



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

NEW SCHOOL FOR HARROW

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded

from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	X	
2. Have you established a company limited by guarantee?	X	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
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	
5. Have you fully completed the budget plans?	X	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
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		
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

<p>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? (See guidance for dates and deadlines).</p>	X	
<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	

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

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

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as ‘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	

Declaration

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

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

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

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

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member of company

Print name: [REDACTED]

Date: 09/10/2014

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

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

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83174
Name of proposed school:	New School For Harrow
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<redacted>
Address of lead applicant:	24 Melrose Road Pinner Middlesex HA5 5RA
Email address of lead applicant:	<redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A parent/community group
If 'Something else' please describe your group:	N/A
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	N/A
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The Big Little Schools Co-operative
Company address:	24 Melrose Road Pinner Middlesex HA5 5RA
Company registration number:	9253282
Date when company was incorporated:	07 October 2014
Please confirm the total number of company members (must be a minimum of 3):	4
	<redacted>
	<redacted>

Please give the names of all company members:	<redacted>
	<redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<redacted>
	<redacted>

Please provide the name of the proposed chair of the governing body, if known:	<redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	Yes. <redacted> and <redacted> are a co-habiting couple. <redacted> and <redacted> both work at Broadfields Primary School.
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	N/A
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>Broadfields Academy Trust Company No: 08640614 Link: <redacted> and <redacted> work for the trust. Role in free school: Education consultancy, teacher secondment, training and mentoring.</p> <p>National Council for Voluntary Organisations Charity No: 225922 Company No: 198344 Link: <redacted> employed by NCVO. Role in free school: None.</p> <p>Grandparents Association Charity No: 1105977 Link: <redacted> is a trustee. Role in free school: None.</p> <p><redacted> Company No: 08134408 Link: Director Role in free school: None</p> <p>Macmillan Education Ltd Company No: 01425802 Link: Success Projects Ltd contracted to Macmillan</p>
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Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	N/A
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If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	N/A
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Have you received help and support from the New Schools Network (NSN)?	NSN Development Programme
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
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If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:	N/A
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Department
for Education

SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	N/A
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In which local authority is your preferred location?	Harrow
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Proposed opening year:	2016
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Age Range:	4-11
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If 'other' please specify	N/A
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	N/A
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	N/A
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Maximum capacity of proposed free school:	420
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	420 primary places.
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Please say which year groups the school will have in first year and the PAN for each	Reception: 60 Year 1: 30
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	N/A
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	N/A
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Please say how many people will sit on your governing body:	11-15
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Use of freedoms

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

Section C1

Basic Need

The London Borough of Harrow (LBH) is currently undertaking a phased primary school expansion plan, which when completed in September 2015 will have created an additional 17 permanent reception form entries among community schools. The schools demographic report published by LBH in July 2014¹ shows that after the completion of the last planned expansion phase there will be a deficit of 987 permanent primary school places by September 2016, including a projected deficit of 300 permanent reception places, rising to 554 by September 2023.

Two free schools have been approved for Harrow, with a view to open in September 2015 (Harrow Bilingual Primary School: 2 reception classes and 1 year 1 class) and September 2016 (Harrow View Primary School: 3 reception classes); Together they would provide an additional 150 permanent reception admission places, 150 short of the projected deficit for 2016.

The demand for additional year 1 places in September 2016

The schools demographic report shows a projected deficit of 223 reception places for September 2015, after taking into account school expansion and projected demand. LBH have pledged to find places for these 223 children by creating 'bulge' classes and going over the statutory limit of 30 pupils per class. In April 2014 we conducted an initial survey of 71 local parents. They were unhappy with class and school sizes and 74% of those with children due to start school in 2015 would consider moving their child to a new school in September 2016. The evidence that parents are prepared to move their child to a different school after reception year is presented in section E.

Ongoing Need

LBH acknowledges that Phase 3 will not be enough, with Councillor Simon Brown, Cabinet portfolio holder for schools, recently commenting: "It appears clear that Harrow may not only need a third – but even a fourth phase of school expansions."²

We have spoken to [REDACTED] at Harrow Council who said "Additional free school primary places in Harrow would be helpful and would reduce the size of a third phase of expansions. Bulge classes are part of our strategy but cannot meet all the projected future demand and will be used to meet the peak of demand and to meet variations in demand that may arise."

Of the 28 community primary schools in LBH, 7 are already 4 form entry schools, and without new schools being created in the borough, schools are likely to get bigger. Furthermore, a recent article in The Guardian³ identified LBH as having the highest average class size of any Local Authority in the country, with an average of 30.2 children per class compared to a national average of 27.4. In our initial consultation, 77% of parents were concerned about the size of primary schools.

¹<http://www.harrow.gov.uk/www2/documents/g62354/Public%20reports%20pack%20Thursday%2017-Jul-2014%2018.30%20Cabinet.pdf?T=10>

²<http://www.harrowtimes.co.uk/news/11354806.We-are-determined-to-deliver-a-fair-start-in-life-for-every-child-in-Harrow-More-school-expansions-on-the-cards/>

³ <http://www.theguardian.com/education/2014/jun/12/one-in-eight-primary-pupils-overcrowded-class>

LBH have provided the numbers of children on the waiting lists of each primary school in the borough. Taking schools close to the sites identified in section H that are considered desirable (i.e. that filled all their 2014 reception places with children who chose the school as a preference choice), the table below shows the numbers of children on the waiting list for years Reception and 1.

School	Reception	Year 1
Cannon Lane Primary School	106	35
Grimsdyke School	63	26
Longfield Primary School	57	25
Pinner Park Infant and Nursery School	65	24
Vaughan Primary School	29	28
West Lodge Primary School	160	32

This data is backed up anecdotally, by a number of parents we have spoken to who told us that they accepted a place at a school that wasn't a preference, and put their child on the waiting list for a preference school in the hope that their child may be able to change schools.

Higher Standard than Local

Overall, the standard of primary schools in LBH is high. Of the 28 community primary schools, 15 are currently rated as outstanding by OFSTED and 9 currently rated as good. However, across all school types in LBH, there are 5 primary schools currently rated as 'requires improvement' and one rated as 'inadequate', which has recently gone into special measures.

The table below shows the primary schools in LBH with a current Ofsted rating of either 'inadequate' or requires improvement. The table also shows percentage achieving level 4B or above in reading and maths and level 4 or above in writing at KS2:

School	Ofsted	Pupils	KS2
Earlsmead Primary School	3	370	50%
Grange Primary School	3	541	63%
Roxbourne Primary School	3	674	NA
St John's CofE School Stanmore	3	413	64%
Weald Infant and Nursery School	3	380	NA
Weald Junior School	4	341	46%
Total		2719	
LBH			69%
England			63%

This demonstrates that there are more children at primary schools in LBH with an Ofsted rating of either 'inadequate' or requires improvement (2719) than the number of places at our school when at full capacity (420).

Of the 168 children who were not offered any of their preference choices for September 2014 admissions⁴, 100 were offered places at the 3 schools rated as 'requires improvement' or 'inadequate'.

Expected pupil intake

As outlined later in this section, we have identified two main areas where we would focus the search for premises: Pinner and north of Harrow Weald. These are the main areas where families currently do not have a choice of a good quality primary school.

Taking the sites identified in Section H, the table below shows information about the schools closest to these sites, as well as LBH and national averages.

School	No. of pupils on roll	% of pupils with SEND with statements or on School Action Plus	% of pupils with English not as a first language	% of pupils eligible for free school meals
Cedars Manor School	536	7.8%	62.9%	36.7%
Grimsdyke School	416	4.3%	37.1%	3.8%
Longfield Primary School	707	5.9%	63.3%	8.9%
Pinner Park Infant and Nursery School	382	7.3%	56.2%	8.2%
Pinner Park Junior School	354	10.2%	48.3%	12.1%
Vaughan Primary School	499	12.2%	48.9%	14.1%
Group	2894	7.8	54.2%	14.5%
LBH	19692	7.3%	59.4%	17.3%
National	4309582	7.7%	18.1%	19.2%

Assuming we are able to locate our school at or close to one of the identified sites, we would expect a pupil intake similar to those from the above group of schools.

The proportion of pupils from this group of schools with SEND or on School Action Plus is similar to the LBH and national averages. The proportion eligible for free school means is slightly lower. The proportion of pupils from this group with English not as a first language is also similar to LBH average, but this is much higher than national average.

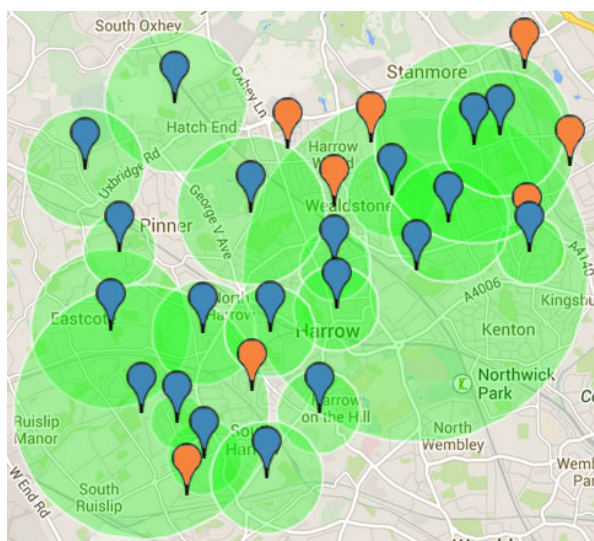
As outlined in more detail in Section D, one of the key focuses of our school will be communication skills. In our parent survey, 97% of respondents identified an emphasis on communication skills as an important feature that they would like in a primary school. From talking to local parents, there is a perception that confident communication is an underpinning contributory factor as to why people from independent schools go on to achieve higher. Increasing the communication skills of children will therefore contribute to closing the gap.

⁴ http://www.harrow.gov.uk/info/200129/school_admissions/377/primary_school_admissions/4

More choice/diversity

As the demand for reception places increases, and while the council's school expansion programme cannot keep up with the increased demand, the number of children starting a school that was not chosen by their parents is going to increase. According to data published by the DfE⁵, 5.4% of primary school entry applications in LBH were offered a place at a non-preferred school. This is higher than all of LBH's neighbouring boroughs, and nearly double the national average of 3%. This is further evidence that families in LBH have less opportunity than other areas to exercise their preference. Our school will include a year 1 class in its first year, which will appeal to families whose children who were not offered a reception place at a school of their choice the previous year (see section E for evidence of demand).

18 out of 28 community primaries have all their reception children due to start in 2014 living within 1 mile of school. 9 of these have all their 2014 reception children living within ½ mile of school, and 1 school offered all their 2014 reception places to children living less than 500m from the school. At the other end of the scale, there are 6 community schools that will take their 2014 reception children from a radius of more than 3 miles, with the largest being 5.6 miles. These are generally the schools that have a high proportion of children whose parents did not choose the school, with 19% of places at these schools offered to children who did not choose the school. This compares with just 3% across all other community schools in LBH. The 168 children who weren't given any of their preferences were offered places at schools with an average 'Furthest distance offered' of 3.71 miles – much too far for a primary school child to walk, or consider the school 'local'.



The map to the left shows community schools in LBH whose 2014 reception admissions all chose the school as one of their preferences (blue markers). The shaded circles show the areas where places were offered based on proximity. In effect, this shows the areas where families were given a school of their choice. The orange markers show community schools offering 1 or more 2014 reception places to children who did not get a place at a school of their choice.

From the map it is clear to see there are two significant *black spots*, in Pinner and north of Harrow Weald, where parents did not get any of their choices of school for their children. The community schools surrounding both of these areas have either already been expanded

or are not due for expansion.

There are a number of key features of our school which will introduce new choices to LBH:

- **Choice of when to take part of the school holiday:**
Harrow is a diverse borough, with 69.1% of the population from minority ethnic groups⁶.

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322031/SFR17-2014_Apps_Offers_Tables.xls

⁶ http://www.harrow.gov.uk/info/200088/statistics_and_census_information/495/2011_census/2

43% of Harrow's population are of Asian origin. In addition, Harrow has the country's 4th largest Indian born community, the country's largest Kenyan and Sri Lankan born communities and the country's largest Hindu community. However, the long summer holidays in Britain coincide with the monsoon in the Indian subcontinent. Furthermore, the British school terms are based around the British climate and Christian festivals – this does not necessarily meet the needs of an internationally focussed population.

The cost of taking a family break during conventional school holidays is high⁷, meaning many families would not be able to afford to go. Over 200,000 people have signed a petition on 38 Degrees⁸ asking the Government to allow children to be taken out of school for family holidays. During our initial consultation with local parents, 70% indicated that they were concerned about the impact of school on the ability to take a family holiday. Our school will give parents the option for their children to take two weeks of their school holiday at the end of the Autumn or Spring term, or to take standard school holidays. This is explained further in section D1.

- **Co-operative governance structure:**

Using the co-operative articles of association, demonstrates our school's commitment to being run by and for the community, and embeds student, Parent and community voice now and in the future.

- **Student voice embedded in the school:**

We will ensure that every child in our school has a voice and that voice can be heard. As you will see in our vision and ethos, we believe that for children to be truly engaged and motivated they need to know that they can effect change. To support this we will ensure every child has strong communication skills and confidence, which has a positive effect on closing the achievement gap – something particularly striking in Harrow where there are a number of extremely good private schools, where children are extremely confident communicators. The school student forum will be embedded in our governance structure.

Parental demand:

From our initial consultation of local parents, we found the following things are important to them, but not widely available at existing schools. Our school will be responding to these specific parent demands as you will see throughout our application:

- **High quality extended provision**

77% of parents were concerned about juggling school times with their career. Harrow is a suburb of London, with good transport links to the city. Around 40% of the working age population work outside Harrow⁹. This makes childcare particularly important for parents in this borough. A few schools offer 'stay and play' until 6pm and most offer a variety of clubs. However, none offer an extended day linked to the children's main education, nor a proper dinner.

⁷ <http://www.theguardian.com/travel/2014/feb/04/taking-kids-out-of-school-before-end-of-term>

⁸ <https://you.38degrees.org.uk/petitions/reverse-the-changes-to-school-term-time-family-holiday-rules>

⁹ <http://legacy.london.gov.uk/gla/publications/factsandfigures/dmag-briefing-2007-03.pdf>

- **Language Provision**

75% of parents agreed with starting language from reception. Most schools in LBH start a modern foreign language in year 3.

- **Communication Skills**

Curiosity and the ability to think independently will play a key part throughout each child's time at our school. But even more than that, we will give them the skills to clearly and confidently articulate their views. 87% of parents wanted an emphasis on communication skills. Speaking will be treated as a core skill, alongside reading, writing and maths.

- **Music Tuition**

72% of parents wanted their child encouraged to take up a musical instrument and for music education to become an integrated part of school life. Music can have a number of positive benefits to education, including: brain development, improved concentration, memory, ability to self-study¹⁰. We will work with Harrow Music Service to ensure that music is an integrated part of our school and that all children can reap the educational benefits.

- **Family involvement**

82% of parents thought parents/family should be actively involved in child's education; this was identified by the Equality and Human Rights Commission as a key factor in closing the achievement gap¹¹. This will be facilitated through the school's electronic Learning Management System (LMS), and by extensive involvement of family as volunteers and have a strong parent/carer voice in our governance structure. We will link home and school learning via 'family projects' (see section D1).

- **Individual learning plan**

76% of parents would support individualised learning, whereby each child has an Individual Learning Plan (ILP) that is shared and reviewed by teachers, children and parents/guardians. This is also a key part of our SEND provision, which a number of parents surveyed were concerned about. This allows us to recognise and meet the needs of every child, regardless of whether they've had a formal SEND assessment.

- **Empathetic discipline**

66% actively support empathetic approach to discipline, compared to 4% who supported a rewards/punishment based approach. This positive approach to behaviour fits well with our ethos of respect and focus on communication skills.

- **Class size**

Our survey identified class size as an issue local parents felt strongly about. From speaking directly to parents, this appears to be rooted in the local context of LBH having many classes with more than 30 children¹². A related concern is that large class sizes lead to children's individuality not being recognised. Our school will limit class sizes to 30. We have also included extra time in our staffing matrix for teachers to meet pupils and their par-

¹⁰

<http://www.youthmusic.org.uk/assets/files/Downloads/What%20is%20the%20best%20way%20for%20my%20child%20to%20learn%20music.pdf>

¹¹ http://www.equalityhumanrights.com/sites/default/files/documents/research/working_better_childcare_matters.pdf

¹² <http://www.theguardian.com/education/2014/jun/12/one-in-eight-primary-pupils-overcrowded-class>

ents/guardians in order to develop their ILP. Restorative Justice in our school will incorporate Community Circles, where every child can talk and be listened to.

Vision

We asked local parents and teachers to tell us about their 'dream school'. Their answers informed our vision.

Our vision statement:

A happy and exciting school that supports and nurtures a community of individuals, opens their minds and gives them the skills and motivation to become successful citizens of the world, whatever their talents, circumstances or backgrounds.

From this, we draw our three part mission:

To create a school that enables children to be positive and successful citizens of the world, which equips them with the attitudes and abilities to enable them to take on this responsibility.

This element is all about the bigger picture – as a school based in the suburbs of London, with an internationally mobile community we will respond to this need for our children to be the 'world citizens' of the future. We have identified three strands to this element:

A. An excellent academic foundation, including the additional skills to be able to compete outside the UK, in particular learning a foreign language

Our children will leave primary school amongst the highest achieving in the borough – and the borough is in the top third by aggregate scores in the country. They will leave significantly ahead of their peers in ability in a foreign language. They will also be comfortable taking risks and moving outside their comfort zone.

B. Curiosity and knowledge of the world

Our curriculum and extended school activities will focus on opening children's eyes to the world. They will learn about different cultures, different environments and develop a sense of their place within that world. Our 'broadening minds' enrichment programme takes children outside their normal environment and our thematic curriculum allows us to place learning in an international context. For example, by working towards the British Council's International School Award. Our curriculum will be enriched by learning outside the classroom – not only putting children directly in contact with the world around them but also building on the strong evidence of the benefits to learning and health of this approach.¹³

C. The confidence and ability to make the best of their skills.

Our school will pivot around supporting children as individuals to develop a self-belief, self-awareness and be able to communicate clearly. Children's voice in the school will be strong and they will learn to co-operate and to lead, thereby gaining the confidence and experience of being able to create change that sets them up for a life of being active, positive citizens of the world. The foundation to this confidence will be secure, close and respectful relationships with adults. Our 'broadening minds' programme encourages children to learn to operate outside their comfort zone.

¹³ <http://www.face-online.org.uk/face-news/every-experience-matters>

We will focus our enrichment activities on those that show demonstrable impact on not only academic achievement, but on confidence too, for example, every child will learn a musical instrument and our school will have a vibrant musical timetable.

Children are individuals; the school will support and encourage their individual skills, interests and motivations. We will ensure everyone has an equal chance to excel.

This element is about the rigorous focus on the individual child. Parents in our area have shown a strong preference for smaller schools where children are known well by their teachers. Many of the parents interested in our school have indicated that they support our school because of our ILPs, which identify the interests, abilities and needs of all children. We aim to be exceptional at 'closing the gap' between children of different backgrounds and educational needs.

This element is also about making sure that children *experience* education as being relevant and interesting to them, for when they do, they will engage with their lessons and drive their own learning. Our thematic curriculum gives teachers and children the abilities to explore their own interests.

We recognise that every child exists within the context of a family and a community, who are essential to their happiness and success.

We will provide schooling that allows all families to be involved in their children's education and that recognises that one size does not fit all.

- Our ILPs will be drawn up by teachers, parents and children together and will be linked to a LMS that continues to support this joined-up approach to children's education.
- Our co-operative structure embeds this approach in our governance. We will build a culture of mutual respect, understanding, democracy and equality as this is essential to engage our families and communities with our school.
- Our family projects will connect school and home life.
- We will develop a training programme for volunteers, aiming to have a volunteer in every class every day.

Extended schooling will support parents to work and ensuring that no child is disadvantaged by circumstance.

- High quality provision from 8-6. Our core day will be 8.30am – 3:10pm, with a breakfast club from 8am and free extended school provision until 4.30pm. A supper club, which families are welcome to join, takes the provision through to 6pm.

The school will be a hub for support for parents and carers, delivering high quality learning and skill development outside school hours. For example, every parent or carer will be entitled to attend sessions on developing children's positive behaviour and how we teach core subjects (see training, section D1).

Age range

The school will run a nursery as private enterprise on the school site. Although this cannot be a feeder to the school, the shared vision and ethos makes it likely that children from the nursery will apply for a reception place at the school.

We will accept pupils from reception up until (and including) year 6. We will begin with two classes in reception and one in year 1 and expand by two reception classes every year thereafter. We will begin engaging future pupils before the school fully opens – supporting those who would wish to join our year 1 class and building our co-operative community.

We expect the population to broadly reflect the demographics of the population of Harrow (see expected pupil intake earlier in this section). However, we anticipate that we will see a lower proportion of children eligible for Free School Meals, due to our focus on extended schooling to support working parents. We expect to see a higher proportion of children with Special Educational Needs and Disabilities (SEND) due to our focus on individual learning plans, our range of ways of learning (including challenge weeks, music and outdoor activities) emphasis on communication skills and high level of pastoral care. Our initial survey also has a high proportion of respondents concerned about SEND provision.

Curriculum

Our creative curriculum combines thematic teaching mapped to the National Curriculum with termly challenge weeks of child-led, project based learning. The main day will be complemented by high quality extended provision. These dual elements mean that we are ensuring excellence in academic achievement, whilst also building the wider skills, confidence and independence our children will need to excel in a global economy. We are also maximising the variety of ways children can learn, ensuring no child is left behind.

Location

Our school will be based within the London Borough of Harrow. We are working with the Local Authority and communities to find a suitable site that has both easy access to outside space and is well connected for transport. We are prioritising our search in those areas that are currently 'blackspots' for primary admissions and have identified three strong possibilities. Regardless of our eventual site location, we will include these blackspots as 'priority areas' in our school admissions criteria (an approach that is used to good effect by other Local Authorities, including Haringey).

How our vision and ethos meets the needs identified in our rationale:

A shortage of school places / increasing parental choice:

See 'Location; above. In addition, the distinctive features of our school, such as extended provision, language and communication have been identified by local parents and will increase parental choice in the borough.

Supporting families:

Parents who both commute to work may wish to send their child to school for longer days, using our extended school structure. Each school term will incorporate two flexible weeks – families will be able to choose to take one of these blocks every year as holiday, supporting those who want to take a break outside the traditional summer period.

Our child-centred curriculum will rest on the partnership between teachers, parents and children and will be supported by a digital LMS. This will allow children's education to extend beyond the classroom, including parents and other professionals in a system where the child is an active participant and giving opportunities for those who need extra support to receive it. 'Family projects' and volunteering will give families opportunities to get directly involved in learning.

Overcoming disadvantage/meeting the needs of all children:

Our flexible provision, diverse approaches including being outside the classroom, thematic curriculum and challenge weeks will engage those who are facing disadvantages that either mean they have missed (or are in danger of missing) a lot of school, are disengaged with learning or are in need of extra support. It will also ensure that children who are 'gifted and talented' are not held back.

Our ILPs and LMS, together with a strong focus on pastoral care and a high ratio of adults to children will support those with SEND – especially those who may not have an EHC yet (the difficulty in getting additional support for children with undiagnosed SEND has been raised by many parents in our initial survey). Every child will have a 1-to-1 session with their teacher every term to renew their ILP.

More broadly, our ethos ensures that families are supported to both work and take an active role in their children's lives. This helps to overcome social and economic disadvantages often faced by families where parents feel compromised by juggling home and work life. Parent involvement in school is one of the biggest levellers in children's achievement¹⁴.

Providing an excellent education for the short, medium and long term:

We are building on Broadfields Primary School's well established thematic approach (see section D1). Their curriculum achieves excellent academic results, and shares our commitment to partnership with parents, an open-minded approach and a passion for making learning fun. In particular, both schools will build in the benefits of outdoor education, music, creativity and a thematic curriculum. We will develop an expertise in language – both foreign language and English communication. We can then share this expertise with the partnership.

We will build a school with a high level of participation. The Participation Works Partnership¹⁵ gives many examples of projects that have had excellent results working with children who were disengaged from mainstream education. We are being advised by [REDACTED], [REDACTED] about how to build democracy and student voice into our school. We are being supported by The Co-operative College to ensure our structure reflects this approach, safeguarding our vision now and into the future.

Underpinning our vision and all the activities that are happening in our school are our ethos and values:

Our Ethos

The foundation of our school is one of respect and a belief that everyone has the potential to create positive change in the world.

We respect children

- They will have a strong voice in our school - we will give them the skills and confidence to do this.
- We celebrate childhood - children learn through play, having fun and being curious.

¹⁴ <http://dera.ioe.ac.uk/8365/1/Williams%20Mathematics.pdf>

¹⁵ http://www.rcn.org.uk/data/assets/pdf_file/0007/391597/How_to_engage_with_diverse_groups.pdf

- Every child will have an ILP, developed through one-to-one time with their teacher.
- We give children the opportunity to take responsibility and challenge themselves; everyone has the potential to create positive change in the world.

We respect families

- We will involve parents and carers throughout the school, listening to their views and supporting them to support the school and their children's journey.
- We will help working parents and carers by offering a high quality extended school day.
- We will support families by offering a choice of school holiday times.

We respect teachers

- We will ensure that every teacher is given the time to get to know their pupils and the time to develop the best lessons to meet their needs.
- We will offer excellent training and opportunities for professional development, including the space for teachers to develop their own ideas and specialisms.

Values

As a co-operative school, by adopting the co-operative articles of association, we are owned by the community for the community and our values are in common with co-ops all over the world:

Self Responsibility: Everyone in our school is encouraged to take responsibility for their part in their own success and the success of the school. We will develop a responsible attitude to the world and our environment.

Self Help: It is essential that everyone believes in themselves and their ability to make a difference.

Equality: No two children are the same; we respect and accept that others will be different to ourselves and strive to learn about and understand diversity. Our school will be inclusive and everyone given equal opportunity to succeed.

Equity: We will strive to always keep an open mind and act fairly. We do not make assumptions about ability, interests or needs. We will look for the best in each other and will value and encourage all types of achievement.

Democracy: We will make sure that all those with a stake in our school's success have a voice. We listen to our students, parents, teachers and community and encourage them to play an active role.

Solidarity: Our school will be successful because we will all contribute to making it a success. No child will be left behind because we work together to ensure they are not.

To summarise; how we are distinctive:

Every child is an individual: Our teachers, families and children are given the time to get to know each other. We will use a digital learning management system to allow them to work together. Whether that is by linking in our extended school provision to the main school day, empowering children to take ownership of their learning, embedding a culture of equality and respect or by linking with children's wider cultures and interests.

Learning is fun, for everyone: Thematic education and offering a diverse multi-disciplinary curriculum are widely respected approaches; we ground our decisions in academic research and best practice combined with a real engagement with our children, families and teachers. Our challenge-weeks will inject energy and creativity into the end of every term, giving children, teachers and the community a chance solidify the term's learning and skills through responsive and innovative projects.

Our outlook and ambitions are global: We are drawing on the strengths of our diverse local population to give our children the skills, security and motivation to become global citizens and we will be rigorous in evaluating our success.

Our ambitions

It is important to us that there is a strong link between the day-to-day activities in the school, our mission and our overarching vision. This allows us to build a 'theory of change' for our school, which can be tested and monitored with meaningful targets. We have shown above how our vision is broken down into three areas. Each area has some top-level ambitions:

To create a school that enables children to be positive and successful citizens of the world, which equips them with the attitudes and abilities to enable them to take on this responsibility

- a) The school will join the top group of schools in Harrow, with 93% of children achieving at least KS2 level 4b in reading and maths and at least level 4 in writing.
- b) Curiosity and knowledge of the world, demonstrated by children's ability to successfully take on child-led projects and participation in the International Schools Award programme.
- c) The confidence and ability to make the best of their skills, shown by children's ability to affect change in the school and in child-led projects, as well as teacher and parent assessment. Ultimately, it will be demonstrated by what our children go on to achieve in High School, University and beyond.

Children are individuals; the school will support and encourage their individual skills, interests and motivations. We will ensure everyone has an equal chance to excel.

- a) Every child has an individual learning plan (ILP) that has been developed with their teachers and parents/carers and is reviewed termly.
This plan allows children to be supported to excel in a multitude of different ways, for teachers to create thematic lessons that are capitalising on a child's interests and motivations and ensures children feel they are active participants in their education.
- b) Our school will eliminate the attainment gap between children of different socio-economic and ethnic backgrounds, between children born at different times of the year and between genders. Our children with SEND will achieve some of the highest results in the borough.

We recognise that every child exists within the context of a family and a community, who are essential to their happiness and success.

- a) We will establish a successful co-operative school, with a strong and active membership of parents/carers, learners (children), staff and the wider community. This will be evidenced through our Membership Forum and our transition to a co-operative governance model.
- b) The school will have a programme of training parents to support their children and volunteers to support every class and contribute to enrichment activities. The range of families involved in these activities and their feedback on their effect, as well as teacher's observations of the impact on the child will be key to assessing the success of this programme.

And finally, our school will achieve a "Good" OFSTED rating at its first review and "Outstanding" by its second review.

Of the 41 primary/infant/junior schools in Harrow, 20 (around half) are currently rated as outstanding by OFSTED. We want our school to be a part of that group. We will expect a lot from our children and we think they should expect a lot from their school.

Aided by our strong co-operative governance structure, we believe the key features of our school will attract high-calibre candidates for the head teacher role. We will be incubated by Broadfields Primary School, with their [REDACTED] with responsibility for the development of the school until we open and taking on an advisory role thereafter. We'll be assisted by Newton Farm Primary School, who have offered to observe our teachers to ensure they are teaching to outstanding standards. We will give a high priority to ongoing teacher training and development time.

How our vision affects our

- **Curriculum:** By focusing on individual children achieving their potential, our curriculum and approach to teaching will engage their interests and motivations. It is therefore likely that language, music, art and outdoor activities will not be treated as lessons to be learnt, but creative ways of learning. Teaching a foreign language from reception and working towards the International Schools Award, maintains our international relevance.
- **Timetable:** We are proposing more flexibility to allow us to meet individual needs, as well as the needs of families. Our days include a focus on the core subjects of literacy, numeracy and communication within a broader thematic provision, safeguarding excellence in the basics whilst giving teachers the ability to create effective and fun cross-disciplinary themes. Extended provision increases the range of activities on offer. Our challenge weeks allow a change of pace at the end of each term. We believe these weeks will demonstrably contribute to the achievement of our aim of supporting children who are able to create change in the world.
- **Staffing:** Our core hours will be taught by qualified primary school teachers, who will also take on a co-ordinating role for each child's learning journey and focus on key skills. We will focus on increasing the adult to child ratio with teaching assistants and trained volunteers. The flexible, extended provision surrounding these core hours will be supported by those with the best skills and expertise as well as parents and community groups – this means we could engage local artists, environmental experts, 'forest school' teachers, linguists, musicians etc. Our community forum offers a great way to engage the wider community.
- **Premises:** Our school will be a community site and will be designed to be multi-use wherever possible. Furthermore, this will support our ethos of respect – for instance, meals will be served in a café style surroundings, which makes them valued by children, increases the likelihood of families feeling comfortable joining us for the occasional meal and gives the school an asset that is more useful to the community.

Section D: Education plan – part 1

Our school will open with two reception classes and one year 1 class. Each following year there will be admissions of two reception forms. This is shown in the table below.

	Current no. of pupils	2016	2017	2018	2019	2020	2021	2022
Reception	N/A	60	60	60	60	60	60	60
Year 1	N/A	30	60	60	60	60	60	60
Year 2	N/A		30	60	60	60	60	60
Year 3	N/A			30	60	60	60	60
Year 4	N/A				30	60	60	60
Year 5	N/A					30	60	60
Year 6	N/A						30	60
Totals	N/A	90	150	210	270	330	390	420

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
SUBJECTS TAUGHT AS PART OF THEMATIC CURRICULUM Hours given are minimums for these subjects, but may be taught concurrently with other subjects. For example, one thematic lesson may cover history, music and foreign language.			
Maths	All: 5hr 50m	Mandatory	Within thematic teaching, 1hr10m will focus on maths every day.
English (incl. literacy and communication)	All: 5hr 50m	Mandatory	Within thematic teaching, 1hr10m will focus on English every day Plus communication skills reinforced through assemblies and warm up activities (5hrs per week) and voluntary extended school activities.
Foreign Language	R: n/a KS1: 2hrs KS2: 2hrs	Mandatory	R: Integrated 'active learning' (Games, songs) KS1: One afternoon per week taught in spoken English and language ('embedding') KS2: As above, but with some written work. Language reinforced with short games, phrases and activities throughout the week.

Music	All: 2hrs + ½ hr instrumental tuition in year 3	Mandatory + additional voluntary	R: Target as part of thematic learning KS1: Two sessions of one hour, one delivered by specialist. 3hrs additional opportunities offered on a voluntary basis as part of extended school.
Science	R: 0.5hrs KS1: 1hr KS2: 1.5hrs	Mandatory	Targets as part of thematic learning
Physical Development	1hr	Mandatory	Additional voluntary opportunities provided via extended school
All other subjects (<i>EYFS or National Curriculum, as appropriate</i>)	R: 9hrs KS1/2: 8hrs (Afternoons – PE & music specialist)	Mandatory	Afternoons are dedicated to broader, thematic teaching. However, subjects may be referenced during mornings, just as English and maths will be used during the afternoons, giving children a joined-up experience.
<i>Learning Outside the Classroom</i>	<i>R: 2hrs</i>	<i>Mandatory</i>	<i>A method of delivery rather than a subject, but an important target nonetheless. (N.B: Reception children will have access to outdoors at all times.)</i>
<i>Broadening Minds</i>	<i>Every child receives at least 3hrs per term</i>	<i>Voluntary</i>	<i>Opportunities may not follow weekly schedules, and not all children will attend each activity. But every child should take part in one activity per term as a minimum.</i>
<i>Challenge Weeks</i>	<i>Every child takes part in 4 weeks per year</i>	<i>Mandatory</i>	<i>Challenge weeks focus on teamwork, leadership, communication and motivation. Challenge Weeks will always include English and Maths skills, but other areas will vary according to need.</i>
<i>Extended School</i>	<i>5hrs</i>	<i>Voluntary</i>	<i>Extended school activities will be set according to need and interest, but will include a significant proportion of music, communication skills and outdoor activities.</i>

Section D1:

Introduction

Our creative curriculum is built from three elements: a thematically adapted national curriculum, termly project based learning challenge weeks and extended school provision giving an hour of additional activities every day. Combined, these elements mean that we are ensuring excellence in academic achievement, whilst also building the wider skills, confidence and independence our children will need to excel in a global economy. Communication skills and the development of children as individuals will underpin our entire curriculum.

D1a: Curriculum Principles

To create a school that enables children to be positive and successful citizens of the world, which equips them with the attitudes and abilities to enable them to take on this responsibility.

A. An excellent academic foundation, including the additional skills to be able to compete outside the UK, in particular learning a foreign language.

Our creative curriculum will:

- Focus on the 'core' subjects of maths, literacy and communication
- Thematically teach a broad range of subjects, mapped to the National Curriculum.
- Include a strong and integrated emphasis on music, learning a foreign language and knowledge of the world.

In particular, the addition of communication as a core skill means our children will develop their ability to think and articulate their views and ideas in English and a foreign.

B. Curiosity and knowledge of the world

Curiosity has both been identified as one of the most important factors in educational attainment, and one of the most difficult to determine what creates it¹⁶.

Our school will encourage children to have enquiring minds through independent thought and challenge – supported by Philosophy 4 Children (P4C) as well as teaching style in the classroom, learning outside the classroom, ensuring that every lesson is relevant to the child's experiences, and our international focus, e.g. through family projects. Our Broadening Minds programme will expand children's experiences.

Rather than 'teaching' abstract concepts, we will teach through the principles of scientific enquiry, setting children activities and challenges to work out the solutions themselves. This gives a 'low floor' that everyone can access, but 'no ceiling', so students can stretch themselves to take their enquiries and investigations as far as they are able. As we are teaching thematically, these enquiries may straddle several subjects. This approach is supported by OFSTED:

"Imaginative teaching allowed pupils to use their science work as a purpose for their reading and writing, in effect doubling the time available to teach both subjects."

¹⁶ <http://www.cmu.edu/dietrich/sds/docs/loewenstein/PsychofCuriosity.pdf>

Furthermore, and enriched curriculum, particularly learning outside the classroom and forest school, should “make a magical contribution to children’s development”.¹⁷

Within our thematic curriculum we will also set targets for the amount of science/enquiry based work every week. These will be supported by our project based challenge weeks.

C. The confidence and ability to make the best of their skills

Close but appropriate relationships in the classroom underpin all learning and are key to success. Children need to feel confident to go into the ‘danger zone’ and take risks in the classroom – and the relationship with their teacher and other adults in the room, as well as a happy learning environment with their peers is crucial to this.

David Keeling (the big book from independent thinking) writes:

"I strongly believe that education, first and foremost, is about building relationships. If there is a teacher or a pupil whom you do not get on with, what do you think the chances are of any learning taking place when both of you are in the room together? None, because, if your heart's not in it, if you do not care for, or respect, the teacher and hate the lesson, then there will be no emotional investment in time or energy."

Therefore, in order to ensure academic success, we first need to prioritise children feeling safe, secure and respected.

- Every child will have an Individual Learning Plan, developed with their families and teacher. We have increased the amount of cover for teachers to allow them to spend time meeting children and families to develop these plans.
- Children’s Voice is built into every lesson and into the structure of the school
- ‘Family projects’, Challenge weeks and our LMS ensure children are able to work, and get recognition for, projects and activities that are led by their interests and identity.

Children need to learn how to learn (metacognition). Every day we will begin with a ‘warm up’, focusing on children learning how to learn and getting ready for class that includes the ‘Brain Gym’ programme and Community Circles (from Restorative Justice principles). The Sutton Trust has summarised studies¹⁸ of what works in children’s education and found that Metacognition and Self-Regulation achieves the highest impact, for low cost, based on robust evidence. Our focus on music will also help children in this area – learning music has been shown to improve children’s memory and problem solving, brain development and motivation.

Michael Erard studied hyperpolyglots (multi-lingual speakers) in his book [Babel No More](#) and stated "What unites them is that they've learned how to learn, and each one has learned how he or she learns best."¹⁹

Children are individuals; the school will support and encourage their individual skills, interests and motivations. We will ensure everyone has an equal chance to excel.

The Sutton Trust identifies supported collaborative working, feedback on their work and peer tutoring as having a good impact on academic achievement. We have increased the amount of time teachers have for individual and group interventions, and will include regular mixed-

¹⁷ <http://nayland.suffolkschools.net/ofstedperformance>

¹⁸ <http://educationendowmentfoundation.org.uk/toolkit/meta-cognitive-and-self-regulation-strategies/>

¹⁹ <http://www.theguardian.com/teacher-network/teacher-blog/2013/may/14/best-way-teach-language-schools>

age sessions (particularly in ‘warm up’ and extended school) to allow this to happen. It will also give teachers a better understanding of children’s needs in order to be able to differentiate teaching styles and activities to more closely suit the children. For instance, whilst most children would benefit from an emphasis on phonics, some children respond better to other methods. It gives the option for gradual introduction of more formalised learning styles (likely to be important for summer born children) and supports teachers to identify children who many have SEND – for example, dyslexia or dyscalculia. These children will then benefit from specialist interventions from trained teaching assistants. Feedback will be further facilitated by the Learning Management System (see section D2).

Our thematic curriculum allows teachers to choose a theme they and the children are interested in. Every child will be able to voice their opinions and ideas about what they’d like to learn about and teachers knowing their children well is crucial. Each class’s theme will be set in the context of a school theme, ensuring the school works as a community and themes link with the termly challenges.

In addition, it is a principle that every child exists within the context of a family and a community, who are essential to their happiness and success (see section C).

An example of the curriculum and approach in action

It is nearing the end of the spring term, and the weather is changing. In anticipation of the children’s interests in the outdoors at this time of the year, an overarching theme of ‘Climates around the world’ has been agreed upon for the whole school for the first half of the summer term (for example oceans, polar regions, forests, deserts, mountains, etc). Each year group is going to explore their climate zone in a variety of ways, creating a buzz around school about the topic and a visually rich environment for the children to see the topic as studied by other year groups.

Year 5 – Rivers:

The teachers have worked hard together in the weeks leading up to the start of the topic to plan interesting and dynamic activities for the children, including a range of trips, both in the local area and central London. The objectives for the theme are pulled out of the national curriculum, and coverage of subject areas is carefully mapped on the computer system to ensure age-appropriate objectives are being taught and met. To further develop the children’s understanding of the topic of rivers, stories are explored using Power of Reading strategies for the Literacy sessions throughout the term (for example, A River Ran Wild: An Environmental History would be particularly appropriate towards the end of the topic, in keeping with the children’s growing understanding about the impact of pollution on rivers). Throughout the topic, Literacy sessions also cover genres such as explanation texts, and poetry (haiku and tankas).

The thematic afternoon sessions cover a broad range of subject areas (including Geography, History, Science, D&T, and PSHCE); these subject areas are sometimes blocked, so that a topic can be explored in great detail several days in a row. A broad outline of possible objectives and activities is outlined below:

WEEK and SUBJECT FOCUS	LEARNING OBJECTIVES	ACTIVITIES
Week 1: Geography	OLI: I can use geographical vocabulary to ask	- Class brainstorm of what the children already know about rivers; questions of what they want to find out (e.g. If water is flowing down a river to the sea, why

	and answer questions	<p>doesn't the river run out of water?)</p> <ul style="list-style-type: none"> - exploring the features of a river (including how they're formed and affected by weather; also different types of rivers) - creating a vocabulary bank of technical vocabulary - video input – following a river source to mouth
Week 2: Geography / Science (the water cycle)	<p>OLI: I can use geographical vocabulary to ask and answer questions</p> <p>OLI: I can use appropriate scientific vocabulary</p> <p>OLI: I can use models to explain scientific ideas</p>	<ul style="list-style-type: none"> - go on a local excursion to visit the River Pinn – explore its features, take photographs, take measurements at various points along the river (depth of the water, width of the river, speed of water flow) - watch video clips of the water cycle - order cards with vocabulary / pictures of the water cycle accurately (i.e. evaporation, condensation, precipitation) - draw water cycle and label stages - make a 'cloud in a jar' - <i>I am a droplet of water</i> ... in groups, children 'present' the journey of a droplet of water (organise themselves to each be responsible for one part of the water cycle) - water cycle song! - create a river system on a slope of the playground (using a mix of peat, pea gravel, damp sand, soil, rocks – then a watering can to 'rain' over the high ground (hills, mountains, moors) to see what happens – look at how channels are formed and join together – children add labels to the model, then take photos for working wall (children to annotate with explanation)
Weeks 3 and 4: History / Geography (sub-topic: River Thames)	<p>OLI: I can find rivers on different maps</p> <p>OLI: I can see how natural events work in our world</p> <p>OLI: I can use secondary sources to obtain geographical and historical information</p> <p>OLI: I can examine artefacts, and I am able to look at pictures and writing to tell me</p>	<ul style="list-style-type: none"> - stimulus: look at the River Thames on Google Earth, follow it source to mouth - explore historical images of the River Thames (see, think, wonder activity) - children to research aspects of the history of the River Thames (its impact on trade, for example; barges, water power) - possible trip to the Museum of Docklands to learn about the impact of the Thames on London's history? - research different bridges that cross the Thames * display in the hallway: river Thames across the board, add bridges / key buildings / fact cards on an ongoing basis - day long excursion to the River Thames, to undertake a foreshore exploration session with archaeologists from the Museum of London, followed by a workshop about artefacts from the river held at the museum

	about people from the past	
Week 5: Geography / ICT	OLI: I can present and communicate my results in a variety of ways OLI: I can show geographical information in different ways	- Children work in mixed ability groups to research different rivers of the world (research using atlases, reference books, and online resources), in preparation for an oral and visual presentation to the class (or year group) about their chosen river (to include scientific drawings of their river, data, photographs, key information, habitat description, etc.) - Class discussion: Why are rivers important?
Weeks 6 and 7: Challenge Weeks (described below)		

Within this planning structure, which is of course flexible in keeping with the children's interests, there are constant opportunities for the children to learn using a variety of learning styles, and to develop their communication skills.

Throughout the course of the topic, classroom displays are built up around the different aspects of rivers that have been covered, including some working walls (for example during the week about the water cycle, and about the river stories covered in Literacy), as well as presenting finished work such as the visual projects completed in groups about a river of their choosing. The Thames foreshore trip results in a display of archaeological artefacts for the other children in school to see.

Music sessions throughout this half-term are dedicated to the children composing their own music to reflect the sounds of a river, following initial work on the classical piece *Vltava* by Smetana (the symphonic poem of a river's journey).

Maths sessions in the mornings are sometimes discrete, but as often as possible are planned in accordance with topic learning in the afternoons; for example, exploring measurement in week 1, in preparation for taking measurements during the River Pinn excursion in week 2. A week of data handling is planned in for week 4, for the children to create graphs with some of the river data they have learned (for example, river length, water depth at points along the river, etc.) Maths lessons in week 5 are about money, to support the children during their Challenge project.

The teacher notices that a couple of children are struggling taking part in some activities. The teacher talks to the children individually about this and finds that they aren't getting much support with their reading at home. The teacher arranges for some extra support to be put in place by linking them with a peer mentor and a parent volunteer during the extended school day. They will also join the Broadening Minds programme, which will be visiting Stratford to go to the Discover Children's Story Centre. After meeting the parents to talk about their child's progress, the parents are invited to join the school's volunteers' programme, supporting them to learn more about how they can help their children.

Towards the end of the half-term (once children have a good understanding of the river topic), P4C sessions can be used as a forum for discussing environmental questions about rivers, such as the impact of pollution (stimulus: news article about river pollution and its effects on rural communities).

The children's enthusiasm seems to grow day by day – they have really taken it upon themselves to become 'river experts'. One of the children comes in one morning talking about the Mississippi River having flooded the previous week – the class spend a session that day exploring this news, and using the laptops to research the cause of the flood and its impact. One of the parents mentions that their sister is a hydrologist – the teacher is able to arrange for her to come in and talk to the class about what her job entails, and to give the children an opportunity to ask a real expert some questions about rivers and the water cycle!

The children were so interested in the issue of flooding, that the teachers decide to continue the theme into the challenge weeks. One of the parent volunteers in the class brings in some photographs from when the River Pinn flooded – the children are fascinated by pictures of people in boats on the high street! The scenario for the challenge is set: there has been weeks of torrential rain and the river is swollen to bursting point. The children need to protect the school and the neighbourhood! Inspired by talking to a visitor from the Environment Agency, children must research and design flood defences (using D&T to make prototypes), and then move on to working on minimising the damage a flood would cause by creating a 'disaster response plan' (problem solving and planning and using IT skills). Finally, building on their research on the internet and in the library, they need to look at how to prevent the flood happening again. Each group has a budget to spend on materials. At the end of the project they must present their work to parents, local Councillors and the Environment Agency, who will vote to decide which group has successfully averted disaster!

Over the summer holiday, the children are encouraged to try to visit another river with their families, either in the UK or elsewhere, and to explore it with their new skills and knowledge developed throughout this topic.

The teachers map what the children have achieved back against the National Curriculum. This data is entered into the Online Learning Management System, tracking which pupils have undertaken which learning activity. A copy of the mapped national curriculum travels with the class into the next year, highlighting areas of success as well as things that need attention, giving an important continuity for children year-to-year.

The emphasis on cross-curricular learning gives the children a well-rounded understanding of the topic, and a desire to explore the topic further of their own accord.

D1b: The partnership with Broadfields

We have agreed that our Partnership with Broadfields will provide the following elements:

- In pre-opening, [REDACTED], will oversee the development of the school plan, curriculum, policies and procedures, taking the new school through its pre-opening OFSTED.
- After opening [REDACTED] will mentor our Head Teacher to support them to successfully run the school, ensure that policies and procedures are being correctly and thoroughly implemented and provide a critical friend function.
- [REDACTED] will advise our Governing Body.
- Every teacher in the new school will have a link with a teacher in Broadfields for peer support and curriculum guidance. Where relevant, our teachers will attend training sessions at Broadfields and vice versa.

- Broadfields will provide training and on-going quality checks on the creative curriculum planning materials and teacher observation for the first two years.
- Whilst teachers are seconded from Broadfields to the new school, Broadfields will take responsibility for ensuring their work is both supporting children immediately and supporting the school to integrate this approach longer term.

D1c: Expected pupil intake

As outlined in Section C, we have identified two main areas where we would focus the search for premises: Pinner and north of Harrow Weald. These are the main areas where families currently do not have a choice of a good quality primary school.

Taking the sites identified in Section H, the table below shows information about the schools closest to these sites, as well as LBH and national averages.

School	No. of pupils on roll	% of pupils with SEND with statements or on School Action Plus	% of pupils with English not as a first language	% of pupils eligible for free school meals
Cedars Manor School	536	7.8%	62.9%	36.7%
Grimsdyke School	416	4.3%	37.1%	3.8%
Longfield Primary School	707	5.9%	63.3%	8.9%
Pinner Park Infant and Nursery School	382	7.3%	56.2%	8.2%
Pinner Park Junior School	354	10.2%	48.3%	12.1%
Vaughan Primary School	499	12.2%	48.9%	14.1%
Group	2894	7.8	54.2%	14.5%
LBH	19692	7.3%	59.4%	17.3%
National	4309582	7.7%	18.1%	19.2%

Assuming we are able to locate our school at or close to one of the identified sites, we would expect a pupil intake similar to those from the above group of schools.

The proportion of pupils from this group of schools with SEND or on School Action Plus is similar to the LBH and national averages. The proportion eligible for free school means is slightly lower. The proportion of pupils from this group with English not as a first language is also similar to LBH average, but this is much higher than national average. Our focus on communication skills reflects this need within the borough.

As we will be a new school, we expect to initially attract parents making a much more proactive choice of school for their children, which will increase the proportion of SEND children and decrease the number eligible for Free School Meals. This has been confirmed by conversation with Abacus Belsize Primary School, which is a newly opened Free School in North London. We also expect to attract more working parents as we will be open longer hours. This will further decrease the proportion eligible for free school meals, but increase the proportion of those who will be willing and able to pay a contribution for our supper club.

D1d: A creative curriculum

Our school's curriculum will build upon our partnership with Broadfields Primary school. They offer an extended creative primary curriculum which is well organised, imaginative and effectively contributes to the learning and experiences of the children. Overseen by the [REDACTED] and supported by seconded specialist teachers, training and peer-mentoring, Broadfields will provide a strong foundation for our curriculum.

The creative curriculum is planned systematically through thematic curriculum maps for each year group, thereby ensuring the whole range of the National Curriculum is delivered appropriately. This will be monitored by lead teachers and checked by the headteacher, who will take responsibility for the standards of curriculum and teaching. The provision maps in both Key Stage 1 and 2 are designed to make sure that curriculum content is based on children's interests and enhancing cross curricular links. Broadfields map to the new National Curriculum for English and Maths, but to the 2010 National Curriculum thereafter.

At all stages, English and Maths receive a distinct focus, as well as delivering these skills throughout the curriculum and building in other subjects to our English and Maths where appropriate – for example, children particularly benefit from a scientific enquiry approach in maths.

The school has a systematic long, medium and short term planning system which is IT based. Teachers use Assessment For Learning to plan collaboratively (within year group teams) to ensure that the topic is meeting the needs of the children, challenging the children and remains motivating and engaging for the children. Planning is scrutinised by the headteacher to check that teachers plan to ensure that learning is built upon prior knowledge and is focused on ensuring that pupils make progress in lessons.

Many of the enrichments that Broadfields offer will also contribute to our vision, particularly music, forest school and communication skills (ESB) and the 'Broadening Minds' programme.

There are three key additions that our school will be developing:

1. We will treat communicating (thinking, speaking, listening and expressing yourself) as a core subject and therefore
2. We will begin teaching a foreign language from reception (in addition to focus on music).
3. Terms will end with two 'Challenge Weeks', consolidating the term's learning in child-led projects.

4. Communication as a core subject

This is a core thread that unites our vision, ethos and values. Our children will be given a strong voice in the school and will learn how to use that voice responsibly and to great effect.

- a) Thinking (and reasoning) – we will embed the Philosophy 4 Children programme (P4C) in our school, with children supported to thinking collaboratively, be caring, be critical and be creative.
- b) Speaking and listening – teachers will encourage opportunities for speaking and presenting in classes and this will be reinforced through our challenge weeks. Children will take English Speaking Board exams to give us a marker of how we're doing. We will use the principles of restorative justice to give children, teachers and parents the communication skills to understand others and assert themselves and embed Student Voice within our structure to give meaningful opportunities to do this.

c) Expressing yourself: we will encourage creative expression through music and art, through creative writing, drama and using Forest School provision to reach those who may not respond to more classroom based activities. Our 'warm up' sessions give every child a chance to speak and be heard every day.

We are confident in our ability to deliver this as we are being supported by Newton Farm School, who deliver the P4C programme and have a strong Student Voice, and by the Phoenix Education Trust, who will be providing training on Student Voice in our school. Our school community will be trained by the Restorative Justice Foundation; interaction with adults is key to supporting this area so we will be training parent and community volunteers to help in the classroom to increase the number of adults present.

5. Teaching a foreign language from reception

We will offer a modern foreign language from reception. We will determine this language based on the year 7 provision at the high school closest to our school – for two of the possible sites we have identified, this would be Nower Hill, which teaches French in year 7. We will link with a native speaking school of that language via the International School Award, aiming for every child to be exchanging letters with a pen pal by year 6. We will teach in mixed-ability classes, with less able students benefiting from conversing with more able.

Newton Farm currently teaches a foreign language from year 1. With the changes in the new National Curriculum, plus the demand for parents, we are aware that we will be leading the way for many schools in this provision and recruiting teachers with excellent language skills will be key. More information about how we will deliver languages is detailed under 'enrichment' below.

6. The Challenge Weeks

At the end of every term, we will throw down the gauntlet to our children and use a different approach to reinforce learning. Children will have spent the term honing their core skills – not only maths and literacy but communication, learning how to think critically and work with others. They will have been practicing, on a smaller scale, the skills of meta-cognition and self-regulation (in particular, planning, monitoring and evaluating their learning). Teachers will set a challenge. In groups, children then complete that challenge and present their achievements.

According to the Buck Institute of Education; "Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge". PBL has many strengths that resonate with the vision for our school. In particular, children not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators. They develop critical thinking, communication in a variety of media, and collaboration.

Every child takes part in two challenges per year, with the third taken as holiday. Winter and Spring challenge weeks take place in the last two weeks of 'normal' Harrow term, and Summer challenge weeks take place in the first two weeks of LBH Summer holidays. This means that whilst the school is open for two weeks longer every year, each teacher and child will only attend for the usual 38 weeks (timetable choices will be allocated by ballot initially, until the school is of a size sufficient to be able to give more flexibility).

The key difference between the thematic curriculum and our termly 'Challenge weeks' is how they map to the National Curriculum. During the themed lessons, teachers decide on a theme which meets the objectives of the national curriculum and then maps activities against it. Standalone themed days allow more focused activities to be undertaken where the need is identified. In the Challenge weeks, the teacher sets a challenge, which the children then lead a project to achieve. The teacher then maps their learning and activities against the curriculum and broader skills, demonstrating the value of the project and any areas needing more work are used to inform the following term's planning. Together, the elements form a creative curriculum that will be exciting for teachers and children and highly effective at meeting individual needs.

D1e: Student Voice and Restorative Justice

Student Voice is of critical importance to our vision, and is therefore embedded throughout the school day. It is about the ethical principles of the school, the skills we wish to equip our children with and the belief in their own agency and ability that is essential for future success.

Supported by Phoenix Education Trust and underpinned by the principles of Restorative Justice (RJ), children will be able to develop and exercise their voice in the school:

- Every day children will take part in daily community circles, giving every child a chance to speak and be heard. This builds closer relationships between peers and with their teachers and gives children confidence to speak. Community circles are especially important in a diverse school.
- The principles of Restorative Justice emphasise respectful relationships; we will ensure all staff and adults in the school receive appropriate training and there will be a designated Governor to monitor our progress of embedding this ethos. Children will have their training embedded through experiencing resolving disputes – even minor disputes can be a powerful learning tool.
- There will be a strong, democratic structure of Student Voice within the school, with every child automatically becoming a member of the Learner's Constituency, every class electing a representative to the School Council and the Council sending a representative to the Forum and the Governors. Children will take pride in their school because they co-own it.
- The Student Council will receive training and be supported by a member of staff who can represent the views of children and report back to the School Council from meetings where it is not appropriate for children to be present (e.g. main Governors meetings in the evenings). However, at least one Governor should meet with the School Council directly every term.
- Teachers will seek the views of the Student Council on, and involve them in:
 - all staff interviews, inductions for new staff, governors, new children and their parents.
 - Reviews of school policies
 - Planning the extended day and Broadening Minds programme
 - Evaluating the school's achievements
- There will be a clear policy whereby issues causing concern to children can be raised and addressed by the senior leadership team and Governors, after the children have been given the opportunity to resolve the issue themselves.
- The Student Council (supported by a member of staff), can apply for a grant from the Head Teacher for specific projects, for instance, improvements to the school grounds.
- Children will be trained as peer mediators, able to resolve disputes in the playground.

- Our termly child-led challenge projects will build on the skills learnt through the Student Voice programme – in particular leadership, negotiation and problem solving.

As a result of the Student Voice programme in the school every child will

1. Be supported to develop close yet appropriate relationships with their peers and teachers that underpin effective learning
2. Directly experience and be inspired by democracy in action
3. Understand how to have agency through taking part in two child-led projects every year
4. Experience and practice the values of tolerance, respect, equality and collaboration
5. Develop excellent communication skills.

Making our vision deliverable

Element	Delivered by	Support provided by
Excellent Academic Foundation, including a foreign language.	<p>Our school will be 'incubated' by Broadfields Primary School, building on their curriculum.</p> <p>We will focus on teaching a foreign language from Reception.</p>	<p>Newton Farm Primary School have agreed to observe our teaching to ensure it is of an outstanding standard.</p> <p>Newton Farm currently teach a foreign language from year 1.</p>
Curiosity and knowledge of the world	<p>Thematic curriculum with a strong international focus.</p> <p>Challenge week blocks: two weeks of every term.</p> <p>Broadening minds enrichment programme.</p>	<p>Broadfields' thematic curriculum and Broadening Minds programme. Working towards the British Council's International School Award, in common with Newton Farm.</p> <p>Our steering committee includes a teacher experienced in delivering project based learning and we have included money for teacher training in this area with external experts, such as Engaged Learning, if necessary.</p>
Confidence and communication skills	<p>Speaking and language treated as core skills.</p> <p>Enrichment of curriculum focussed on developing these skills – e.g. Music</p> <p>Experience of skills making a difference through Challenge weeks.</p> <p>Strong, positive, respectful relationship with adults.</p> <p>Strong Student Voice throughout the school</p>	<p>English Speaking Board.</p> <p>Harrow Music Service.</p> <p>Project based learning experienced teacher on steering committee. Teacher training with external expert, such as Engaged Learning, if necessary.</p> <p>Restorative Justice Foundation</p> <p>Phoenix Education Trust (student voice) and the Co-operative College (co-operative structure).</p>

<p>Every child treated as an individual</p>	<p>Individual Learning Plans</p> <p>High level of pastoral support and high adult-child ratio</p> <p>Emphasis on curriculum enriched by a wide range of engaging activities.</p>	<p>We are being advised by the [REDACTED]. Steering committee also includes an IT project manager / business analyst.</p> <p>Newton Farm make extensive use of volunteers in the classroom.</p> <p>Seconded teaches from Broadfields (forest school, sports) and Harrow Music Service. Our steering committee also includes an Outdoor Education/Forest School teacher.</p>
<p>Supporting families and communities, so they can support children</p>	<p>Individual Learning Plans</p> <p>Family projects</p> <p>Co-operative Structure</p> <p>Extended provision, 8-6</p> <p>Community School</p>	<p>A development of Broadfield's current practice, supported by LMS.</p> <p>Broadfields</p> <p>The Co-operative College</p> <p>Broadfields are open 8-6 and offers additional learning to parents</p>

D1f: Development over time and making time for development

There are several areas of our plan that may be new to our teachers and will therefore require training and development. We recognise that many initiatives will take several years to fully develop in the school. Some of our proposals – especially individual learning plans, will take additional teacher time.

- Extended school provision: In the first year of opening the majority of children will be reception age and may be too tired at the end of a school day for a full programme of activities. We will respond to children's needs when planning the programme. This gradual start will create extra time for teachers to spend developing other areas.
- We have planned for every classroom teacher to have an additional 10% of their time set aside for pupil/parent meetings and group interventions, to support the development of the ILPs.
- Whilst the LMS will initially take extra time and resource, it should represent a time saving overall as several school systems and processes (e.g. SEN, Governance reporting, Reports to parents) will be combined and simplified.
- We will be working with Phoenix Education Trust as a case study and partner in developing Student Voice in primary schools. We envisage this work evolving with the school, linking in to the development of our Student Council and Learner's Constituency. One of our Lead Teachers will take responsibility for the link with Phoenix, and we have set aside time in their week for partnership and development work.

D1g: Training

We have included whole-school training in Restorative Justice in year one and year two; the Restorative Justice Foundation advise us that we should be able to embed the approach in the school from the start. We have also asked that they provide us with the skills to train subsequent new members of staff, children and parents. Going forwards, we will explore ways of further building on the RJ basis with programmes that take longer to build into the school, for instance the UNICEF Rights Respecting School programme (Newton Farm Primary School also began by introducing RJ and have now moved on to RRS). We have included an ongoing teacher training budget to be used as required to upskill new staff and continue to develop elements of our offer.

We will develop a training programme for parent and community volunteers that will enable them to support classes and training for parents to support their children more generally following best practice examples such as the Ocean Maths Project²⁰. This training will both increase their confidence at being able to help and ensure they are working in partnership with teachers and TAs. We have asked our prospective parents if they would be interested in volunteering, and 65% indicated they would.

*"... Parental involvement in a child's schooling is a more powerful force than family background, size of family or level of parental education."*²¹ Sir Peter Williams.

The role of volunteers

Alongside our teaching staff we will run a programme to engage and train volunteers. We will encourage our members to support the school in kind in this way. The forum, linked to a teacher, will take on initial responsibility for co-ordinating this, attracting parents and family members (including grandparents) and also the wider community, for example older students. The volunteer strategy will develop with the school, however it's likely that some volunteers will support classes, others will have specialisms (e.g. music) and further volunteers may help in other ways (e.g. improving the grounds or fundraising). All volunteers regularly entering school in this role will be DBS checked and will receive an induction, some will receive training as outlined above. These

²⁰ <http://dera.ioe.ac.uk/8365/1/Williams%20Mathematics.pdf>

²¹ <http://dera.ioe.ac.uk/8365/1/Williams%20Mathematics.pdf>

volunteers will not only support staff and increase our ratio of adults to children but also create a vibrant school environment that reflects and draws strength from its community.

The role of teaching assistants

Every class will have a TA, who will be trained to provide specialist interventions with small groups of children. They will be trained in Restorative Justice techniques, which are highly effective but involve greater time to be successful. Where possible, TAs will speak the common languages spoken by the EAL children who are struggling. The TAs will therefore be able to support the teachers to be able to teach a larger group, by working closely with those children who are struggling in group situations or who may not be able to engage and get the most out of them. TA's will be further supported by volunteers –one volunteer will be attached to every class.

The role of specialist teachers

We will engage a number of specialist teachers who will help to ensure the depth of expertise in certain key areas. Initially provided through our partnership with Broadfields, we will employ these teachers directly as the school grows.

Maths and Literacy specialist teachers – able to observe and run maths and literacy classes and intervene where children are struggling. They work with the children, and often their families, to identify where the problems may lie, suggest solutions and support the class teachers to deliver those solutions.

Music teachers – whilst we will run training to ensure all our class teachers are confident to weave music into their lessons, we will also have specialist music teachers running specific clubs and teaching musical instruments. These will be provided initially by Harrow Music Service.

Language assistants – again, we will look to recruit teachers who are able to speak a modern foreign language in order to teach in dual languages one afternoon a week. We will look at part time teachers and job shares to widen the net as far as possible as we know these teachers are in high demand. They will be supported by language assistants; native speakers who take the role of teaching assistants during the immersion lesson.

Physical Education teacher – initially drawing on the support of Broadfields, a dedicated PE teacher will be able to convey their passion for sport as well as provide cover for class teachers non-contact time.

Forest School teacher – [REDACTED], as the school grows we will look to either train a member of our own staff or employ a part time specialist to provide this.

NB: It may be that one or more of our part time specialists can also cover another part time post. We aim to have an open minded approach to recruitment to find the best people.

D1h: Our school day

8am – 8.30am – Breakfast club

Start of main school day

8.30 – 8:50am – School community time (assembly/music performances/mixed-year group sessions, e.g. philosophy, student voice)

8.50 – 9.00am – Warm up (Brain Gym and community circle)

9.00 – 9.20am - Interventions

9.20 – 10.30am – Session 1 (Maths) (1hr 10mins)

10.30 – 10.50am – Break and snack

10.50am – 12pm – Session 2 (English) (1hr 10 MINS)

12 – 12.50pm – Lunch

12.50 – 1.50pm – Session 3 (1hr)

1.50 – 2.10pm – Break (flexible – dependent on afternoon activities)

2.10 – 3.10pm – Session 4 (1hr)

End of main school day

3.10 – 3.30pm – Break and snack

3.30 – 4.30pm – Extended School (1hr)

4.30 – 6pm – Supper Club

D1i: Qualifications

In addition to the statutory baselines, phonic screening and end of Key Stage tests in English and Maths, our children will be offered the following qualifications:

- English Speaking Board – end of KS1 and KS2
- Association Board of the Royal School of Music grades – from year 3

D1 ji: Interventions:

To minimise disruption to main lessons, and in line with our ILP approach, every morning will have 20 minutes set aside for interventions for all children. These will include: 15 minutes a day (young readers), Wave 3 (literacy young readers), first class at number (ks1 maths), Success @ Arithmetic (ks2 maths), Boosting Reading Potential (ks2 reading). There will be volunteer supported reading in addition. Further intervention can be provided to those who need them as part of the extended school. Interventions will be delivered by trained TAs, teachers, specialist teachers, SLT and community volunteers.

D1j: Enrichment activities

‘where language, music, art and outdoor activities are not lessons to be learnt, but creative ways of learning.’ *From our vision statement*

Our curriculum will be enriched by embedding within it activities that inspire and engage the children, but that which have also been proven to strongly contribute towards learning outcomes. In particular, we will be focussing on music, languages, creativity and outdoor activities.

Music:

There is a strong body of evidence²² suggesting that music has benefits for both academic performance and the sense of happiness and belonging in a school. All children at our partner school, Broadfields, learn a musical instrument and has found that it has been especially beneficial to improving children’s confidence – especially those who have been struggling in school.

Initially, our music provision will be wholly provided by the Harrow Music Service, however we will recruit a dedicated music teacher in our third year of opening.

We will offer:

- One hour per week of class music with a specialist from year one

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<http://www.youthmusic.org.uk/assets/files/Downloads/What%20is%20the%20best%20way%20for%20my%20child%20to%20learn%20music.pdf>

- Yearly teacher training and planning to ensure teachers integrate music into the classroom
- Small group musical instrument lessons to all children in year three, with the option for parents to pay for lessons in subsequent years. Pupil premium children will continue to receive lessons free. Harrow Music Service will provide a 'taster session' and help children to decide which instruments they would like to take up from a range.
- Singing assemblies – every assembly will incorporate an element of singing, building to regular 'singing assemblies' with parents invited.
- Participation in the Borough-wide 'Sing, Sing, Sing' programme.
- School choir, steel pans and a further (demand led) music group running as part of our Extended School provision.

Languages

Many children at our school will already be bilingual. We will ensure our curriculum is enriched by foreign languages so that all children feel that speaking more than one language is a normal part of learning. There will be a teacher responsible for leading language provision in the school and who is skilled at the different strategies for learning languages to support those of different abilities. They will ensure that teachers are confident to introduce songs and activities in a foreign language as part of the thematic curriculum (Active Learning²³). We will recruit at least one teaching assistant who is fluent in the foreign language, to assist in running an afternoon per week in two languages from year one (Embedding²⁴), where children learn to speak through exposure to the language. School life will be interwoven with key words and phrases in the foreign language and we will make links with schools abroad through the British Council's International Schools Award, leading to children corresponding with a pen pal by year 6.

From year three we will introduce more formal language lessons as part of the curriculum - initially half an hour twice a week, building to an hour twice a week by year 6. These 'formal' lessons will still be part of the thematic curriculum, again aiming to convey that speaking a foreign language is something entirely normal and not an isolated 'subject'. The language teaching lead will closely monitor the success of these lessons with different children to allow teaching to be differentiated where needed, for instance, where a child is struggling with English, it may not be appropriate to introduce an additional language immediately, instead offering interventions in English.

We will seek to engage parents to assist in the running of a language club as part of our extended school provision. This will allow children to share the languages spoken at home with their peers. We can further support this through themed Supper Clubs, sharing the food and cultures of our communities.

So, we will be offering:

- Integrated singing, games and activities in the chosen foreign language as part of the thematic curriculum for all ages.
- 'Dual language' afternoons, taught in both English and the foreign language from year one
- More formalised language learning, beginning to teach some reading and writing in the language from year three, still as part of the thematic curriculum.
- After school language clubs, linked to themed supper clubs, using community volunteers.

²³ http://www.primarylanguages.org.uk/training_zone/teachers/active_learning.aspx

²⁴ http://www.primarylanguages.org.uk/training_zone/teachers/embedding.aspx

- Close monitoring of children’s achievement to allow differentiated teaching styles and activities, where needed.

Creativity

Our curriculum is inherently creative. By following ‘themes’ rather than ‘subjects’, learning is delivered creatively. We will ensure that all children are given more specific creative enrichment activities that also support our core skill of communication:

- For KS1, every day there will be at least one activity involving hands-on painting, drawing or creative making. Once we have children in KS2, we acknowledge this may not be possible every day for the main curriculum, so we will ensure there is a more creative, practical activity running in lunch time or extended school every day.
- Creative writing and storytelling – every day our literacy teaching will be largely delivered through creative writing and stories. We will invest in a good library for the school and ensure every classroom has its own library resources. Every summer, children will complete one family project (see below) that gives them the chance to develop their own story, started initially in class, but supported with the help of families, volunteers and extended school activities. They could be primarily written, spoken, drawn or created on a computer, depending on the child’s interests and. These will be compiled into class storybooks at the end of term and shared with parents and the community online. Children will then be able to look back at their own progress year to year as well as be able to take pride in their achievements individually and as a class.

“my view is when writing has a purpose, the writer discovers all kinds of important stuff to do with what to write, why write, how write and much more” Michael Rosen, Author

Outdoor activities/learning outside the classroom

Learning Outside the Classroom (LOTIC) and Forest Schooling will both be offered across the subjects as part of our curriculum as ways to give children the opportunity to learn differently, to improve their physical and mental health and tap into a source of enjoyment in learning²⁵. An OFSTED report states that LOTIC “led to better achievement, standards, motivation, personal development and behaviour”²⁶. The outdoors and nature are not a luxury but instead a necessity often denied to children in the urban setting. Initially supported by the dedicated [REDACTED] but seeking to recruit an Outdoors specialist by our fourth year of opening. During pre-opening, development of LOTIC classroom provision will be overseen by a specialist member of our steering committee.

- Reception children will be able to access an outdoor area on a free-flow basis.
- Every class will have two hours delivered outside the classroom per week.
- Two lunch times per week, there will be adult-led outdoor activities.
- Children who are struggling to sit still or engage with classes, will benefit from Forest School interventions.
- Our challenge weeks will be largely delivered outside the classroom.
- During daylight hours, we will run Forest School as part of our Extended School provision.
- We will build a covered ‘outside classroom’ as part of our school grounds to allow children to work outside in wet weather, and specify that children should always attend with appropriate clothing for wet or cold weather.

²⁵ <http://www.face-online.org.uk/face-news/every-experience-matters>

²⁶ <http://www.ofsted.gov.uk/resources/learning-outside-classroom>

Broadening Minds

We know that children's backgrounds will vary. For many children, they may not be able to visualise their potential because their experiences so far have been limited. It is hard to engage those children to work hard and see the relevance of doing well at school if they aren't excited about the future. Our Broadening Minds programme will give children experiences outside their usual environment and will stretch them to achieve their best, whilst further honing their skills and knowledge. Activities are constantly linked back to children's skills, knowledge and achievement via our Learning Management System. It provides a safety net of experiences for those children whose families are not able to provide an enriched home learning environment, and therefore Pupil Premium children are given priority. The programme also helps to break down stereotypes and is an important part of our commitment to teaching equality.

Every term there will be a programme of activities. The Broadening Minds programme will also offer opportunities for our community to volunteer – perhaps by accompanying trips or helping to arrange trips visit to workplaces, places of religious worship or Oxbridge colleges.

Every child will be entitled to at least one experience per term and children who need additional experiences will be provided for on a case by case basis, as assessed by their teacher and monitored by the Head Teacher (and SENCO, Closing the Gap Lead, where appropriate).

Other enrichment activities

Other enrichment activities include:

- Philosophy 4 Children (P4C): where children apply reasoning and judgement to discuss a question or issue.
- Brain Gym: using movement and exercises to optimise learning.
- International School Award: embeds global themes into the curriculum and creates links between teachers and schools in different countries.

D1k: Extended school

Our school day will finish at 3.10pm. For those who have chosen to stay, they will be given 20 minutes to have a snack and a break before our hour's extended school provision.

Extended school allows us to offer many of the activities that complement our main curriculum, but that there is not time for during the day. It also allows us to provide mixed age activities, with positive peer-support and role-model effects, and respond to groups of children's interests.

Parents and children will be strongly encouraged to sign up for the extended provision, but it is not compulsory. Places will be allocated in groups on a first-come basis, with some places reserved for those children for whom those activities have been identified as priorities as part of their ILPs.

Teachers will be present for our Extended School, some activities will be run by our teachers, others will be run by external support – for example, our music activities will be provided by Harrow Music Service. This will allow some teachers to meet parents and children during this time as part of our commitment to ILPs. Teachers will also be responsible for ensuring the extended provision is linked to the ILPs via our LMS.

D1l: Supper Club

From 4.30pm to 6pm we will offer a 'Supper Club' staffed by Teaching Assistants and catering run by an external company. Whilst it is not strictly speaking part of our 'taught' provision, and we will

need to ask for parents to pay for their children to attend, it does enrich our school day by building on our sense of community and providing suitable after school care for children that ensures they are rested and ready for the next day. Children in our supper club will be able to play and read together, or run around if they have energy to burn. We will have story time, art materials and Lego available, which are positive activities re-enforcing learning and quiet spaces for those children who would like to work or play alone.

The food will be of good quality – we aim to provide the nutritious meal that working parents arriving home late would not have the time to cook. Having a good meal and being able to get to bed at an appropriate time will have beneficial effects on both children’s health and their readiness for school the next day. Parents will be welcome to join us for our meal – a great service to working parents, a bolster to our school community and an important guarantee our food will be up to scratch!

D1m: Family projects

Rather than rely on set ‘homework’ (although homework may still be given, where appropriate), we will support children to work on projects together with their families. They will earn points for their projects, with different activities accruing different amounts. So they could visit a museum with their parents, and write about their experiences. They could research something they are interested in or they could make a photo-journal of a holiday. Whilst family support is strongly encouraged, for those who do not receive this support, they will also be able to work on their projects through the Broadening Minds programme and Extended Schooling or by being linked with a volunteer or peer mentor. Family projects build children’s abilities to work independently and with initiative, linking with the objectives of challenge weeks and the creative writing projects.

D1n: Assessing and meeting the needs of all pupils

The link with our vision:

Children are individuals; the school will support and encourage their individual skills, interests and motivations. We will ensure everyone has an equal chance to excel.

Assessing children’s needs

The close relationship between teachers, parents, children and other professionals working with children will facilitate good early assessment of their needs. Before the beginning of every year, senior staff will review the process for assessing children’s needs and the definitions and criteria that will trigger extra support. This will then be agreed with the governors and will underpin our monitoring of pupil progress. Every teacher in the school will receive annual training on recognising and supporting children with additional needs. Our school approach aims to Assess, Plan, Do and then Review on an annual cycle, with termly cycles for individual children.

We define SEND in the following way:-

- A significantly greater difficulty in learning than the majority of children at that age
- A physical impairment that might hinder learning
- An emotional or behavioural difficulty that impedes the child’s own learning progress, or that of other children

We also include

- A very able pupil who requires an extended differentiated curriculum

Special Educational Needs may not persist throughout a child’s educational career

Our assessment of children's needs are part of our commitment to inclusivity and belief that every child is an individual and will have different needs to be met. However, some children's needs will necessitate additional support and specific interventions. We strive to meet those needs quickly (for those children already in school, taking action within one week of a need being assessed), and without singling children out amongst their peers.

Younger children's needs may be relatively fluid and change can occur quickly. Children are quickly affected by the external environment, as well as the environment within the school and therefore strive to maintain close relationships with all those involved with a child's care in order to pick up on any needs before they become problematic.

Assessment as children enter reception or other new children to the school

(See 'transitions' below)

Ongoing assessment for all ages

- Termly individual meetings, to build an individual learning plan
- An online Learning Management System (see section D2), bringing together data and comments from everyone.
- Specialist support teachers to assess children who need extra support and put it in place quickly. We will monitor how quickly support is put in place from the point the need is identified. Initially we will be using [REDACTED], plus ensuring we are able to provide educational psychology, speech and language therapy, play therapy, occupational therapy where it is needed. We will either link with provision in Harrow, or use those working with Broadfields, depending on which is most appropriate and the level of support needed.
- SAT assessments and performance in tests.
- We will aim to assess children according to their independent ability, not their achievement according to an average. A child may be achieving 'well' in comparison to their peers but still underachieving according to their ability.

We will follow the The Special Educational Needs and Disability Code of Practice 2014 as the best way of ensuring that a child's Special Educational Needs will be identified promptly, assessed accurately and appropriate provision is put in place. This model emphasises the need for an inclusive response, with the school providing the initial assessment of needs and appropriate intervention, leading to an Education, Health and Care plan (EHC) where the child needs more support than the school alone can provide. We acknowledge that this Code of Practice is new and will work closely with Broadfields as they develop their SEND arrangements in line with it.

Initially, we will apply these principles in the following manner:

Where a child's progress is causing concern:

The class teacher gathers information in order to:

- identify child's educational needs against the National Curriculum level descriptors / p-levels where appropriate, or monitor emotional, behavioural or physical needs
- involve parents/guardians
- involve child in appraisal of own work and/or behaviour
- plan, monitor and review any differentiation of work or activities necessary
- inform SENCO so that the child is monitored at least termly

If this provision is not adequate then the child is moved on to:

Class interventions:

The class teacher and SENCO:

- reassess needs - if appropriate through diagnostic assessment
- The child's progress is reviewed by the class teacher during parent consultation
- arrange appropriate support with group targets that are reviewed at least termly
- involve parents
- involve child
- Progress is reviewed at least twice a year by the Head Teacher, SENCo and Class Teacher, using assessment data and feedback from the class teacher

If this provision proves to be inadequate then the child is moved on to:

Specialist intervention:

As above, but in addition:

- Specialist staff from external agencies will provide advice or support the child.
- Target review meetings will involve the parents, child, class teacher and SENCo
- Parents will be fully informed and progress and new targets will be discussed.
- The SENCO will keep a record of reviews.
- The specialist Governor for SEND receives data on the progress of children at this level.

If progress is still unsatisfactory, specialists will advise school if a child's needs are likely to meet criteria for formal assessment. This may lead to a Statutory Assessment of Educational, Health and Care needs by the Local Authority in consultation with all those concerned. This may result in an EHC – this means that the Local Education Authority agrees its responsibility for ensuring that the child's Special Educational Needs are met in partnership with other agencies. A six- month review will be held for all children in Foundation Stage, and may be used if necessary for any child in Key Stage 1 or 2.

D10: Individual Learning Plans and Additional Support

Broadfields currently use 'individual education plans' for children identified as having SEND. We will extend this, with an Individual Learning Plan for all children, which will then become more detailed, with specified additional support for those who have additional needs.

For those with identified additional support needs

- the child's Individual Learning Plan will include more directed targets, more regular monitoring and links with specified supporting staff and external provision (where relevant)
- In common with all ILPs, it will include a response from children and parents and copies will be given to parents, and available online via the Learning Management System.
- We will ensure that children identified as SEND are given additional support by the Lead Teacher for Student Voice to ensure they are able to fully participate in decision making and that their wishes and needs are understood by those working with them.

Reviewing Targets:

- Targets that are met within the term can be reviewed at any time and new targets added
- ILPs will be reviewed termly by the class teacher, SENCo and other adults involved.

Monitoring ILPs for those with additional needs

- SENCo will monitor ILP targets in teacher planning and classroom practice so that every class is monitored once a year
- The SENCo will keep a record of all the children who have had special educational needs identified, their ILPs and reviews.

- The SENCo will monitor children's stage in the Code of Practice over time through a running record, to help evaluate need and provision
- The SENCo will ensure that support provision will be allocated according to need

Children with an EHC.

Children with an EHC have Individual Learning Plans which are reviewed in the same way. They will also have Annual Reviews which are conducted in line with local authority procedures. They are held biannually for children in foundation stage. A key difference between children with EHC and other SEND children are the number of other agencies and support services that are likely to be involved and the need to collaborate closely with them.

The following information is collated for the review:

- Annual Review Report Part A
- School advice form completed
- Child Views
- Samples of child's work
- Parental advice form completed
- Information from any other professionals involved
- Copy of progress levels for p-level or National Curriculum levels
- Copies of last 3 reviews
- Copy of current Behaviour Management Plan if applicable
- Any other information pertinent to an individual

The review meeting is written up in the Annual Review Report, which details any action to take place.

Closing the Gap and supporting children who are struggling academically

Also, supporting children with English as an Additional Language (who are struggling with English)

As one of the borough's smaller schools, with a focus on individualised learning, we are well placed to excel at 'closing the gap'. Initially, the Head Teacher will take responsibility for overseeing this area, moving to the second Deputy Head when they join the school in year four.

We aim to close the gap between disadvantaged children and other children, ethnic backgrounds, children born at different times of year, boys and girls.

- We will implement key interventions which fit the specific needs of our children.
- The school timetable incorporates these interventions to ensure that identified children have the opportunity to read every day with a member of staff or trained parent. The timetable will be organised in such a way that children involved in these interventions do not consistently miss the same part of the lesson.
- The Year Lead Teachers carefully match children to the intervention and the adult leading their support in order to create the best climate for the programmes to work.
- We will initially be using [REDACTED] These teachers provide specialist tuition as well as support other teachers with expert diagnoses and teaching ideas in order to overcome learning issues. As we grow, we will recruit our own specialist teachers to continue this work.
- To support our emphasis on communication, we will ensure that every child assessed by their teacher as needing Speech and Language support receives it, whether they have an EHC or

not. This reflects the concern many parents have raised about the difficulty getting assessments.

- We will use any Pupil Premium funding to target our Broadening Minds programme and to fund these children to continue with musical instrument lessons after year 3, if they so wish. We will also offer further, targeted support during the extended school period and classroom interventions, for instance, increasing the amount of specialist Maths and Literacy support.
- EAL Teaching Assistants to help settling in – where possible TAs will speak the common languages of those children struggling. We will make sure that in class, EAL children are surrounded by good models of English and train children in peer support.
- Our Closing the Gap lead teacher will matrix manage areas of inclusion, such as Student Voice, Parent Voice, LAC to ensure that we are making progress towards our target. They will be responsible for not only ensuring all groups are making good academic progress but also minimising gaps in participation in school life and activities, for instance, encouraging girls to participate in sport and science.

Support for children who are struggling with personal or emotional needs, difficult personal circumstances (including Looked After Children) and support for children who are struggling with behaviour

- We emphasise the importance of building a strong foundation of a close relationship between parents, teachers and children and ensuring that the need is addressed jointly.
- In line with our vision, and responding to parental concerns in our initial survey, we will embed an approach to disruptive behaviour based on restorative justice, which has both been proven to be highly effective and maintains the integrity of children as members of the community with a voice that is valued and respected. This process will also enable us to understand the causes of the behaviour and identify whether any additional support is needed. Restorative justice is our approach to relationships and behaviour management, within which we will have a range of sanctions and clear boundaries.
- No child should be labelled as 'naughty'. Our behaviour policy starts from the understanding that children who are struggling to behave appropriately have additional needs that we need to meet and we do not let the behaviour impact on the identity of the child.
- We will engage professionals to work with children in key areas as needed, for example play therapists or child psychologists. We will build links with external agencies who can offer more support to families where we believe it will be beneficial.

Additional support for Looked After Children

- We will listen to the views of our Looked After Children; in particular, we will be especially sensitive where they do not wish their home circumstances to be widely known. We will support them to develop answers to questions from their peers about their circumstances. Unless the child wishes others to know they are looked after, this knowledge will be treated as confidential and shared on a need-to-know basis.
- We will fund LACs to attend our Supper Club, if they wish to, providing a stable and calm after-school environment with their friends.
- Looked After Children will need a strong multi-agency approach and that they often feel that their needs are not being listened to. Co-ordination with external agencies as well as co-ordination with any SEND support within the school will be taken by a named Lead Teacher who will also be an identified mentor for LAC within the school.
- We will use our strong Student Voice programme to support LAC to make their views known to the other professionals who are working with them. If the Lead Teacher feels that their views

are not being listened to by these external agencies, the Head will be responsible for alerting the relevant more senior officials, for instance within the Council. Where we have several LACs in the school, we will offer them the opportunity to develop a peer support group.

- The Lead Teacher will ensure that the school gives the required notice to Social Workers and others who will need to authorise a LAC's participation in an activity. Every effort will be made to ensure this authorisation is received and the Head will be responsible for escalating the issue if LACs are routinely unable to participate in activities due to administrative issues.
- LACs may join the school in-year and leave before their peers. In addition to our work on pupil transitions, we will develop an alumni programme that will allow these children to stay in touch with the school, if they should wish.
- Upon leaving, their records and work are sent to their new school in time for their start and follow up with a phone call for their class teacher to hand over to their new teacher. We will ensure that the records and examples of work are kept until the child reaches 18.
- If one of our LACs changes carer during their time with us, we will invite their new carer to attend a meeting with their class teacher and the Lead Teacher for LACs where we will share their Individual Learning Plan. Foster Carers will be encouraged to join our induction and training programme for parents.

Supporting those with physical disabilities or additional medical needs

We will aim to proactively:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- support disabled people to have a strong voice, in line with our commitment to student voice
- take steps to meet disabled people's needs, even if this requires favourable treatment

We will raise the profile of individual children with physical or medical disabilities or needs by:

- regular monitoring by the class teacher
- all adults working as a team in monitoring and supporting children
- placing information on the notice board in the staff room to inform staff about individual children with medical conditions, including photos and their treatments
- oral updating by SENCo of any changes or new children / conditions
- training of staff in the use of Epipen equipment (nut allergy)
- many staff will hold individual First Aid certificates which are renewed every 3 years
- working with parents to meet the needs of children e.g. asthma inhalers always available
- working closely with parents, teachers at hospital schools (where relevant), using our Learning Management System and extended school provision and drawing on the support of trained volunteers, we will ensure the child's Individual Learning Plan is appropriate, that there is continuity where possible and minimise any disruption caused by time missed from school.

Our SENCo and welfare officer will liaise with healthcare professionals and make referrals where necessary and, with parents, devise care plans for the children, which may include therapists observing the children and supporting staff working with them.

We will involve a range of disabled people in the development of our Disability Equality Scheme. We will take into account the preferred means of communication for those whom we are consulting. This involvement may be done in the following ways:

- consultation with staff, parents, carers and others in the community of the school by questionnaire, which can be accessed in paper form, through email or online.
- ongoing consultation with pupils as part of Student Voice programme
- a disability awareness week
- a working party meeting to develop the scheme and the priorities within it
- individual discussions, including phone contact, email and home visits as appropriate
- staff inset
- consultation with parents focus group
- involvement of school council
- discussion at governors meeting
- involvement of specialist partner organisations in the school via the Forum.
- consultation with parents support group
- consultation with SEND parents support group
- consultation with other school users

Information gathering from families new to the school will include requests for information about disabilities or health conditions of members of the family, and includes details about why that information is being gathered, how it will be used, with a focus on enabling adjustments and how its confidentiality will be maintained.

Information from PLASC data collection of the pupil population will be used. This information is analysed by the SENCO to identify the following

- how many disabled pupils there are in the school
- which impairment groups are represented, or not represented
- the participation of disabled pupils across the school; in curricular and extra curricular activities
- the achievements of disabled pupils in curricular and extra curricular activities
- broader outcomes, such as those set out in Every Child Matters

Supporting children who are gifted and talented

Our provision for gifted and talented children is porous – we recognise that children may move in and out of this category as they grow and develop and we strive to be stretching all children appropriately to achieve their potential. It is part of the role of the Governors to ensure that all children are making good progress and there are not widening achievement gaps.

There are three basic ways of meeting the needs of gifted and talented pupils, acceleration, enrichment and extension.

- Acceleration consists of enabling a pupil to access work that would typically be for older pupils, through providing mixed age sessions or through simply giving work aimed at older pupils.
- Enrichment consists of broadening a pupil's education by studying aspects of a subject which there would not normally be time to study, or by adding extra subjects to the curriculum.
- Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

These three methods will be delivered through the following aspects of our school:

- Time for individual and group interventions will allow teachers to better understand children's needs adapt their teaching to suit the children in their class. Where appropriate, some sessions will span year groups to make sure no child is held back. Children will have more attention and therefore be appropriately supported and challenged.
- Thematic curriculum allows for children to explore the topic and be curious. In particular, our emphasis on child-led enquiry rather than teacher-led instruction will enable gifted and talented children to excel.
- The extended curriculum allows children to follow their interests, mixing with children in different year groups and taking on peer-mentoring roles, where appropriate. We aim to support children who are gifted and talented in any activity, not just 'general' academic achievement. Sometimes this may involve making links with other schools or provision in the borough, and it will be the responsibility of the SENCo to do this – for instance, if a child shows a talent in an area we can't offer activities. This is likely to be particularly relevant when the school is newly open.
- Family projects and story projects give children the opportunity to take on more autonomous, self-directed work.
- Our Broadening Minds programme and our enrichment programme will offer opportunities to challenge these children.
- Gifted and talented students are also likely to benefit from taking more leadership roles within the school community. They will be encouraged and supported in this through our Student Voice programme and through our Challenge weeks.

Monitoring of Progress

The gifted and talented cohort is monitored in a number of ways:

- Through the analysis of exam results and 'value added'. Results are compared with the expectations generated by baseline testing. Formal testing takes place once a year.
- Through a programme of work sampling.
- Through classroom observation.
- On a daily basis, by his or her class teacher who sets regular targets and monitors the achievement of those targets.
- Through feedback from the child and their parents.

We believe that one of the most effective strategies for helping gifted and talented pupils to reach their full potential is ensuring that they develop as rounded persons, and so their progress in social and interpersonal skills is monitored as well as their progress within curriculum subjects.

D1p: The role of the SENCo

Initially the Head Teacher will also take on the role of SENCo, moving to the Deputy Head in year 2. They will coordinate SEND provision throughout the school – not just for those children who have statements, but also for those assessed by their teachers as having additional needs.

The SENCo will do this in several ways:

- Link with specialist support and ensure that it is of a high quality, appropriate and achieving results
- Link with external agencies and specialists who can offer further support or who may be working with children or their families.
- Monitor the effectiveness of Individual Learning Plans at identifying and monitoring children's needs.

- Coordinate training and briefing for staff and other adults working with children with additional needs.
- Coordinate supporting materials and information for parents and carers
- Meeting with teachers, children and parents where needed.
- Monitor and report to the Head on SEND pupil progress and the school's progress at closing attainment gaps.
- Line Manage staff recruited to support specific SEND, for instance specific TAs.
- Matrix Manage staff who have specific responsibility for areas of inclusion, e.g LACs, Student Voice and Parent Voice.

Reporting responsibilities

- class teacher liaising with SENCo on a day to day basis and through termly staff meetings (as an agenda item)
- SENCo reporting to Inclusion Governor termly
- Reporting to parents/guardians following termly reviews
- Annual statement to parents/guardians, including SEND expenditure in Governors' Report to Parents

Our school will be exceptional at meeting the needs of SEND children due to our emphasis on strong personal relationships, individualised provision and strong voice and involvement of parents and children. In particular, our Learning Management System provides the mechanism for a close collaboration between teachers, parents, children and other professionals working with the children, such as LEAs, health and social services. It provides the SENCo with good information to oversee the effectiveness of provision, ensure interventions are happening in the prescribed time frame and generate monitoring reports for the Head Teacher and Governors, which can then feed into the school's processes, policies and development plan.

Other staff will also have specific roles with regards to supporting SEND children:

- Teaching Assistants: Where a child has an EHC, part of their Individual Learning Plan may include access to a teaching assistant to support their particular need. Every class will have at least one Teaching Assistant, who will (as detailed above) be trained in specific interventions.
- Lead Teachers: Every year group will have a more senior Lead Teacher who will lead the curriculum development for that year but will also take on (gradually, as the school expands) responsibility for coordinating provision for particular groups within the school. These groups will include LACs, children with medical needs/disabilities, EAL, Student Voice and Parent Voice. Before the school has all Lead Teachers in place, this coordination will be divided between the Head, Deputy and other Lead Teachers.

Our curriculum and equal opportunities

a) Entitlement, access & modification

Our goals are:

- to provide the maximum access to the curriculum for all pupils, recognising the variety of backgrounds from which pupils come and to widen the opportunities for pupils with learning difficulties or exceptional abilities.
- to use teaching methods appropriate to the full ability range of the teaching group and to take into account the emotional, behavioural and learning needs of individual pupils and any physical, hearing or visual impairment.

- to use classroom organisation to provide pupils with opportunities for a mixture of class, group and individual work to take place.

b) Teaching and support arrangements

We believe that being consistent in our whole school approach to the needs of an individual child gives that child the best opportunity for learning. This is especially important if the child is presenting emotional or behavioural difficulties.

We will be building on the excellent practice currently followed by Broadfields. They use the National Literacy Strategy and the National Numeracy Strategy for all pupils using differentiated tasks as appropriate. We use wave two intervention programmes such as the Early Literacy Support (ELS), Further Literacy Support (FLS), Better Reading Partners, 15 Minutes a Day Reading Programme and Springboard Maths. We will use the following wave three interventions; Reading Recovery, Letters and Sounds, Tracks Literacy Programme, Wave 3 Barnet Reading Scheme. And also operate a Motor Skills Programme, Life Skills Programmes, Listening Skills, Social Skills and individual specialist support teaching programmes for specific learning difficulties. We strive to deliver the majority of interventions outside of main class time and have set aside a timetabled slot for these.

c) Integration arrangements

We will encourage children with special needs to take a full part in the life of the school.

Designated Teaching Assistant support, as identified in an EHC, will be used for pupils to enable them to join in with practical subjects, games activities and trips off site.

The school will deploy teaching assistants to support access to the curriculum for all children and will make adjustments to this provision from time to time as needs and finances dictate. By offering time for interventions outside of main classes, we will minimise the amount of main teaching children miss.

Inclusion Monitoring

- Staff will monitor the effectiveness of the school's inclusion during a termly staff meeting.
- The SENCO will monitor ILP implementation in curriculum planning and delivery formally on two days per year. Each class will be monitored at least once per year.
- SENCO to report to SEND Governor termly.

Evaluation

Evaluation will take place annually during the summer term at a staff meeting where all staff will be involved. This meeting will be chaired by Headteacher / SENCO.

If the policy is effective the school will be characterised by:

Pupils with SEND who show improvement in basic skills and access the wider curriculum and who make progress towards their targets because:

- teachers identify and support pupils with SEND and with their individual needs
- staff work collaboratively to support students
- parents feel involved and know how they can support their child
- SENCo co-ordinates the monitoring and review of the provision made

Teachers who:

- have high but realistic expectations of student progress
- contribute to the identification of pupils with SEND and individual needs
- support students through good lesson planning

- communicate effectively with parents
- evaluate student progress

Teaching Assistants who:

- are clear about their role
- work collaboratively with staff
- support student by using effective strategies

Parents who:

- feel involved in the process of meeting their child's learning needs
- understand how they can help their child
- understand their child's individual targets
- support the school in their aims

Governors who:

- understand their role in SEND and inclusion
- ensure effective liaison with the Inclusion Manager and Head

Our membership Forum will

- ensure our school is embedded in the wider community, that we draw on external support and expertise where relevant.
- Listen to the views of our stakeholders and ensure we are acting consistently with our school vision.

D1q: Pupil Transition

We aim to give teachers the flexibility to create smooth transitions from one stage to another. Below is detailed our general strategy for transition periods, however it ought to be read with reference to the section 'meeting the needs of all pupils' above. These proposals reflect both current practice at Broadfields and the views volunteered by parents of children who had been through these transitions on our Facebook group.

Starting School

- Parents and carers will be invited to take part in an induction programme, ensuring that they understand how the school will approach teaching different subject areas and important issues such as behaviour and are able to work with teachers to support their children.
- Reception teachers will receive a good handover from previous childcare providers before the start of school – written with the option of a phone call or meeting where additional needs have been identified.
 - Where the child attends our nursery, they will be able to spend several sessions with their new teacher at the end of the summer term before. When they join the main school, they will be supported on their first day by their nursery teacher.
 - Where the child does not attend our nursery, children will be able to 'stay and play' in the school for an afternoon in the summer term before they join.
 - Teachers of new children to the school will, where possible, conduct a home visit.
- Stay and play sessions will contribute towards planning the transition – it may be that some children will need to begin school more slowly than others. During settling in, teachers will be available to speak to parents every day after school.
- The Learning Management System will support teachers and parents to briefly communicate daily where they have not been able to have a conversation after school. Cover will be provided for teachers to allow this to happen during the extended school period. This communication

may include the teacher's observation about the child's general happiness, ability to play with other children, behaviour in class and in the playground and whether they've eaten their lunch.

- Settling in will last as long as it is deemed to be needed. For some children, this may mean that they are still needing extra support and a more flexible approach into to their second term.
- At the end of the settling in period (or before the winter holidays, whichever is sooner), teachers, parents and children will meet to draw up the child's Individual Learning Plan.

Reception to year one

- Reception teachers will continue with their class into year one, smoothing one of the more difficult transitions for children within the school.
- Our year one curriculum will emphasise play based learning – we will offer a gradual transition towards the more desk-based learning of Key Stage 1.
- Small group interventions will allow teachers to work more intensively with those children who are struggling.

NB: We will open with a year one class as well as reception. For this first year, we will treat starting in year one the same as starting in reception, with handovers and home visits and opportunities for stay and play. As for reception children, the teacher will decide how long settling in should last for and plan accordingly.

Moving on to High School

- Our Senior Management and Year 6 teachers will build strong links with our local high school, arranging regular visits for year 6 children. We will also offer opportunities for older students from the High School to volunteer in our classrooms, providing peer mentoring to our children and becoming a familiar face when the children join their school.
- We will offer some joint activities as part of extended school between our school and local High Schools. For example, years 6 and 7 debating or science experiments run by High School teachers.
- We will invite senior teachers from our nearest High Schools to meet our School Council.
- Where possible, we will plan our curriculum to complement the local High School – for instance, we plan to choose our foreign language dependent on which is taught in year 7.
- Our teachers leading on English, Maths, Science and Foreign Language will plan collaboratively with colleagues in local high schools to ensure children are well prepared.
- Our SENCo will be responsible for ensuring High Schools are aware of SEND children and have developed strategies to support them, ideally building on the ILPs developed in our school.
- We will develop an alumni programme, which will support children to feel as if they will continue to be a part of our school after they leave, reducing the amount of stress they experience. Throughout their time at our school, children will be supported to develop self-awareness and learning how to learn, which combined with our target for every child to independently work towards their own goals will stand them in a strong position for making the transition towards the style of study required by High Schools and for GCSEs.

Joining the school in-year

- In the same way for those who join in reception, teachers will try to secure a good handover from the child's previous school or education provider. They will set up a meeting with the child and parents to plan the transition. This will feed into the child's individual learning plan.
- Parents or carers will be provided with a written and online induction programme, and will be invited to join the first scheduled face-to-face session.

- Children will be paired with a peer-mentor; an older child who has the skills to support them. They will also be 'buddied' with another child in their class.

The Governor with responsibility for Inclusion will receive information about the number of children facing transitions, the provision put in place for them and the success of this. Our alumni programme will offer a valuable insight into the experience of our children in High School, allowing teachers to adapt strategies for subsequent years.

Section D2

D2 Measuring Pupil Performance

Measuring performance and setting targets

There are six key ways we will gather evidence for the targets set out below:

Learning Management System (LMS)

Our school will use a digital Learning Management System (LMS) to track achievements and progress, set individual learning plans (ILP) and to build up a Record Of Achievement (ROA) for each child. This will be an online system, providing instant and up to date information to class teachers, children, parents, head teacher and governors. The ROA will be built up through each child's entire time at our school, which will be particularly helpful to enable smooth transitions.

A key tool for measuring the performance of our school and children, our LMS will allow teachers, working with children and families, to create and record an ILP for each child, which would set out a path for the child to reach various educational outcomes. It will allow a continual assessment of progress and achievement against our targets by combining different types of data and assessment and creating reports at individual, group, class and year level.

For example, a teacher updating the system about a project a group of the children had been working on will be prompted to select which targets the activity evidenced. We will develop levels and descriptions to aid their benchmarking. This allow teachers to identify problems quickly and put in place any relevant interventions (see interventions section). It will allow the Leadership Team to identify discrepancies between types of evaluation and allows Governors to monitor progress against top level targets.

We understand that children may do other things outside of school which may be contribute to their learning and are important for a teacher to know and understand the child. Such as musical/sporting achievements, visiting a museum etc. Children and parents will be able to add entries into the LMS, and for teachers, children and parents to be able to comment.

The system would provide a continuity and coordination between the extra support different children require - so that the Individual Learning Plan would link into SEND provision where necessary, recognising that special educational needs are a spectrum of needs, and that it isn't only EHC children who may require extra support or who may be working with other professionals.

There are a number of systems available, so we would review during pre-opening which system would best suit our needs. We have identified that the chosen system would need to have/be:

- Cloud-based, available on any internet enabled device

- Secure data management
- MIS providing all statutory functionality
- Communications management, including email, SMS
- Progress tracking
- Dashboards and alerts
- Parent portal
- Virtual learning

Observations, outcomes and milestone achievements will be recorded in the LMS, with the option to include evidence (such as a picture of a piece of work) or comments from the teacher. Over time, the LMS will build up a picture of each child's progress, which can be used not only to check whether a child is on track, but also to help identify the need for early interventions, and to provide insight when developing and setting each child's individual learning plan. Class teachers will be responsible for maintaining each child's ILP, but they will also be reviewed by the headteacher.

We will work with and will be advised by [REDACTED], [REDACTED]. [REDACTED] has overseen the introduction of similar systems in other schools and will be able to advise not only in the technical implementation, but also how to embed such a system into the culture and working practices of the school. From discussion with [REDACTED] so far, he believes our plans are "ambitious – but in my view they are where education should be going".

The Role of the Learning Management System in governance

The LMS will record the following information that will be available to Governors as an aggregated report (subdivided by year, age within year, gender, SEND, EAL, FSM, as appropriate). Governors can also choose to look at a selection of records in detail.

- Individual Learning Plan – the goals and interests recorded by teachers, children and parents and progress made against these.
- Progress in key skills, benchmarked against year group, school and national levels, plus progress made year-on-year.
- Attendance
- Involvement of other professionals
- Engagement with Extended School and Broadening Minds programme
- Additional needs and progress meeting these
- Feedback and evaluation from teachers, children and their families.

Liaising with and reporting to parents/carers

- Parents/carers will meet the staff termly.
- Parents will be encouraged to volunteer to help in lessons.
- There will be a weekly singing assembly for parents to attend.
- LMS will have parent portal, allowing parents/carers to view at any point in time.
- This will enable to see what their child has been doing without having to wait for a school report or their child to tell them. Being aware of what is happening at school is the first step for parents to be able to play a key role in their child's progress.
- The portal will allow parents to provide comment and feedback on particular items in the LMS, or record activities that their child has done out of school, which may contribute to their ILP.

The parent will also be able to comment to tell the teacher any areas that their child is struggling with. This in turn will provide valuable feedback to the teacher.

Teacher assessment

Part of our LMS above, but also a stand-alone tool, our teachers will assess pupil progress through observation, reviews and informal tests (see assessment and data tracking below) on an ongoing basis and for termly reviews. In particular, this will be critical for areas where there are not suitable external measures of success to work to – for instance, the teaching of languages from reception. As a school we will develop assessment measures that our teachers can carry out to ensure our children are making good progress across all aspects of the curriculum and that the Head Teacher and Governors are able to monitor this progress. This assessment will also feed into the children's individual learning plans, to ensure they remain relevant and focused.

Annual school survey

Every year, we will conduct a questionnaire for each constituent group for our school. This will allow us to gauge our progress across a range of targets that would not otherwise be possible to capture and give qualitative information that may help to explain the causes behind areas we need to improve.

External tests

In addition to the tests our children are statutorily required to sit, we seek external verification from the English Speaking Board and the Associated Board of the School of Music. This will allow us to benchmark our performance against local and national levels.

OFSTED

We recognise that OFSTED is an important check on our attainment. Between OFSTED inspections we will work with our partner schools, in particular Newton Farm, to conduct walk throughs and observations of our teachers to ensure we are achieving 'outstanding' levels.

Evidencing the vision: Our school targets

To create a school that enables children to be positive and successful citizens of the world, which equips them with the attitudes and abilities to enable them to take on this responsibility. From our vision statement.

An Excellent Academic Foundation – key skills (reading, writing, communication and maths)

We aim for the highest academic attainment and progress for our children. This will allow us to benchmark our school against the best schools in the area.

Target: 93% of children achieving at least the expected standard for KS2 (equivalent to existing level 4b) in reading, writing and maths. 40% of children achieving a level equivalent to level 5.

This is the final academic target for children at our school, which will be measured at the end of year 6. This is a common performance metric, published in the DfE's School Performance Tables, meaning we can easily benchmark our school. There is also a strong correlation between achieving these levels by year 6 and achieving 5 A*-C grades at GCSE, so achieving this target will give us confidence that our children will go on to do well academically.

For KS2 level 4b, LBH achieves 69% across all schools, which is above the national average of 63%. However, there is a group of high performing schools in Harrow²⁷ achieving 85-100%; our school is aiming to be within this top bracket of schools.

For KS2 level 5, LBH achieves an average of 27% (against 21% national average), but a group of 3 schools achieve in the region above 40%.

Our child-led approach of using children's interests and motivations to support learning, as well as the close relationship between the school, children and parents will ensure that children enjoy learning. Individual learning plans, along with indicators of progress will ensure that children remain on the pathway for achieving this target.

Target: every pupil progressing by their expected level from the reception baseline to KS2 in Reading, Writing and Maths.

We recognise that our cohort will be varied, and will join our school with differing levels of ability. No matter the level on joining the school, we will ensure that every child achieves this progress.

Achieving this target will demonstrate continued progress of all pupils as they move up the school. Again, a number of schools in LBH achieve a high level of progression – we aspire to join this group of schools. Due to our Individual Learning Plans and Learning Management System, we will be able to quickly spot where a child is not progressing as expected, determine the cause and ensure that child receives appropriate interventions.

Target: no attainment gap between any of the following groups:

- ***Disadvantaged children / other children***
- ***Ethnic backgrounds***
- ***Children born at different times of year***
- ***Boys and girls***

Our school will aim to eliminate the attainment gap between children of different groups. Our Learning Management System will allow us to closely monitor the achievement of different groups of children and this report will be given to a dedicated Governor to ensure action is taken swiftly should differences persist. This action will begin with analysis of why the difference has occurred, including observations of classes and speaking to parents and children. We will then be able to make appropriate changes and interventions.

In addition, due to the continuity of approach offered by our Individual Learning Plans our children with SEND will achieve some of the highest results in the borough; they do not need to be separately assessed and moved to a separate system, so they will be identified and supported quickly.

Target: from identifying additional needs, support will be in place within 1 week

It is vital that all children get the support they need, and they get that support quickly. Whether a child is identified as needing additional education, emotional or any other kind of support, the school will make sure the required support is in place within one week or less. This will be monitored by the Head Teacher.

²⁷ Whitchurch Junior School, Cannon Lane Junior School, St Bernadette's Catholic Primary School, St Anselm's Catholic Primary School, The Moriah Jewish Day School, West Lodge Primary School

Target: 50% of children to achieve Junior Medallion grade in English Speaking Board assessments

Each child will take the English Speaking Board assessment twice during their time at our school. The ESB assessment covers 4 areas: presenting, speaking by heart, reading aloud, listening and responding. This target emphasizes our committed focus on communication skills.

Target: 90% of year 6 children exchange at least 3 letters with a pen pal, linked via the International School Award. A real-world motivation to consolidate their languages skills and an exciting project.

We will develop an internal measure of progress in language. Starting by identifying a baseline in reception and measuring children's speaking and listening progress at the end of KS1 and their speaking, listening and writing ability by the end of KS2.

Target: 75% of children achieve Associated Board Grade 1 in Musical Performance by the end of year 6. 30% achieve Associated Board Grade 3.

We have chosen two targets so that more able musicians are challenged. To achieve this level will require dedication from children, teachers and parents.

Having this as a target reinforces our commitment to the importance of music in education. Our partner, Harrow Music Service, will provide the necessary expertise and advise to enable us to reach this target; our contract with them will set out specific expectations and monitoring.

Target: There are no children excluded from the school and children's behaviour is exemplary.

Underpinned by a restorative justice approach, our children and teachers will be equipped with a communications strategy that will foster respectful relationships and minimise conflict. It will also give them the skills to resolve issues as they arrive – often without teachers needing to intervene.

We will monitor our progress against this target based on:

- Number of exclusions (or lack thereof)
- Number of student-led interventions
- Response to question in annual survey (teachers, children and parents)
- Learning walks, conducted with partner schools, Head Teacher and governor
- OFSTED report

Curiosity and Knowledge of the World

Every child will have the confidence to make the best of their skills

Target: Every child independently works towards their own goals

We will ensure that by the time they leave our school, every child has a good self awareness and demonstrates a pro-active attitude to achievement and broad horizons. The attainment of this will be assessed through independent projects in year 6. Progress towards this target will be identified and assessed by our Learning Management System, which will combine teacher observations from the Challenge weeks and family projects, participation in extra-curricular activities and Student Voice as well as relevant classroom activities.

Target: Our children will continue to demonstrate confidence and independence at High School and beyond.

We will evidence this based on:

- Feedback from local High Schools as children enter the school and after one year.
- We will develop an alumni constituency and gather qualitative and quantitative data from them on their progress.

Children are individuals; the school will support and encourage their individual skills, interests and motivations. We will ensure everyone has an equal chance to excel.

Target: Every child has an individual learning plan that has been developed with their teachers and parents/carers and is reviewed termly by each child as well as their parents/carers.

Every child is different and each child will have individual educational needs. The individual learning plan will ensure that each child has a pathway, with key milestones along the way. Our staffing structure (described in D3) shows how teachers will be given additional non-contact time, so that they have the necessary time to maintain these plans. Class teachers, parents and other specialists will contribute to each child's learning plan.

The individual learning plan will be a key component of our web-based learning management system, allowing teachers, parents, carers, specialists and children to view and contribute to their learning plan. System reports will allow the head teacher to verify that ILPs have been completed and reviewed each term.

Furthermore, the ILP won't just focus on academic achievement. It will link in to our Broadening Minds programme, ensuring that every child receives the breadth of education as well as the depth.

We will evidence the success of the ILP's based on feedback through our annual survey, showing whether parents and children are happy with the plan and whether teachers feel that it has assisted them to meet the needs of individual children. We will also ask for feedback from other professionals working with children – particularly SEND children.

Target: All children feel their views are listened to and 30% of children take part in School Council at some point during their time at the school.

People are more motivated if they feel that they have a voice, their views are respected and can effect change.

There appears to be increasing apathy in the democratic process, with election turnout decreasing and some groups being less engaged than others. Children being actively involved in school decision making achieves the following outcomes:

- Enables children to think independently and articulate their views
- Gets children involved in decision making
- Demonstrates that their views are respected
- Supports a culture of mutual respect, understanding and equality

The means through which these outcomes will be achieved will include:

- A school council, linked with governors
- Half-termly "meet the head" sessions
- A wide range of ways to be involved, developed with students
- Ensure that success and achievements are visible

A child's involvement in any of the school's democratic processes will be recorded in their record of achievement within the LMS. We will ask children through our annual survey whether they feel they have been able to take part in making decisions within the school and whether they feel their views have been listened to and acted upon.

Target: British Council International School Award: Intermediate Certificate for KS1 year groups, Accreditation Award for KS2 year groups.

Achievement against this target will reflect against the school's visions for our children to be global citizens, and their ability to effect change.

The Intermediate Certificate requires children and teachers to be able to reflect critically on key global themes, discussing local context with other schools around the world. The Accreditation Award requires children and teachers to take action to tackle global issues, through collaborative projects with schools around the world.

Newton Farm Primary School, who have already been accredited by the International Schools Award, will provide support and advice to teachers.

Target: Our school will achieve a "Good" OFSTED rating at its first review and "Outstanding" by its second review.

Of the 64 primary schools in Harrow, 22 (around a third) are currently rated as outstanding by OFSTED. We want our school to be a part of that group.

We recognise that starting a new school is a huge challenge, but we want our school to be the best it can be right from the start. We will expect a lot from our children and we think they should expect a lot from their school.

Aided by our strong co-operative governance structure, we believe the key features of our school will attract high-calibre candidates for the head teacher and other teaching roles. We will give a high priority to ongoing teacher training and development time, supported by our partner schools.

Ultimately this will be measured by the OFSTED report. In the interim we'll use the OFSTED School Inspection Handbook as a guide and our partner schools will conduct walk-throughs and observations. [REDACTED] will ensure we are on track.

Target: our school's absence rate will be no more than 3%.

Regular attendance at school is important. We believe our ethos of community and family involvement, as well as encouraging motivation to learn will enable us to achieve an absence rate of no more than 3%, which compares favourably with the LBH average of 4.8%. In particular we anticipate that by offering parents the option of a degree of flexibility around school terms we will remove unauthorised absences for holidays.

Assessment and data tracking

The assessment and tracking systems for our school will be built on those used by our partner school, Broadfields. Since their system is mature (but continually evolving), this will ensure that we have robust systems in place right from the start.

Taking advice from experts such as [REDACTED], we will build this assessment and tracking system into our Learning Management System to create a seamless system that reduces paperwork and increases efficiency.

Assessment will lie at the heart of the process of promoting children’s learning. It provides a framework for setting educational objectives and monitoring and communicating children’s progress. Assessment will be carried out by in partnership with specialists, children and parents. We want our assessments of pupils’ progress to celebrate success and discourage underachievement.

Assessment will be a part of all teaching strategies to help identify areas for development and chart progress. It helps us to strengthen learning across the curriculum.

Aims and Objectives

- To gather information about the performance of individual pupils, groups and classes that is used to set targets at different levels.
- To provide information for planning, teaching and curriculum development, as well as interventions and individual learning plans.
- To ensure that assessment and recording are key parts of performance management system.
- To review and where necessary adjust curriculum provision, and evaluate this regularly.
- To let teachers, parents/carers and governors know about the school’s strategic planning.
- To allow pupils to show what they know and understand and what they can do in their work; also to help them understand what they need to do next.

Assessment will be a daily part of the life of the school. Informal assessments, through the monitoring of children’s work and understanding of concepts are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be **formative**, providing information for the teacher to plan the next steps in the children’s learning; this will contribute to and shape each child’s individual learning plan.
- to be **summative**, providing a snapshot of each child’s achievement at the end of a period of learning such as SATs tests in core subjects and at the end of topic assessments.

Children will be expected to achieve at least two sub-levels of progress each year. This will show pupils and parents the progress that has been made and to feed into whole school analysis.

Annual Assessment Cycle

Autumn	Spring	Summer
- Review of individual learning plans	- Review of individual learning plans	- Review of individual learning plans
- Review Full School Plan, KS1& KS2 outcomes	- Review FSP, KS1& KS2 outcomes	- Monthly teacher assessment of writing and communication
- LMS monitoring validated (using data from Summer term)	- LMS monitoring validated Head Teacher (HT) / Deputy Head Teacher (DHT) to analyse and feedback to	- Ongoing target setting in Reading and Maths

<ul style="list-style-type: none"> - Yearly Target setting - Monthly teacher assessment of writing and communication - Parents' Evening - Ongoing target setting in Reading and Maths - Moderation of marking by the Year lead (at Half term) and subject leader/ HT/DHT at the end of the term - Review subject Action plans accordingly based on the moderation and next term's professional development. - At the end of the term, children to complete a set of tests for reading; writing; speaking and listening; grammar, punctuation and spelling; mathematics and science to give a level. - Year lead teams to feedback to the HT/DHT/Inclusion Manager/Learning mentor at Pupil progress Meetings. - On-going AfL 	<ul style="list-style-type: none"> the year lead meeting. - Monthly teacher assessment of writing and communication - Ongoing target setting in Reading and Maths - Moderation of marking by the Year lead (at Half term)And subject leader/ HT/DHT at the end of the term - Review subject Action plans accordingly based on the moderation and next term's professional development. - Parents' Evening - On-going AfL 	<ul style="list-style-type: none"> - Moderation of marking by the Year lead (at Half term)And subject leader/ HT/DHT at the end of the term - Review subject Action plans accordingly based on the moderation and next term's professional development. - At the end of the term, children to complete a set of tests for reading; writing; speaking and listening; grammar, punctuation and spelling; mathematics and science to give a level. Teachers from the next year group to mark and complete a question level analysis of Y2, 3, 4, 5, & 6 tests. - Finalise FSP, KS1 & KS2 teacher assessments - Year lead teams to feedback to the HT/DHT/Inclusion Manager/Learning mentor at Pupil progress Meetings, and the next year's team. - On-going AfL - Submit FSP, KS1 and KS2 data to LA& STA - End of year reports distributed to parents - Set priorities for the SIP and subject action plans
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Summative Assessment

The use of assessment data will be central to planning and will inform the range of interventions and personalised provision across the school; this will ensure that children and parents are pro-

vided with correctly pitched interventions for maximum progress. This data will also help us to track groups of children, and put in additional support in the classroom during Wave 1 teaching.

Formative Assessment: Our four key principles

SHARED AND UNDERSTOOD CRITERIA

- Assessment for Learning will be a key part of our approach to teaching and learning. Staff will use learning intentions and success criteria will inform them of their next steps. Children will be clear about expectations and will be encouraged to aim for the 'Could' success criteria.
- Success criteria can be devised by the staff or the children to set realistic but challenging outcomes for that lesson.
- If the children are familiar with the Must, Should and Could criteria, they can self or peer assess their work effectively.
- 1/3 detailed, 1/3 skimmed, 1/3 Peer/Self assessment: All three methods of assessment are just as important as each other, and serve different purposes. As part of this policy we will expect to see all three methods of assessment used equally across the school,

DETAILED ASSESSMENT

- Regular verbal or written feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. It provides the child with an achievable target, and is good for the child's self-esteem, where they can see their work has been valued.

SKIMMED ASSESSMENT

- Saves teaching staff time but will still acknowledge effort made by the children.
- It's a quick assessment to identify next steps, which can be done during the session and is clear to children, and therefore it's understood by the children

PEER/SELF ASSESSMENT

- Children will mark their or other's work against the success criteria, using the two stars and a wish (verbal/written)
- Involves the child in their target setting,

And why Peer Assessment? *"We Learn . . . 95% of what we teach others"* William Glasser

We will prepare children by sharing the lesson's learning intentions and success criteria, and through group/class sessions by modelling the assessment process. To ensure consistency, KS2 children will have the marking policy on each book, so it is clear the expectations of marking to everyone. Also, each year lead will moderate the books at each half term and the HT/DHT and subject leader will moderate marking at the end of the term.

All feedback must be given within 48 hours (with the exception of through the weekend)

- Why? "The speed of feedback has the highest impact on learning" Dylan William

Feedback must result in feed forward.

- Feedback must provide children with an achievable target or extension question they can try to meet the following day. It allows teachers to plan work that accurately reflects the needs of each child, so they can meet their next target/question and will include challenging questioning based on the children's prior learning.

Accountability to support high quality teaching & learning

Our partnership with Broadfields will ensure that our less experienced teachers are supported effectively. Year leads will hold weekly planning meetings to share and discuss ideas and prepare learning programmes. It is through this professional discussion that consistency of provision will be ensured across each year group.

We will have a learning culture within school that permeates all levels. Senior staff will have responsibility for key subjects such as English, Maths and Science, maintaining a proactive and open door policy so that staff seeking answers can be supported quickly and effectively. This collegiate feel will allow teachers to approach one another to share ideas and practice and maintain a high level of trust between staff.

Monitoring and evaluation systems

Broadfields has a well-established Performance Management cycle, which always includes a minimum expectation of attainment within the individual's class or particular group. Each teacher will be given at least three targets, focused on: Standards Target, Quality Teaching Target and Personal Target directly linked to the Teachers' Standards. These targets will match with the key school areas for improvement identified in the action plan.

As part of the performance management process, every teacher will be observed by October half term. These observations will be led by the Head Teacher paired with other senior members of staff and teachers from Newton Farm.

Broadfields has developed a Teaching & Learning cycle which monitors the quality of teaching and supports and develops staff. Our school will adopt this 3 weekly cycle; led by the DHT it will explore an area of development identified by the year group teachers and will involve all staff each year.

- Week 1: DHT to model area of development, jointly observed by the year group teachers;
- Week 2: Peer observations undertaken;
- Week 3: Joint planning and observation by the DHT and Year lead.

In addition to this, we will put in place a lesson study system based on the approach promoted by Edge Hill University through the Every Child Counts programme. At Broadfields, it is used to support teachers new to a year group and any other teacher whose teaching requires improvement. It is led by an outstanding teacher.

During the lesson study, the teachers will...

- Jointly plan a research lesson which uses and develops a particular teaching technique
- teach the lesson and, afterwards, jointly observe the video of the lesson focusing on the pupils' learning and progress
- Interview pupils to gain their insights into the lesson
- Hold a professional learning conversation after the above aspects are completed to analyse how the children responded to the techniques, the progress they made and what can be learned from this and then jointly plan the next lesson.

After three cycles, the Headteacher will observe the teacher who was involved in this programme because their teaching required improvement within a month. Short notice observa-

tions focusing on Literacy, Maths and Science during the Spring Term and Creative Curriculum during the Summer Term will also be carried out.

Section D3

Staffing Plan

	2016	2017	2018	2019	2020	2021	2022	2023
Students on role	90	150	210	270	330	390	420	420
Reception (30 per class)	2	2	2	2	2	2	2	2
Y1-6 (30 per class)	1	3	5	7	9	11	12	12
Senior Leadership								
Head Teacher	1	1	1	1	1	1	1	1
Deputy Head		0.6	0.6	0.6	0.6	0.6	0.6	0.6
Deputy Head				0.6	0.6	0.6	0.6	0.6
Teaching staff								
Main scale teachers	3	5	7	9	11	13	14	14
Teaching Assistants	3	5	7	9	11	13	14	14
Specialist teachers	0.6	1.2	2.4	3	3.6	4.2	4.8	4.8
Seconded teachers	0.3	0.4	0.3	0.4	0.2	0.2	0.2	0.2
PPA								
No of Qualified teachers (excl SLT)	3.9	6.6	9.7	12.4	14.8	17.4	19	19
PPA hrs per week	14	23	34	43.4	52	60.9	66.5	66.5
Covered by	HT, specialist teacher, seconded teachers	HT, DHT, specialist teachers, seconded teachers	HT, DHT, specialist teachers, seconded teachers	HT, DHT, specialist teachers, seconded teachers	HT, DHT, specialist teachers	HT, DHT, specialist teachers	HT, DHT, specialist teachers	HT, DHT, specialist teachers
Non teaching staff								
Office Admin	0.6	1	1.5	1.5	1.5	1.5	1.5	1.5
Caretaker	1	1	1	1	1	1	1	1
Cleaner	0.25	0.5	0.75	1	1.25	1.5	1.75	1.75
Lunch cover	0.34	0.51	0.68	0.85	1.02	1.19	1.19	1.19
Welfare	1	1	1	2	2	2	2	2

Narrative

When full, the school will have a relatively flat structure. There will be a Head Teacher and two part time Deputy Heads, one taking on the SENCo role, the other responsible for Closing the Gap. Every year group will have a Lead Teacher, who will take responsibility for the curriculum and achievement of that year group, as well as taking on one additional area of responsibility, such as LAC, Student Voice and Parent Voice; gradually reducing the burden on SLT. This flat structure is based on the structure of Broadfields, and has worked well to raise standards there.

Every class will have at least one TA. The TAs will be recruited with different skills, depending on the need in the school and will move between classes, as appropriate. For instance, we aim to have some TAs native or fluent speakers of the modern foreign language, others proficient in the main EALs.

Due to our partnership with Broadfields, we are able to second specialist teachers for a number of hours. This allows us to offer the full breadth of specialisms from year one. As the school grows, and the corresponding hours these specialisms are needed for increase, it becomes more cost effective to recruit in-house staff. We aim to reduce our reliance on Broadfields seconded staff by year 3. Most of the specialist teachers will also be qualified teachers and therefore able to provide cover. Some, such as peripatetic music teachers, will not be.

Initially, roles and responsibilities are shared between the smaller number of staff. As there are two reception years and one year one class in the first year of opening, there will be two lead teachers who are more experienced and can therefore support the Head Teacher. The teachers will also be supported by Broadfields in a mentoring role. In year two, we are able to recruit a Deputy Head who will take on the SENCo role from the Head.

There is capacity built into the staffing structure in every year to provide more cover than is required under PPA. This is to allow for a) the additional areas, such as individual learning plans, that will take more time and b) to reduce our reliance on supply teacher cover and c) to allow teachers to help to deliver extended school until 4.30pm, without increasing their overall working hours.

As the school develops, we have maintained a limited amount of teaching time for the Head Teacher (and more for the Deputy Heads). This breaks down barriers between children and the SLT, supporting student voice and the school community more generally.

Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	60	66		110%	60	66		110%
Year 1	30	61		203%				
Year 2								
Totals	90	127		141%	60	66		110%

In addition, we currently have demand for 74 reception admissions in 2018.

Section E: Evidence of need – part 2

Section E1

Evidence of shortage of places

As stated in Section C, by September 2016 there will be an overall shortage of 987 permanent primary places in LBH, and a shortage of 300 permanent reception places (rising to 554 by September 2023). These shortages are despite a three-phased school expansion programme. In recent years, LBH has been tackling growing demand by adding bulge classes, but many of these have now become permanent expansions. LBH have acknowledged that the expansion programme will not be enough, and that more primary school places are required.

Evidence of low standards

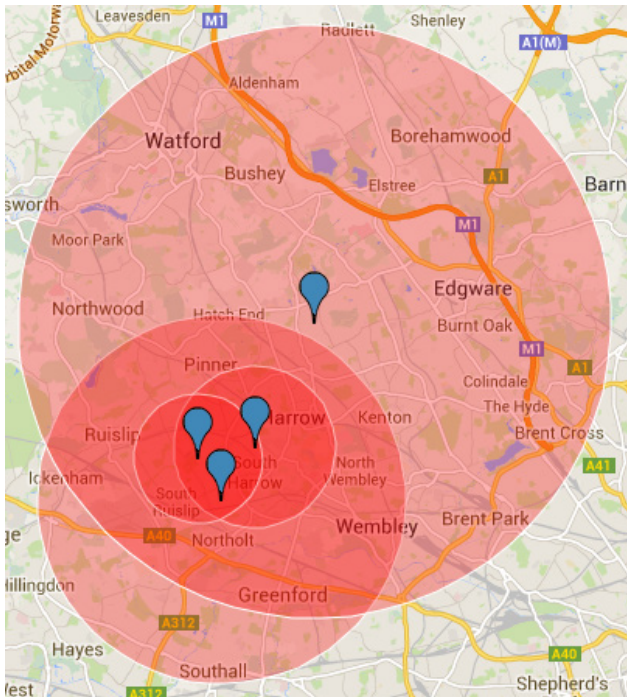
The table below shows the primary schools in LBH with a current Ofsted rating of either 'inadequate' or requires improvement. The table also shows percentage achieving level 4B or above in reading and maths and level 4 or above in writing at KS2:

School	Ofsted	Pupils	KS2
Earlsmead Primary School	3	370	50%
Grange Primary School	3	541	63%
Roxbourne Primary School	3	674	NA
St John's CofE School Stanmore	3	413	64%
Weald Infant and Nursery School	3	380	NA
Weald Junior School	4	341	46%
Total		2719	
LBH			69%
England			63%

This demonstrates that there are more children at primary schools in LBH with an Ofsted rating of either 'inadequate' or requires improvement (2719) than the number of places at our school when at full capacity (420). All of these schools have a lower KS2 performance than the local average and only St John's CofE School has a KS2 performance higher than the national average (albeit by only 1%).

From the above list, four are community schools with reception admissions:

- Earlsmead Primary School
- Roxbourne Primary School
- Grange Primary School
- Weald Infant and Nursery School



The map shows a circle around each of these schools based on the radius of furthest distance of places offered. All of these schools offered some of their places to children who did not list the school as one of their preference choices (this is in stark contrast to the map shown in section C, which shows schools where all children chose the school).

It's clear to see that these schools cover the entire London Borough of Harrow, including the blackspots identified in Section C. Children in those blackspots who wish to go to a community primary school would almost certainly have been offered a reception place at one of these 4 schools if their admission was based on proximity rules.

Section E2

Engagement with the local community

Gathering evidence of demand from parents

We have gathered our evidence of demand through an online form, as well as paper forms. The same questions were asked on both paper and electronic forms:

1. Name
2. Email address
3. Post code
4. Child(ren)'s date(s) of birth
5. Question: would you select New school for Harrow as first choice for your child(ren).
6. If your child(ren) is/are due to start reception in September 2015, would you consider enrolling your child(ren) at our school for year 1 in September 2016?
7. Space for additional comments.

For the online form we advertised the URL: <http://www.newschoolforharrow.org.uk/supportus>

Map

The map plots the centres of post codes of parents who completed our form, who have children who would enrol at our school within the first two years of operation:

Marketing materials

Using a grant provided by the New Schools Network Development programme, we commissioned:

- Posters
- Postcard with personalised letter
- Leaflet with signup form
- Branded balloons

These have been displayed prominently around Harrow at stations, in shop windows and local community boards. We have also delivered leaflets directly to households in the *blackspot* areas.

The materials can be seen at the following URL:

<http://www.newschoolforharrow.org.uk/marketingmaterials>

Community events

We attended the following local events, where we spoke to members of the local community and asked people to support our application by completing the form.

- 31st May 2014: Harrow Mayor's Community Fair (stall holder)
- 7th June 2014: NCT Nearly New Sale (stall holder)
- 23rd August 2014: NCT Cheeky Monkey's Tea Party (stall holder)
- 24th and 25th August 2014: Harrow in Leaf (stall holder)
- 6th/7th September: Harrow Family Fun Day
- 13th September: Pinner Village Show (stall holder)
- 21st September 2014: Under One Sky (stall holder)

Out and about in the community

As well as attending local events, we've met local parents and people at the following:

- Presentation to parents at *Hartbeeps* and *Sing and Sign* children's classes
- Talked to parents at local nurseries and pre-schools

- Talked to parents at local parks

Facebook Group: We have a Facebook group that so far has more than 60 members. This has been used for engaging in discussions with local parents and teachers. We have also posted information about the school on local Facebook groups.

Press coverage: Our application has been covered in the following press articles:

- Harrow Times (online and print): a number of articles, including:
http://www.harrowtimes.co.uk/news/11460736.Free_school_group_calls_for_parents_support/
- September: My Pinner News (front page editorial):
<http://en.calameo.com/books/001967781c950f539ffb1>
- NCT e-newsletter: June, July and September.

Paid print advertising:

Using our New Schools Network grant, we have paid for the following advertising:

- Families Magazine (NW London edition) - print
- My Pinner News - print
- Harrow Times - print and online
- Facebook - online
- Google Ad Words – online

Letters of support

We have letters of support from:

- Gareth Thomas MP, Harrow West
- Nick Hurd MP, Ruislip, Northwood and Pinner
- [REDACTED] Cllr Simon Brown, Portfolio Holder for Children and Schools
- Cllr Janet Mote, Headstone North Ward and Shadow Portfolio Holder for Children and Schools
- Cllr James Bond, Headstone North Ward
- Cllr Norman Stevenson, Pinner Ward

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	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)
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	10 hours per week
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	3 days per week (21 hours)
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	1.5 days per week
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	4 hours per week
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	2 hours per week
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	1 day per week
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	<2 hours per week

[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	<2 hours per week
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	>2 hours per week
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	<2 hours per week
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	<2 hours per week
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	<2 hours per week

Our partnership with Broadfields Primary School

Broadfields Primary School is just across the border in the neighbouring borough of Barnet. Whilst the majority of Primary schools in Harrow remain community schools run by the Local Authority, Barnet has embraced the Academy movement and therefore have the experience of running schools independently from the Local Authority that we will benefit from.

Broadfields has a strong ethos of supporting other local schools to achieve excellence and many elements of our vision and education plan resonate with theirs. In particular, as the Head of an Academy, [REDACTED] is experienced with school budgets, an adapted curriculum and has overseen a new build. They will be providing us with:

- Executive oversight and management expertise – ‘incubating’ our school through its infancy. [REDACTED] will become our Consultant Head Teacher with responsibility to take the school through its pre-opening OFSTED and assisting with the recruitment and induction of the Head Teacher. Once our school is open, responsibility will pass to the Head Teacher, who will be supported and mentored by the Consultant Head during at least the first two years. During this ‘incubation’ phase our staff will join Broadfields staff for training and support.
- During incubation, [REDACTED] will also advise our board, providing immediate governance expertise.
- [REDACTED] will take responsibility for supporting specific areas of the curriculum; we will second teachers from Broadfields to provide support that a new, small school would otherwise not be able to afford – ensuring our children receive a high quality education from day one.
- Broadfields are currently developing a focus on ICT, we will develop a specialism in communication skills, including teaching a modern foreign language from reception and Student Voice, plus our Learning Management System. Both schools can then benefit from sharing expertise.
- Once the new school is developed, we hope to develop into a Multi Academy Co-Operative Trust, and will be looking for other local schools of a similar ethos to join with us in order to share resources and best practice. In the meantime, once our school is established Broadfields will move into a ‘community partner’ role, whereby we agree to share resources and expertise where it is mutually beneficial, lead on different areas of curriculum development, share staff training and provide teaching observation and a ‘critical friend’ function to ensure excellence.

The Community Constituency

We are building the wider team of volunteers who would like to help to set up the new school, and we currently have a list of 10 people who have volunteered 2 or more hours per month. This provides a pool of different skills including admin, DIY to ICT and fundraising, participants for focus groups, as well as man-power for more general tasks. We will continue to engage with the community to recruit more people to this group.

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/ experience missing	How you plan to fill the gap
Legal	<p>Local Networking:</p> <ul style="list-style-type: none"> • Using professional networks and personal contacts to identify and approach specific individuals. • Approach the Local Authority, as a key interested party in the school's success, to ask for support • Volunteer request through our survey. • We have a growing support base of local parents who have offered their support. We are keeping them engaged through social media and newsletters. There may be suitable candidates within this group. <p>If this is unsuccessful we will need to purchase support.</p>
Premises expertise	<p>As above</p> <p>The Councillor with portfolio for Children, Schools and Young People has indicated the Local Authority are willing to assist with identifying a suitable site. The Education Professional Lead within the Council administration has confirmed this. They've reacted favourably to suggested sites (the future of two of which are currently under public consultation).</p>
HR	<p>We have individuals on our team experienced in recruiting and managing teachers and school staff, and can draw on Broadfield's support, but we are looking to find someone who is a specialist in HR, especially as we develop our policies. Our strategy will be as above, plus, as this expertise could be provided remotely, we can network across a wider area.</p>
Language teaching	<p>We have a linguist who has agreed to provide challenge and oversight and help us to forge links with other schools. We will approach neighbouring schools to find a specialist language teacher for the team.</p>
Further senior education and governance	<p>We will find additional senior education support to provide strong oversight of [REDACTED] role. We have both [REDACTED] and [REDACTED] on board in the meantime, as advisors with senior experience. Over the next term we will approach other Harrow primary schools, assisted by [REDACTED] and the council (who have pledged to provide a</p>

Skills/ experience missing	How you plan to fill the gap
experience	governor and made some suggestions) and the network of co-operative schools, assisted by [REDACTED]. [REDACTED] also has links with schools of a similar ethos.

Section F2

Broad Approach

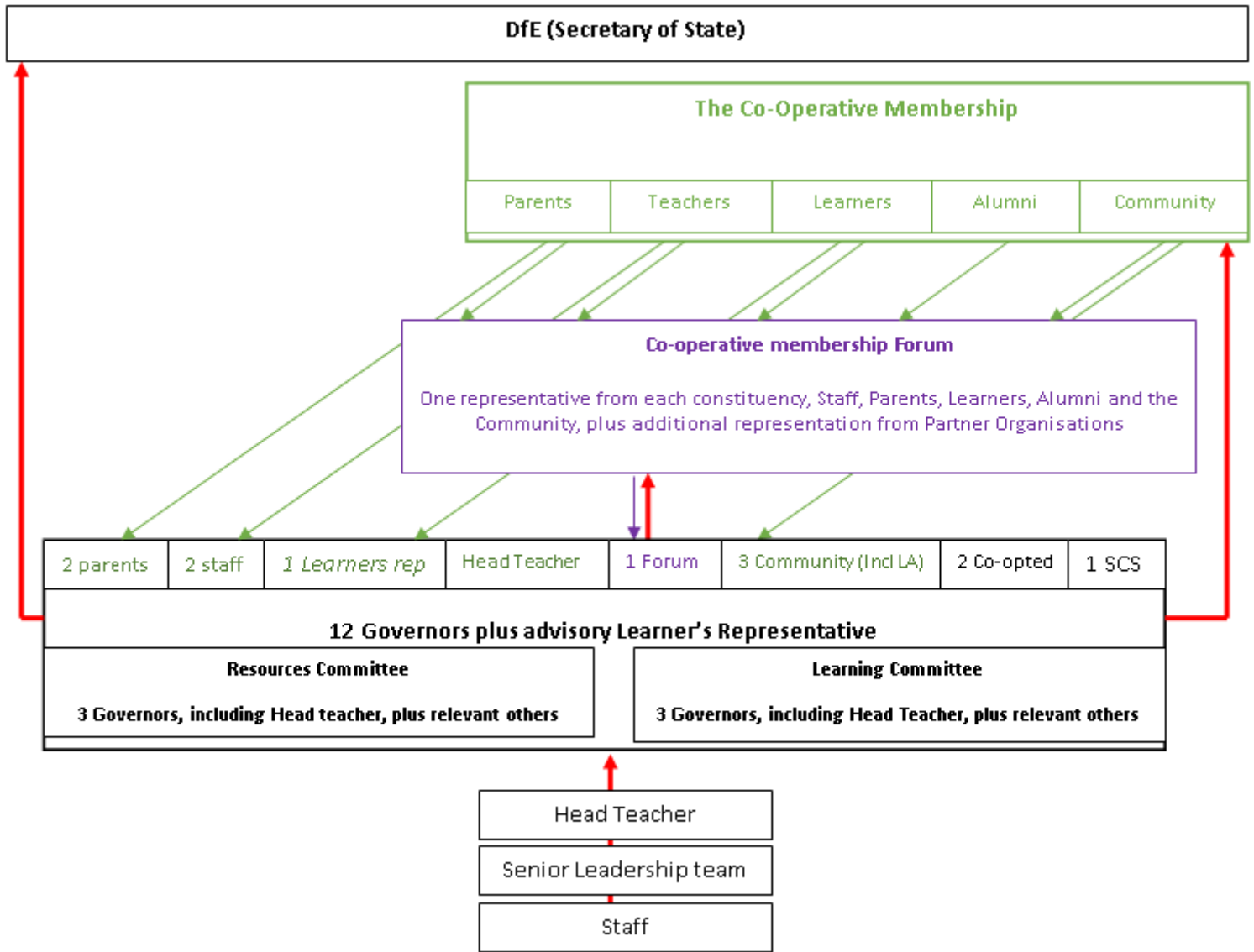
We will be adopting the DfE's Co-operative Memorandum and Articles of Association for a Single Academy Trust. These articles provide a good fit with our vision, ethos and values and give us some key benefits:

- Embedding student and parent voice into the school now and into the future. Good schools should listen to their stakeholders. The co-operative structure makes this mandatory.
- Community engagement: Being able to offer membership of the co-operative to stakeholders ties people in to the school structurally, improving levels of involvement and engendering a sense of belonging and emotional attachment. We will be using our highly engaged community to add value to our school and as a way of developing future governors.
- An extra structural check-and-balance mechanism: The co-operative model balances the different voices within the school, giving them a 'Forum' to be heard, which then advises the board of Governors on specific areas, without complicating the day-to-day governance arrangements. One of the Forum's tasks will be to ensure we are engaging with, and meeting the needs of, the wider community effectively.
- The co-operative network: We will be joining over 750 co-operative schools across the UK and the Schools Co-operative Society (SCS), who we can call upon for extra support and expertise as and when we need it.
- Marketing and local support: There is a strong co-operative movement in Harrow. Being a co-operative school guarantees the school remains grounded in the community and accountable to local people and gains us considerable local support from parents, community organisations and the local authority.

Our Co-operative Governance structure

As the diagram below shows, our structure once the school is established has three key features:

1. A board of Governors, who are also the Directors and are responsible to the Department for Education (and the Secretary of State) for the performance of the school. They are also responsible to the other stakeholders in the school, who are represented by...
2. The Co-Operative Membership: We will ultimately have five constituencies of members, who hold the Governors to account; primarily through representatives on the Governing body and through the Annual General Meeting.
3. Co-operative membership forum: provides a more regular and informal avenue for the members to feed into the development of the school – it is an advisory body to the Governors and helps with specific responsibilities, in particular community engagement.



Key
 RED arrows = Accountability
 PURPLE = the Forum (and its representative)
 GREEN = the Membership (and its representatives)

Accountability exercised through: (reference to articles given in brackets)

Each co-operative membership constituency appoints and, apart from Parents, can remove its relevant representatives on the board of Governors (79)

The Forum appoints (subject to approval by the board of Governors) and can remove its representative Governor

The Governors appoint and can remove the Head Teacher (117)

The Governors can, by a majority vote, remove individual Governors for serious breach of any code of conduct which the Governors have adopted or failing to complete training for Governors designated by the Governors as compulsory. (79)

Roles and responsibilities of Members, School Governors and committees

The Members are initially the subscribers, who created the Company and who are registered with Companies House and listed within Section A of this application.

As the school matures, five constituencies will be developed with its own criteria for membership. Individuals joining these constituencies will join the subscribers as Members of the co-operative academy trust.

- Parents/Carers Constituency – open to all parents or carers of children currently at the school, this constituency elects (and can, if necessary, also remove) two Governors.
- Teachers/Staff Constituency – open to all those who work at the school, this constituency also elects (and can remove) two Governors.
- Learner Constituency – open to the children attending the school. This constituency cannot have legal responsibility, but is able to send a representative to the Governing Body and holds elections via a Student Council structure within the school.
- Alumni Constituency – open to all those who have attended the school. This group allows the school to keep in touch with past pupils and engage them to support the school. It doesn't have legal responsibilities, apart from those exercised by members attending the AGM.
- Community Constituency – open to those who are stakeholders in the school at a community level. This group allows the school to maintain the involvement and support of local individuals who do not fall under the other categories; for instance, those who have volunteered with the school for a length of time. This constituency elects (and can, if necessary, also remove) two Governors. Within the limits set out in the Co-operative Articles, the Governors set the criteria for membership of this constituency. The three community Governors will usually include one representing the Local Authority, nominated by them to provide a skill identified in the Skills Audit in addition to their LA role. The steering committee and advisors will form the basis of this constituency. See detail on 'the development of the membership' later on in this section.

The AGM

At the AGM any member present is permitted a vote. Key decisions that need to be passed at the AGM include the Annual Accounts and Report, ratification of the appointment or the removal of Governors and election of members of the Forum and amendments to the Articles. The Governors will need to report to the Members on the performance of the school generally, and in particular its progress against the Vision, Ethos and Values.

The membership is not involved with the routine duties of the Governing Body (apart from those individuals who are also Governors) however they are stakeholders in and closely involved with the school and therefore will be well informed yet retain the necessary oversight to be able to intervene where necessary e.g. appointing or dismissing Governors.

Governors

The Governing Body will have legal responsibility for the strategy and performance of the school and is responsible for supporting and challenging the Senior Leadership Team.

Under the Co-operative model, the board of Governors are largely self-sufficient, so a key responsibility is a regular skills-audit and the appointment of co-opted Governors to ensure the board is able to carry out its duties with a high level of expertise. We have allowed for two co-opted Governors for this reason. We will also require that the Local Authority, SCS and forum nominated Governors meet an identified skills gap. Whilst Governors meet the eligibility criteria, their term of office is 4 years.

It is proposed that the Governing Body will have a maximum of 12 Governors as follows:

- Two parents of children on the role of the school, elected by the parent constituencies.
- Two members of staff elected by the staff constituency. One will be support staff.
- The Head Teacher
- Two co-opted Governors, appointed by Governors to fill identified skills gaps
- One Governor nominated by the Forum (and approved by the other Governors)
- Three Community Governors - two elected by the Community Constituency and one nominated by the Local Authority.
- One representative from the Schools Co-operative Society.

They will be joined by one Learner Representative in an advisory role, determined by the learners Constituency via the Student Council structure.

Once the school has opened the full Governing Body will have responsibilities for setting the overall direction of the school to meet its vision, monitoring and evaluating performance and will determine and approve key policies. The full Governing body will meet at least once a term to consider matters set out in the provisional meeting schedule as below:

Autumn Term

Business

Election of officers

Annual General Meeting

Annual headteacher appraisal

Monitoring

Receive report on SAT results (once relevant) and review examination targets

Receive reports (from sub committees, departments and LMS as appropriate)

Receive report and recommendations from Forum on Community involvement and partnerships; focussing on new pupils and families and communications

Evaluating

Consider draft School Development Plan and Self Evaluation updates

Reporting and decisions

Agree annual reports for parents, Forum, DfE, Companies House

Consider Auditors recommendations and review delegated responsibilities

Report to Forum and Members at the AGM on all the above, plus progress of the school against vision and ethos.

Spring Term

Business

Meet Forum representatives to review membership of the Constituencies, role and additional responsibilities of the Forum

Monitoring

Receive reports (from sub committees, subject leads and LMS as appropriate)

Receive report and recommendations from Forum on Community involvement and partnerships; focussing on volunteering, broadening minds and extended school

Visit school – walk throughs on specific areas (e.g. SEND, equality, Student Voice)

Evaluating

Consider self evaluation updates

Consider draft financial budget

Review schedule of contracts, vendors and Service Level Agreements

Reporting and Decisions

Review asset register and agree any changes

Consider school prospectus for following academic year

Report to the Forum on marketing and communications

Summer Term

Business

Meeting with Forum – planning for the year ahead.

Monitoring

Receive reports (from sub committees, subject leads and LMS as appropriate)

Receive report and recommendations from Forum on Community involvement and partnerships; focussing on income (fundraising and use of assets/premises)

View a selection of reports from the Learning Management System.

Evaluating

Consider self evaluation updates

Review risk register

Review governance structures and skills

Consider Key Stage and Extended School reports against targets and inclusion

Evaluate school's progress against the vision and ethos.

Agree School Development Plan

Consider staff, parent and children's surveys

Reporting and Decisions

Agree financial budget for following year

Report to Forum on any proposed changes to plans involving the community and partners for following year.

Set a fundraising/income target for the following year with the Forum

Respond to staff, parent and children's surveys

Sub Committees

Two sub committees will be established, meeting half-termly. All Governors will need to sit on one committee. These are:

- **Resources (Finance) Committee:** The Committee will be attended by at least three Governors, including the Chair of Governors plus the Head Teacher and Consultant Head (during incubation). Once the individuals are in post (as the school expands), they will be joined by the Deputy Headteacher, secretary and other relevant staff and partners as required. The Resources Committee will be responsible for the areas of finance, HR, CPD, premises and procurement.
- **Learning (Education) Committee:** The Committee will be attended by at least three Governors, including the Chair of Governors plus the Head Teacher and Consultant Head (during incubation). Again, once the individuals are in post (as the school expands), they will be joined by a Deputy Headteacher and other staff and partners where relevant. The Education Committee will be responsible for the areas of curriculum development, teaching and learning developments (including extended school), pastoral policies and developments, inclusion, SEND and safeguarding, attainment progress and data, attendance data and practices.

Both committees will need to look at partnership working and community involvement.

The Role of the Learning Management System in governance

The Learning Management System (LMS) will record the following information that will be available to Governors as an aggregated report (subdivided by year, age within year, gender, SEND, EAL, FSM, as appropriate). Governors can choose to look at a selection of records in detail.

- Individual Learning Plan – the goals and interests recorded by teachers, children and parents and progress made against these.
- Progress in key skills, benchmarked against year group, school and national levels, plus progress made year-on-year.
- Attendance
- Involvement of other professionals
- Engagement with Extended School and Broadening Minds programme
- Additional needs and progress meeting these
- Feedback and evaluation from teachers, children and their families.

Specific Governor Roles

Areas that are particularly critical we will appoint a specific Governor to oversee. We will provide training or link with an experienced governor in a partner school where relevant to ensure that our governors have the right skills. The majority of Governors will therefore have a specific role, once the board is established roles will cover no more than two of the following:

Finance	HR	Inclusion and SEND	Membership Engagement	Curriculum and outcomes
Student Voice	Legal	Vision, Ethos and Impact	Systems and reporting	Marketing and communication

Head Teacher and Senior Leadership Team

Key powers and decision making will be delegated to the Head Teacher from the Governing Body. These powers will be as follows:

- Implementing agreed actions within the School Development Plan and monitoring progress.
- Reviewing staffing structures within agreed financial budgets.
- Recruitment of staff within agreed financial budgets and according to agreed policies.
- Approval of orders for goods and contracts for services within agreed financial limits.
- Actions to address premises and security developments.
- Actions to address Health and Safety legal requirements.

The school's Head Teacher will be held accountable for the school's performance against agreed key indicators. They will be asked to report to the relevant committees at half-termly meetings and to the Board of Governors termly. A key part of their report will be data from the Learning Management System, monitoring children's progress and the success of different interventions and initiatives. In addition to receiving reports from the Head, the Governors will have access to the following information to verify the reports:

- Visits to the school – unannounced visits to the school as well as active participation in volunteering activities.
- Meetings with the Constituencies – the Governors drawn from Constituencies will solicit the views of their constituency on school performance, ask for feedback and suggestions for improvements.
- The Forum – The Forum will assist the Governors to gain a different view of how the school is achieving, by placing the school in the wider context of the community.

The role of the Consultant Head

Once the school is open, the Consultant Head will have responsibility, set out through a contract between the two schools, for:

- Mentoring and supporting the Head Teacher
- Overseeing the development of shared areas curriculum expertise
 - line managing teachers seconded to the new school
 - ensuring agreed standards are met in the shared curriculum areas
 - overseeing the delivery of shared training and mentoring, to ensure the new school is able to continue to meet the agreed standards once the incubation period has ended.
 - reporting to Governors of both schools on progress in shared areas.

Avoiding and minimizing conflict of interest and securing independent challenge

- Section 111 of the Trust's Articles of Association state that any Governor who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Governor shall disclose that fact to the Governors as soon as he becomes aware of it.
- Section 16 defines the extent and limit of those who are included under the term 'Governor' and thereby considered as part of any conflict of interest.
- Governors must absent themselves from any discussions in which it is possible that a conflict will arise between his duty to act solely in the interests of the Academy Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

- Personal financial interest is defined within sections 10 to 15 of the Articles of Association.
- No individual can be a member of two or more constituencies
- Avoiding ‘influenced company’ status is set out in section 149-154. In particular, the Local Authority Governor (or any person counted as representing the Local Authority Associated Persons) may not at any time comprise more than 19.9% of the vote in a meeting of Governors – which means that where there are fewer than 6 Governors present at a meeting, the votes of the other Governors will be increased on a pro-rata basis (Section 150)
- Rigorous audit procedures will be implemented to ensure the requirements of the Articles of Association in this respect are adhered to. These will include financial controls to ensure high standards of probity are adhered to. This will include arrangements for signatories; order and invoice processing; seeking best value. The Chair of the Resources (Finance) Committee will be a Governor with significant financial management experience.

Control measures will be implemented to ensure that any conflicts of interest are identified quickly, including a documented register of business and personal interests completed annually by all Governors and a standing item at each meeting of Governors. We anticipate that many of those involved with our school will be active in the local community more widely, so we will be especially sensitive to any conflicts when negotiating partnership arrangements with other community organisations. This is one of the key reasons for recommending 12 Governors, so that the Governing body is not left under-resourced when conflicts of interest occur.

We will need to seek permission from the Secretary of State to be able to commission services from Broadfields as they are a founding partner, and for this to be permitted within our articles. This is a key area of potential conflict of interests. We will ensure our pre-opening team includes senior education experience to hold Broadfields to account separately from the Broadfields teachers and ensure these discussions and decisions happen independently (see skills gap analysis).

The Co-operative Model provides for a well-balanced Governance Structure by ensuring that the four Constituencies are represented at every level. No one group is able to gain undue influence and every group with an interest in the success of the school is given a voice. However, by defining clear responsibilities for each area, decisions are made quickly, the Senior Leadership Team is given the freedom and responsibility to effectively run the school on a day to day basis, whilst being effectively supported and challenged in their role.

Escalation Policy and effective intervention

Targets:

- Some ranked as critical; these will need immediate escalation to full governing body level if performance fall below expected interim measurement points:

OFSTED	Academic standards	Attainment gaps	Progressions
Attendance	Student voice (via learner rep)		SENCo support

Others will be escalated to the Head Teacher first for action, and escalated to the governor level if they are not on track to being met within a term:

ILPs	Junior Medallion	Languages
Music	International School Award	

The Forum also provides an opportunity for members to escalate concerns they do not feel are being adequately addressed by the Governing Body. As such, and because of the balancing effect of having four distinct groups represented at each level, the Forum will form a critical part of our complaints and whistleblowing policy.

The Forum

In line with the co-operative values and principles outlined within the Co-Operative Articles of Association, the school will have five 'constituencies' of members, representing the four key stakeholder areas: staff, parents/carers, learners and the community. They will be joined by Alumni in due course. A Membership Forum will be established from these, with elected members serving three year terms of office and meeting at least three times per year.

The purpose and role of the Co-Operative Membership Forum is:

- to make recommendations to the Governors in relation to the role of the school in the community;
- to make recommendations to the Governors in relation to the exercise by the Governors of their powers of co-option;
- to perform such other functions as the Forum may be requested to perform from time to time by the Members / Governors.

In particular, the Forum ensures that all the stakeholders in the school are being effectively listened to, are able to contribute and any problems are being quickly and effectively dealt with. This is an important safeguard, whilst operating outside the Governing Body so as not to create unnecessary bureaucracy. The Forum also provides a check on the length of term served by the Governors; as stipulated in section 77, Governors may serve no more than three, four-year terms unless a resolution approving a longer arrangement is approved by the Forum.

Criteria for membership of the constituencies will be set by the Governors, working within the stipulations set out in section 24 to 27 of the Articles. Representatives of the constituencies can be joined, as approved by Governors, by a representative of each organisation that is a designated Partner. Partner Organisations are those deemed to be capable of having a positive impact on the work of the Academy Trust. Initially Broadfields will take this role.

The advisory 'Learner Representative' role is an important part of our Governance and appears at every level. We will work with the Phoenix Education Trust to build an effective Student Voice into our school. It is likely to be that an adult will take on the role of Learner Representative, ensuring that children are represented in a meaningful yet appropriate way. Whilst our children may be too young to attend most meetings, as one of the most important stakeholders in our school, it is important that their views and interests are heard.

Development of the school

Our school will initially be developed by a steering committee, which is already in place. We will move towards our eventual governance structure in four phases:

- 1) Steering Committee – in pre-opening phase a small team, supported by our advisors will take the school towards opening. They will begin to build the community that will eventually form our co-operative 'constituencies', from which most of our governing body will be drawn. In this phase ██████████ will act as our Consultant Head, with development coordinated by a project manager.

- 2) Transition – in the six months leading up to opening, the Consultant Head will take lead responsibility for the school’s development in the run-up to the pre-opening OFSTED overseen by Governors. The remaining members of the steering committee will continue to lead on development of the constituencies and co-operative Governance structure – set membership criteria, coordinate training and ensure new Members or Governors are given a thorough induction. We will open membership of our ‘constituencies’ – parents, children, teachers and the wider community. The steering committee are likely to still be heavily involved in the work of setting up the school (separate to any governor role they may have), but this work will be managed by the Consultant Head Teacher. The steering committee will initially form the basis of the community constituencies.
- 3) Incubation – the Consultant Head Teacher will move into a largely advisory and Governance role and responsibility for the day-to-day running will pass to the Head Teacher. The Consultant Head Teacher will assist on the board of Governors (in an advisory capacity rather than as a full governor, minimise conflict of interest) and Broadfields Primary School will also provide training and support for our staff and will allow us to access some specialist staff whilst we are still small. Progress against our vision and top-level targets will be overseen by the Members at the AGM and their appointed Governors. This ensures both immediate stability and access to established expertise, and a guarantee that our school will develop its own identity. Appointment of Parent and Staff Governors will happen in the second term of opening.
- 4) Established School – between two and four years from opening, our school will move out of incubation and become an established school in its own right and Broadfields will move into a role as community partner.

The Steering Committee

The Steering Committee will primarily comprise of the individuals who have taken our school through application. It is a small team, able to make decisions quickly and communicate effectively, with a wider network of advisors and volunteers to call upon for support and expert advice. We have been collecting a list of interested volunteers willing to give 2+ hours per week, currently standing at 10.

Our Steering Committee will be:

██████████

██████████

██████████

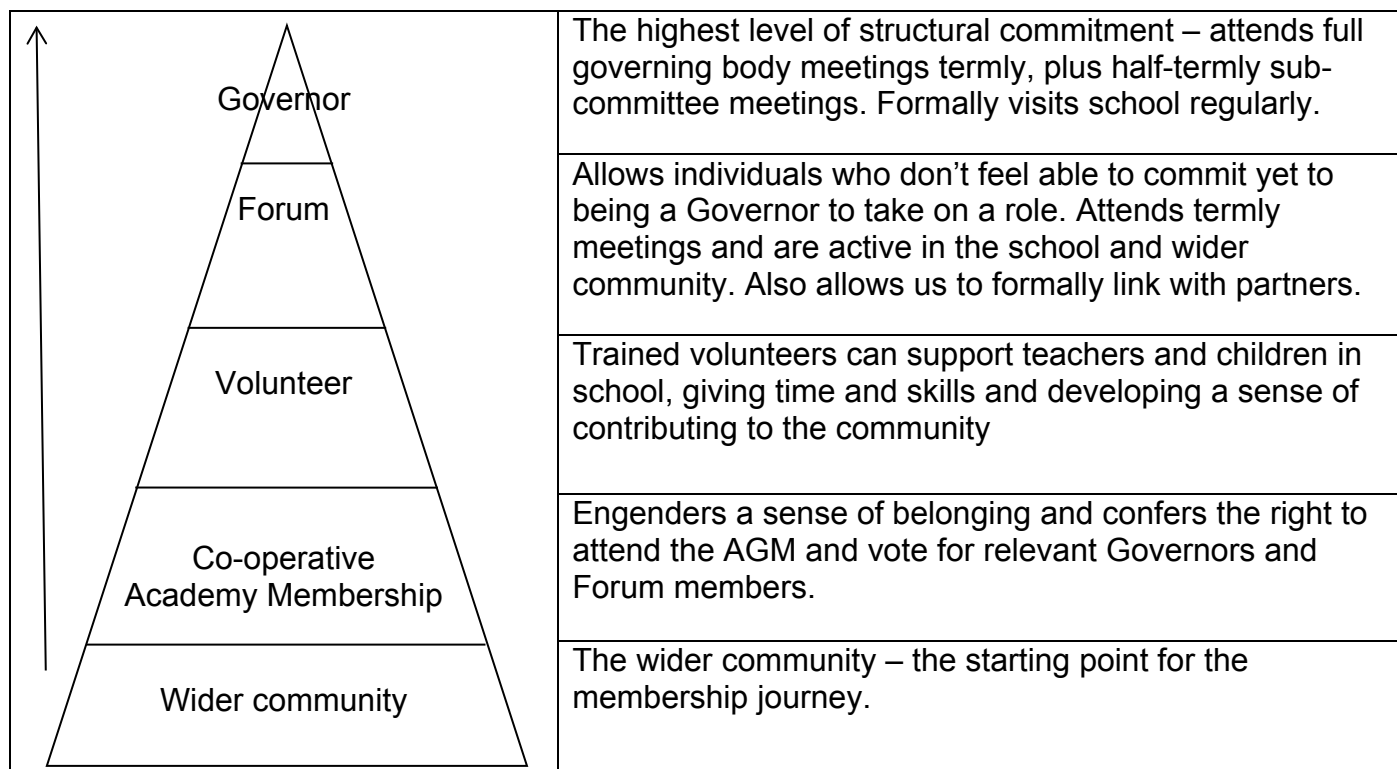
Transition

In transition, our Head Teacher will have been appointed, supported by the Consultant Head Teacher, and the board of Governors will form – initially with three Community Governors; two from the Community Constituency (who will initially be subscribers/founders) and one Local Authority Governor, one SCS Governor, advised by the ██████████ (Forum).

It may be that more members of the steering committee move in to governance roles but in line with our co-operative structure, this will be determined as we form our constituencies.

The initial steering group will attend training on their new role at this point, in order to re-focus their

attention. A Terms of Reference will be drawn up for the Governing body, the Forum and the Members.



The development of the membership

The Co-operative model offers the opportunity for a continuum of involvement with the school. The diagram below shows the roles and their different levels of commitment. Each aims to link the individual with the school socially and structurally and give opportunities for those who are motivated by different aspects of volunteering – social (meeting people, working as a team), intellectual (being able to use their skills) or status (taking on a defined and valued role). We will develop a communications strategy that looks at these five categories and the links between them – moving people up towards greater involvement. We will develop a volunteer recruitment and training strategy that will look at how to identify and engage more with the skills that would be most valuable to the school. This will be led by [redacted] who is an experienced volunteer co-ordinator and trainer.

Developing the membership will initially be taken on by the steering committee, before moving to the responsibility of the Forum, supported by the school administrator (who will have dedicated time set aside to do this). The Forum taking on the role of ensuring members are well supported, communicated with and listened to is a quite distinctive role within our governance structure that will appeal to different types of people to those who'd like to take on a Governor role.

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Harrow	██████████	██████████	██████████	3 days
██████████	Harrow	██████████	██████████	Please see F1 above.	10 hours
██████████	Harrow	██████████	██████████	Please see F1 above.	1 day
██████████		██████████	██████████	Please see F1 above	1 hour (or, 4 hours per month)
TBC	Harrow	Community Governor (LA)	N/A		
██████████	Chichester	██████████	██████████	Please see F1 above	<2 hrs per week

F3 (b) Skills gap for governing body

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

Skills/experience missing	How you plan to fill the gap
School finance & Senior Education - whilst the Consultant Head provides this expertise in an advisory capacity during incubation, we would ideally like the lead on finance to be taken by a Governor who does not receive any remuneration from the school.	We are able to draw on broader finance expertise from [REDACTED] (see strategy for pre-opening). In addition we have requested that Harrow Council's nominated Governor has this expertise. Some names have been suggested and we are in the process of following up with them. If the LA are unable to meet this requirement, then we will reach out to our prospective parents for someone with finance expertise and – if necessary – arrange for them to shadow the relevant governor at Broadfields.
HR	Again, we will reach out to our prospective parent group and arrange for them to shadow Broadfields governors.
SEND	Our Consultant Head will provide SEND experience on the Governing Body, in an advisory capacity during pre-opening, and our Head Teacher thereafter. However we aim to send a governor on training to provide a distinct oversight separate to staff member.

Section F4

We will look to attract an aspirational Head Teacher, currently serving as a Deputy Head but with clear ambitions and leadership potential. Ideally they would have had some experience as acting head teacher. They will be mentored by our [REDACTED], to take on effective leadership on a local level. We believe, after consulting with several current Deputy Heads, and on the advice of our partner school, that this would be an attractive proposition to someone looking to develop their career.

At the end of two years, we envisage that the school will be established and the mentoring arrangement with Broadfields would end. We believe that this strategy is preferable to others because:

- a) It is an attractive and exciting proposition to an aspiring Head Teacher, offering a stepped and supported development.
- b) It offers a greater degree of stability in the opening years by using the experience of the [REDACTED] who will take responsibility for taking the new school through to its pre-opening OFSTED, giving the new Head Teacher time to become established in the role.
- c) It ensures that the Governors of the new school have clear lines of accountability as once the school is open, the Head Teacher will take responsibility for the school's management. Areas of the curriculum that will be supported by staff and expertise from Broadfields will have a clear contractual relationship with agreed monitoring, expectations and targets.

We hope that the stepped induction to the role will mean the position attracts those who are confident of their abilities and ambitious to develop their career. If the Governors feel that the Head Teacher and the school would benefit from more than two years' support, we will be able to extend our partnership with Broadfields in a reduced form. We are aware that many new schools find recruiting and retaining good staff challenging. Our partnership with Broadfields should be attractive to prospective teachers and we have also prioritised giving the Head Teacher and other staff plenty of training and development time to mitigate the pressure of working in a brand new school, but our partnership provides an important safeguard and support should there be any problems.

The recruitment process

Assuming we enter into pre-opening phase in March 2015, we will aim to follow a timetable based on guidance from the National College for School Leadership:

1. Preparation: from April 2015 – July 2015 we will ensure that we have a panel that is fully trained and in agreement about the approach. This may include sending individuals on training, such as Safer Recruitment and arranging for them to meet experienced governors who have recruited heads for other schools. Before commencing advertising, we will have drawn up our equal opportunities policy and spoken to some other free schools about what has worked well for their recruitment. We will address our approach to any conflicts of interest and may co-opt impartial individuals to assist the process; it is likely that some candidates will be known to the panel already.

2. Definition: Starting from the school's vision, the panel will determine a job description and person specification. They will decide the elements that are essential and those that are desirable and the threshold.
3. Attraction: Ensuring that we have communicated our vision, ethos and values strongly, and emphasised the strengths of our offer, we will rely on two methods to reach applicants: Advertising through the press – both local and national, including TES and LinkedIn and Word of Mouth – Broadfields, Newton Farm and Harrow Council will assist us to ensure that local schools are made aware of the position. We will advertise during August and September 2015. [REDACTED] which is benchmarked to be inline with recent similar job adverts in outer London on TES and approved by Broadfields.
4. Selection: The panel will use the person specification to craft interview questions and tasks that draw out the best person for the job. As part of our vision, we wish to ensure that parents and children are involved in our recruitment process. Clearly this is challenging before we open, therefore interviews will take place at Broadfields and include some of the Broadfields children and some of our prospective parents. Recruitment is a two way process and therefore the candidates will be given the chance to meet the full steering committee and learn about the school's journey so far. We aim to interview in October 2015.
5. Appointment: We aim to appoint in time for the individual to give two months' notice, and thereby start in post in January 2016, in time for School Admissions Applications and to begin recruiting teachers during Spring term. If we do not appoint in round one, we will immediately re-advertise and aim to appoint in January so that we are able to announce who the Head will be, even if they have not started in post.
6. Induction: The Chair of Governors and Consultant Head Teacher will lead the induction process and aim to support the Head Teacher to establish links with the community.
7. Evaluation: The panel and the successful candidate will evaluate the process for the school's records and processes.

Section G: Budget planning and affordability



Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

SECTION H: LOCATION AND PREMISES

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>We will focus our search on areas that are in or near the 'black spots' identified in the accompanying map. The area surrounding Pinner and Hatch End is a particular problem - and we believe the other approved free schools in Harrow are focusing on the other side of the borough.</p> <p>We would consider any suitable site within a sensible commute by foot or public transport, from the two identified black spot areas.</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	
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<p>Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i>.</p>	2072 square metres
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<p>Any comments on your calculated building space:</p>	<p>Learning outside the classroom/Forest school is a key part of our curriculum and therefore we would prioritise sites that had access to suitable outside space over those in the perfect area (this approach is supported by parents we've spoken to)</p>
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Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<redacted>, <redacted>, Hatch End <redacted>
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<p>In which local authority is the site?</p>	Harrow
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	Hertfordshire
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	Please select
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	Please select
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<p>Please tell us how you found the site:</p>	Local knowledge and networking
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<p>Please confirm the tenure:</p>	Other - please explain
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<p>If other, please explain further:</p>	<Redacted>
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<p>Please include information on purchase or lease price if known:</p>	N/A
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<p>Who owns the site?</p>	<Redacted>
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<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)</p>	Not sure
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Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted> Tel:<redacted> Email: <redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
What kind of site is it?	Existing building
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Please see attached files.
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<redacted>, Pinner, Middlesex, <redacted>
In which local authority is the site?	Harrow
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	Local knowledge of the area, and via Harrow Council consultation: <redacted>
Please confirm the tenure:	Lease
If other, please explain further:	
Who owns the site?	Please select
Please include information on purchase or lease price if known:	N/A
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Not sure
Name and contact details of owner:	<Redacted>

Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
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What kind of site is it?	Existing building
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	<Redacted> <redacted>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Please see attached files.
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
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Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<redacted>, <redacted>, Middlesex, <redacted>
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In which local authority is the site?	Harrow
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	Local knowledge of the area.
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Please confirm the tenure:	Other - please explain
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If other, please explain further:	<Redacted>
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Please include information on purchase or lease price if known:	N/A
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Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	No
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Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
What kind of site is it?	Please select
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	<Redacted><Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	N/A
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select

What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
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Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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Annexes

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, 	[REDACTED]

CV		
	if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	██████████
6.	Brief comments on why your previous experience is relevant to the 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		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the 	

CV		
	years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the 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		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <hr/> <p>[REDACTED]</p> <hr/> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the 	[REDACTED]

CV		
	years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the 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		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
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6.	Brief comments on why your previous experience is relevant to the new school	██████████
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CV		
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8.	Reference names(s) and contact details	██████████

CV		
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CV		
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CV		
1.	Name	[REDACTED]
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CV		
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CV		
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CV		
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CV		
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6.	Brief comments on why your previous experience is relevant to the new school	██████████
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CV		
1.	Name	[REDACTED]
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		[REDACTED]
		[REDACTED]
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CV		
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CV		
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CV		
1.	Name	[REDACTED]
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		[REDACTED]
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CV	
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Department
for Education

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