plus' funding and of Commissioners Contracts and are confident that agreement would be reached swiftly following DfE approval of this application.

Strategies for Success

'Safe, happy, caring young children'

The ability of a young child to learn and develop positively is shaped by many factors both inside and outside of the classroom. Every child at Harrow View Primary School will be known and cared for as an individual from our first contact with the young person until after they leave. This ethos will be particularly evident in the care, support and guidance given to students as part of their admission to Harrow View, especially for disadvantaged, vulnerable and SEND students. This section outlines 5 key strategies for success:

- x Behaviour for Learning;
- x Attendance and punctuality;
- x Effective intervention;
- x Strong leadership; and
- x High staff accountability and expectations.

a) Behaviour for Learning

Outstanding behaviour is founded on self-respect, a wish to learn, courtesy, caring for others and an understanding that we all have rights and responsibilities. Harrow View Primary School will expect the highest standards of behaviour and co-operation so that all pupils contribute to maintaining a positive, friendly atmosphere in the school.

Pupils and parents will sign a Home-School Agreement and support the school in setting high standards in relation to attendance, uniform, homework, general attitude and behaviour. A clear Code of Conduct will ensure that all pupils and parents/carers are aware of the high standards expected in all aspects of school life. Pupils will be involved in drawing up the school's Code of Conduct.

The school will adopt a positive, non-confrontational approach to discipline, based on positive teacher-pupil relationships. Teachers planning will support good behaviour with clear routines and classroom rules. The school strongly believes that every child has the right to learn in a calm, orderly environment and will operate 'one warning and remove' system so that all lessons can proceed in a positive, orderly fashion. There will then be a clear, stepped response system of both support and sanction for pupils who do not meet the school's high expectations in this area.

Within our inclusive environment, behaviour for learning will be seen as a distinct feature of all lessons. In practice this will result in:

- x The highest expectations will be set for teachers to plan for innovative, differentiated lessons, which fully engage all groups of learners;
- x Key aspects of the Behaviour for Learning Policy will set out clear boundaries and consequences for the highest standards of behaviour, including working with parents and school staff;
- x Zero tolerance for bullying will be firmly embedded as a 'Rights Respecting School';
- x Full compliance with the Equality Act, in spirit as well as practice;
- x Rigorous systems will be consistently implemented to identify and manage any incidents of bullying; and
- x Reward systems will be established to act as a positive incentive for behaving well and make an active contribution to the school community.

b) Attendance and Punctuality

Students need to attend school regularly to achieve their full potential, so attendance and punctuality will be monitored closely and Harrow View Primary School will expect all students to achieve at least 98% attendance.

Children will be rewarded for attendance and punctuality, with termly individual Bronze, Silver and Gold awards for high attendance and punctuality, monthly certificates and trophies for the class with the highest attendance, and these rewards reported to parents in newsletters to continually reinforce the importance of the issue.

Class teachers will work with the attendance officer to track attendance, identify patterns of absence and lateness and work with families and external agencies as appropriate to ensure all students attend school regularly and punctually. The school will also work with Harrow Council to ensure persistent poor attendance and punctuality are dealt swiftly with by fixed penalty notices and court warnings/action.

In addition to formal pre-school activities, Harrow View will operate a 'soft start' to the day whereby children are able to arrive in their classrooms for the 15 minutes before school starts. In other local schools this has prevented congestion within the playground and classrooms and children try to enter together, reduced pedestrian and traffic congestion outside the school, increased punctual attendance, been warmly welcomed by working parents, and provided additional teaching time since it means that children are settled and ready to learn at the time school formally starts.

c) Effective intervention

At Harrow View Primary all teachers will be responsible for rigorously tracking and monitoring individual pupil achievement from the time they enter in EYFS through to all of their transition stages. Any pupils who are identified as underachieving will receive the most appropriate intervention which may include for example a short period of 1:1 teaching, targeted support in class or a set time of daily numeracy / literacy boosts 10 minutes before school. We will work very closely with parents/families/carers to explain the intervention and to suggest ways of further support at home. Each intervention will be thoroughly evaluated and the impact measured to ensure that it is making a difference to the individual child.

Harrow View Primary School will work closely with neighbouring high schools and will share some additional resources such as counsellors and other external agencies to provide additional support to pupils who may experience social and emotional difficulties. A specialist graduate Teaching Assistant will be employed for each key stage to specifically support pupils pastorally and to ensure they are able to engage in their learning. All interventions will be time limited measured for their Parents/families/carers will be involved at each stage.

d) Strong Leadership

'Learning and Leading' will underpin all of the activities at Harrow View Primary. Strong robust leadership will be evident at all levels with clear role modelling from the

Headteacher, senior and middle leaders. Pupils will be enabled to develop their

leadership skills and will be skilfully guided in their development as they increase their independent learning skills. Based on the concept of transformational leadership very strong senior and middle leaders will inspire all colleagues to contribute to school improvement. All leaders will be relentless in their drive to ensure that each and every individual child achieves their best, including termly reviews of staff monitoring, pupil progress, and pupil and family feedback where specific themes are focused on each term. Leadership and management will be continuously monitored as part of whole school reviews, which may be thematic (such as writing) or upon particular groups of students (such as SEND or those eligible for pupil premium). At least once a year the schools' self-evaluation will be externally tested using external Ofsted trained consultants. Full reports will be given to the Governing Body.

e) High staff accountability and expectations

The high expectations of the school, and the consequent high accountability for staff, will be evident in Harrow View from the recruitment process onwards. Staff who share these expectations and embrace the accountability will thrive within the positive professional attitude of the school. This approach has several elements:

- x Recruitment: The recruitment process will clearly set out the highest expectations for all member of staff to be totally committed to continuously raising standards of achievement ensuring that all pupils make expected or better progress. All applicants will rigorously assessed and scrutinised to ensure that Harrow View Primary has the highest calibre of staff;
- x Measuring the quality of teaching: The school's programme for monitoring the quality of teaching will include:
 - Appraisals and associated lesson observations: The school will conduct robust and meaningful appraisals of staff with clear targets for the attainment of students, improvements in teaching and personal development. Staff will be formally observed three times a year, with a system for training and quality assurance in place for observers/appraisers. Feedback will clearly identify strengths and areas for development
 - Monitoring and review system: The school will carry out half-termly learning walks and scrutiny of students' work and staff markbooks. The focus of these will support the school's improvement plan and ensure coverage of all staff and year groups.
 - Tracking pupil progress over time teacher led assessments and peer reviews

Performance management and appraisal processes that are undertaken in the best spirit of professional dialogue for individual development, that are led by the appraisee as part of their desire to improve, and that focus upon the quality of learning and pupil progress over time.

Our strong partnership with Harrow Collegiate and Harrow Primary Teaching Schools Alliances, will enable the school to take part in Peer Reviews where lead practitioners review the provision in subject areas . External reviews by Ofsted trained inspectors will also be used to supplement the school's systems.

- x Continuous Professional Development: The school will have an extensive professional development programme for all staff. It will also fully utilise the wide provision, particularly for pedagogy, succession planning and leadership offered by the Harrow Primary School Knowledge Centres, The Harrow Collegiate and Harrow Primary Teaching Schools Alliances and those provided through Harrow School Improvement Programme (HSIP). Most importantly we will work on the basis of being an outward facing school and enable teaching and support staff to develop their skills and expertise using evidence based learning. To put this into practice we will provide up to 4 honorariums of [REDACTED], increasing proportionately as staffing grows, for colleagues to submit applications to carry out pieces of action research focused on an area of school improvement/development. As part of their action research they will be encouraged to visit another school, preferably judged as outstanding, beyond Harrow.

School based CPD will underpin all of our work. This will include:

- Weekly pedagogy sharing of best practice
- Sharing strategies of excellence using 'Yammer' social internal safe networking
- WOW weeks (Watch our Work) Formalised open door weeks where as part of PPA time teachers and Teaching Assistants can go and watch another teacher or Teaching Assistant
- Teachmeets- hosting these for the school and beyond
- Staff newsletter – sharing exemplary practice
- Whole year samples of work scrutiny enabling colleagues during a meeting time to look at pupils work with a particular emphasis on constructive feedback to pupils and active dialogues between pupils and teachers
- External specialist providing specialist professional development on key areas e.g. Assessment for Learning on a CPD day

Personal development

In addition to acquiring knowledge, Harrow View will help children develop a range of skills and positive attitudes as part of their personal development. These skills and attitudes will include:

- x Communication and interpersonal skills;
- x Problem solving skills;
- x Self-motivation and personal initiative;
- x Working with others and supporting each other;
- x Learning to adapt to different situations and change; and
- x Valuing diversity and difference and respecting each other.

These skills and attitudes will permeate every aspect of the school so that their development occurs naturally to children. In addition to the opportunities through the formal curriculum, including through a range of teaching and learning styles and the variety of curriculum and extra-curricular activities, Harrow View will establish:

- x Pupil Leaders, whereby children work together and take responsibility for specific activities. This culture of empowering children and encouraging them to lead and co-operate enables children to act as role models for each other. Children respond positively to be given responsibility, and it boosts self-esteem and confidence to be recognised as a Pupil Leader who can support other children. By encompassing a range of activities for Pupil Leaders it offers the opportunity to recognise a range of talents; this will include Pupil Leaders forming groups to support other pupils (such as Reading Leaders), embed the ethos and values of the school (such as Environmental Leaders and a Rights Respecting Group), and to form the School Council. High school students will mentor these pupil leaders and themselves act as role models; and
- x A 'house' system from 2017/18 (i.e. the second year of operation) to ensure 'buddies' for younger pupils and to provide a structure for the natural development of social skills, resilience and friendships between age-groups. The house system will comprise of two houses initially (1 form of entry per year group, so grow to three houses once the third form of entry joins the school in Reception) but will include pupils from across the classes of each year group.

Primary and high school collaboration

At the core of this application is a desire to demonstrate the benefits of greater collaboration between primary and high schools, and build on current initiatives to embed collaboration that is led by education practitioners. This includes:

- x Harmonising pupil tracking systems, including provision of information at transition to secondary school;
- x Improving the infrastructure for CPD, including greater opportunities for cross-phase professional development;
- x Establishing shared policies, for areas such as behaviour for learning or teaching and learning, that reflect the expectations of and opportunities for pupils as they move through the school system, and that seamlessly flow between primary and high school;
- x Capitalising on the collective commissioning power of the high schools to ensure effective value for money; and
- x Developing and deploying staffing structures that enrich opportunities for pupils through greater flexibility between schools, including for more specialist subjects such as MFL – work locally is already being undertaken between high and primary schools, and also through The Jubilee Academy, to initiate this.

The school day and week

Harrow View Primary School will operate an extended school day:

7:45am	Breakfast Learning Club
8:25am	Numeracy and Literacy enrichment; Learning activities (reading groups, reluctant readers, 'mathletics')
8:40am	'Soft start' – classrooms open for children to come in and settle and talk to friends
8:55am	Formal school day begins with Registration
10:25am	Morning Break
10:45am	Morning lessons
12:05pm	Lunchtime
1:05pm	Registration and lessons
2:10pm	Afternoon break
2:25	Afternoon lessons
3:30pm	Formal school day ends
3:30pm	Targeted reading and support activities commence – until 4pm
	Optional enrichment activities commence – visual and performing arts, sport – until approximately 4:30pm
	After-school club commences – until 5:45pm

Harrow View Primary School will provide extensive before and after school activities, and believes this is important for three reasons:

- x It provides opportunities for children to experience new activities, and to have more exposure to activities that excite and motivate them – so finding the ‘spark’ that ignites each child;
- x It enables the school to spend longer with children to help support their individual development where this is necessary, including providing support and encouragement that they may not receive at home, and to support the development of ‘social skills’ that will allow the child to participate more fully in school life (such as toilet training for some Reception children); and
- x It provides the opportunity for parents to return to work with the knowledge that their child is not just safe but making positive use of the time to learn or develop skills.

The breakfast and afterschool activities will be self-financing with a view to recovering costs only and preventing school subsidy.

Breakfast Learning Club would consist of cereals, toast, and juice for children to take upon arrival, and then a range of activities such as jigsaws, games, drawing, reading, matching and creative activities for children to undertake on their own or with friends. Supervision would be through education support staff as part of their core hours. This would be charged per day (expected to be approximately £3/day), with parents required to book slots with payments in advance while also being flexible to last minute additional demands. Based on experience of other local primary schools, it is anticipated that take up will be approximately 12 – 20 children, which means that it is likely to require some school subsidy in the first few years.

After school activities would be through a managed after-school club, staffed in accordance with Ofsted ratios and by individuals who are employed by the school to undertake this work. The activities would include construction such as lego, puzzles / games / quizzes, outdoor and indoor physical activities, art activities, and drama / performing arts options. The intention is to provide opportunities for children to try new activities and to develop personal skills in managing relationships with different adults and children of different ages. After-school club would also include a snack with the menu provided for each half-term in advance. The fees would be set at the minimum level required to ensure that costs are covered (expected to be approximately £6/day), and sessions would be bookable for each half-term while seeking to maintain flexibility to accommodate last minute requests. Based on experience of other local primary

schools, it is anticipated that take up will be approximately 20 – 30 children, which means that it is likely to require some school subsidy in the first few years.

In addition to the after-school club, there will be a range of after-school activities for children to join in (which those attending the after-school club could obviously join). For students in Early Years and Foundation Stage these would be structured activities such as cooking and construction that enable learning through play. As the school has older children clubs based around games / physical activities, around puzzles and board games, and around music and performing arts would be established.

Harrow View Primary would also expect to establish some Saturday provision. Saturday supplementary schools are popular within Harrow, and provide an opportunity to consolidate learning and provide additional support and stretch to pupils. Provision would be focused upon literacy and numeracy and would be optional to attend, but with certain children targeted and encouraged to attend. There would be no charge for this provision, which would be staffed by the school through staff whose employment contract included Saturday working. Arrangements like this are already being used by the sponsoring schools and other primary schools in the area, and the initial impact upon the engagement and progress of students is very encouraging.

The school year

Harrow View Primary School will set its school year within the local context and adopt the local school year.

Harrow View Primary School will offer holiday programmes to children and their families and will work in collaboration with other schools and providers to develop this provision. This work would have two specific strands:

- x Playschemes / holiday clubs operated by third party providers and which parents pay for but which provide a range of activities for children and support working families. Local primary schools have existing arrangements that Harrow View would become part of; and
- x Specific weeks for 'summer school' provision which would be run directly by Harrow View Primary and would be targeted at children who are eligible for pupil premium and those children who need additional support. The costs of this provision would be met by the school, including from the pupil premium funding. The summer school would operate for one or two weeks during the summer holidays, have 4 days of approximately 9:30 – 2:30 and one day that is in central London that runs until

approximately 5pm. The focus of the week would be upon numeracy, literacy, and broadening children's horizons.

Joining Harrow View Primary School

Harrow View Primary School anticipates high take up for its nursery places, both as a result of the quality of the offer and because nursery provision has been under even greater pressure than Reception places (since school nursery places have not expanded at the same rate as Reception places). The expectation is that the vast majority of children who attend the nursery would wish to stay at the school for Reception.

The ethos of Harrow View Primary is to want parents and families to be involved and welcome in the school from their very first contact with the school. During the term before the first Reception and Nursery admissions deadline (i.e. autumn 2015 and spring 2016 respectively) there will be significant engagement with local pre-school providers and via local community groups to build awareness of the school and update people about the building project and the experience that children will have. This would hopefully include tours at pre-arranged times of the site so that the community, including those without children, feel ownership of the school and confident of its place within the community. In subsequent years, when the school is open the school will run small group sessions that people book onto so that they can see the school in operation and tour the facilities. Small group experiences provide greater opportunity to engage directly with families and answer queries, and establishes the culture of openness and engagement. The broader community would also become familiar with the school through community events that would be run in the areas of the school that would be surplus to the school's day to day requirements in the first few years. The effective use of this space, as explained below, becomes a significant opportunity to market the school.

Following confirmation of an offer for Nursery or Reception at Harrow View, the following process would be followed to support children and their families through the transition to school:

- x Early communication of information such as term dates, uniform, attendance expectations;
- x Opportunities for parents to visit the school and meet staff during the summer term, with and without children, including opportunities to book individual sessions if there are particular things they wish to discuss. For those children with a statement or potential additional needs this would include more detailed transition planning;

- x Home visits at the beginning of September to all incoming Nursery and Reception children, undertaken by the class teacher;
- x A staggered start for Nursery and Reception children so that they join in smaller groups, giving them and staff a chance to get to know each other more quickly;
- x A welcome BBQ or similar event during a weekend in September for all Nursery and Reception children and families to welcome them to the school and meet each other, staff and Governors with activities laid on for children;
- x Daytime and evening sessions for parents towards the end of September / early October that would explain the Nursery or Reception curriculum, school expectations, and practical processes, including how parents can support their children's progress; and
- x After the first year, a process whereby all Reception children have a 'buddy' in Year 1 or 2, and are provided with opportunities to spend time with their buddies through lunch arrangements and activities.

For in-year admissions, including those through managed moves or the Fair Access Protocol, Harrow View Primary will work within the framework agreed between the Council and primary schools. This includes a meeting with parents, receiving information from previous school(s) where available, the pairing up of the new student with a buddy, and a formal two week review meeting to ensure that the child is settling in effectively and identify any further actions required.

For families where the parents speak little English, Community Parent Advisors will have an important role. These individuals will be recruited from the local communities where English is not the spoken language at home and ensure that these families are fully integrated into the life of the school and the parents are able to engage effectively with the school. As part of the induction into the school these Advisors would support their communities through dedicated events. In addition, key documents would be translated into the key community languages.

Admissions policy

Harrow View Primary School will adopt the oversubscription criteria of the local co-educational academies in Harrow after year 1 (since in Year 1 there will be no siblings and so the oversubscription criteria adopted in year 1 will be the same as Harrow's but without the sibling priority). For 2015/16 this policy prioritises, in order:

- x Children in care or previously in care;
- x Exceptional social or medical reasons;

- x Siblings (not to be used in first year of operation);
- x Children of staff (2 year employment requirement not to be introduced until after 2 years); and
- x Distance (measured in a straight line from the home to the centre point of the school site).

The proposers are currently in discussions with Land Securities and Harrow Council to understand the likely phrasing of the housing development and the release dates for these phases to consider any impact on the admissions arrangements to take account of the potential for significant numbers of dwellings to become occupied for the first time during an admissions cycle / academic year.

Children with statements of SEN that name the school will be admitted in accordance with legislative and Funding Agreement requirements.

Harrow View Primary will comply with the School Admissions Code, including provisions relating to Fair Access Protocols.

The growth and development of Harrow View

At opening, Harrow View Primary School will only have Nursery and Reception (and possibly some Year 1 if Harrow Council needs more places for that cohort). These early cohorts will help establish the ethos and expectations of the school; similarly, the school will be planning for its growth and development each year. This situation provides Harrow View with an opportunity to:

- x Begin establishing the ethos and expectations of the school through engagement with the community and the recruitment of staff and pupils, and continually reinforce this philosophy each year for staff and pupil recruitment; and
- x Establish and develop a leadership team that grows effectively, and provides the opportunity to develop staff with the prospect of career development within the school (or potentially the broader partnership).

The admissions deadline for on-time applications to join Reception in September 2016 will be in January 2016; the proposed timetable for the recruitment of the Headteacher Designate will enable them to be involved in that process and to meet the local community. This process will set a tone for positive engagement. The Headteacher Designate will then be engaging with families where children are due to join Nursery or Reception from Easter 2016 – as soon as their offer of a place is issued by Harrow Council. This engagement will be about preparing children for school, but also focusing

upon making parents part of the school community, and by showing parents the physical progress on the school building.

The initial leadership team would need to include a EYFS/KS1 specialist given the work required to set up the schemes of work for the early cohorts, and Harrow View will have a desire to 'grow our own' staff, including:

- x Recruiting a graduate into School Direct in each of the first five years as the school grows;
- x Recruiting members of community groups, perhaps without formal qualifications, who can combine TA role with 'community parent ambassadors' and over time be supported through qualifications (including to become teachers if they wish to) in each of the first five years as the school grows – one per year in each of the first five years as the school grows;
- x Becoming a Teach First partner school to recruit teachers who then have potential to become members of the leadership team as this expands as pupil cohorts / numbers grow – one in each of the first two years; and
- x Each classroom based member of staff linked with a mentor in another primary/infant school during their first two years at the school so that they are part of a larger educational community.

The first cohort of children who join in September 2016 will be the oldest in the school throughout their primary-school experience, and only at 11 will they join a school with students older than them. During their time at Harrow View they will be the first children to take part in inter-school competitions and activities, and they will be the first set of results that the school receives. Particular attention will be paid to ensure that this cohort experience a broad range of activities similar to those joining Reception classes and progressing through other schools. This will include:

- x The AG&T programme to ensure that they are not 'limited' by not having older students to work with / learn from; and
- x Joint activities with other primary schools in areas like sport / arts and for AG&T to give exposure to other year groups.

Maximising the usage of school facilities – a 'New Arrivals' centre

Harrow View Primary School will be a new build school, which it is assumed will be built in at most two stages. It is expected therefore that there will be a significant excess of

accommodation within the school for the first few years, and the sponsoring schools are keen that this is utilised effectively for the benefit of local young people and families. It is intended therefore to establish a 'new arrivals' centre of excellence whereby all students new to the country spend a period of time at this centre of excellence prior to joining their allocated main primary school.

It is imperative that children who arrive new to the UK and with a low level of English are intensively supported as quickly as possible to build their language and cultural skills – and so their social confidence – so that they can access the curriculum and make friends with their peers. International new arrivals have increased significantly into Harrow schools in recent years – at all ages – and there is currently no reason to assume that this trend will not continue.

Harrow View Primary offers an opportunity to establish a different process for new arrivals, one that is focused specifically on their needs and supports children prior to them joining their main primary school.

The proposal is that Harrow View Primary would have a constant group for KS1 and group for KS2 that offer a rolling 'on-off' curriculum, each for up to 10 students. Children who are new arrivals would be allocated a place at a primary school through the normal in-year admissions process, and these schools would then refer the children to the New Arrivals Centre for a period that would typically be between 4 weeks and a half-term. While at the New Arrivals Centre there would be an intensive focus upon acquiring English through structured programmes using EAL specialists. Alongside curriculum experiences, the children would be part of the activities of the school, including through break and lunch time activities and be eligible for before and after school clubs. These would provide opportunities for children to socialise and develop their language skills. The Centre would also be able to engage with the parents and provide support to them in understanding the English education system, the curriculum that is followed, and how they can support their child's learning; achieving this would enable Harrow View to recruit more Community Parent Ambassadors. At the point that their English and personal skills were sufficient to enable them to enjoy and thrive at their home primary school, the pupil would join that school and integrate more effectively as a result of their time at Harrow View.

This approach provides better and more specialist support for a group of vulnerable children and makes a more effective use of resources within the local schools.

This Centre would be funded through a combination of Teaching School alliance support, external grants, and school contributions (which could potentially be via DSG top-slice if Schools Forum agree, and / or via contributions from referring schools).

While the detail needs to be finalised, Harrow primary schools are committed to making this work if this application is approved.

Harrow View Primary would have the space to accommodate this Centre in its early years. That provides time for the local schools to evaluate its success and, if it is as successful as anticipated and if there continues to be significant numbers of in-year new arrivals, it provides time for the schools to collectively identify a longer-term base for the Centre.

Staff at the Centre would initially be employed on two year fixed term contracts by Harrow View, once the funding model for the Centre has been agreed by the local schools. For the purposes of the financial appraisal this provision has been ignored since it will only be established if Harrow View believes that it will have a net-neutral impact on its budget.

Maximising the usage of school facilities – out of normal school hours

The sponsoring schools strongly believe in schools as community facilities. Areas that the proposers would expect to develop include:

- x Establishing one or more Supplementary Schools to use the site on Saturdays. Harrow has an excellent record in this area and a growing number of Supplementary Schools, who are often fully funded and seeking more permanent accommodation and provision;
- x Provision for the Arts – Harrow Young Musicians are currently based at Hatch End High School and offer a range of excellent opportunities for students in music - instrumental and singing opportunities. HYM could expand, diversify or amalgamate with Harrowshed (Outreach Inclusive Theatre Company from Chickenshed) to form a Junior Arts Group based at the new Centre for younger students;
- x Use of Sporting facilities at the school to offer junior workshops at weekend and in the evenings;
- x Youth Provision – Duke of Edinburgh Award Scheme/Arts Award;
- x Adult education aimed at engaging parents/carers who traditionally find school environment's challenging – offer a range of activities and social events to encourage parents/carers to enter a school environment. Build relationships and trust in the community and get to know families; and
- x Holiday Play Schemes should be available throughout the year.

Working with families

Building and sustaining effective relationships with families from their first contact with the school brings benefits for the school, families, and most importantly for each child. It creates a framework of trust and engagement which maximises the understanding of and support for each child.

This engagement with families will include:

- x Induction by 'parent ambassadors' in the family's home language;
- x Building firm foundations through induction procedures and with high quality family based workers and counsellors;
- x A programme of meetings with key families to sustain a close partnership with the school;
- x Family Learning Classes available to all parents to support the child through schools, with targeted workshops according to specific needs;
- x Linking to The Jubilee Academy (the alternative provision free school being established by the high schools that opened in 2013) to access their professionals for particular children and their families;
- x Engaging effectively in existing Harrow partnerships in the area of SEN;
- x Full regard to the SEN Code of Practice, including qualified staff within school and effective CPD for all staff to promote narrowing the gap and ensuring that all pupils achieve their best; and
- x Effective mapping of the range of specialist and support services to enable a tailoring of support for individual children and their families.

Section D2

Effective assessment provides information to improve teaching and learning. Harrow View Primary School will give all children regular consistent effective feedback on their learning so that they understand what it is that they need to do better. This then allows teachers to base lesson plans on a detailed knowledge of each pupil. The school will share information about their child's progress with parents regularly so teachers, children and parents are all working together to raise standards.

The sponsoring schools are already working together to determine the most effective approach to assessment in light of the ending of the current national Levels. There is a strong desire for local consistency that enables school to school support and a commonality in engaging with parents in the community. Harrow View will fit into these local arrangements, which will be in line with the curriculum offered in local schools and with national guidance.

Aims and objectives

The aims and objectives of assessment in Harrow View will be:

- x to allow each child to have the best opportunity to demonstrate what they know, understand and can do in their work;
- x to help each child understand what they need to do next to improve their work, to help them to become independent learners;
- x to provide information which teachers can use in deciding how each child's learning should be taken forward and to give each child clear and understandable targets and feedback about their achievements;
- x to tackle inequalities, discrimination and ensure equality of opportunity through provision mapping, interventions and support targeted so that all pupils make expected progress and are in line with, or exceeding national expectations;
- x to provide regular information for parents that enables them to support their child's learning;
- x to have effective links between the school, the child's home and the community which promote aspiration and high expectations;
- x to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school;

- x to enable teachers to be aware of, and guard against preconceived and stereotyped ideas about performance based on gender, culture, ethnic, linguistic and social backgrounds; and
- x to enable systematic assessments to help teachers to evaluate their own work and be aware of Professional Development needs.

The purpose of assessment

Pupils need to know:

- x what their learning objective is;
- x how much progress they have made;
- x how to apply their skills, knowledge and understanding; and
- x how to respond to constructive feedback provided by teachers.

Staff need to know

- x the learning objective and whether each child has achieved this;
- x where each pupil is starting from;
- x whether each pupil is making progress;
- x whether each pupil is making sufficient progress against national expectations;
- x which individuals need more help and in which areas; and
- x which pupils need extension work.

Parents / carers need to know:

- x if their child is making good progress;
- x if are there any areas where there child is not making expected progress;
- x how their child is doing compared with others of the same age;
- x what they can do to help; and
- x what the attainment is, in terms of National Curriculum levels, at the end of the academic year.

Governors need to know:

- x whether all the children are receiving their curriculum entitlement;
- x the impact of the school improvement plan;
- x how the school is progressing towards its targets;

- x the attainment of whole cohorts and particular groups of pupils (shown through teacher assessments, any future measure of 'levels', and national tests, and compared to the school's baseline);
- x how the school is doing in comparison with national standards; and
- x if aspects of the school's provision need to be developed.

The LA / Government need to know:

- x the impact of the school improvement plan;
- x the attainment, in terms of National Curriculum levels, in teacher assessment and tests at the end of Key Stage 2 and from the school's own baseline; and
- x how the school is doing in comparison with other schools.

Planning for assessment

Harrow View will use the curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. Key objectives have been identified for each subject (linked to skills) and in each year group so there is continuity in planning and assessment. The learning objectives in Reception are in line with the Foundation Stage Learning Goals.

Harrow View will use the Primary Strategy for English and maths, the national curriculum schemes of work produced by QCA and EMAS assessment descriptors to support our teaching, and will incorporate the Renewed Framework for literacy and numeracy into our plans. Harrow View will use APP (Assessing Pupil Progress) to identify each child's level of attainment in the basic skills and set targets and 'I can' statements will be used by both staff and pupils to demonstrate competence.

Lessons at Harrow View will be planned with clear learning objectives (WALT – We Are Learning To). These objectives will be based upon the teacher's detailed knowledge of each child, with tasks set that are appropriate to each child's level of ability. Teachers' will be clear about the expected outcomes (success criteria- WILF What I am Looking For) for each lesson. Information about the success of children in achieving the objectives will be captured and used to inform subsequent planning.

Target setting

Harrow View will set targets in Mathematics and English for all children at the beginning of each academic year. The progress of each child will be reviewed at least half-termly and if targets have been achieved new targets are set. All teachers will be aware of the attainment level that is expected at the end of each academic year (potentially using a local system of levels following the end of national levels from September 2014).

We also set target for SEN pupils that may be curriculum, social, communication or behaviour related. These are reviewed and shared with parents termly by the class teacher.

Key targets will cover:

	Academic	Behaviour	Attendance and Punctuality	Parent/Carer Engagement
Individual Pupils	<ul style="list-style-type: none"> · Attainment and progress in core subjects · Attitude to learning and effort in classwork and homework 	<ul style="list-style-type: none"> · Behaviour improvement based on behaviour incidents 	<ul style="list-style-type: none"> · Minimum expected levels in attendance (98%) and punctuality (98%) · Attendance and punctuality improvement targets as appropriate 	
Year Groups	<ul style="list-style-type: none"> · Attainment and progress for year group · % of pupils achieving expected and above expected levels of progress in core subjects · Attainment and progress for focus groups e.g. G&T, identified underachieving groups, SEND · Attitude to learning and effort in classwork and homework 	<ul style="list-style-type: none"> · Behaviour improvement based on behaviour incidents (with particular focus on bullying and EO) and exclusions · Behaviour improvement for focus groups e.g. identified underachieving groups, SEND 	<ul style="list-style-type: none"> · Attendance and punctuality · Attendance and punctuality for focus groups e.g. identified underachieving groups, SEND · % persistent absentees 	<ul style="list-style-type: none"> · % attendance at Parent Consultation Evenings · % response to Parent/Carer Survey · No. of parents attending Parents Forum

Whole School	<ul style="list-style-type: none"> · Attainment and progress measures such as the percentage of pupils achieving expected and above expected levels of progress in English, Maths and Science 	<ul style="list-style-type: none"> · Behaviour improvement based on behaviour incidents (with particular focus on bullying and EO) and exclusions · Behaviour improvement for focus groups e.g. identified underachieving groups, SEND 	<ul style="list-style-type: none"> · Attitude to learning · Attendance and punctuality · Attendance and punctuality for focus groups e.g. identified underachieving groups, SEND · % persistent absentees 	<ul style="list-style-type: none"> · % attendance at Parent Consultation Evenings · % response to Parent/Carer Survey · No. of parents attending Parents Forum
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Underpinning the whole school targets will be sub-targets for individual groups, e.g. those eligible for pupil premium, any underachieving groups, SEND, and the potentially vulnerable.

Recording

Harrow View recognises various methods of assessing a child's learning. The type of assessment that is made will vary from subject to subject. Assessments in English reading and writing and maths will be assessed using APP (Assessing Pupil Progress).

For assessment that feeds directly into planning only evidence that records something previously unknown or that was unexpected about a child's achievement will be recorded – information will only be recorded when there is a clear purpose for doing so.

Lessons will be planned with clear learning objectives, with records kept of pupils who exceed the learning intention or who require further support to achieve it. Evaluation of this information, and the needs and strengths of children that it reveals, will inform future planning to ensure appropriate support and challenge was applicable.

There will be an emphasis on monitoring progress in the basic skills English & Maths using APP, so assessment data are continually updated throughout the year, the Science and Foundation subjects are completed after the appropriate units of work has been completed. These in turn reflect the demands of the National Curriculum. Teachers will record the progress of each child against these broad objectives. This will enable them to make a judgement about the level of attainment achieved and the next steps required. This allows us to monitor the progress of each child. Each teacher passes these records along with any additional information on to the next teacher at the end of each academic year.

Reporting to parents

Parents will be able to engage with their child's progress through online, written, and face-to-face processes. The school will encourage parents to keep in touch with teachers through short discussions at drop-off and pick-up time as well, and will encourage parents to contact the school if they have concerns about any aspect of their child's work.

There will be termly meetings with the parents of each child by their class teacher. At the first meeting of the school year the targets identified for their child will be reviewed. At the spring term meeting the child's progress will be evaluated. At the summer term meeting their child's written report will be reviewed and the targets proposed for the following year will be discussed.

The written report will clearly show the Key Learning Objectives their child has or has not achieved during the year. Individual comments will be provided for all subjects of the National Curriculum and on religious education as appropriate. There will be space provided for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the end of KS 1 and KS 2 statutory assessments.

Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

Feedback to pupils

Feedback to pupils is very important, as it tells them now how well they have done and what they need to do next in order to improve their work. Harrow View will have an agreed code for marking, as this ensures that all staff mark in the same way.

The priority is to provide verbal feedback on a child's work whenever possible, and as swiftly as possible (which usually means during the lesson where the work has been undertaken, or potentially at the beginning of the next lesson). When lesson time does not allow for verbal feedback, written comments will be provided on the children's work during marking. Written feedback is provided on work of children of all ages, and comments may be aimed at children or parents.

When written feedback is given to a child, this is related to the learning objective for the lesson and by doing so it is clear whether the objective has been met.

Children are encouraged to make comments about their own work and the work of fellow pupils (Learning logs, self-assessment and smiley faces). For some pieces of work older children will be the first markers to develop their assessment abilities.

When appropriate time will be provided at the beginning of a lesson for the children to absorb any comments written on their work; this will help to ensure that the marking really has an impact on the children's work.

Consistency

All subject leaders have direct input into the required Learning Objectives for each year group to ensure continuity and consistency of teacher expectations and assessments. These judgements are made in consultation with national Curriculum and QCA documents.

Section D3

Recruiting and retaining high quality staff is a pre-requisite for excellent student progress and attainment. The success of the high schools proposing Harrow View has been founded upon successfully recruiting, motivating, supporting, developing, and managing staff, including in so-called minority subjects and those where recruitment may be more challenging nationally.

The philosophy underpinning the staffing at Harrow View is to make the school an attractive place to work, so ensuring that high quality candidates are attracted and high quality staff are retained. We will do this by:

- x Recruiting an outstanding Headteacher who builds a positive ethos of expectation, support, and success; and
- x Growing and developing staff as the school grows.

Recruiting an outstanding Headteacher

This post is of paramount importance to the school. Learning from experience in establishing The Jubilee Academy, it is intended to have this person in post for at least a year before opening, and potentially seek early / part-time release for some of the summer term prior to that. This reflects the volume of work to be undertaken, including in relation to the new build, and the desirability of the Headteacher establishing a public presence as part of the admissions process for the first Reception cohort before applications are submitted in January 2016.

The sponsoring schools believe that the post should be nationally advertised and do not have a proposed Headteacher Designate in mind. The timetable for this is to advertise in January 2015 and to appoint in February 2015. This allows scope for a second advertisement cycle, or a process using recruitment consultants if desired, later in the spring to still enable a September 2015 start. Prior to the advert being placed the schools will build the awareness of the new school through their various networks of contacts. The Harrow View proposal is already known within Harrow primary schools, and schools are confident that an outstanding appointment would be made.

The skills required for an inaugural Headteacher Designate that is going to establish a school and manage its growth are not the same as those required to run a well-established school. Through their experience of The Jubilee Academy, the sponsoring schools recognise the need for the Headteacher Designate to be supported effectively by the sponsoring schools and external expertise to ensure that the Headteacher

focuses on student and staff recruitment and the educational experience students will receive, while being able to manage the range of processes that they will need to oversee (capital project, policy creation, system and procedures established, branding and uniforms etc.).

Section F4 explains in more detail the proposed Headteacher Designate role and recruitment.

Growing teaching and learning staff

The staffing model included in the financial appraisal sees an increase from opening to full capacity of from two to six leadership staff, from two to 27 FTE teachers (once full at 3FE, with KS2 specialists and with all ASD Centre teachers), and up to 35 support staff. Within this evolution, new roles will be created while others evolve in either scope or scale. To embed the ethos of the school, all appointments will be made with a view as to how those individuals might develop so that they can access new roles within Harrow View or other Harrow primary schools as their career progresses.

The sponsoring schools commitment to 'growing our own' would include:

- x Recruiting graduates including those specializing in English, mathematics and science, to act as Teaching Assistants on fixed term contracts with an expectation that they then secure School Direct placements (at Harrow View or other local schools);
- x Linking all TLR holders with leading colleagues via the Harrow Collegiate and Harrow Primary Teaching School alliances to provide mentoring and a professional network as the school grows; and
- x Involvement in the HSIP and Harrow Collegiate and Harrow Primary Teaching School Alliances CPD programmes to support the career progression of individuals, including maximising their opportunities to apply effectively for new roles at Harrow View as it grows.

Staffing structure: staffing before opening

The experience of establishing The Jubilee Academy demonstrated the importance of early appointments of the Headteacher Designate and the Business Manager. It is intended to appoint the Headteacher from September 2015 (potentially with some release time during summer 2015 to input into the capital project), their PA from autumn 2015, and the Business Manager from January 2016.

This investment in the core staff provides them with the time and professional space to manage the key processes leading up to opening:

- x Student recruitment – being the public face of Harrow View and visiting local pre-schools and community groups during the autumn term 2015 before the Reception application deadline in January 2016, and then engaging with local families and the future Nursery and Reception students during the year;
- x Staff recruitment – the Headteacher and Business Manager will need to lead the processes to recruit the teaching and support staff required for the first year of operation. The sponsoring schools will – as they did for The Jubilee Academy – also provide staff to form part of assessment and interview processes (such as subject or Key Stage expertise) and facilitate these processes occurring in their schools if the Headteacher Designate wants to see candidates teach a lesson or otherwise engage with students;
- x Preparing the curriculum – the Headteacher will set out the curriculum plan and staffing structure, and as staff are recruited will work with those staff to develop the detailed schemes of work;
- x Preparing the site and facilities, including ICT – the Headteacher and Business Manager will be heavily involved in the capital project, and in managing the ICT solution. The sponsoring schools have experience of these processes from The Jubilee Academy which will help Harrow View and provide some lessons learned; The Jubilee Academy has adopted a cloud-based ICT solution and the sponsoring schools are evaluating this to ascertain whether it should be adopted more widely within the collegiate; and
- x Preparing the policies and procedures – while the sponsoring schools have all got their own policies that Harrow View can reference, the school will want to adapt these to suit their own situation and expected student profile. The sponsoring schools expect Harrow View to adopt the same staffing policies as they have. The sponsoring schools also expect Harrow View to adopt the same finance and MIS software as they use (Corero and SIMS).

Teaching and learning staffing structure: approach to school growth

The staffing structure for the period from opening until the school is full has been developed to enable the school to function effectively in terms of educational delivery, efficiently in terms of staffing utilisation and cost, and flexibly in terms of being able to respond to pupil numbers or opportunities for collaboration with other local schools.

The staffing structure has been based upon the following factors:

- x The Headteacher, Assistant Headteacher (Early Years phase leader and SENCo initially), would initially have a teaching requirement linked to PPA cover and that this would reduce as the school grows;
- x The leadership team then grows as the school grows – additional Assistant Headteacher for KS1 from Year 3, and a Deputy Headteacher (who would lead KS2) from Year 4, Inclusion Leader from Year 5 (who would be the SENCo from that point onwards), and third Assistant Headteacher from Year 6;
- x TLRs would be established for each of the core subjects (literacy, numeracy, science) from when children join KS1 (i.e. the second year of the school) and reviewed as the oldest cohort reaches KS2; and
- x A teaching structure of:
 - o Nursery – 2 teachers and 2 teaching assistants for the nursery
 - o Reception – Y2: 1 teacher and 1 teaching assistant per class
 - o Y3 – Y6: 3 teachers and 2 teaching assistants per year group plus specialist teachers in Music, PE, and MFL once the school is operating at 3FE; prior to that there would be one fewer core teacher per cohort and specialist teachers added during first two years of KS2 pupils.

The Senior Leadership Team will consist of the Headteacher, Deputy Headteacher, Assistant Headteachers, Inclusion Leader, and the Business Manager.

Teaching Assistants will be either graduates or have a NVQ Level 3 in early child development as a minimum. They will work with the class teachers for the year group where they are based, and link with the Inclusion Leader / SENCo to ensure that support to pupils is targeted and effective. It is expected that many TAs will be graduates, many of whom will seek to progress into teaching qualifications. This approach is used very successfully in local schools where it has increased the quality of support for students and brought new approaches from staff who have skills in research and the ability and desire to try new approaches to secure high levels of student progress.

School management and administrative staff

The Business Manager will be appointed and in post two terms before the school opens. This is essential to ensure an effective implementation of the required policies, systems, and procedures before the school opens.

The Business Manager will be a member of the Senior Leadership Team of the school. They will be responsible for the organisation and delivery of data, finance, HR, estates, and school administration. It is expected that the Business Manager will have proven managerial experience in commerce, industry or education including responsibility for budgets, personnel, project management, ICT systems or/and premises management. The individual appointed will need to be a self-starter with a positive and can-do attitude, a willingness to learn the areas of the role that they are unfamiliar with at the beginning, an ability to recruit and lead staff effectively, excellent communication skills, and an ability to think strategically while having a strong attention to detail.

The Business Manager will be able to draw on the expertise and knowledge of the Business Managers across local schools, including primary-phase academies and those at The Jubilee

Academy who have gone through a similar 'new school' process. The sponsoring high schools also collectively employ an accountant who is shared between the schools to provide specialist financial support; this individual has developed the financial models for Harrow View, and previously provided the financial modelling for The Jubilee Academy and acted as its interim finance manager prior to the appointment of the Business Manager.

The staffing model included in the financial appraisal sees an increase in business support staff. As the school grows it is expected that some new roles will be created while others evolve in either scope or scale. As with teaching staff, it is expected that all appointments are made with a view as to how those individuals might want to develop so that they can access new roles within Harrow View or other Harrow schools as their career progresses.

The following table shows how the staffing structure is proposed to develop during the first five years.

Role	Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE
Business Manager	1	1	1	1	1
Headteacher PA / Office Manager	0.9	0.9	0.9	0.9	0.9
Finance Assistant	0.4	0.4	0.9	0.9	0.9
Data Officer			0.9	0.9	0.9
Office / Reception	0.9	0.9	0.9	0.9	0.9
School nurse / welfare	0.8	0.8	0.8	0.8	0.8
Site Supervisor	1	1	1	1	1
Site Assistant			1	1	1

Financial information about these roles is contained within the financial appraisal.

Implications if Harrow View joins a multi-academy trust

This application has been submitted as a single school academy trust (via The Harrow Primary School Academy Trust). This enables the sponsors to demonstrate the educational and financial viability of the school. The sponsoring schools have also submitted an application to establish a new high school (Pinner High School), which has also been submitted as a single school academy trust. While recognising that Harrow View Primary School would be viable as a single school academy trust, once the outcome of the applications are known, the Governors will explore whether Harrow View should either be established within the same trust as Pinner High (if both applications are successful) or whether Harrow View should be established within an existing local multi-academy trust (The Bentley Wood Trust) that includes primary provision already. The sponsoring schools recognise the potential benefits of either of these approaches for educational reasons such as the potential for joint appointments and the improving of transition to high school, and also to secure financial efficiencies.

If Harrow View was to be established within a multi-academy trust, the sponsors' expectations are:

- x That the school leadership structure would remain the same – i.e. there would be a Headteacher rather than a Head of School;
- x The Headteacher and Local Governing Body of Harrow View would determine the teaching staffing establishment and structure for the school, working in partnership with other schools in the Trust to determine whether and what joint appointments there should be; and
- x The support staff structure of the trust would reflect the need for strategic leadership and consistency of approach to finance, HR, premises, H&S, and ICT across the schools within the trust, while ensuring that day-to-day operations were controlled at each school.

This is the approach taken within The Bentley Wood Trust, where there is a philosophy of school led collaboration. This would be expected to result in the total staff costs for Harrow View Primary reducing, so improving the financial position outlined in Section G and the Excel spreadsheet.

Section D4

Not applicable

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	0		0	0	60	3		5%
Year 1	0		0	0	0	0		0
Year 2	0		0	0	0	0		0
Year 3	0		0	0	0	0		0
Year 4	0		0	0	0	0		0
Year 5	0		0	0	0	0		0
Year 6	0		0	0	0	0		0
Year 7	0		0	0	0	0		0
Year 8	0		0	0	0	0		0
Year 9	0		0	0	0	0		0
Year 10	0		0	0	0	0		0
Year 11	0		0	0	0	0		0
Year 12	0		0	0	0	0		0
Year 13	0		0	0	0	0		0
Totals	0		0	0	60	3		5%

Section E: Evidence of need – part 2

Section E1 – Evidence of need for Harrow View Primary School

The basic need for school places in Harrow

Harrow Council, in common with other London boroughs, has seen significant increases in demand for Reception places in recent years. In its November 2013 report to Cabinet the Council noted that:

- x Births had increased from 2,602 in 2001/02 to 3,516 in 2011/12, with GLA trend projections suggesting that the numbers of births will peak at 3,632 in 2014/15 (so reach reception in 2019/20) and then only gradually decline;
- x Reception cohorts at the beginning of the school year have been consistently around 90% of births in the corresponding year;
- x The number of in-year admissions, including over 500 through the Fair Access Protocol in 2012/13, means that Reception cohorts are now significantly larger by May compared to the previous October, suggesting that the conversion rate between Birth and Reception is increasing by several percentage points, leading to GLA forecasts understating demand; and
- x Inflow and outflow of primary phase pupils have remained relatively constant, with Harrow fractionally a net importer.

In addition to the birth driven increase, the Council has considered the impacts of household size (which is increasing faster than inner and outer London averages), and ethnicity, where it noted that nearly 70% of births in 2012 were to mothers who were not born in the UK and from groups where family size is generally larger than for UK born parents. The 2011 Census showed that the population of Harrow is the largest that it has been based on records going back to 1901, and that the 0-4 age group increased by nearly a third between the 2001 and 2011 census. The diversity of Harrow's population was reflected in borough residents having been born in over 200 counties and the percentage of residents born in the UK was the 6th lowest nationally.

Harrow Council has been providing additional Reception places since 2009. Two phases of permanent expansions have added 240 Reception places (8FE) by September 2013 and a further 360 Reception places (12FE) by September 2015. These places have been added across the borough, with expansions in all five of the geographic planning areas and in the voluntary aided sector (which Harrow treats as a separate planning area).

In spite of the extensive expansions, and the increase in size of a faith academy and the location within the borough of the Avanti House free school (whose permanent location is not yet confirmed), the Council's projections suggest that for the borough overall:

- x Once the phase 2 expansions are complete there will be 3,150 permanent Reception places available within the borough; and
- x Projected demand exceeds this permanent supply each year from 2014/15 to 2021/22, by between 80 places (2014/15) and almost 300 (2017/18 to 2021/22), with the highest projected demand being 3,437 in 2018/19 and 3,436 in 2019/20.

This indicates that a combination of phase 3 permanent expansions of provision and additional bulge classes will be required to meet demand.

The November 2013 report also stated that demand for Key Stage 1 cohorts, as well as Reception, is increasing and that it is likely that additional KS1 provision will be required to open. Harrow View Primary School is proposing to open with Nursery and Reception children in 2016, but has indicated to the Council that it would be willing (subject to accommodation) to provide Year 1 provision as well if there is local demand for this.

The local demand for places and the Harrow View development

Harrow View Primary School would be situated within the 'Central Planning Area' in Harrow Council's place planning methodology. Harrow View would be one of 7 primary phase provisions (where infant/junior pairs are counted as a single provision).

The following table shows that the number of Reception pupils in the Central planning area has significantly increased in recent years, and the projections suggest that this increase will continue.

School year	January number on roll	Projected Reception cohort	Reception places available	Shortfall of places
2005/06	374		412	
2006/07	388		412	
2007/08	407		412	
2008/09	403		412	
2009/10	436		450 (Note 1)	
2010/11	440		450	
2011/12	474		480 (Note 2)	

2012/13	507		510 (Note 3)	
2013/14		588	540 (Note 4)	48
2014/15		594	540 (Note 5)	54
2015/16		606	570 (Note 6)	36
2016/17		621	570	51
2017/18		639	570	69
2018/19		649	570	79
2019/20		651	570	81
2020/21		654	570	84
2021/22		656	570	86

- x Note 1: Increase in places due to the temporary bulge classes
- x Note 2: Increase in places due to the temporary expansion of Norbury and Pinner Park
- x Note 3: Increase in places due to the temporary expansion of Marlborough, Pinner Park, and Avanti House
- x Note 4: Increase in places due to the permanent expansion of Marlborough and Pinner Park and temporary provision of 2FE of places at Avanti House
- x Note 5: Increase in places due to the permanent expansion of Belmont and Norbury (and loss of Avanti House temporary places)
- x Note 6: Increase in places due to the permanent expansion of Whitefriars

The Harrow View development will include approximately 1,000 new residential units as well as extensive employment and community facilities (including Harrow View Primary School). The overall development received outline planning permission in December 2012, with a further planning application submitted in March 2014 to move the location of the school (swapping it with leisure and community facilities) in order to achieve earlier completion of the school (this planning application is due to be considered at the first Planning Committee meeting after the May 2014 elections).

The Council required a section 106 to provide land for a 3FE primary school as part of the planning process. This size of school was calculated based on the anticipated pupil yield from the new residential units as well as providing some general capacity to support the increased demand for places within the locality.

Schools in the local area

The following table shows the schools in Harrow Council's Central planning area and their most recent Ofsted inspection judgement, while the second and third tables

highlight performance and progress data for the schools from the Ofsted School Data Dashboard.

School	Published Admission Number	Ofsted inspection date	Ofsted inspection judgement
Belmont	90 from Sept 2014	23/05/12	Outstanding
Elmgrove	90	06/12/12	Good
Marlborough	90	20/10/10	Outstanding
Norbury	90 from Sept 2014	Oct 2012	Good
Pinner Park	120	10/01/13	Good
Whitefriars	90 from Sept 2015	03/10/12	Good

	2013 – percentage achieving L4 or above			
	English G, P, & S	Reading	Writing	Maths
Belmont	72	84	74	88
Elmgrove	69	79	82	75
Marlborough	80	92	92	92
Norbury	72	75	82	86
Pinner Park	90	97	99	98
Whitefriars	75	81	83	90

	2013 – percentage making expected progress		
	Reading	Writing	Maths
Belmont	90	92	94
Elmgrove	86	89	82
Marlborough	93	96	96
Norbury	82	91	87
Pinner Park	91	100	98
Whitefriars	90	98	98

The schools in the local area are able to demonstrate very good levels of progress and overall attainment at the end of Key Stage 2. All are judged by Ofsted as being good or outstanding and they maintain high standards from year to year. The expectation of Harrow View Primary School is that it will add to and continue the high standards of primary education being ably demonstrated by other schools in the locality.

Support for Harrow View Primary School

Harrow View Primary School is being established primarily because of the projected demand from the new residential units. These units are not yet constructed and accordingly the core community for the school is not yet in existence. Moreover, the

schools were aware from autumn 2013 that the developer was proposing to submit a planning application in order to move the location of the school within the overall development in order to facilitate its earlier completion (this application will be considered at the first Planning Committee after the May 2014 elections) – given the small catchment areas for many local primary schools this relocation can affect which existing roads surrounding the development are likely to be successful in gaining places.

Accordingly, the engagement had three elements:

- x To understand issues raised by local residents about whether the development should include a primary school in the previous consultation undertaken by the developer;
- x With the developer and the Council to ensure that the proposals for Harrow View Primary School reflected these organisations strategic aspirations for a local, high quality primary school, including reflecting feedback from previous consultations and the current planning application to relocate the school site within the overall development; and
- x With local organisations and residents

This approach has ensured that this application builds on the cumulative feedback given to the developer and Council and has resulted in the support of the developer and Council for this proposal. Their letters of support are attached.

To engage with local organisations and residents, a leaflet explaining the proposed school was issued to:

- x Local Councillors;
- x All pre-school providers within approximately a mile of [REDACTED], using address and contact details provided by the Early Years team at Harrow Council;
- x Local libraries for display;
- x Local health and GP centres for display; and
- x Via local primary schools to parents to raise awareness of the new school (although in recognition that these parents were unlikely to provide evidence of demand for a new school since their children were already in school and any younger children would be expected to join the school of their elder sibling due to admissions priority granted to siblings).

A website was established which enabled people to learn more about the proposal and to show their support for it.

The engagement process ran from late February to the end of April. Email reminders to local schools and pre-school providers were issued during the process.

The leaflet is attached.

14 responses were received, of which 12 said that they would consider Harrow View while two said that they would need further information. Of the 12 who would consider Harrow View, 10 said that they would preference it first, while two said that they would need further information. Three of those who said that they would put Harrow View as first preference had children due to start in September 2016 and four had children due to start in September 2017. The map in the appendices shows the location of the responses (this was plotted as postcode level; for some postcodes there were several responses and which are shown as just one black square).

While the response rate is low it is important to recognise that:

- x The residential units that would be expected to form much of the natural community of the school are not yet built;
- x The site of the school could not be confirmed during the engagement process due to the proposed relocation of the school within the development; and
- x Consultations regarding expansion of existing schools in the locality have also received generally low response rates, with only 53 responses to a consultation in autumn 2013 about whether to expand Belmont from two to three classes a year (60 to 90 places a year) – which includes all those responses from parents of existing pupils.

Section E2 – evidence of engagement with the community

Prior to the designation of land for a primary school within the Harrow View development, [REDACTED] undertook extensive consultation and engagement. Several rounds of public consultation ran alongside masterplan meetings with LB Harrow officers and presentations to members.

During that period both residents and officers requested that [REDACTED] included a primary school on the site.

During the first phases on consultation in 2011, 109 public respondents (76%) stated that additional community facilities were required on the site, with many specifically identifying the need for school places. Following the Phase 1 consultation, [REDACTED] hosted a series of workshops to identify a specific mix of uses. Again, a school was a high priority for the local community. Further rounds of public consultation were held in the summer of 2011 and as part of the application process in 2012. The need for a new school was again a prominent issue.

Alongside the public consultation, [REDACTED] also held a series of meetings with LB Harrow's education officers. From the first meeting they requested significant on-site provision to help meet the anticipated shortfall in places across the Borough as well as the need generated from the Harrow View site itself. As a result, the proposed school site is large enough to accommodate a 3FE school, which is sufficient to meet the projected needs of the development and to provide a contribution to the local demand for pupil places.

This proposal is being advanced by local schools, where the Headteachers have daily interactions with local parents and residents. The educational vision outlined in this application reflects that local knowledge and experience to establish a curriculum and ethos that we know has the support of the parents who already choose local schools. These educational models have been developed in conjunction with parents and staff over time.

As local schools, the proposers are aware of the pupil place pressures in the local area, and have been working with Harrow Council on the primary and secondary phase implications of the demographic growth for several years. This has included consideration of how the s106 land identified as part of the Harrow View development would most effectively meet local need.

The schools have been engaging with [REDACTED] for the Harrow View development, since summer 2013 with a view to submitting this application with

their support. Outcomes from previous [REDACTED] consultations has fed into the development of the ethos and vision for the school.

The Council and [REDACTED] both share the vision of the schools for Harrow View Primary School to be a high quality, inclusive school for the whole of the local community.

As part of developing this application, information was shared with the following groups in order to develop the proposal

- x Local Councillors;
- x All pre-school providers within approximately a mile of the [REDACTED]; and
- x Local primary school headteachers through the local cluster and borough-wide Headteacher forums

Comments received during the application process have informed the proposal in the following ways:

- x Enhanced focus upon progress in English and Maths; and
- x Inclusion of the 'new arrivals' process to reflect the needs of local schools to pool expertise to ensure that new arrivals receive the support that they require in order to enable children to successfully engage with the curriculum and socialise effectively as quickly as possible

F1 (a) Pre-opening skills and experience

The proposal for Harrow View Primary School originated from local schools. The high schools are the sponsors (members of the academy trust for Harrow View) as a result of their academy status, and the high school headteachers have experience of the process of establishing a new school (The Jubilee Academy). The project group below includes high school representatives who will be particularly involved in the pre-opening phase, but other headteachers / colleagues may become involved for specific elements if they have relevant skills. The core project group also includes local primary phase colleagues, who link back to the Primary Headteacher Group that includes all primary schools within the borough – once the application is approved more primary headteachers will become involved in the detailed planning, design work, and recruitment to provide support to the Headteacher Designate. All the headteachers, both individually and through their colleagues within their schools, bring capacity to support with the range of tasks required in pre-opening – from reviewing proposed policies, to sharing and supporting the development of schemes of work, to developing the ICT solution, to providing subject and functional experts for recruitment and appointment processes.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	Harrow	Governor – Chair of Governors; SLT recruitment	██████████	5
██████████	Y	London	Governor – HT recruitment, curriculum and assessment	██████████	3
██████████	Y	London	Core Group – curriculum and assessment	██████████	3
██████████	Y	Harrow	Governor – KS2 specialist provision, transition to high	██████████	3

			school		
██████████	Y	Harrow	Governor – community use, arts, partnerships with local organisations, supplementary schooling	██████████	3
██████████	Y	London	Governor – inclusion and pupil support	██████████	3
██████████	Y	Barnet	Interim Business Manager until post is recruited	██████████	0.25 days
██████████	No	Kingston	Project Manager	██████████	1 day
██████████	Y	Herts		██████████	As required
██████████	Y	Ealing		██████████	As required
██████████	Y	Ealing		██████████	As required
██████████	Y	Twickenham		██████████	As required
██████████	Y	Harrow		██████████	As required

F1 (b) Skills gap in pre-opening

The table outlines areas of expertise where the Core Group will seek additional input that may be not able to be sourced from within the staff at local schools.

Skills/experience missing	How you plan to fill the gap
Establishing a new primary school and growing it from Nursery and Reception year groups only	Through The Jubilee Academy the sponsoring schools and colleagues have experience of planning and launching a school. Recognising the differences between mainstream and alternative provision, Headteachers have already made links with colleagues they have worked with who are in or have worked at new schools to learn from their experiences, and this will continue and be extended to Governors meeting their Governor equivalents at other schools who are further through the process than Harrow View. This will include refining HT Designate role and the necessary support, as well as then testing staffing, curriculum, and finance proposals.
Growing a school within a new community that is also being built	The sponsoring schools have established a positive working relationship with ██████████ and their agents. All parties recognise the need to work together to ensure that there are school places available as families move to newly completed housing, and to ensure that a successful school becomes a feature of the development. The application reflects the importance attached to community use of the school facilities so that it becomes a central hub and quickly establishes a positive community presence. The gradual build up of the parent governors is designed to enable new families to become directly involved in the governance of the school, and the Reference Groups will provide an opportunity to involve other local residents before Harrow View opens.
Capital project expertise	Include within the brief for a Reference Group and seek local residents / prospective

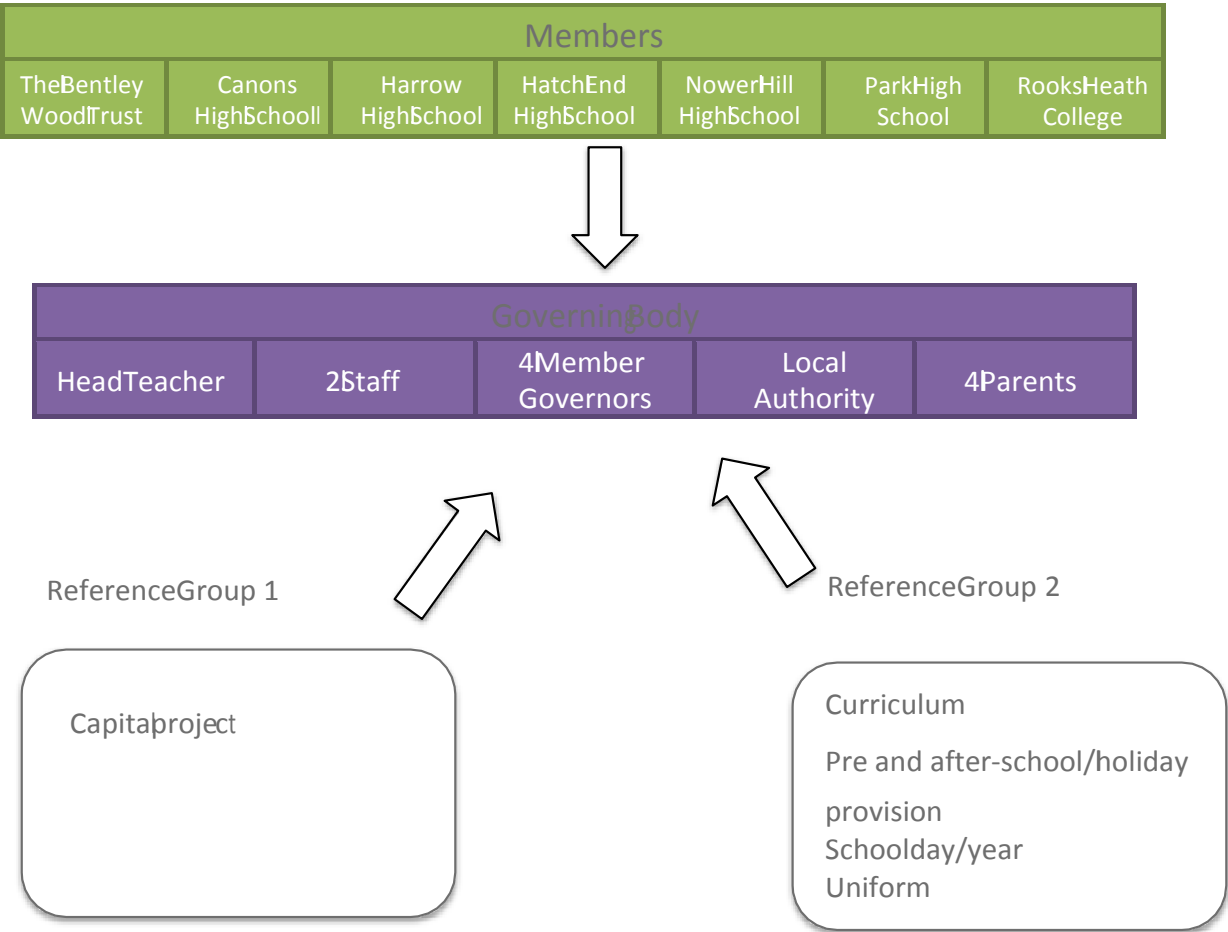
Skills/experience missing	How you plan to fill the gap
	<p>parents to support the Governor lead identified above. The sponsoring schools have experience of being the client on capital projects (including sixth form buildings, Year 7 accommodation, and a whole school BSF pathfinder rebuild), and have experience of the EFA's processes for free school capital projects through The Jubilee Academy.</p>
Marketing and PR	<p>Headteachers are experienced in marketing their schools, but recognise that establishing a new school offers a different set of challenges, especially when a significant part of the community for the school does not yet exist. The Reference Groups will provide fora for benefiting from the skills of the local community, and will aim to include representatives with professional background in marketing and PR. The schools have existing relationships with graphic designers and web-site developers who can undertake the work once it is briefed.</p>

Section F2

The proposed arrangements for Harrow View Primary School reflect:

- x A belief that local schools should be governed locally;
- x A belief that the governing body of a mainstream school should reflect the core stakeholders in the school, and have a majority of governors who are parents or employees; and
- x The experience of the sponsoring schools in establishing The Jubilee Academy and the need to have a tight decision making structure during the pre-opening period, coupled with recognition that those processes that worked successfully for The Jubilee Academy need modifying to reflect the different stakeholder and admissions processes for Harrow View Primary School as well as its physical location within a development that will not be completed for a number of years after the school opens.

The following diagram shows the governance structure.



Legal structure

The sponsoring high schools have established a separate academy trust for Harrow View Primary School (The Harrow Primary School Academy Trust). The academy trusts of the seven sponsoring high schools are themselves the members of The Harrow Primary School Academy Trust that will establish Harrow View Primary School.

This membership model is the same as is used successfully for The Jubilee Academy. Each of the sponsoring academy trusts has delegated authority to their Headteacher to exercise their responsibilities as member.

The Harrow Primary School Academy Trust has been established based on the DfE template Articles of Association. [REDACTED], who provided the legal advice to the high schools during their original conversions and also for the establishment of The Jubilee Academy, managed the finalisation of the Articles of Association and Memorandum, and incorporated the trust on behalf of the members.

Potential to join a Multi-Academy Trust

This application has been submitted as a single school academy trust (via The Harrow Primary School Academy Trust). This enables the sponsors to demonstrate the educational and financial viability of the school. The sponsoring schools have also submitted an application to establish a new high school (Pinner High School), which has also been submitted as a single school academy trust. While recognising that Harrow View Primary School would be viable as a single school academy trust, once the outcome of the applications are known, the Governors will explore whether Harrow View should either be established within the same trust as Pinner High (if both applications are successful) or whether Harrow View should be established within an existing local multi-academy trust (The Bentley Wood Trust) that includes primary provision already. The sponsoring schools recognise the potential benefits of either of these approaches for educational reasons such as the potential for joint appointments and the improving of transition to high school, and also to secure financial efficiencies.

The remainder of section F has been written to demonstrate the viability of The Harrow Primary School Academy Trust as a single academy trust. If Governors decide to instead establish Harrow View either with Pinner High or within The Bentley Wood Trust, the expectation is that references below to the 'Governing Body' would become references to the 'Local Governing Body' but that the proposed composition, roles, and evolution of that group would continue as set out below. The scheme of delegation for

The Bentley Wood Trust, for example, establishes a 'school led' trust, and a similar philosophy would apply to a trust encompassing both Pinner High and Harrow View.

Governance structure for The Harrow Primary School Academy Trust

Article 46 of the Articles of Association sets out that the Governing Body of the academy will consist of:

- x Headteacher (ex-officio);
- x 2 staff governors (1 teaching and 1 support staff);
- x 4 parent governors;
- x 1 LA nominated governor;
- x Up to 4 governors appointed by the members.

The total size is therefore 12, with parents and employees comprising 7 of these 12.

This total size is considered appropriate for a primary school that will have nearly 700 pupils once full.

Evolution of the Governing Body

The initial governors are:

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

The majority of primary schools in Harrow are community status, meaning that staff are employees of the local authority, which restricts the number who can be involved on the Governing Body. Consequently, the input of other outstanding primary headteachers will be via Reference Groups and the Harrow Primary School Executive (which includes all primary school headteachers).

Article 46 sets out the structure of the Governing Body for once the school is open and parent and staff governors can be appointed. Prior to that point it is expected that the Governing Body will evolve via inclusion of local community representatives once the application is successful via nominations from the community for people to become co-opted governors for the period until 2 terms after the opening of Harrow View Primary School. Governors would be sought who have one or more of the following skills sets / experiences:

- x Marketing and public relations;
- x Architecture / surveying / construction / furniture and equipment / interior design;
- x Legal (especially commercial, construction, or public law);
- x Finance, including company accounting and audit;
- x Business starts ups and growth; and
- x Local residents with school age children and / or extensive community knowledge.

It is intended to have a Governing Body of approximately 10 in the period until opening, comprising approximately half from schools and half from other backgrounds.

To support the Governing Body and to build local ownership of the school as part of its soft marketing approach there would be two Reference Groups that would advise the Governing Body. These would be chaired by Governors but provide the opportunity to iterative dialogue with local residents and prospective parents while also harnessing the skills and knowledge of the community. The Reference Groups would be:

- x HVPS site and facilities: This would include the oversight of the capital project process and providing support to the Design User Group as well as community use of the school and site; and
- x Education at HVPS: This would include the marketing and admissions, curriculum, pastoral system, school day and year, and uniform

The Headteacher Designate would join the Governing Body from the time they took up post (and be invited to any meetings between appointment and starting the role).

Once the school opened:

- x 2 staff governors (one teacher and one support staff) would be appointed by nomination and, if necessary, election by the appropriate staff;
- x 2 parent governors would be elected (with a further 2 in year 2); and
- x The initial governors, both those appointed by the members from the sponsoring schools and those co-opted from the community, would step down during spring and summer 2016 (with potential for some of the community co-opted governors to either become member appointed governors or be co-opted by the governing body).

This process ensures a manageable evolution of the Governing Body with Governors having staggered 'end of term' dates and provides opportunity for the first two cohorts to directly elect parent governors.

Roles and responsibilities

The Harrow Primary School Academy Trust will have clearly defined roles and responsibilities. These will be split into two phases (pre-opening and open), and will be articulated through a Scheme of Delegation. The Scheme for once Harrow View Primary is open will be based upon those in operation at the sponsoring high schools, which are themselves based on a common template that complies with DfE and EFA requirements and guidance.

The Scheme for the period pre-opening will itself cover the period until the Headteacher Designate begins in post and will then be refined to reflect the transfer of many responsibilities to that postholder. A separate Scheme is required for the pre-opening period to reflect the range of decisions that need to be made and the absence until the Headteacher Designate is appointed of any staff to delegate decisions to. This Scheme will be modelled upon the one used successfully by the sponsoring high schools during the establishment of The Jubilee Academy, modified to take account of lessons learned through the Jubilee process and to reflect the differences between mainstream and alternative provision schools.

The Scheme for the pre-opening period is due to be approved by the Governors during the summer term 2014 to ensure that it is operational from the point that the DfE approves the application.

Governing Body operations until the end of term 1 as an open school

The Governing Body will meet monthly from the point of DfE approval until the end of the first term when Harrow View Primary School is open. This will be a full Governing Body meeting, focused upon programme management. It would be a short meeting of approximately 60 minutes each time. This process worked very successfully for the establishment of The Jubilee Academy. It has the following benefits:

- x It ensures that all Governors are continuously involved in the project;
- x It ensures that everyone remains aware of the overall programme and deadlines and that any change required is quickly identified and considered; and

- x It ensures that the Governing Body can react quickly to any new situations, and ensure that it is able to engage effectively and quickly with the DfE and EFA in a manner that includes all Governors (so not relying on 'Chairs' action' or delegations too extensively).

The monthly meeting requirement largely negates the need for standing committees, and the Reference Groups would provide the structure for more discursive engagement with broader groups that then feed into the Governing Body. Experience from The Jubilee Academy recognised the potential value of time and task limited project groups relating to:

- x Headteacher and SLT recruitment; and
- x Capital project development.

It is envisaged that the first of these would be a sub-set of the Governing Body, while the latter would be specific Governors who worked with the Reference Group with a degree of delegated authority to progress proposals (with final approval via the full Governing Body).

Conflicts of interest

Harrow View Primary School is being established by other local schools. The members of The Harrow Primary School Academy Trust all want Harrow View Primary to be a high quality school that is popular within its community.

We understand a conflict of interest to be between the interests of Harrow View Primary School and the personal or professional interests of individuals. In light of the proposed governance structure the following table outlines potential conflicts of interest and the proposed way of managing these. It should be noted that the sponsoring academy trusts have experience of working together to resolve conflicts of interest through their sponsorship of The Jubilee Academy.

Potential conflict	Proposed approach / mitigation
Success of Harrow View threatens either numbers or pupil profile at another primary school (which may be represented on the Governing Body)	Members have submitted this application in the knowledge of the proposed size of Harrow View, and are aware that in the early years the full 90 places will not be required for the development and so would create additional capacity within the system. This is the rationale for the staggered increase for the Reception admission number.
Proposed changes to another local school (which may be represented on the Governing Body) threatens either numbers or pupil profile at Harrow View	The member, and any governor of Harrow View who was an employee or governor of the member, would withdraw from any Harrow View discussions / votes on the topic.
Governor has employment / ownership relationship with a firm who may supply Harrow View	The governor would withdraw from any discussions / votes on the topic
Proposal to jointly appoint or share staff between Harrow View and other local school(s)	The member, and any governor of Harrow View who was an employee or governor of the member, would withdraw from any Harrow View discussions / votes on the topic.

All Governors will be required to complete a Register of Interests declaration annually and to inform the Clerk of any changes during the year.

In the course of meetings or activities, governors will disclose any interests in a proposed transaction or decision where there could be a conflict. The other governors will then determine whether the individual should remain part of the discussion or process and / or whether they should be able to vote on the issue in question.

Once the school is established, it would be expected to adopt the same policies as the sponsoring academy trusts. These include policies relating to prevention of bribery, and prevention of fraud.

There is no expectation of significant contracts between any of the members and Harrow View Primary School. The only envisaged financial relationships are:

- x Potential for joint staff appointments and / or part-time secondments of staff between schools; and
- x Joint procurement of external services building on the existing collaboration between the member academy trusts

F3 (a) Proposed governors

All of the Governors listed below are also included on the table in section F1 (a). The Governing Body for Harrow View Primary School has been developed to:

- x Ensure effective representation from local primary and high schools, which brings local knowledge and also community credibility; and
- x Ensure that the schools involved have the collective capacity required to deliver Harrow View Primary School successfully alongside their existing school commitments / priorities and the Pinner High School proposal that has also been submitted

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Harrow	Chair	██████████	██████████	5
██████████	London	Governor	██████████	██████████	3
██████████	Harrow	Governor	██████████	██████████	3
██████████	Harrow	Governor	██████████	██████████	3
██████████	London	Governor	██████████	██████████	3

F3 (b) Skills gap for governing body

The Governing Body will be advised by [REDACTED] and [REDACTED]. The skills gaps for the Governing Body currently are the same as those for the Core Group outlined in F1(b) and the gaps are intended to be filled by the recruitment of co-opted governors from the local community who have the skills outlined in section F2.

Section F4

The Headteacher Designate post is of paramount importance to Harrow View Primary School. Learning from their experience in establishing The Jubilee Academy, it is intended to have this person in post for at least a year before opening (i.e. by September 2015), and potentially seek early / part-time release for some of the summer term prior to that. This reflects the volume of work to be undertaken, the desirability of the Headteacher establishing a public presence as part of the admissions process for the first Nursery and Reception cohorts, and the ability for them to be involved in the capital project as early as possible.

The role

The Headteacher Designate will be the first employee of Harrow View Primary School and will be responsible for managing its successful transition into an operating school and then growth to nearly 700 students and nearly 100 staff; from a budget of under [REDACTED] in pre-opening to one of over [REDACTED] / year. Starting and growing a school is a different role to that which most headteachers undertake.

The sponsoring high schools include a range of very experienced Headteachers who include Ofsted inspectors and National Leaders of Education. The group brings significant capacity to the establishment of Harrow View. There is a philosophy of outstanding continuing professional development within the schools. As a result, the schools look forward to the recruitment of the Headteacher Designate with confidence that they would be able to appoint the best candidate whether this is a more experienced individual who has previous headship experience or whether it was a first time head who shows considerable potential and where the group could collectively provide mentoring and support to support their transition into headship.

The Governing Body recognises that it needs to provide the professional space and opportunity for the Headteacher Designate to establish themselves and manage the tasks required to open the school successfully. Governors also recognise that they have an essential role in supporting that individual (who initially will be the only employee) and to provide the professional and personal support that the Headteacher Designate will need. Many of the initial Governors are themselves headteachers or senior leaders in schools and will recognise and respect the delegated authority that the Headteacher requires; the experience for the local Headteachers of recruiting and supporting the Headteacher Designate for The Jubilee Academy (of which the initial

Governors were the high school headteachers) has provided a model for this locally which will work equally successfully for Harrow View.

Within that philosophy, part

of the Headteacher Designate's role will be to challenge the contents of this application. The sponsoring high schools have sought to submit an application that provides clarity about key elements of the vision, culture, and ethos of Harrow View along with sufficient detail about the education and staffing plans to demonstrate that Harrow View would be viable and has the basis of an outstanding school. But the schools fully expect to recruit a Headteacher Designate who will challenge the information in this application, test it based on their experience, refine it as they learn more about the community and recruit staff, and ultimately recommend changes to the proposals in this application where they believe change would improve the school.

An essential part of the role will be to develop and communicate a vision of excellence for Harrow View that makes prospective staff want to work there and makes prospective parents entrust the school with their children. Engaging with these two key stakeholder groups, building awareness and excitement about Harrow View, will be essential for the successful launch of the school. The Headteacher Designate will lead these processes. They will visit the pre-schools, engage with local groups, run the open days / evenings, engage with the developer about occupation of new phases of housing on the development, draft job descriptions, work out the best recruitment strategies for different posts, and network within local and professional communities. The need to do this effectively, and for the Headteacher Designate to own this work and these relationships, is a significant reason for wanting the role filled at least a year before opening.

Beyond the 'big picture' a Headteacher Designate role requires an outstanding grasp of the details. Harrow View will have few staff in the pre-opening phase, and the Headteacher Designate will need to make an enormous number of decisions that there is no one else to make (compared with the situation for senior leaders in secondary schools that are well established and have full support teams) – from branding, to catering, to ICT strategy and hardware choices, to capital project issues, to the details of the school day, the uniform and so forth. Translating the vision into nitty-gritty decisions across so many areas of work requires attention to detail and a very organised approach. The sponsoring schools will support the Headteacher Designate in this work, both with experience gained from The Jubilee Academy and also through access to staff with the relevant expertise from local schools, and the project manager will work with the Headteacher Designate to plan and manage the range of work required.

Within their role, the Headteacher Designate will need to continually balance perspectives that could be in conflict, such as:

The focus upon short term needs (for instance regarding staff recruitment for the first year of operation) with the requirements of the longer term vision (how staff might develop, probable leadership vacancies in the future as the school grows); and

The need to focus internally upon Harrow View School and it being a self-standing school balanced with the opportunities presented through the local schools to share and learn from best practice, to 'piggy back' onto systems or processes working effectively elsewhere, to jointly recruit or share staff.

The sponsoring schools will be looking to recruit a Headteacher Designate who will succeed at Harrow View within a context of helping the local family of schools collectively improve and further strengthening their collaboration. The Headteacher Designate will not have an isolationist personality.

The skills required

To achieve the role successfully, it is likely that the Headteacher Designate will have the following skills and attributes:

- x Leadership skills, including strong self-awareness;
- x The ability to develop and articulate a vision that inspires others;
- x An ability to identify high quality individuals, recruit them, and help them develop;
- x The ability to strategically plan and develop whilst continuously improving and driving the school forward;
- x Strong self-motivation and an optimistic outlook;
- x An ability to effectively use data to rigorously track and monitor the performance of pupils and staff;
- x A team player who believes in local schools working together;
- x Inner strength, resilience and conviction;
- x Highly personable, excellent communication skills, and able to form relationships quickly and effectively;
- x Strong organisational skills; and
- x Ability to manage change and uncertainty, and a flexibility of approach to respond to opportunities and challenges positively.

It is a given that the individual will have QTS and successful primary-phase senior leadership experience.

Strategies to recruit an outstanding candidate

The schools do not have a proposed Headteacher Designate. All of the proposer schools share a belief that Headteacher posts should be advertised and made available to as wide a field of candidates as possible. The proposer schools are experienced in recruitment, as are Governors of those schools.

The Headteacher Designate of Harrow View Primary School will be an attractive role. For individuals considering new school headships, Harrow View Primary will have the following attractions:

- x An educational community where collaboration is strong and local primary and high schools are high performing;
- x Establishing a new school within a new community;
- x Sponsors who are themselves high performing schools and have previously established a free school where the Headteacher Designate had significant freedom to establish the vision, culture, and curriculum for the school, but was able to call upon the skills from across successful local schools; and
- x An outstanding site – the s106 agreement provides sufficient space for a 3FE primary school with PE facilities on site, including a MUGA.

In order to encourage suitable individuals to apply, the schools anticipate:

- x Encouraging local senior leaders –schools in Harrow already run their own extensive internal professional development for aspiring senior leaders and aspiring Headteachers and there is a strong track record of these individuals then securing promotions within and beyond Harrow. Currently there are primary senior leaders completing the NPQSL. Individuals going through these programmes are aware of the Harrow View Primary proposal and will be looking for headship roles around the time that Harrow View Primary is advertised;
- x Building awareness – the leadership teams of local schools have extensive personal networks across west and north London and will be raising awareness of the Harrow View Primary opportunity with potential candidates prior to the post being advertised; and
- x Timing the process effectively – recruiting for September 2015 provides the strongest potential field, and advertising in January 2015 is the peak time to secure potential candidates to provide certainty for individuals and for the school.

The schools want the Headteacher Designate to know that they have the professional freedom to succeed, and the evolution of the individuals on the Governing Body is central to ensuring that candidates understand that the relationship between local Headteachers will be as colleagues. The Jubilee Academy project showed the benefit of having Headteachers on the Governing Body in the period until opening – it provides professional support to the new Headteacher and it enables the new Headteacher to access the relevant individuals in other schools very quickly via the Headteachers – but the differences between an alternative provision and a mainstream school are recognised in the swifter evolution of the Governing Body for Harrow View Primary. The new Headteacher will be reassured, however, that the high school Headteachers have learned about how to be ‘Governors’ as opposed to ‘colleague Headteachers’.

The timeline

Timeframe	Action
Autumn 2014	Raise awareness of the vacancy via local schools networks
January 2015	National advert (TES / TES Online / dedicated website)
February 2015	Selection / appointment process Offer made and accepted for 1 September start
March / April 2015	Seek to agree early part-time release from current post, potentially from May half-term

The timetable:

- x Advertises at the peak time for Headteacher posts to maximise the potential field; and
- x Allows scope for a second advertisement cycle, or a process using recruitment consultants if desired, before the resignation date for a September 2015 start (30 April for serving Headteachers, 30 May for other staff).

The sponsoring schools are aware of the actions required to undertake recruitment successfully.

Salary and affordability

Harrow View Primary would adopt, as the sponsoring schools have and as The Jubilee Academy has, School Teachers Pay and Conditions and the burgundy book.

Accordingly, the Headteacher post would be within group 3 (based on the profile of the school in year 5 of operation) and rise to group 4 as all year groups are within the school at 3FE.

The proposed ISR for the post is L14 to L20, which reflects local similar posts and the salary ranges for senior leaders in local schools who are aspiring to headship.

This salary has been factored into the financial model.

Implications of joining a Multi-Academy Trust

If Governors make the decision that Harrow View should be established within either a shared trust with Pinner High (if that application is successful) or within The Bentley Wood Trust, in either case the expectation would be that Harrow View would have a substantive Headteacher rather than a Head of School. Both of those multi-academy trusts would have 'school led' philosophies. The scheme of delegation for The Bentley Wood Trust, for instance, is predicated upon very few 'reserved decisions' for the Board of Directors and a power of general competence for each Local Governing Body. The Headteacher of each academy within the Trust is a Director. This philosophy would also be the basis of a Pinner High / Harrow View trust. It is not expected, therefore, that it would alter the timing of Headteacher recruitment, or significantly change the nature of the role since the sponsoring schools would remain involved and fully supportive.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

The following table provides the Ofsted judgements of the members of the Harrow Primary School Academy Trust and the link to their DfE performance tables.

CVs for each Headteacher have been provided. These Headteachers, supported by outstanding colleagues where appropriate, will provide the educational support to the Headteacher Designate and new senior team.

School	Ofsted judgement / date	Ofsted report link	DfE performance table link
Bentley Wood High School	Outstanding May 2012	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137178	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137178&superview=sec
Canons High School	Outstanding June 2013	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137199	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137199
Harrow High School	Good March 2014	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137177	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137177
Hatch End High School	Good November 2013	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137204	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137204
Nower Hill High School	Outstanding May 2012	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137028	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137028
Park High School	Outstanding May 2013	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137075	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137075
Rooks Heath College	Outstanding July 2012	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137198	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137198

Bentley Wood High School is an approved academy sponsor and has sponsored Aylward Primary School which converted to academy status within The Bentley Wood Academy Trust on 1 April 2014.

This application has been submitted as a single school academy trust (via The Harrow Primary School Academy Trust). This enables the sponsors to demonstrate the

educational and financial viability of the school. The sponsoring schools have also submitted an application to establish a new high school (Pinner High School), which has also been submitted as a single school academy trust. This model of single school academy trusts, with the high schools as the members of those trusts, has already successfully established The Jubilee Academy (within The Harrow Alternative Provision Academy Trust). While recognising that Harrow View Primary School would be viable as a single school academy trust, once the outcome of the applications are known, the Governors will explore whether Harrow View should either be established within the same trust as Pinner High (if both applications are successful) or whether Harrow View should be established within an existing local multi-academy trust (The Bentley Wood Trust) that includes primary provision already. The sponsoring schools recognise the potential benefits of either of these approaches for educational reasons such as the potential for joint appointments and the improving of transition to high school, and also to secure financial efficiencies.

The remainder of section F has been written to demonstrate the viability of The Harrow Primary School Academy Trust as a single academy trust. If Governors decide to instead establish Harrow View either with Pinner High or within The Bentley Wood Trust, the expectation is that references below to the 'Governing Body' would become references to the 'Local Governing Body' but that the proposed composition, roles, and evolution of that group would continue as set out below. The scheme of delegation for The Bentley Wood Trust, for example, establishes a 'school led' trust, and a similar philosophy would apply to a trust encompassing both Pinner High and Harrow View.

The sponsoring schools are all separate academy trusts. They do not have a central services infrastructure in the way that a 'chain' multi-academy trust may have. Instead they collaborate in the procurement of services since this results in better value and greater opportunity for local school to school support through consistent approaches and policies. It is expected that Pinner High and Harrow View Primary would both take advantage of these arrangements irrespective of the detailed governance arrangements. These include a shared HR/payroll provider, the same auditor, the same legal support, use of the same finance and MIS software. The Jubilee Academy has already been incorporated into these arrangements successfully. This ethos of collaboration where it makes sense from economic and / or service effectiveness perspectives is well established within the Harrow high schools.

F6 (existing providers and any new applicants seeking to open more than one free school)

As outlined for F5, This application has been submitted as a single school academy trust (via The Harrow Primary School Academy Trust). This enables the sponsors to demonstrate the educational and financial viability of the school. The sponsoring schools have also submitted an application to establish a new high school (Pinner High School), which has also been submitted as a single school academy trust. This model of single school academy trusts, with the high schools as the members of those trusts, has already successfully established The Jubilee Academy (within The Harrow Alternative Provision Academy Trust). While recognising that Harrow View Primary School would be viable as a single school academy trust, once the outcome of the applications are known, the Governors will explore whether Harrow View should either be established within the same trust as Pinner High (if both applications are successful) or whether Harrow View should be established within an existing local multi-academy trust (The Bentley Wood Trust) that includes primary provision already. The sponsoring schools recognise the potential benefits of either of these approaches for educational reasons such as the potential for joint appointments and the improving of transition to high school, and also to secure financial efficiencies.

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Section F7 (Independent schools)

Not applicable

Section F8 (Independent schools)

Not applicable

Section G: Budget planning and affordability

Section G1









Section G2





G3 Financial resilience to reductions in income





Section H: Premises

The proposed site is part of the Harrow View development. A section 106 agreement relates to the usage of part of the Harrow View development as a new primary school. The outline planning permission granted for the site includes provision for a 3FE primary school; the developer has submitted a s73 application to relocate the primary school within the overall development in order to facilitate its earlier delivery (this application is due to be considered at the first Planning Committee after the May 2014 local elections). The application is available at

██████████ (accessed 6 May 2014) or from the Council's website planning portal using application reference ██████████.

This application is submitted with the support of ██████████ (the developer of the Harrow View site) and Harrow Council (as the other signatory to the s106 agreement and as the local education authority). Their letters of support are attached. Discussions with ██████████ and their agents, and Harrow Council, regarding this application have been ongoing since summer 2013.

The site identified is 3,250sqm, with the outline planning permission being for a building with a gross internal area of 3,630sqm over two floors (this is sufficient for the area calculated by the EFA formulae shown in the Section H spreadsheet). The outline planning permission includes a MUGA of approximately 430sqm.

The EFA is aware of this site from previous engagement with Harrow Council. The sponsoring schools confirm that they have no funds available for site acquisition.

The sponsoring schools understand that ██████████ is likely to confirm the actual builder for the overall development during summer 2014. The schools recognise that the detailed timing of when infrastructure will be completed (such as roads, utilities, sewage) will influence the capital project for the building of the school, and so could impact upon the opening date of the school (and / or the accommodation that it opens in). The schools recognise that these discussions will be led by the EFA and have advised Land Securities of this. The schools look forward to commencing those discussions as soon as possible.

Annexes

CVs of Core Group and Governors.

Consultation leaflet.

Letters of support from Land Securities and Harrow Council.

Map of evidence of demand and local schools.

CV – [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED] [REDACTED] [REDACTED]
5.a	School performance	[REDACTED] x [REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	x [REDACTED]

CV template		
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV - [REDACTED]

CV		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED] [REDACTED] [REDACTED]
5.a	School performance	[REDACTED] x [REDACTED] [REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	x [REDACTED]

CV		
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV – [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED] [REDACTED] [REDACTED]
5.a	School performance	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	x [REDACTED]

CV template		
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	



CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV – [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the	[REDACTED]

CV template		
	role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
	<p>on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>x [REDACTED]</p>

CV template		
		
8.	Reference names(s) and contact details	

CV – [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED] [REDACTED] [REDACTED]
5.a	School performance	[REDACTED] [REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV template		
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED] [REDACTED] [REDACTED]
5.a	School performance	[REDACTED] [REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three	[REDACTED]

CV template		
	previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
		██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Last three roles	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	School performance	[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the	[REDACTED]

CV template		
	new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles including: <i>f</i> name of school/ organisation <i>f</i> position and responsibilities held <i>f</i> length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	x [REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <i>f</i> name of school/ organisation <i>f</i> position and responsibilities held <i>f</i> length of time in position	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <i>f</i> date of qualification <i>f</i> professional body membership number <i>f</i> how your qualifications are maintained	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]



A new primary school in the Harrow View development \$

Show your support before Friday 25 April 2014 www.harrowviewprimaryschool.org.uk

THE HARROW VIEW DEVELOPMENT ON THE CURRENT KODAK SITE INCLUDES LAND FOR A NEW PRIMARY SCHOOL. LOCAL PRIMARY SCHOOLS AND HIGH SCHOOLS ARE WORKING TOGETHER TO APPLY TO THE SECRETARY OF STATE FOR PERMISSION TO ESTABLISH A NEW SCHOOL, HARROW VIEW PRIMARY SCHOOL, ON THIS LAND. THIS WOULD MEAN THAT THE SECRETARY OF STATE WOULD PROVIDE THE FUNDING TO BUILD THE SCHOOL. THIS LEAFLET GIVES MORE INFORMATION ABOUT THE PROPOSAL, AND EXPLAINS HOW PARENTS CAN DEMONSTRATE THEIR SUPPORT FOR THE SCHOOL.

WHAT IS HARROW VIEW PRIMARY SCHOOL?

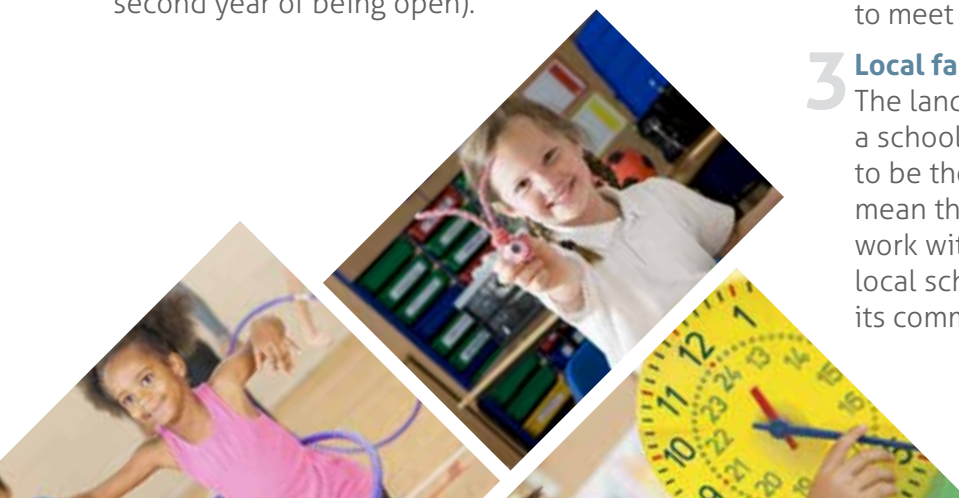
Harrow View Primary School would be the brand new school built as part of the redevelopment of the current Kodak site. It is proposed that it would:

- Open in September 2016;
- Be in a brand new building with new facilities;
- Have 90 places a year for children to join Reception;
- Have a 52 place nursery class for children to attend for half-a-day for the year before the start Reception (26 in the morning, 26 in the afternoon);
- Include a 12 place Centre for children with autistic spectrum disorder (ASD) who need additional support; and
- Admit children of all faiths and none, giving priority to local children (and siblings from the second year of being open).

WHY IS HARROW VIEW PRIMARY SCHOOL BEING PROPOSED? \$

Harrow View Primary School is being proposed for three reasons: %

- 1 The new development needs a school**
The development will result in approximately 1,000 new flats and houses, and the children who live there will need school places. Harrow Council therefore required that Land Securities (the developer) provided land for another local school;
- 2 Local demand for places is increasing**
Even without the new development, the number of children seeking primary school places in Harrow has been increasing. 20 primary schools have been permanently expanded already or are proposed for permanent expansion, and other primary schools have admitted temporary expansions, with more likely to be expanded in the future. Harrow View Primary School will help to meet this growing local demand; and
- 3 Local family of schools**
The land identified by Land Securities will become a school, and local primary and high schools want to be the provider of the new school. This would mean that Harrow View Primary School would work with and be supported by high performing local schools, ensuring that it meets the needs of its community from day one.





WHERE WOULD HARROW VIEW PRIMARY SCHOOL BE SITUATED?

Harrow View Primary School would be situated within the new Harrow View development on the current Kodak site. The precise location of the school will be determined by Land Securities (the developer) and Harrow Council (as the planning authority).

WHO IS PROPOSING HARROW VIEW PRIMARY SCHOOL?

Harrow View Primary School is being proposed by local primary and high schools in Harrow. This will ensure that it has the support that it needs to be successful from day one, and that it becomes part of the local family of schools to meet the needs of its local community.

Primary and high schools in Harrow are very successful – almost all primary and high schools received 'Outstanding' or 'Good' judgements in their most recent Ofsted inspection, with half of primary schools and seven out of ten high schools being judged 'outstanding'.

These schools believe that the new school in the Harrow View development should be for the whole of the local community.

WHAT WOULD THE ETHOS OF HARROW VIEW PRIMARY SCHOOL BE?

Harrow View Primary School would be an inclusive, community school that is characterised by:

- expecting high standards from pupils and staff;
- a friendly and calm environment with positive relationships;
- a fun experience of school with a curriculum that excites and stretches all pupils;
- knowing every child and supporting their personal development;
- working in partnership with families and the wider community;
- continual self-evaluation and improvement; and
- offering a broad range of opportunities before and after school and during school holidays.

WHEN WOULD HARROW VIEW PRIMARY SCHOOL OPEN?

It is proposed that Harrow View Primary School would open in September 2016 when it would admit children into its Nursery and Reception classes.

WHAT WOULD STUDENTS LEARN?

The curriculum builds on the experience of outstanding local primary schools. Children would enjoy a combination of core subjects such as maths and literacy with a thematic approach that excites and engages them. Using the International Primary Curriculum each child will be supported to achieve their personal learning goals and ensure that they have the knowledge and skills to progress successfully to high school.

The compulsory school day and school year at Harrow View Primary School would be similar to other local schools. There would also be a breakfast club and extensive after-school and holiday opportunities that would enable children to learn new skills and support working parents.

HOW WOULD STUDENTS BE ADMITTED?


Harrow View Primary School would be open to all local students, irrespective of faith, gender or ethnicity. It would be an inclusive community school, in the same way as Marlborough, Whitefriars, Belmont and Pinner Park are. Like those schools almost all places would be offered to siblings and children who live closest to the school.

HOW DO I SHOW MY SUPPORT?

As part of the application to the Secretary of State, we need to show the support for the school, especially from parents of children who are due to start Reception in September 2016 or September 2017 (so born between 1 September 2011 and 31 August 2013). If you have children of this age and would support the establishment of a brand new local primary school, please show your support by completing the form at www.harrowviewprimaryschool.org.uk before Friday 25 April 2014.

WHAT HAPPENS NEXT?

The application to establish Harrow View Primary School will be submitted to the Secretary of State in May 2014, with a decision anticipated around the end of term in July. If that decision is 'yes', the schools will work with Land Securities and Government to successfully launch the school. If the decision is a 'no', the schools would expect to resubmit the application in September.



Show your support by Friday 25 April 2014 at: www.harrowviewprimaryschool.org.uk

[REDACTED]

[REDACTED]

Bentley Wood High School
Bridges Road
Stanmore
HA73NA

7 May 2014

[REDACTED]

Dear [REDACTED]

Support for Harrow View Primary School application

Following our discussions since summer 2013, this letter confirms our support of your application to the DfE to establish Harrow View Primary School on the proposed development at Harrow View.

As you are aware, [REDACTED] has submitted a planning application to change the location of the school within the development to enable its delivery. We are expecting the planning application to be determined in June this year.

[REDACTED] are committed to ensuring that a three form entry primary school comes forward on the development and are therefore supporting the application by Harrow view Primary School to the DfE. We are confident that your proposal will result in a high quality, inclusive school for the families who move to Harrow View as well as the local families within the surrounding area.

We have worked closely with Harrow Council to ensure that the proposed size and location of the school meets local needs, and we are delighted that local schools, which are held in high regard within the community, want to take collective responsibility for the developing the new school.

Yours Sincerely

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

7th May 2014

[REDACTED]
Bentley Wood High School
Bridges Road
Stanmore
HA7 3NA

Sent by email [REDACTED]

Dear [REDACTED]

Support for Harrow View Primary School free school application

I am writing to confirm the support of Harrow Council for the proposal to establish Harrow View Primary School as a free school on the land identified for a primary school within the [REDACTED].

Harrow Council worked with the developers, [REDACTED], to ensure that the new school would be of sufficient size for the needs of the families who move into the new housing as well as contributing to local demand for high quality primary school places.

Harrow Council has a positive relationship with all schools, including the academies and free schools located in Harrow, and has a track record of working with schools to develop and implement school organisation changes that support high quality education outcomes.

Harrow has a track record of working with all schools regardless of status and with proposers of free school proposals. This is critical to the success of the local authority in its role as education commissioner and is central to the Council's aspiration for all schools to be members of the family of schools in Harrow and at the heart of their communities. The Council considers the proposed collaboration between Harrow schools as offering real potential for the children and families in Harrow. In addition, linking the government's free school programme to bring forward additional places with the council's strategic planning is essential to ensure sufficient high quality places are secured and resources are used efficiently.

It would be important that the admissions arrangements to the new school were fully inclusive for the local community to ensure the provision meets the demand for additional school places in the area.

We would hope that the Governing Body would include local authority governor membership and that there would be a positive working relationship with the school and Council in the interests of the children and families.

Harrow Council, like many London boroughs, is experiencing high demand for school places, and has already undertaken two rounds of permanent expansions of primary schools. A third phase of primary school expansions is being planned and will be needed even with the provision of a free school on the [REDACTED]. The [REDACTED] is situated in the central development area of the borough and is in the Central Primary Planning Area that is already under extensive pressure for school places. The establishment of the new school is essential to help meet the demand at the development and in the local area.

There is also increasing demand for specialist provision for children with special educational needs, and the Council and schools share a desire to have a continuum of local provision that allows children to attend school in an appropriate setting and as close to home as possible. In July 2013, Harrow Council agreed its Special School SEN Placements Planning Framework. One of the key proposals in the Framework is to increase the choice and number of places at mainstream schools for primary and secondary-age pupils with moderate learning difficulties and autism. The proposed inclusion of additionally resourced provision for children with autistic spectrum disorders within Harrow View Primary School would contribute to the overall provision in Harrow in line with the Council's strategy. We support the inclusion of the ASD Centre within Harrow View Primary School.

We welcome that local schools have shown the desire to share their expertise and to jointly create Harrow View Primary School. We believe that this gives the new school every prospect of quickly becoming an outstanding school of choice, and will enable the school to be fully integrated into local partnership working.

We would be happy to provide any further information that the DfE might request in their consideration of the application.

Yours sincerely

[REDACTED]

Cc

[REDACTED]

[REDACTED]

Harrow View Primary School - evidence of demand

