



Department
for Education

Free school application form 2013

Mainstream and 16 to 19

Hackney New Primary School

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Application checklist

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

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

*** 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 headteacher designate that has not submitted one of these forms within the past 365 days; and • a list of those members, directors and headteachers designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p>	X	<input type="checkbox"/>

Declaration

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

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

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

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: 6th January 2014

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

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

X

Section A: Applicant details

Please see enclosed Excel “HNPS sections abg and h”

Section B: Outline of the school

Please see enclosed Excel “HNPS sections abg and h”



SECTION A: APPLICANT DETAILS

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

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

Basic information

Pre-registration reference number	06548
Name of proposed school:	Hackney New Primary School
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	<Redacted>, London <Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single free school
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
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:	Hackney New School Limited
Company address:	1-9 Downham Road, London N1 5AA
Company registration number:	07923624
Date when company was incorporated:	25-Jan-12
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please give the names of all company members:	

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

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
--	------------

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 directors, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
--------------------------------------	----

How many existing free schools or academies are run by your group?	1
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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:	Hackney New School Limited
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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:	139595
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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:	NA
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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:	NA
--	----

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:	NA
--	----

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, directors 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
--	-----

<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>Kids Company Urban Academy Limited</p> <p>Companies House Number: 07960905</p> <p>Kids Co provides certain pastoral care services to Hackney New School; we do not currently anticipate that KidsCo will provide similar services to Hackney New Primary School.</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>No such relationships exist</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>Not relevant</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>NA</p>

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

[Jump to use of freedoms](#)

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.	NA
In which local authority is your preferred location?	Hackney
Proposed opening year:	2015
Age Range:	4-11
If 'other' please specify	
Will the school have a sixth form?	No
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
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
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
If other, please specify	
Maximum capacity of proposed free school:	350
Please say which year groups the school will have in first year and the PAN for each	Reception with 50 places
Date proposed school will reach expected capacity in all year groups:	2021
Will your proposed school include residential provision?	No
If 'Yes', please give further detail:	

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:	NA
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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?	Yes
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If yes please say when you propose the principal would start:	The principal is working on the project already, but we would expect formal employment to commence during the pre-opening period in late 2014/early 2015
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

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

Section C1: Proposal & Rationale for Hackney New Primary School

Hackney New Primary School (“HNPS”)¹ will be a comprehensive, community primary school for boys and girls aged 5-11 in Hackney. The school will provide a broad and balanced curriculum, based on the 2014 National Curriculum, with emphasis on ensuring all children achieve well in the core subjects of mathematics and English, and a particular focus on music.

A. Vision

The core objective for HNPS is the same as for HNS:

To provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.

The tools we will employ to pursue and achieve this core objective will reflect the age distribution of our pupils, but will nonetheless be similar in many respects to what we are doing at HNS. In particular, we plan to achieve our objective by focussing on the following key strategies:-

Element	Detail
Having high expectations of every child	High expectations for their academic achievement, behaviour, attendance, and participation. The staff team will work consistently to ensure every child achieves well.
Teaching an exciting and challenging curriculum	Combining rigorous academic standards and a strong understanding in the core subjects with exciting opportunities to enjoy new experiences and learn about fascinating subjects.
Outstanding learning	Through flexible teaching methods and employing the latest technology we will ensure every child achieves a high level of educational progress and attainment. A rigorous assessment programme will track every child’s progress and together with targeted early intervention, will ensure no one slips through the net.

¹ In this application we will refer to Hackney New School, the existing secondary school & Academy Trust, as “HNS”. The multi-academy trust to be created if HNPS were to be approved is referred to as Hackney New School Academy Trust or “HNSMAT”. See Section F2.

Having a strong family ethos	Children and teachers, younger pupils and older pupils, families and school staff will support each other. We will use meals, group activities and community events to make sure everyone gets to know everyone in our school community.
Making every moment count	Our school days are longer than many other primary schools and are packed full of learning. Enrichment activities mean children can explore their interests and learn new things beyond the National Curriculum. Our children will be engaged in meaningful activities every day and a wide-ranging after-school enrichment programme will enable children to follow their interests and explore new ones.
HNPS as an “oasis of calm”	HNPS will be a calm, quiet place where learning comes first. Working parents will be able to drop their children at HNPS at 08.00 on the way to work and collect them at 18.00 safe in the knowledge that they will have had a stimulating day and will have been safe and cared for.
Valuing music, sports, art and drama	We recognise the role these subjects can play in building confidence, teaching the importance of individual effort and teamwork and the joy they can bring.
Educating the whole child	Academic subjects, sports, and music will all be well-represented in our curriculum, but we also seek to help children to grow and develop other interests and skills. The curriculum will provide children with many opportunities to work together as a team and to develop the soft-skills that will serve them well in later life.
Working with parents	HNPS, like HNS, will be a community school, supporting our families and working together to ensure our children succeed. Staff will be available before and after school every day to talk to parents and there will be regular communication with parents to ensure home and school are working together.

These aspects, along with our close links to our sister secondary school (HNS) and our focus on music, help to make what we offer distinctive in the local area.

B. Implementation

To implement our vision for HNPS we will do five things differently, using the freedoms we have as a free school:-

- i. The school will be organised into three instead of two phases.
- ii. We will have a longer school day.
- iii. We will employ more teachers, i.e. have a higher teacher/pupil ratio.
- iv. We will have a particular focus on music already at primary school age.
- v. We will therefore aim for levels of educational progress and attainment which exceed that of other primary schools in Hackney by a considerable margin.

These innovations will complement what is generally the key criterion for the delivery of an outstanding education: outstanding staff. We are describing elsewhere in this document how we are going to recruit, train and retain outstanding teachers and support staff.

(i) School Structure

The school will be organised into three phases:

Phase	Content
Phase 1 (Reception and Year 1)	Children in Reception will be taught from the Early Years Foundation Curriculum and Year 1 children from the National Curriculum. The aim of Phase 1 will be to settle children into school life as quickly as possible in a supportive environment. There will be a focus on teaching every child to read, alongside rigorous teaching of the other core subjects. Our aim is to address quickly any differences in children's early experiences through high-quality teaching and targeted support, so all children are able to play an active part in school life.
Phase 2 (Years 2 and 3)	By the end of Phase 2 we hope that all of our children will be equipped with the core skills to access a rich and challenging curriculum and have developed the curiosity to learn more. Children in Phase 2 will receive specialist teaching for music and French. All Phase 2 children will have the opportunity for small-group music tuition. We hope that the great majority will take advantage of the enrichment activities we offer.
Phase 3 (Years 4, 5 and 6)	Every child will be ready for secondary school by the end of Phase 3, able to communicate clearly and lucidly, both orally and in writing. Phase 3 children will have the opportunity to read and study great literature, encountering ideas and concepts beyond their current experience. Pupils will be taught to think and reason mathematically, applying their fluency in maths to solve a range of abstract and real-life problems. Children in Phase 3 will have specialist teachers for music, English, mathematics, French and PE. We also expect them to be able to make use of the resources at our sister secondary school, ensuring a smooth transition to secondary school. We plan for every child to take up individual instrument tuition and join one of our bands, groups or ensembles, and to perform regularly.

(ii) The School Day

For every child at HNPS, the day breaks down into three key parts:

- 1- The Core Curriculum. The time between 08.45 and 12.30 every day is devoted to our core subjects of English, mathematics and music. These subjects are taught every day.
- 2- The Foundation Curriculum. The afternoon session between 13.30 and 16.00 is used to teach the other subjects that make up the National Curriculum. Having a

school day that continues until 16.00 means we have additional time for PE and games 3 times per week and extended afternoon lessons.

- 3- Daily Enrichment Activities. The school operates an extended school day, offering a mixture of clubs and activities between 16.00 and 18.00 every day. The sessions will be run by teachers and staff from HNPS, qualified coaches or teachers, and outside organisations such as local sports clubs. We will aim to offer a wide range of different activities suitable for children of different ages. This range will grow as the school grows giving children a wide choice of activities.

(iii) Additional Teaching Staff

Each cohort at HNPS will consist of 50 children organised as two classes of 25. We will employ three teachers to work across the two classes. The benefits of this are:

A lower teacher-to-pupil ratio means greater teacher time for each pupil.

We will be able to offer targeted support for pupils who need it, whether that's children who need extra support or those who need extending and challenging.

We won't need to employ agency or supply staff in the event of a teacher being absent; learning can continue uninterrupted.

With a larger staff we will be able to utilise the team's special skills and interests, both as part of the school day and during enrichment activities.

(iv) Focus on Music

We believe that a musical education and opportunities to perform teaches children the direct relationship between input (i.e. practice) and output (i.e. performance), translates individual effort into team work, requires dedicated commitment and, in the end, produces something beautiful. Children who play an instrument or engage in musical performance on a regular basis learn valuable skills at a young age and, in so doing, build confidence and acquire self-esteem. There is evidence that musical education benefits core academic skills as well – for instance, better reading skills, abstract reasoning skills, and is correlated with development in mathematics.

As music education can support both academic attainment and personal and social development, music is also an important strand of what we offer because of the expected composition of children. The evidence suggests that a focused education in music and performance will, for instance, help students with SEND or looked after children perform better at school than would otherwise be the case.² Similarly, the HNPS music focus will, we expect, make the transition from primary to secondary school for our pupils easier, as they join our sister secondary school, a specialist music school with a good level of proficiency and interest.

² Cited in '[The Importance of Music. A National Plan for Music Education](#)'- Department for Education. There is also a wide range of anecdotal evidence that supports this conclusion – for instance, [Rhythmix](#), a music education charity for young people from challenged backgrounds, and [Drake Music](#), an organisation working with children with physical or communication barriers, have had outstanding results in their music education programmes.

(v) High Educational Standards: Progress & Attainment

81% of children in Hackney achieved the expected level in reading, writing and mathematics at the end of KS2 in 2013. Even those primary schools in the LA judged by Ofsted to be outstanding do not deviate significantly from this average.³ Our objective at HNPS is not only that every child, with the exception of those with severe specific SEND, achieves the expected standard, but we will aim for levels of educational progress and attainment which exceed that of other primary schools in Hackney by a considerable margin. Our targets are outlined in Table 3. These are very important objectives as there is ample evidence that under-achieving primary pupils fail to catch up at secondary school.⁴

National Assessment Point	Percentage of children reaching the expected level
Year 1 Phonics Check	90%
KS1 Reading	100%
KS1 Writing	100%
KS 1 Mathematics	100%
KS2 Reading	100%
KS2 Writing	100%
KS2 Grammar, Punctuation and Spelling	100%
KS 2 Mathematics	100%

Although these targets are ambitious, the success of schools such as Thomas Jones School in West London⁵ show that through tenacity, high expectations, rigorous attention to detail and a focus on teaching the underlying competencies rather than teaching to the test, all pupils can achieve well, regardless of starting point or background factors..

C. The Local Context & Basic Need for HNPS

Hackney is a diverse borough and we hope our school will attract families from right across the local community.

(i) Basic Need⁶

³ From [DfE performance tables 2013](#)

⁴ Evidence shows that pupils who are behind in English and mathematics when they start secondary school will struggle catch up. Only 30 per cent of those not achieving Level 4 in reading at the end of primary school go on to get 5 A* to C at GCSE. For pupils on free school meals this drops to 7%. From [government data](#).

⁵ ██████████, our ██████████, was ██████████.

⁶ See Section E for further detail.

Based on DfE and LA capacity projections, Hackney faces a primary school capacity shortage from 2014/15. This is the result of projected primary school-age population growth of 14% between 2012/13 and 2016/17, resulting in a 5.1% shortfall – 961 places – by then. Population and primary school capacity trends show an even greater need for new school places in Tower Hamlets (from where 30 of our expressions of interest come from). In aggregate, across Hackney, Islington and Tower Hamlets these projections identify a need for 1,099 new school places by 2015/16 and 2,222 by 2016/17. This shortfall is 3-6x higher than HNPS proposed capacity.

There are 19 community primary schools within 1 mile of the preferred location of HNPS, of which 3 are in Tower Hamlets, 3 in Islington and 13 in Hackney (see Table 24.). Of these 2 schools - Brook Community and Burbage with a combined total number of pupil places of 826, i.e. 2.4x more than the proposed full-capacity HNPS intake of 350 pupils – have an Ofsted rating of 3 ('Requires Improvement'). In these two schools pupil attainment and progression are significantly below the local and national average.

(ii) Parental Demand

This application has received 220 expressions of support⁷, representing 110% of the full capacity for the period 2015-18, covering the year groups for children that were born as at August 2013. For the 2015 cohort, we received 102 expressions of support, i.e. >2x more than the PAN for that year. For 2016, we received 47 expressions of support and for 2017 63. The project has received strong support from parents of Hackney New School (HNS), the existing secondary school operated by us, who believe integrated primary & secondary provision will benefit both parts of the HNS Academy Trust.

⁷ That is, confirmations from parents that they would select Hackney New Primary School as their first choice for their child / children.

Section D: Education Plan – Part 1

Table 4. shows proposed pupil numbers in each year group. HNPS would reach full capacity of 350 pupils after 7 years in 2021/22

	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021/ 22
Reception	50	50	50	50	50	50	50
Year 1		50	50	50	50	50	50
Year 2			50	50	50	50	50
Year 3				50	50	50	50
Year 4					50	50	50
Year 5						50	50
Year 6							50
Totals	50	100	150	200	250	300	350

Section D: Education Plan – Part 2

Table 5 contains details about each subject and enrichment/out-of-hours activities in the planned curriculum. In total, we anticipate 27-27 ½ hours per week of teaching and enrichment sessions.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	5	Mandatory	
Group Reading	0.5	Mandatory	
Phonics	1.5	Mandatory	In Reception and across KS1
Mathematics	5	Mandatory	
Music	2.5	Mandatory	Taught for thirty minutes every day across the school
Science	2	Mandatory	
Computing	1	Mandatory	

PE	3	Mandatory	Taught by a specialist teacher from Y2 onwards
French	1	Mandatory	Taught by a specialist teacher from Reception onwards
Art	1	Mandatory	<i>Taught as part of integrated curriculum (taught as discrete subjects, but organised around specific topics to make meaningful links and reinforce concepts and vocabulary)- see section D1 for details.</i>
Design Technology	1	Mandatory	
History	1	Mandatory	
Geography	1	Mandatory	
RE	0.5	Mandatory	0.5 hours as discrete whole-class lesson. Additional through assemblies and special events.
PHSE	0.5	Mandatory	0.5 hours as discrete whole-class lesson. Additional through assemblies and special events.
Instrument Tuition	0.5-1	Voluntary	...but heavily promoted and highly recommended. Group tuition for years 2 and 3. Individual tuition for years 4, 5 and 6.
Enrichment Activities	10	Voluntary	A wide range of enrichment activities including music, arts, sport are available to all pupils after school every day.
Total (excl enrichment)	27 – 27.5		

Section D1: The Curriculum

An Ambitious Curriculum

The central objective of Hackney New Primary School's curriculum is to ***provide children with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.***

To achieve this, HNPS will teach a curriculum organised around the traditional subjects, with a particular specialism in music. This will be enhanced by a wide-ranging enrichment programme to encourage pupils to develop their own individual interests and talents. Through these elements, we hope our children will move on to secondary school ready for the challenges that lie ahead, ultimately prepared to lead rich and rewarding lives.

Expected Intake

Hackney is a diverse LA and we expect our intake at Hackney New Primary School to reflect the area in which it will be situated (see Table 6.). Our experience at HNS suggests that this is indeed very likely to be the case.

Category	Hackney	Islington	National
Pupils eligible for free school meals	36.1%	46.7%	19.2%
Pupils in receipt of the pupil premium	48.3%	59.7%	26.8%
Pupils who speak English as an additional language	56.0%	44.7%	18.1%
Percentage of pupils with Statements of SEN or on School Action +	10.6%	10.3%	7.7%

The Curriculum

The school will offer a traditional, academic primary school curriculum, following the content and spirit of the 2014 Primary National Curriculum. A longer school day will provide greater time for music, sport and art without impacting on the time available for the core subjects.

For every child at Hackney New Primary School, the school day will be divided into three key parts:-

1. **The Core Curriculum.** The time between 08.45 and 12.30 every day is devoted to our core subjects of English, mathematics and music. These subjects are taught every day.

⁸ Figures for Hackney accurate as of 11 December 2013, taken from www.education.gov.uk/performance

2. **The Foundation Curriculum.** The afternoon session between 13.30 and 16.00 are used to teach the other subjects that make up the National Curriculum. Having a school day that continues until 16.00 means we have additional time for PE and games 3 times per week and extended afternoon lessons.
3. **Daily Enrichment Activities.** The school operates an extended school day, offering a mixture of clubs and activities between 16.00 and 18.00 every day. Activities on offer might be sports, music and arts, science, computing or other curriculum areas, or subjects not covered by the National Curriculum.

1. The Core Curriculum

English

Learning to read, write and communicate effectively are the most important things children will learn at primary school. At HNPS we will have the highest expectations for all pupils. English will be taught through whole-class English lessons, small group work and individual work with an adult. Our curriculum will be built around studying great stories and literature ranging from fairy tales and poems in Phase 1 to great contemporary and classic novels in Phase 3.

Spoken Language

The National Curriculum Expert Panel's report states that *"there is a compelling body of evidence that highlights a connection between oral development, cognitive development and educational attainment. We are strongly of the view that the development of oral language should be a particular feature of the new National Curriculum"*.

Oracy will have a central place in our curriculum, reflecting the vital importance of spoken language in our pupils' development. Children will be supported and challenged to speak in Standard English at all times whilst at school. Adults will be expected to model effective speech when interacting with the children. There will be opportunities for children to talk right across the curriculum as this is an important way in which pupils develop their vocabulary and secure a deeper knowledge of a subject. In addition to regular opportunities to make formal presentations and participate in debates, pupils will be challenged to elaborate and explain clearly their understanding and use language to explore ideas in lesson time.

Reading

The teaching of reading, both the technical aspects of decoding language and developing the ability to understand complicated texts will be one of the most important aspects of school life here at HNPS. It is vital that every child learns to be a competent, confident reader if they are to access the wider curriculum and ultimately achieve well in later life. We hope that through inspirational English teaching and a school culture

that values reading, we can help every child develop a love of books and become a lifelong reader.

Our reading provision will be based on the principles of the Simple View of Reading⁹, a key element of the 2014 National Curriculum. From our Reception class, all children will take part in daily synthetic phonics lessons. In addition, daily small group-guided reading sessions using phonically decodable texts (in groups of up to five with a teacher) will give children the opportunity to practice their developing decoding skills using real books. For children who find learning these skills difficult, there will be extensive support and a rigorous catch-up programme. It is our intention that by Year 1 every child will be ready to achieve highly in the national phonics check.

Alongside word-reading, we will support children to develop strong comprehension skills through whole-class teaching, guided reading and listening to and discussing books and stories.

Small group-guided reading groups will be a key tool for teaching the comprehension strand of reading. Groups will be organised by attainment, but remain flexible enough for pupils to move between groups. On occasions pupils will work in slightly mismatched groups so they have the opportunity to work with stronger readers as role models. There will be a different focus for different groups, with some continuing to read as a group and focus on the mechanics of reading, whereas some groups will function more as a literature circle with pupils reading the texts individually at home, leaving a greater time for discussion and teaching of higher level concepts.

From Reception to Year 6, our English curriculum will be based on the study of high-quality literature. For younger children this will include modern and contemporary picture books, short chapter books, fairy tales and poetry. Planning for whole-class English lessons (always *English*, never *literacy*) will be based on texts, with units lasting between one and six weeks. As children move through the school they will have the opportunity to study some great works of literature. By the time they leave us, our children will have studied Dickens, Shakespeare, Larkin, Hughes, Wilde and other important writers. At HNPS, we feel learning to appreciate our rich and varied literary heritage can play a key role in helping pupils develop culturally, emotionally, spiritually and socially, as well as learning to read easily, fluently and with good understanding.

Teachers from Reception to Year 6 will read to their classes each day, sharing good quality literature with them. This will help our pupils to develop their vocabulary as well as introducing them to unfamiliar ideas and concepts. It also gives pupils the opportunity to tackle longer or more challenging texts than they would be able to do alone.

In addition to teaching children *to* read, we will do everything we can to ensure every child *wants to* read. By creating an environment where reading is valued and

⁹ See The Rose Review, 2006:
https://www.ioe.ac.uk/study/documents/Study_Teacher_Training/Review_early_reading.pdf

championed, we can support children to develop a love of books. In addition to the positive effect this can have on children's academic attainment, we hope it will help our children to become life-long readers.

Writing

All pupils who attend HNPS will leave us able to write clearly, accurately and coherently, with the ability to adapt their language and style to a range of contexts, purposes and Audiences. Expectations with regard to handwriting and presentation will be high. Writing will be taught through the same text-based units of work as reading and will be based on the demands of the 2014 National Curriculum:

Transcription- Grammar, punctuation, spelling and handwriting will be well-represented in the HNPS English curriculum. Learning to employ these elements gives children control over their writing, making it easier for them to communicate their meaning clearly.

The teaching of specific language features will be through direct instruction from teachers, but will be embedded as part of the writing process rather than simply as discrete activities. Teachers will be expected to teach children the meta-language of grammar and punctuation in line with the requirements of the 2014 National Curriculum.

A school-wide scheme for spelling will stretch from Reception to Year 6 and will be based on phoneme patterns and common exception words in the early part of the school. At the top of the school spellings will be closely linked to the development of children's vocabulary and will use subject specific language, morphology and etymology to organise word lists.

Composition- At HNPS we will teach children to become confident writers through following a clear writing process:-

- Planning
- Drafting and Writing
- Evaluating and Editing
- Proof-Reading
- Reading Aloud and Sharing

By teaching children to do all of these things rather than simply 'doing some writing', we will teach children to be craftsmen, shaping their words to match their intended purpose and audience. This process of planning-writing-improving-sharing will run through every key stage and year group, from a child saying aloud the sentence they're going to write in Year 1, to a Year 6 student proof-reading their answer in his final examination.

Naturally, the emphasis given to each of these stages will depend on the purpose of the writing and the expected outcome. Writing notes ready for a discussion in class might not need much in the way of planning, but they will certainly benefit from being evaluated and proofread before they are used. A piece of non-fiction writing might be planned carefully, ensuring that the key information is organised and appropriate vocabulary is employed. A story might follow all the stages, even if the final outcome is very different from the initial plan. By explicitly teaching children how to go about

each of these stages, we will be teaching them to hone a piece of writing until it communicates exactly what they want it to say.

Mathematics

At HNPS there will be an intense focus on mathematics, reflecting the fact that, alongside English, a thorough knowledge of the subject is essential for students to be able to manipulate, process and understand virtually any information they will receive in their lives.

Through our mathematics curriculum HNPS pupils shall become fluent in mathematics, able to both solve problems and reason mathematically. Mathematics will be approached as a creative discipline, giving pupils the ability to think in abstract ways. As pupils learn mathematics at HNPS, they will acquire fluency in procedures and develop a conceptual understanding of the mathematics they use, selecting from this knowledge to solve increasingly complex problems.

There is a growing consensus that conceptual understanding, procedural and factual fluency (i.e. the automatic retrieval of facts), and the ability to apply knowledge to solve problems are equally important for mathematical attainment. HNPS' mathematics curriculum has four specific objectives for each of its students to help achieve our ambitious goals:

1. Develop fluency in acquiring and applying mental and written procedures underpinned by mathematical concepts
2. Solve problems in unfamiliar contexts, including real life, scientific and more formal mathematical problems
3. Reason mathematically by following a line of enquiry to deduce and present a justification or argument using mathematical language
4. Develop a positive attitude towards mathematics.

Objective 4 is a derivative of successfully achieving objectives 1-3, and spreads across all domains of the HNPS mathematics curriculum. Its importance cannot be overestimated – a huge number of very intelligent people are “scared” of mathematics and numbers for their entire lives because of poor teaching at primary or secondary school. A central mission of our mathematics curriculum is to take away that fear and make students feel at ease with numbers and mathematical concepts.

The key mathematical outcomes that children are taught at HNPS are outlined below. Pupils will have the opportunity to engage with these concepts in the abstract, in a real-life context and as legitimate problem-solving activities:

Develop a sufficient level of fluency in order to carry out mental arithmetic using all four operation quickly and confidently

Master efficient written methods for all four operations and be able to select which of these is appropriate to solve a particular problem

Reason clearly and logically using rational argument

Solve mathematical problems

Approach a general problem-solving task in a structured and logical way

Enjoy using and dealing with numbers, mathematical concepts and statistical data

Achieve at least in line with national expectations at the end of KS2

Each class at HNPS will be taught mathematics for one hour every morning. All classes will be mixed ability and the expectation is that all children will master the key concepts before the class moves on, reflecting the structure of teaching in high-performing jurisdictions such as Hong Kong and Singapore. For the small number of children that struggle to understand particular mathematical objectives, additional support will be provided in the form of small group intervention carried out at another time of the day so they do not miss the whole-class teaching session. We believe that with high-quality teaching and rigorous assessment, every child can achieve well. For children with an aptitude for mathematics, additional challenge will be provided through depth and breadth in the curriculum, with additional opportunities to make links between different areas of mathematics or solving more complex problems.

We plan to follow the Mathematics Mastery programme developed by Ark Academies¹⁰. This programme is built around the core principles of fluency, problem-solving and developing a deep mathematical understanding that reflects our HNPS core principles. This will be supplemented with extension and enrichment activities drawn from the NCTEM and Nrich.¹¹ In addition to daily mathematics lessons, there will be frequent opportunities for children to apply their mathematical knowledge and understanding across the curriculum in subjects such as computing, design technology and science. As with English, we will strive to ensure that every child achieves the expected standard in mathematics and leaves HNPS ready for the demands of secondary school.

Music

Music will form the other core subject alongside mathematics and English at HNPS. We set out in detail the values of a music education in our application to open HNS – we believe they are:-

A close connection between practice (input) and the quality of one's performance (output).

It teaches dedication and commitment.

The result of hard work is beautiful: the more you practice and the better you play, the more beautiful is the music that you perform.

Music rewards individual effort....

...and team work.

As such, it builds character and resilience...

...and provides access to a rich cultural heritage.

Music will be taught in every class every day, following a rigorous program designed to ensure all pupils develop a strong knowledge of performance, notation and theory, and composition. As they move through the school, every child will have the opportunity to

¹⁰ See <http://www.mathematicsmastery.org/wp-content/uploads/2012/11/Information-sheet-Nov-7-2012.pdf>

¹¹ NCTEM: <https://www.ncetm.org.uk> N-RICH: <http://nrich.maths.org/teacher-primary>

learn to play at least one instrument to a high standard. This will be organised in small group tuition from peripatetic teachers in Years 2 and 3 and individual lessons for Years 4, 5 and 6. As the school grows it is our intention to offer children the opportunity to play as part of various ensembles and groups, and eventually to have a school orchestra.

The design of HNPS' music curriculum will be based on the 2014 National Curriculum, but developed and extended by HNPS' body of experts and partners to provide greater focus and depth across the school. All children will have the opportunity to learn to:

- Sing in solo or group contexts, developing vocal techniques and musical expression
- Perform with control of instrument-specific techniques and musical expression
- Practice, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue
- Create, develop and extend musical ideas by selecting and combining resources within musical structures, styles, genres and traditions
- Improvise, explore and develop musical ideas when performing
- Listen with discrimination and internalise and recall sounds
- Identify the expressive use of musical elements, devices, tonalities and structures.
- Analyse, review, evaluate and compare pieces of music
- Identify conventions and contextual influences in music of different styles, genres and traditions
- Communicate ideas and feelings about music, using expressive language and musical vocabulary to justify their opinions

We will seek to engender a 'sense of the special' with our music provision, utilising visiting music groups and offering children the opportunity to work alongside musicians from a wide range of styles and genres and be inspired by the many live performances that our central London location will allow us to attend.

The Foundation Curriculum

Science

Although science appears here as part of the foundation curriculum it is very much a core subject at HNPS. The science curriculum will follow the demands of the 2014 National Curriculum and is designed to convey knowledge of facts, fundamental concepts and processes. We will put particular emphasis on developing children's scientific literacy. This is particularly important to foster intellectual curiosity about the world. Science teaching at HNPS will therefore have three specific objectives:

1. Increase scientific knowledge by teaching the beginnings of physics, chemistry and biology, including the concepts and principles common to all.
2. Apply the processes and methods of science through practical activity, such as observation and measurement.
3. Develop an understanding of scientific enquiry, i.e. the relationship between empirical evidence, scientific theory and explanation.

Science will be taught as a discrete subject and HNPS children will receive two lessons of science per week starting from Year 1. In Reception children will learn early scientific

concepts through following the 'Knowledge and Understanding of the World' strand of the Early Years curriculum.

Once they reach KS2, we anticipate that children will have the opportunity to make use of the laboratories and other scientific resources of Hackney New School, enabling us to teach curriculum content to a high standard, provide exciting extension activities within our curriculum and motivate children to develop their interest in science further.

Physical Education

Our extended school day will allow for three hours of PE or sport each week from Reception through to Year 6. The core PE curriculum will mirror the key aims of the National Curriculum:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Broad range of sports and activities	HNPS will focus on traditional team sports (football, netball, cricket and hockey) and other core individual activities (gymnastics, dance, cross-country running, athletics and swimming). Each term we will seek to offer pupils the opportunity to experience a different, non-traditional activity, e.g. rock-climbing off-site or ballet with visiting specialists.
Children are physically active	Aside from the three hours of timetabled sport and PE, we will run sports clubs during lunchtime to ensure children are getting daily exercise. Our enrichment activities will ensure that children have an opportunity to take part in sustained physical exercise every day.
Competitive sports	By focusing on traditional team sports and individual pursuits, children will have many opportunities to compete during school time. As the school grows, we will ensure children have opportunities to take part in local sports competitions and play competitive matches against other schools.
Lead healthy lives	Children will learn the importance of having an active lifestyle with links established to the wider curriculum, including science and PHSE.

As the school grows, we would hope to employ a specialist teacher or coach to lead PE and sports sessions. We will also make use of our close links with our sister secondary school, making use of facilities, specialist equipment and staff. Our London location means that we have access to many local sports clubs and facilities and we would seek to make strong links to these providers, utilising their expertise.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 Sessions of PE or games per week	Gymnastics	Dance	Gymnastics	Dance		Cricket
	Football	Hockey	Netball	Badminton		Athletics
	Swimming	Ballet	Swimming	Cross-Country	Swimming	Tennis

Whilst our core offer of PE and sport will ensure every child receives a balanced sporting education and will stay healthy and active, our extensive programme of enrichment activities will allow children who wish to participate further to pursue their interests. By the time the school reaches capacity, we would hope to offer at least one sporting activity after school and hopefully a choice. This will allow those children with a particular aptitude or enthusiasm for a sport to take part in further sessions. Combined with school PE lessons a child could be enjoying 8 hours of sports and PE every week.

Modern Foreign Languages

At HNPS children will begin learning a language from Reception. We feel that the younger a child is, the easier they will find it to learn new languages and we should take advantage of this. The core of French teaching will be:

- The spoken and written forms of French in order to develop a strong linguistic competence and an understanding of the relevant language
- The relationship between sounds and writing
- Grammar and how to apply it
- A range of vocabulary and structures
- Learning about cultural features of France
- Comparing pupils' own experiences and perspectives with those of people in countries and communities where French is spoken

HNPS will offer French from Reception through to Year 6. French has been chosen as it is the language many of our teachers will be able to speak to some degree already, broadening our options for lessons and incidental teaching. French will be taught through several key elements:-

- French Lessons** The core of language teaching will be weekly lessons, lead by a specialist French teacher. These lessons will be conducted entirely in French.
- Constant reinforcement** Teachers will make use of incidental opportunities within the school day (the register, assemblies, lunchtimes, other lessons) to reinforce language teaching and to ensure children hear and speak French every day.
- Projects and enrichment** Special projects such as pen-pals, video links to French schools, geography work and eventually school trips to France will provide a purpose for learning to speak another language.
- Links to HNS** Children will benefit from our links to HNS, being able to access the schools language centre and specialist teachers.

In addition to the obvious benefits of learning to speak another language, we feel that there will be many incidental benefits, including a medium to explore grammar and language construction in English. It is also a subject many of children will arrive at school with no prior knowledge of, giving them an even starting point and allowing perhaps different children to excel than those who might start ahead in areas of the core curriculum such as reading or mathematics.

ICT and Computing

HNPS will go beyond the 2014 National Curriculum in our ICT / computing program and focus on:-

Digital literacy: teach students how to master and use technologies to the full breadth of their capabilities. The technologies will include common software applications such as word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design;

Computer Science: teach students how to develop the technologies themselves; this will involve an introduction to basic programming skills;

Information Technology: adapt technologies for any practical real-world application.

The power of ICT use will be demonstrated and practiced by accessing and using a range of information sources, and manipulating them with the help of a range of software programs to produce analyses and solve problems. This will be achieved with the help of real-life examples. The development and adaptation potential of ICT will be demonstrated through project work involving examining and writing simple software code.

There will be opportunities for children to make use of technology right across the curriculum to support learning in other subjects. All children will be taught to touch-type at the same time as they develop their handwriting. HNPS will make use of a Virtual Learning Environment, an infrastructure that uses the full range of modern technology intelligently to provide teaching and learning interventions, as well as resources for communication and research.

The Foundation Subjects

Art, design and technology, history, geography and religious education will be taught as part of an integrated curriculum. While they will still be taught as discrete subjects, with a learning objective relating to that particular area for each lesson, the content of the subjects will be grouped together to make meaningful links between subjects, supporting children to understand concepts from the perspective of different subjects and reinforcing the vocabulary and language linked to the learning.

This approach means that a child will not have a set number of lessons for each subject each week, but that the time allocated for each subject will be balanced over the course of a school year. In Reception through to Year 2 each unit will last for a term and will cover the full range of national Curriculum subjects. In Years 4, 5 and 6, each topic will 'driven' by a different National Curriculum subject, alongside which other subjects are

taught. This approach combines the rigour of a subject-specific approach with the flexible nature of a topic-based curriculum; ensuring pupils make meaningful links across different areas of knowledge. Our curriculum will combine subject areas of global interest with issues of more local interest, providing opportunities for children to learn about the area in which they are growing up. Table 10. outlines an example of one year's foundation curriculum.

Unit	Contents
The Tudors	A history-led unit featuring significant elements of geography, art, design technology and ICT. Pupils have the opportunity to learn about many aspects of life in Tudor times in addition to historical facts. Art will focus on portrait painting, using the works of Holbein as a stimulus. English lessons will make links to plays by William Shakespeare, pupils will go on educational visits to the Museum of London, The Victoria and Albert Museum and The Golden Hinde.
Hackney, London	A geography-led unit with elements of history, art, PHSE and ICT. Pupils learn about the physical and human geography of London, considering the history and development of the city in which they live. A local history element will focus on Hackney, studying the local area in depth. Making educational visits to the local area, receiving visits from older people within the community and using archive film records, pupils will study how the area has changed over time, incorporating elements of both physical and human geography. This unit provides pupils with an opportunity to make many educational visits to different parts of the capital.
A Comparison of Religious Beliefs	An RE-led unit with elements of history, geography, PHSE, art and ICT. Pupils will learn about some of the major religions practiced by people living in East London, and how this relates to religious custom across the world. They will learn about the origins and the core beliefs of these religions. They will visit local places of worship and receive visitors to talk about the major world faiths.
Good Health	A science, PE and PHSE based unit. Pupils have the opportunity to learn about the headteacher aspects of healthy living and apply this to their own experience. Pupils learn about the importance of a healthy diet, applying this knowledge to design and make healthy snacks. They assess their own fitness and then embark on a training programme to improve one aspect. Pupils have the opportunity to try out a range of games and activities that may not normally be within their experience; for example rock-climbing, trampolining, capoeira and canoeing.
Explorers	A history and geography-based unit with significant elements of ICT and design technology. Pupils will learn about the lives and feats of several famous explorers (including Amundsen and Scott, Magellan and Columbus), undertaking detailed geographical and historical case studies.

Delivery and organisation of the integrated curriculum will use a range of methods that help achieve excellent knowledge and understanding of the foundation subjects and strong levels of progress through the school. These will include:

Direct instruction: Teachers will teach children about a certain aspect of a subject using motivating resources to build their knowledge and understanding of a

subject Project work: Students will participate in projects and group work to explore particular subject areas in depth, or engage in a project to develop individual research skills and demonstrate their learning from lessons.

Debates & Presentation: Discussions and debates, including public presentations by a student followed by debates will be at the heart of curriculum delivery in the foundation subjects.

Educational visits: Children will have the opportunity to visit places of interest outside of the school and listen to speakers with specialist knowledge at school as a key part of every topic.

Table 5. provides an overview of the time that will be allocated to each subject as children move through the school.

Enrichment Activities

Enrichment activities will run between 16.00 and 18.00 every day. While we hope this will be helpful to working parents, the idea is that enrichment activities do not simply function as childcare, but instead are an integral part of an HNPS child's education, allowing them to extend their interests and try out new activities. The sessions will be run by teachers and staff from HNPS, qualified coaches or teachers, and outside organisations such as local sports clubs. We will aim to offer a wide range of different activities suitable for children of different ages. This range will grow as the school grows, giving children a wide choice of activities. As enrichment activities are organised by HNPS and not outsourced to another organisation, we can ensure there will be the same calm ethos and high quality learning as the rest of the school day.

We hope that the great majority of our older children will wish to stay each day. Enrichment activities will be the responsibility of the headteacher in the first few years of the school, but as the school grows and the programme of activities expands, leadership of enrichment will be a responsibility for one of our assistant headteachers. There will be small fee for each child staying to enrichment activities (currently budgeted at £5 per evening) which will cover the cost of equipment, staff and groups/individuals from outside of the school. There will be no cost to children who qualify for the Pupil Premium.

Access to the Curriculum

The central tenet to HNPS is that all children will achieve well across the breadth of the curriculum. The children who join HNPS in Reception will arrive from different starting points, with different interests and aptitudes for different subjects. The measure of our success as a school will be the level of progress and educational attainment they achieve at HNPS regardless of contextual factors. We are certain that with sustained high-quality teaching, carefully targeted intervention, a school culture that is focused firmly on learning, and high expectations for every child, all pupils can perform very

well. The curriculum will be the same for every child and the expectations will be the same, and HNPS will provide the infrastructure to support those children that may require additional support or challenge to reach an age-appropriate level of achievement.

Pupils with Additional Needs

'Additional needs' relates to those children that have a special educational need, a disability or are looked after by a carer or the Local Authority as much as to children that are particularly gifted and talented. Every child will have specific needs and these will undoubtedly change as they move through their primary school career. It is important therefore to identify special needs and requirements (of whatever form), have a set of policies and interventions that help all children to achieve well alongside their peers, and a monitoring system that allows HNPS to oversee the implementation of its policies and monitor the rate of progress achieved by students so that any gap in achievement closes during their time at primary school.

Leadership of SEND Provision

While the headteacher will have ultimate responsibility for ensuring every child achieves well at HNPS, the key role in ensuring high-quality provision for pupils with special educational needs and disabilities ("SEND") will be the SENCo.

The role will a key appointment and will be undertaken by our first assistant headteacher at HNPS. They will have responsibility for overseeing SEND provision across the school. These key responsibilities will be:-

- Leading whole school SEND strategy as part of SLT.
- Implementation, monitoring and evaluation of SEND provision.
- Providing professional guidance to school staff on matters relating to SEND.
- Liaising with parents, carers, external agencies, professionals, students and the LA.
- Developing and delivering language interventions throughout the school.
- Performing the role of key worker to children with SEND.
- Developing and delivering behavioural, social and emotional intervention throughout HNPS.
- Performing the role of key worker to children with SEND.

As the school grows, a role with specific responsibility for the education of children who speak English as a an additional language will be created, but for the first three years this responsibility will rest with the SENCo.

HNPS' SEND Framework

Special educational needs and disability (SEND) refers to learning difficulties caused by issues relating to four key areas:

- Communication and interaction
- Cognition and learning

Behaviour, emotional and social development
Sensory and/or physical needs

Other physical or social conditions, for instance physical disabilities or being “looked after” by other carers / the Local Authority, can also create a special educational need or the requirement for particular interventions and provisions of the curriculum at HNPS. It is therefore extremely important to identify particular requirements before children come to HNPS, or in the initial weeks of their schooling. However, with very young children a range of factors including age in the class, early experience and potential difficulties in settling can all play a part in the start children make to school life and their initial educational achievement. Class teachers, working closely with the SENCo will observe and monitor children closely, conducting initial assessments of different areas of the early years curriculum. Before the school begins the process of diagnosing SEN as the cause for a child’s apparent difficulties, they will be added to a cause for concern list and supported more closely in class. For some children, these initial difficulties may resolve themselves as they become settled into school life, for others they may need to move to the SEN register to ensure they receive the best possible support.

The key elements of HNPS’ SEND provision will be:

Identification

Initial meetings with parents and home-visits in the term before children start at HNPS will provide an opportunity to discuss the child and their development. Where a child attends a nursery or other early years setting, information will be sought from professionals there.

Once the child joins HNPS initial assessments and observations will take place, helping teachers to identify and categorise children’s particular requirements before they join the school. Results from these assessments will then be used to determine if any interventions or special support needs to be put in place for each student. Any other special educational need that might arise as a result of, or be associated with looked after children, children with disabilities or pupils that are gifted and talented will be identified at the same time. This approach to the identification of SEND is aligned with approaches outlined in both the SEN Code of Practice.

Support

The support HNPS will offer to individual children in order to help them achieve is dependent on the nature of their need and their age. Any specific support will be allocated with the objective that students can move off the SEND register in the shortest time possible. Interventions might include:

- Play Therapy
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Educational Psychologist
- Early Help professionals
- Learning Support assistants
- Booster Classes
- 1:1 Tuition

Small-group reading/mathematics support
Holiday Booster Classes
Targetted pastoral support

The programme will be unique to each child and will be monitored closely to ensure effectiveness.

Review

Half-termly reviews of interventions with the SENCo, class teachers and relevant support staff and will take place to ensure that interventions are facilitating student progress, and that they continue to be appropriate.

Partnerships

The SENCo will liaise with external agencies, teachers, parents and children to ensure that all parties, and, in particular, the children themselves are fully engaged with their academic and developmental progress. HNPS will access an infrastructure of professionals who support the complex needs of children with SEND within the school. In order to fully meet these pupils' needs, the following services may be purchased from, or provided by, the Local Authority or other providers:

1. Speech and Language therapy
2. Occupational therapy
3. Educational psychology
4. School nurse
5. Team Around the School
6. Social services
7. Educational Welfare
8. Youth and Inclusion Support Projects
9. Art therapy/counseling services
10. Other services required

Excellent working relationships with each of these external agencies will ensure that the highest quality provisions are implemented across the school. The SENCo will be responsible for regularly communicating with these agencies so that they are fully informed of the needs of the students.

HNPS implement in full the SEN Code of Practice to ensure:-

1. A child with SEND will have their needs met at HNPS and all policies are ultimately designed to ensure that children with SEN can achieve well across the curriculum like all other children.
2. Children with SEND will be offered full access to HNPS' broad and balanced curriculum, and their special educational needs will normally be met as part of the general curriculum, including whole-class teaching, small-group work and individual tasks.
3. The views of the child will be sought and taken into account in the design of HNPS' SEND policies and PLSs for SEND children.
4. Parents have a vital role to play in supporting their child's education, and HNPS parent engagement activities will promote their active involvement in a child with SEND's education.

The headteacher, teachers and the SENCo will work together (and with parents) to ensure that special needs are identified early, best practice is used when designing interventions, developments are reviewed regularly so that any progress (or lack thereof) can be reflected in the PLP of each child, and parents are actively involved at each stage of their child's education and SEN provision. The management of SEND provision will be overseen by the headteacher, who will delegate the day-to-day responsibility for this to the SENCo. HNPS will make one of its governors responsible for the appropriate implementation of SEN policies in general, and compliance with the Code of Practice in particular.

SEN Children: School Action, School Action Plus and Statements

Effective assessment of needs will ensure that effective interventions can be implemented. High-quality whole-class and group teaching based on rigorous formative assessment will meet the needs of most students, regardless of whether they have been identified as having SEN. For some students, however, additional interventions will be necessary if their needs are to be met. These additional interventions will be structured and organized through the three stages of the SEN register (School Action; School Action Plus; Statements). Whenever additional provisions are put in place, this will be agreed in partnership with parents and older children, particularly when external agencies need to be involved.

Children with emotional or behavioural difficulties (EBD)

Behaviour, emotional and social development can be directly linked to academic engagement and attainment. Academic interventions will ensure that attainment is not a cause of poor behaviour. In the reverse, the behaviour policy of HNPS will seek explicitly to develop character: a sense of mindfulness and other strategies that will help students to concentrate, focus and be contributing members of society. These elements, alongside a clear framework of rewards and consequences will ensure that students are fully engaged in their academic success.

Fostering nurturing relationships with students with EBD, in conjunction with clear and fair systems for behaviour management, will enable HNPS staff to intervene and address these difficulties. Where students find it hard to learn in the classroom due to their behavioural needs, interventions will be put in place to give these students strategies that enable them to continue in mainstream. These interventions may include anger, additional pastoral support, intervention from a learning mentor or support worker, art or play therapy or counselling, and/or social communications group work

Children with Disabilities

Definitions

The Disability and Discrimination Act states that '*a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities*'. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions

when individuals have a long term and substantial effect on pupils' every day lives. Disability is not the same as SEN: not all children who are defined as having a disability have SEN, and vice versa.

Objectives

HNPS aims will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Pupils with disabilities will therefore receive the same education and treatment as other children to ensure they too, where possible, can achieve well across the curriculum. Where necessary staff at HNPS will liaise with specialists to support individual pupils, including physiotherapists, educational psychologists, speech therapists, doctors, nurses, social workers, and the staff of the voluntary and statutory agencies.

It is possible that a very small group of children will have a disability that prevents them from accessing a curriculum children of their age will be studying. For these children, the school will work with outside agencies to ensure they can stay with us at HNPS for as long as possible before moving outside of mainstream education. Through additional adult support, a tailored curriculum and effective communication from all parties we will ensure these children have a meaningful and inclusive educational experience and are given many opportunities to contribute to the life of the school.

An Optimal Environment

HNPS will have to make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, HNPS' teachers will always try and face the child when addressing the class, or, in severe cases, teachers may wear a microphone and transmitter. HNPS will endeavour to optimise provision for disabled pupils (and staff) by developing the physical environment of the school, within the limits of the resources available. We therefore intend to provide the following, subject to appropriate funding:

- Full access to the school, by installing setting-down and picking-up points, ramps, handrails and lifts

- Movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight

- Accommodation within the building, by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and a medical room

- Information and communication technology, by selecting appropriate hardware and software, and by using minicomms (subject to appropriate funding)

The Board of the HNSMAT will be responsible for HNPS' disabilities policy and supervise arrangements and procedures that support the education vision of the school. A named governor and a designated member of staff will jointly discharge the responsibility of ensuring that HNPS meets its anti-discrimination obligations. It will be the headteacher's responsibility to ensure that all members of staff are aware of their responsibilities to all pupils without exception. At least twice p.a. the headteacher will present a report to the Board of Governors setting out in what way HNPS has complied with each obligations under its disabilities policies, with action plans agreed for any item that requires further intervention. It is the named governor's responsibility to keep the

governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. This governor will also liaise with Hackney Council and other external agencies to ensure that the school's procedures are coordinated appropriately with those of other schools in the borough.

Looked After Children (LAC)

A clear policy will set out not only the ethos of HNPS in its approach to meeting the needs of looked after children, but also the procedures. HNPS' LAC policy will be subject to review and approval from the Governing Body. It will draw upon HNS' existing LAC policy. The overriding objectives of the policy is to ensure that looked after pupils will achieve the same outstanding education as all other children at HNPS, and will therefore be capable of achieving well across the breadth of the curriculum.

Definition of Looked After Children

The term 'in care' refers solely to children who are subject to Care Orders under Section 31, Children Act 1989. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after' by the local authority. Accommodated children also include those in receipt of respite care - if it exceeds 20 days in one episode or over 120 days in a year. It is important not to confuse a young person's legal status with their living arrangements, and care needs to be given to identifying particular personal circumstances correctly.

LAC Co-Ordinator

HNPS' SENCo will be the named LAC coordinator for looked after children. This member of staff will be responsible for liaising with external agencies, for working with the local authority and the child, to create a relevant Personal Learning Pathway ("PLP"). It will also be the responsibility of this member of staff to ensure that the child feels safe and fully part of the process (as much as is appropriate) as possible. As such, this member of staff will be a school-based advocate for the child. The LAC coordinator will work with other members of staff within the school to ensure that the looked after child is fully supported. They will:-

- Ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'looked after' and understand the need for positive systems of support to overcome them.

- Inform members of staff of the general educational needs of children who are looked after, and to promote the involvement of these children in school homework clubs, extra-curricular enrichment activities, home reading schemes, school councils, etc.

- Hold a supervisory brief for all children being looked after, e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date.

- Monitor the educational progress of all children who are looked after in order to inform the school's development plan.

- Intervene if there is evidence of individual underachievement.

- Develop and monitor systems for liaising with education, carers and Social Services for reporting and recording absence from school and by acting to address these issues through early and positive intervention.

The LAC coordinator will:-

work with individual children, often through a carer, to arrive at a statement about their circumstances that they would be happy to share with staff and/or pupils.

ensure that each LAC has a Personal Learning Pathway and enable the child to make a contribution to the educational aspects of their PLP.

meet with looked after children on a structured and regular basis so that the child has an opportunity to discuss any issues.

liaise with the member of staff responsible for monitoring children on the Child Protection Register.

co-ordinate education and Social Services review meetings, so that any PLPs can inform the child's Care Plan.

attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings with agencies from the local authority.

be the named contact for colleagues in Education and Social Services.

report on the progress of all looked after children to the local authority.

Appropriate training of the LAC coordinator will be essential and be incorporated into teachers' / the SENCo's CPD programme. In particular, the LAC coordinator will develop knowledge of Social Services/Education procedures by attending training events; cascade training to school staff as appropriate.

Role of Named Governor

The Board of HNPS will nominate one of its members as a named governor responsible for LAC at HNPS. This governor will report to the Board on an annual basis to discuss information on:

The number of looked after pupils in the school

A comparison of any assessments as a discrete group, compared with those of other pupils

The attendance of pupils as a discrete group, compared to other pupils

Levels of attendance and fixed term/permanent exclusions

The LAC governor will be responsible at the Board for ensuring that HNPS' policies and procedures provide LAC with equal access to HNPS' curriculum, its enrichment activities, other extra-curricular activities, additional educational support, etc.

Sharing information with school staff

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the headteacher and/or the person named as the Co-ordinator for 'Looked After Children' within the school.

It is appropriate for a classroom support assistant to have knowledge that the young person is being looked after only when directly involved in the teaching of the young person. In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the headteacher or the LAC coordinator.

Admissions

On admission to HNPS, records will be requested from the pupil's previous setting, if

appropriate. A meeting will be held with carer/parent/Social Worker as appropriate to complete base-line information to inform the pupil's PLP and clarify contact arrangements. A home school agreement will be drawn up with the primary carer. An appropriate induction to HNPS will take place for the child and carer.

Communication with external agencies

The Social Worker and HNPS' LAC coordinator will meet when the young person becomes looked after, or when they join HNPS. This will enable information concerning the child's progress and circumstances to be shared. All relevant information provided at such meetings will be recorded by the LAC coordinator so that it can be shared with appropriate HNPS staff. The LAC coordinator will ensure that a copy of all reports (e.g. end of year) are forwarded to the young person's Social Worker in addition to, for example, the foster carer or residential Social Worker. HNPS and the Social Services should endeavour to co-ordinate their review meetings and will keep each other informed of the attendance, behaviour, wellbeing, and progress of each individual LAC.

Children with English as an Additional Language (EAL)

Language plays an important part in supporting HNPS' educational vision. A sound grasp of English underpins academic progress and development. Without it, children may lack the confidence to engage productively with their peers, nor will they be able to pursue appropriately a wide range of intellectual endeavours. Activities designed to stimulate self-belief, such as public performances (theatre, debating competitions) cannot be pursued without a full command of the English language. In short, children who cannot speak English as well as native speakers will find it hard to access the wider curriculum and achieve everything they are capable of. HNPS is therefore committed to providing a quality education in English for pupils who are in the early stages of developing their proficiency in English.

Identifying pupils who speak EAL who may need additional help

Information on potential pupils who speak English, including age, first language, level of English, whether they have studied previously in an English school or have special interests or abilities, will be obtained, where possible, by HNPS staff in advance of a pupil's arrival. However, following their arrival at HNPS, the usual ongoing assessment of a child's academic progress may indicate a need for EAL support. In addition, requests at any time for EAL support from a pupil, their parents or by a pupil's teacher will always be taken into account. Once a potential pupil is identified, a further assessment will take place and he/she can be allocated additional support in English, which can be conducted in small groups or on an individual basis if necessary. HNPS' EAL provision will have to be very flexible to accommodate the wide range of different educational backgrounds, abilities, and linguistic needs as well as the different dynamics of class, small group and individual teaching.

EAL Teaching

HNPS' EAL provision will aim to support and develop pupils' abilities to communicate effectively in English speech and writing. It is available, in principle, to all pupils whose first language is not English even if many EAL pupils will neither need nor want language support.

Within the EAL provision HNPS will aim to:

- assess proficiency in English of all EAL pupils new to the school and communicate this to the whole staff, together with any other relevant information as requested;
- support EAL pupils in specific subjects they are having difficulty with.

Where necessary, students will participate in intensive English-as-a-foreign language (“EFL”) interventions. Other interventions will form part of the school’s every day programmes, such as ‘buddy schemes to support children’s development of conversational English and confidence, and 1:1 support with reading.

EAL Responsibilities

At HNPS the main responsibilities for EAL will be shared as follows:

The headteacher will ensure that:

- All involved in teaching EAL pupils liaise regularly with each other;
- Parents and staff are aware of the school’s policy on pupils with EAL;
- Relevant information on pupils with EAL reaches all staff;
- Training in planning, teaching and assessing of EAL pupils is available to staff;
- Challenging targets for pupils learning EAL are set and met;
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed (by SENCo).

The EAL Coordinator (in the first instance part of the SENCo’s remit, expanding to a separate role as the school grows) will:

- Oversee initial assessment of pupils’ standard of English;
- Give guidance and support in using the assessment to plan appropriate work that is consistent with all students achieving well across the curriculum;
- Monitor standards of teaching and learning of pupils with EAL;
- Report to the headteacher on the effectiveness of the above and the progress pupils make;
- Monitor progress and identify learning difficulties that may be masked by EAL.

The class teacher will:

- Be knowledgeable about pupils’ abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.

Gifted & Talented Children

It is the policy of HNPS that every child will have access to an education that enables them to achieve a level of attainment that is commensurate with the full range of his/her abilities. With this in mind, baseline assessments, initial observations and meetings with parents or early years providers (acquired on entry to HNPS) will ensure pupils that may be gifted and talented are identified. In addition to this, pupils may also be nominated through other sources of information:

- Test scores (end of key stage levels, reading tests, CAT scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)

Parental nomination
Occasionally peer or self-nomination
Information gathered from Year 6/previous school transition visits

All this information will be collated, monitored and updated by the Gifted and Talented Coordinator. As with any pupil in the school, progress of these pupils will be carefully tracked to ensure that they are making excellent progress during their time at HNPS.

Definitions

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;

'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school. Within the school we recognise that gifted and talented pupils can be:

Good all-rounders
High achievers in one area
Of high ability but have poor writing skills

HNPS also recognises that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden.

Organisational and in-class approaches

Important strategies include:

The coherent management of pupil groupings and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.

The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.

Mentoring and additional provision for pupils of exceptional ability.

The provision of enrichment/extension activities and tasks.

Differentiation within lessons.

The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out-of-class activities

The following will be offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

Enrichment activities
Public performances, including music production, sports, assembly and

Debating competitions

Co-ordination and monitoring

The gifted and talented co-ordinator, who will be a member of the main teaching body of will have overall responsibility for:

- Implementation of HNPS' policy regarding gifted and talented students;
- Co-ordinating the monitoring of progress;
- Ensuring that the CPD programme for each teacher includes relevant aspects of gifted and talented provision.

The HNPS policy will be reviewed on an annual basis in the summer term by the gifted and talented co-ordinator in conjunction with the named governor for gifted and talented students.

Role of Named Governor

The Board of HNPS will nominate one of its members as a named governor responsible for gifted and talented students at HNPS. This governor will report to the Board on an annual basis to discuss how these students progress at HNPS, how their learning is integrated into the overall curriculum of the school, and what measures should be undertaken to address specific needs more adequately.

Pupils in receipt of the Pupil Premium

The current Ofsted evaluation schedule states that schools should 'identify and support pupils who have significant disadvantages so that their progress is maximised'.¹² As a school, HNPS will be committed to ensuring all children achieve the highest academic standards and any disadvantage as a result of pupils' home circumstances is redressed as quickly and effectively as possible.

HNS' own experience suggests it is likely that a significant percentage of our pupils will be in receipt of the Pupil Premium. In order to ensure that any potential gap in achievement between these pupils and their peers closes as quickly as possible, we will seek to use money allocated from our budget through the Pupil Premium for the following purposes:

Direct Academic Support

Area of Spending	Rationale
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¹² See: <http://www.ofsted.gov.uk/resources/framework-for-school-inspection>

Booster Classes There will additional intervention groups for pupils across the school in need of targeted support to ensure they achieve well in the core subjects. These will run during the school day, during lunchtimes and after school. As the school grows, they will also run during the Easter school holiday. They will be led by the headteacher and other experienced teachers and will be integral to ensuring that every child leaves the school literate, numerate and ready for secondary school.

Additional Reading Support These sessions will be led by teaching staff and will target pupils across the EYFS and KS1 to ensure they can decode, and ultimately read, by the time they reach KS2. Lessons will run during the school day.

Additional Learning Support Assistants Targeted support beyond that specified (and funded) by statements of SEN. Well-trained LSAs will provide support for some of our most needy pupils, supporting them to access the curriculum. It is the policy of HNPS to begin to withdraw this support as pupils move through the school so they do not become dependent on an adult and are ready to access their curriculum independently at secondary school.

Learning Mentors As the school grows, we will look to employ a learning mentor to support our most needy children and their families. In addition to providing direct academic support, he/she ensure children are at school every day and are ready to access the demands of the whole curriculum.

Pastoral Support and Effective Access Measures

Area **Rationale**

Art/Play Therapy HNPS will purchase the services of an art or play therapist to work with some of the more needy children and their families. Initiatives such as this have had very high success rates in supporting families to engage with school and support their child's education.

Subsidised Places for Enrichment Activities Any child who is in receipt of the Pupil Premium will be offered a free place at our comprehensive programme of after-school enrichment activities which will run between 16.00 and 18.00 every day. These places will benefit children who may benefit from a safe environment after school to complete homework, take part in exciting and motivating clubs, play and interact with their peers and adults. They will also receive a free tea-time snack.

Subsidised Breakfast The school runs an early morning breakfast club for the children of parents who work or are in education. Any children who are in receipt of the Pupil Premium are welcome to join each day for no cost.

Uniform HNPS will allocate funds to ensuring all pupils have access to clean uniform in good condition.

Educational The school will organise many educational visits to allow children

Visits and Residential School Journey

access to a wide range of cultural and educational experiences. Although these trips will only cost a few pounds each, the costs can add up. Children in receipt of the Pupil Premium will have their costs subsidised so they have the same opportunities to take part in a rich curriculum. As the school grows, we will offer a residential school journey for all Year 6 children. Funds will be allocated to ensure that all children can attend, have appropriate clothing and a small amount of money to spend.

Ultimately the most effective strategies for providing children with an outstanding primary school education will not cost a great deal of additional money:

- Consistently high-quality teaching and effective feedback.
- High expectations for every pupil.
- A 'family ethos' where every child is valued.
- A longer school day.
- A rich and challenging curriculum.
- Mealtimes eaten together on small tables to allow for conversation.

Joining Hackney New Primary School

We expect the great majority of our children to join us in Reception. The school will strive to ensure that we know children as well as possible before they start at the school enabling children to make the smoothest possible start. Induction to HNPS will include:

- A home visit by HNPS staff in the term before the child starts
- Two parent meetings to discuss arrangements
- Liaising with any previous early years setting the child has attended
- Flexible days in the first few weeks for those children who should require it
- A staggered entry for the first fortnight so all children have the opportunity to settle and feel comfortable at the school
- Initial assessments and observations to identify the child's needs as a learner
- Time allocated to meet with parents in the first two weeks to discuss the start to school life

Leaving Hackney New Primary School

We hope the great majority of children who attend HNPS will move on to our sister secondary school HNS after Year 6. This will enable us to offer a smooth transition between phases of education, as children will already know the secondary school through their use of science laboratories, sports facilities and other shared resources. Strong links between the two staff teams, working under one executive headteacher will ensure the secondary school are well-informed about the children who are arriving. High expectations and a relentless focus on academic achievement will mean that all children arrive at HNS ready for the demands of secondary school.

Section D2: Setting & Achieving Targets

Success measures

The central objective of Hackney New Primary School is to deliver our **core vision of providing students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.**

The cornerstone of this is high academic achievement for all pupils. We believe that this is achievable in the context of a broad and balanced curriculum if the school is rigorous in its approach and relentlessly focused on this core objective.

In order to be an outstanding school which provides children with a first-class education, HNPS will pursue a set of strategic targets. The school and the Hackney New School Trust will hold itself accountable against each target (Table 12).

Strand	Target	Indicators of Success
Pupil attainment	All HNPS pupils achieve 'national standards' or higher in English, mathematics and science by the end of KS2 ¹³	100% age-appropriate achievement for English, mathematics and science National Tests/ assessment at end of KS2
Pupil progress	All HNPS pupils make the required progress during each term, year and key stage in order to meet the target for pupil attainment at KS2 ¹⁴	Outstanding pupil progress as measure through: National assessments at EYFS, Year 1 and KS1 HNPS pupils tracker Internal assessments
Curriculum Breadth	All HNPS pupils have access to a broad and balanced curriculum ¹⁵ allowing them access to a wide range of stimulating learning experiences	Access to a rich, high-quality curriculum for all pupils, measured through:- Scrutiny of teachers planning Lesson observations

¹³ Under the current National Curriculum, this would mean all children achieving at least a level 4b in the three core subjects. The 2014 NC does not use levels of attainment, so in 2022 when the first HNPS cohort finish Year 6, the expectation is that all of the children will achieve at least the age-appropriate standard in the KS2 national tests.

¹⁴ Under the current national assessment system, this would mean all children making at least 2 levels of progress over a key stage. Under the new system it means all HNPS pupils mastering the programme of study for their year as outlined in the 2014 NC or in the case of children who begin from a low starting point, making greater than one year's progress to close the gap with their peers.

¹⁵ Section D1 provides a thorough outline of the breadth of curriculum we will teach at HNPS, including our special focus on music.

		<p>Scrutiny of pupils' learning outcomes</p> <p>Feedback from parents, pupils, staff and outside partners</p> <p>Performances</p> <p>Class assemblies</p>
Quality of teaching	Teaching at HNPS will be of a consistently high quality to ensure children achieve well across the curriculum	All lessons taught at HNPS will be judged to be good or better against Ofsted criteria, and more than 60% of lessons will be judged outstanding
Attendance	We aim for attendance of 97% at HNPS	Measured through attendance data, including subgroup analysis and tracking of the reasons, nature and persistence of absences
Behaviour and attitudes	The standard of behaviour at HNPS will be outstanding	<p>An outstanding rating for pupil behaviour and the extent to which pupils feel safe in Ofsted ratings after first inspection</p> <p>HNPS Data Management System will track behaviour incidents and their follow-up</p> <p>It will record the total number of incidents, nature of incidents, repetition trends by student and intervention/remediation policies</p> <p>Strong local reputation for well-behaved pupils</p>
Community satisfaction	<p>Parents are engaged with the work of HNPS and are positive about the school</p> <p>Children are excited about coming to HNPS and enjoy their learning experiences</p> <p>Teachers are loyal and enthusiastic about their work at HNPS with retention rates significantly above the average for Inner London</p>	<p>Parent, child and staff attitudes collected through:</p> <p>Attendance data</p> <p>Parental surveys</p> <p>Ofsted Parent View</p> <p>Child surveys</p> <p>Parent attendance at open evenings</p> <p>Parent engagement in parent association</p> <p>Application volumes and levels of over subscriptions</p> <p>Visitor feedback</p> <p>Recruitment analysis (e.g.</p>

Financial viability	HNPS achieves a small financial surplus in each financial year	number of word-of-mouth referrals) Retention rates vs. benchmarks Staff surveys Exit interviews Assessed through: Weekly cash reports Monthly management accounts Annual P&L
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Pupil Achievement

At the heart of HNPS' ethos is academic excellence for all pupils, regardless of background factors. As a school we will set ambitious targets at each national assessment point in child's school career.

Year 1 Phonics Check

A rigorous focus on the teaching of synthetic phonics as the route to early reading through Reception and Year 1 will mean that almost all children will reach the level expected of them. Any children that are not working at this level will be given targeted support to ensure that they can decode (and ultimately read) confidently by the end of Year 2.

Percentage achieving 32 marks or more	Hackney New Primary School	National Data (2013)
By end of Year 1	90%	69%
By end of Year 2	100%	n/a

Area of Learning	Hackney New Primary School	National Data (2013)
Reading- age-appropriate level ¹⁶	100% ¹⁷	90%

¹⁶ 'Age-appropriate level' relates to L2+ under the current NC. In 2018, when the first HNPS cohort reach Year 2, the expectation will be having mastered the demands of the more-challenging 2014 NC, demonstrated through whatever national assessment system is in place at the time.

¹⁷ We recognise that there may be a small percentage of children who have not yet closed the gap with their peers, due to SEND or their level of proficiency in English. Our key focus would be to support these children to master the core subjects during over the start of KS2 so they are working at an age-appropriate level by Year 4. This is not

Writing age- appropriate level	100%	80%
Mathematics- age- appropriate level	100%	97%

We are confident that after 3 years of consistently high-quality teaching and targeted intervention for those that need it, all children at HNPS will be working at or above the expected level in the core subjects by the end of Key Stage 1 and Key Stage 2 (Tables 14/15).

Area of Learning	Hackney New Primary School	National Data (2013)
Reading- age-appropriate level ¹⁸	100%	86%
Writing age- appropriate level	100%	83%
Grammar, Punctuation and Spelling- age-appropriate level	100%	74%
Mathematics- age-appropriate level	100%	85%
Science- age-appropriate level	100%	88%

These targets are clearly ambitious, but achievable. The success of schools such as Thomas Jones School in Ladbrooke Grove and Holy Trinity and Saint Silas in Camden¹⁹ show that all pupils can achieve well, regardless of starting point or background factors. This will be achieved through:-

- High-quality class teaching
- A culture of high expectations
- A rigorous tracking system (see below)
- Judicious use of interventions and support
- Strong links with parents and families
- Links to outside agencies, where appropriate

Tracking Pupil Achievement

reflected in our targets as we work from the assumption that with the right support, all children can reach the age-appropriate level.

¹⁸ 'Age-appropriate level' relates to L4+ under the current NC. In 2022, when the first HNPS cohort reach Year 6, the expectation will be having mastered the demands of the more-challenging 2014 NC, demonstrated through whatever national assessment system is in place at the time.

¹⁹ Thomas Jones School: <http://dashboard.ofsted.gov.uk/dash.php?urn=100488> Holy Trinity and Saint Silas: <http://dashboard.ofsted.gov.uk/dash.php?urn=100033>

Ensuring that all children achieve well across the curriculum will require a rigorous system of assessment which tracks pupils' achievement as they move through the school. Assessment at HNPS will work on four, interlinked levels. The aim is that these will represent an accessible and efficient system, firmly linked to learning and providing a clear link between summative and formative assessment.

1. Formative Assessment- Across all curriculum areas, formative assessment will be a key feature of teachers' practice, supported by regular CPD. Teachers feed back to pupils both orally and in written form diagnostically, giving them clear advice on the next steps to improve their learning.²⁰ Good use of self and peer assessment will help to ensure that active, participatory learning happens in every classroom.
2. Individual Trackers- Specific assessment opportunities will be identified each week in planning and pupils' progress will be recorded using a pupil tracker aligned to the 2014 NC as pupils meet objectives (an example for Year 6 writing is attached as Appendix A). These will be used to set targets for pupils, plan teaching opportunities for all pupils to meet their next objectives and communicate with parents. This information will also be used by staff to identify pupils who are in danger of falling behind their peers and pupils who would benefit from being further stretched in specific areas of the curriculum. Regular moderation across classes will ensure teacher's assessments are accurate and half-termly summative assessment tasks will support these assessments.
3. Pupils Data Tracker- Each half term, pupils will undertake an assessment task providing a summative assessment of achievement for mathematics, reading, and writing. This will be moderated formally by the SLT through correlation of teacher assessments with evidence from books and portfolios and with any tests, checks or formal assessments. Information will be recorded onto a pupil tracker. This precise, detailed, up-to-date record of pupil performance, along with SEND information and notes from teachers, will be discussed over the course of the year by the SLT when allocating additional support for pupils, reviewing standards across the school, and assessing the effectiveness of interventions and initiatives. All teachers will be given a copy of their class tracker before the start of the academic year so they are aware of pupils' performance over time and their relative starting points. They will know which pupils are working at, below and above the national performance expectation for their age.
4. Summative Tests and Assessment Tasks- A range of formal assessments, including national assessment points and standardised tests for reading and numeracy, will support the school's assessment system, providing validation for teachers' assessment and ensuring bench-marking against the national picture is possible. These formal assessments are outlined as Appendix B. End-of-key-

²⁰ The Education Endowment Fund cites effective feedback within a framework of formative assessment as the most effective way of supporting students to make good progress: <http://educationendowmentfoundation.org.uk/toolkit/>

stage test data will be analysed through RAISEonline to provide an overview of pupil achievement and to identify any areas for action. Children will be assessed in the foundation curriculum subjects by teachers each term, using the content of the 2014 National Curriculum.

All assessment information, including test scores and tracker sheets will be shared with parents at termly parent-teacher meetings. Written reports will be sent home twice per year, in the autumn and summer terms.

Quality of Teaching

High-quality teaching will be the key driver that supports all children to achieve well at HNPS. The quality of lessons will be monitored through a thorough performance management system linked to staff continuing professional development initiatives ("CPD"). Performance management at HNPS will be organised around several key elements:

1. Self Evaluation- Rigorous, continuous and transparent self-evaluation will be at the heart of HNPS' performance management system and applied across the school down to individual teachers and pupils.
2. Peer Evaluation- Teacher development in particular will rely on peer-to-peer evaluation (e.g. via learning walks or simple 'lesson study' initiatives). This is important to share best practice and promote consistency, stimulate discussion about areas of improvement, and check for progression among colleagues.
3. Line Management & Accountability- Effective line management will be critical to success at all levels within HNPS. As well as providing drive and vision, senior leaders will have to ensure that staff at all levels are supported and guided to work as effectively and efficiently as possible and in so doing, reduce underperformance and eliminate in-school variation. This in turn means having effective and efficient structures to hold phase and year group leaders to account as well as providing any support they may need with their own development and line management. The essential role of senior leaders will be to ensure that those they manage are supported to develop and apply knowledge and skills in judging standards, monitoring and evaluating the quality of teaching and learning, and leading sustainable development of their department or team. A productive relationship between the senior and middle managers will be supported by a strong line management structure with clear lines of accountability underpinned by a clear system of performance management.

The SLT will share responsibility for the monitoring of whole-school policy and practice in relation to teaching and learning, behaviour and attendance, through lesson observation, scrutiny of books and portfolios, pupil interviews and attendance at department or team meetings. Senior leaders will carry out a self-assessment exercise against HNPS' quality standards and repeat them at regular intervals to track their progress towards improved practice and increased impact. Each member of the SLT will manage a phase of the school, including all teachers and support staff. These reporting lines will be supported by regular and monitored meetings between line managers and those they manage, and which will take place at least once per month. These meetings will be timetabled, have agendas and actions will be recorded. They will also be used as an opportunity for professional development through coaching and

mentoring.

Formal and calendarised performance management review meetings will be carried out three times per year and are informed both by outcomes of monitoring by the manager and self-evaluation by the reviewee.

Continuous Professional Development

High-quality CPD is central to HNPS' programme of staff development. Every teacher and member of the support staff will have to complete eight days of professional training in each academic year. The main elements HNPS' CPD programme will be:

All teachers and support staff who join HNPS will attend an induction course before the beginning of the Autumn term to share best practice and teaching & learning experiences, and to ensure staff fully understand all elements of HNPS' vision and organisation.

All staff will undergo SEND training, targeting the areas of greatest need. Based on our analysis of local demand we believe that the greatest difficulties can be expected in the area of speech and language skills.

All staff will receive ICT training to familiarise themselves with HNPS' Virtual Learning Environment; as new systems and applications are added to the VLE over time, staff will receive top-up training as required.

Senior teachers will receive leadership training including in HR skills, to support them in managing their additional responsibilities, in the most effective manner.

Team sessions: HNPS teachers and support staff will spend one day a year at a teacher planning conference and community event where curriculum design and delivery programmes are discussed for the subsequent academic year, with a social event being held in the evening to which partners will be invited. This will generally be before the start of each school year in September.

Behaviour and Attitudes to Learning

A key factor that will contribute to our high aspirations for pupil achievement at HNPS will be the learning culture we create, the calm and focused ethos, resulting in positive behaviour. The headteacher will be highly a visible presence, meeting parents and pupils as they arrive at school in the morning, walking the school during the day, managing lunchtimes and dealing with even quite minor issues as they arise. He will be supported by an experienced SLT who will invest as much time as is necessary in investigating any incidents that may occur at school, ensuring resolution.

Both teaching and support staff will be trained to use positive behaviour management strategies. However, we intend the biggest factor in pupils' good behaviour to be the culture of learning that will exist within the school. Pupils will behave well in lessons and take a positive, proactive role because they are informed about exactly what they are learning, lessons will be interesting and the healthy pace of sessions will arrest the possibility of their attention drifting.

Support for Pupils

As an Inner London school serving a diverse community it is likely that some children will require specific support to learn to regulate their own behaviour. For the small group of pupils who may exhibit challenging behaviour, mechanisms will be developed in order to ensure they are able to learn and make good progress. Effective SEND provision is the first step in this (see section D1). Identification of emotional behaviour difficulties may mean that Learning Support Assistants or eventually the school's Learning Mentor can offer support in the classroom. Strategic planning by the SLT will mean that any potential flashpoints can be removed and the small size of the school will enable a personalised approach to be taken. The school will work closely with parents and pupils to ensure that approaches are consistent between school and home.

While the school will do everything it can to personalise its approach to behaviour management, expectations for behaviour at HNPS will be extremely high and staff will be expected to be strict, fair and consistent, echoing the 'tough love' approach of our sister secondary school.

Attendance

We expect attendance rates to be very strong because as a new school we expect to be able to create a culture of high expectations from the outset which will encourage students and parents to reduce absence rates to an absolute minimum.

HNPS will target attendance rates of 97% initially, rising to 98% by the time the school is full. 97% represents an extremely challenging target initially as for many of our Reception cohort it will be their first year of formal education. Younger children may not have developed the immunity of older pupils and it is possible parents may be keener to keep them home if they show symptoms of illness.

Our belief, and the message we will convey to parents, is that all HNPS students should attend school at all times, unless they are seriously ill or have pressing family concerns to deal with. In reality, this means that our attendance target should be 100%, less a small deduction to account for these unavoidable absences which we plan shall not exceed 3%. A target of 97% rising to 98% is therefore consistent with what we want to achieve at HNPS, and is higher than the Hackney average for primary schools which was 95.6% for 2011/12.

Community Satisfaction- Engaging with Parents

HNPS will create formal structures to gather the views of different stakeholders. In addition to informal feedback from parents on an ongoing basis, an annual survey will be carried out with families, pupils and staff. Support will be provided for those parents who are not literate in English. An annual overview plan will be established to manage the evaluation processes and ensure that the information collected is used to inform discussion at a strategic level, which will lead to planning for improvement. Parent views are taken into consideration and acted upon where appropriate.

HNPS will strive to engage all families in school life including some parents/carers who are likely to be hard to reach. For many families, communication with the school will happen through regular newsletters, class assemblies and attendance at special

performances (such as Harvest Festival or our Christmas Carol Concert). Regular parent coffee mornings will be offered to discuss key educational and health issues. These will be run by staff or guests speakers who will be invited to speak on a specific topic. In order to reach some of our more-challenging families it may be necessary to use other avenues such as specific meetings with members of the SLT or by regular telephone conversations.

The school will run termly parents-teacher meetings to discuss children's progress. In addition, the school will operate an open-door policy with parents, so it easy for families to make appointments to meet with their child's teacher or a member of the SLT. Ultimately HNPS will be a school set-up by parents, and it is important that the wider school community continues to contribute and have a voice once the school opens.

Section D3: Staffing Structure

A. General Principles

HNPS will open in 2015 and will have a full and completed cohort in every year by 2022. In planning our staffing structure we have paid attention to the following aspects that need consideration as we expand:-

Attracting outstanding staff: A team of outstanding, motivated and committed teaching and non-teaching staff is essential to deliver HNPS' vision, and to grow HNPS during its early years (as well as to maintain a high level of achievement in later years). We have paid particularly close attention to how both of these objectives can be met, and believe our staffing structure achieves that for all years until we reach full capacity and beyond.

A high staff-to-child ratio: It is our intention to employ three class teachers for every year group of two classes. The benefits of this are:

A lower teacher-to-pupil ratio, meaning greater teacher time for each pupil, especially in the core subjects.

We will be able to offer targeted support for pupils who need it, whether that's children who need extra support or those who need extending and challenging.

We will not be dependent on agency or supply staff in the event of a teacher being absent- learning can continue uninterrupted

With a larger staff we will be able to utilise the team's special skills and interests, both as part of the school day and during enrichment activities.

For Reception, Year 2 and Year 4, the 'additional teacher' will be the three Assistant Heads (with responsibility for leading a phase, and SEN and EAL, enrichment activities or curriculum and assessment respectively). For Years 1, 3 and 5 the additional teacher will be a Schools Direct trainee. For Year 6 we will employ three experienced teachers to support pupils' smooth transition to secondary school.

Specialist teaching in key subjects: We will seek to appoint exceptional specialist teachers in core subjects. Table 16. summarises specialist teaching across the school. Qualified teachers will teach the remainder of the curriculum.

Phase and year groups

Phase 1 (Reception and Year 1)

Phase 2 (Year 2 and Year 3)

Phase 3 (Year 4, Year 5 and Year 6)

Subjects taught by specialist teachers

MFL

Music, MFL, PE

English, Mathematics, Music, MFL, PE

Optimal staff experience mix: We aim to have outstanding teachers in every classroom, mixing more experienced with younger teachers. Our staffing structure recognises such differences in experience. Staff will be needed who are skilled and can manage learning expeditions, drama and music performances and HNPS' range of enrichment activities. Generally, our commitment to mixed ability teaching is a crucial factor in our staffing structure and mix.

A commitment to developing staff: It is our hope that as the school grows, HNPS will be

able to offer school-based initial teacher training. It is our intention to use the Schools Direct programme to train our next generation of teachers. When the school reaches capacity, we hope to have 2-3 new staff members training with us at any one time.

Staff should play a part in the wider life of the school: The expectation will be that both teachers and support staff contribute to enrichment activities between 16.00 and 18.00, in addition to eating with pupils at lunchtime. Employing three teachers across two classes will ensure that there will be time for staff to meet these extra responsibilities and still undertake their core duties as teachers.

Staffing must respond to HNPS' expected pupil composition: HNPS will be located in an area with relatively high levels of deprivation and numbers of children who speak EAL. HNPS will therefore need staff that are highly competent in dealing with challenging circumstances. We have therefore devised a staffing structure through which HNPS can give the appropriate time and support to its students. Similarly, the staffing structure needs to respond to a relatively high percentage of pupils with SEN (ca 35%), and accommodate pupils that are gifted and talented. In other words, the staffing structure must be capable of supporting all children to achieve well, irrespective of their personal backgrounds.

Flexibility: We have developed a staffing structure that is flexible and can accommodate the future growth of the school. We believe it is well placed to meet the needs of the first cohort in 2015 as well subsequent cohorts up to capacity in 2022 and beyond. For instance, leadership and management roles will change as the school grows, and we have reflected this in our staffing plans.

Specialist subject teaching where appropriate: The school will employ specialist teachers for music, MFL and PE. In Phase 3 of the school English and mathematics will be taught by specialists, teaching across both classes in each year group. We believe this will help us to ensure a high quality of teaching in these vital subjects and meet our demanding targets for pupil achievement.

B. Staffing Numbers Over Time

Table 17. shows the evolution of HNPS' staffing numbers by type from the first year in 2016/16 to the first year after HNPS reaches full capacity, i.e. 2022/23. The leadership team will ultimately be made up of four staff members, a headteacher and three assistant heads, each responsible for one of the school's three Phases. The head and one assistant head will be in place when the school opens, with the other two SLT members joining in 2017/18 and 2019/20 as the school grows. The number of teaching staff will grow each year as new cohorts of children join the school, rising from two classteachers on opening (excluding a 0.2 FTE for MFL), to a team of 18 teachers by 2022 (excl. 2.8 FTEs for MFL, PE and Music). The support staff team will also grow in line with the rising school population, with younger classes requiring greater numbers of adults to provide additional support.

Table 17. Staffing Structure at HNPS 2015/16 – 2022/23

Total number of staff	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SLT	2.0	2.0	3.0	3.0	4.0	4.0	4.0	4.0
Teaching	2.2	5.4	8.2	11.6	14.0	17.4	20.8	20.8
Pupil Support	4.0	8.0	12.0	14.0	15.0	16.0	17.0	17.0
Administrative	2.2	2.2	2.8	3.0	3.0	3.0	3.0	3.0
Premises	0.4	0.4	1.0	1.0	1.0	1.0	1.0	1.0
Catering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	10.8	18.0	27.0	32.6	37.0	41.4	45.8	45.8

C. Staffing Structure by Year Group

i. First Year – 2015/16

The first intake will have two Reception classes of 25 pupils each.

Leadership

It is expected that the Headteacher will be formally appointed by January 2015 ahead of a September 2015 opening, although as we have already identified the relevant individual (James Clements) we already have the benefit of his direct participation in the project from a much earlier stage. The headteacher-designate will oversee the opening of HNPS and be involved in project management, leadership development, fundraising and partner liaison, and acting as an ambassador for HNPS. In the first academic year he will take specific responsibility for the curriculum, assessment, tracking and monitoring pupil progress, and CPD, in addition to leading the school.

We are planning for one Assistant Head to support the Headteacher in the first year. Ideally he/she will be in place from April 2015 to support the implementation of the EYFS curriculum, lead on resourcing and organise home visits in the summer term. The Assistant Head will be a Phase 1 leader (line manager for the Reception and Year 1 teachers) and take the role of SENCo. He/she will also have responsibility for EAL.

The Assistant Head will teach the core curriculum every morning and several sessions across the foundation curriculum. The Headteacher will also teach during the school day several times each week. Both school leaders will run enrichment activities over the course of the school week.

Teaching Staff

The two reception class teachers in the first year will be EYFS specialists. They will teach every core curriculum morning session, and each foundation curriculum afternoon session, except for 10% planning, preparation and marking time, covered by the Assistant Head. They will also be expected to lead two enrichment activities over the course of the week. On first appointment, teaching staff will not have any specific responsibilities beyond their teaching commitment. Their first responsibility is to ensure all children make excellent progress. As the school grows, teachers will be expected to take on the leadership of subjects or specific responsibilities such as EAL or educational visits.

In addition to class teachers, the school will employ an MFL teacher at the equivalent of one day per week (ideally two mornings or afternoons). We are keen to make the most of young children's capacity to absorb and learn new languages and feel giving children access to a specialist teacher from the outset would be an excellent investment,

allowing us to offer high-quality languages teaching and perhaps a wider range of languages that class teachers would be able to deliver. The class teachers will be able to deliver the music curriculum in Reception.

Support Staff

The school will employ four members of support staff as teaching assistants in the first year. These roles will be part-time. Table 18. outlines the roles:

Role	No.	Hours	Responsibilities
Teaching Assistant - am	2	07.45 - 13.30	Organise and run breakfast club Support learning in core curriculum time Supervise morning break Serve children's lunch Supervise lunch break
Teaching Assistant - pm	2	12.30 - 18.15	Serve children's lunch Supervise lunch break Support learning in foundation curriculum time Supervise afternoon break Support/lead enrichment activities

Having two part-time roles is important for several reasons:

It allows the school to use its own staff to run the breakfast club and lead enrichment activities. Children will know the staff members and we will not be dependent on staff from outside organisations who may not have strong links or loyalty to HNPS' ethos.

There is an overlap at lunchtime allowing for a greater number of staff without having to use catering staff or staff who are only present for a short time each day. Support staff will be well known to the children and this will support our family ethos at mealtimes.

It allows HNPS to employ a greater number of staff in the first few years, allowing us to draw on a greater number of skills and interests. It will also give flexibility, with the option for support staff to work extra sessions where necessary. One member of the support staff will also have the responsibility of being Midday Meals Supervisor, ensuring lunches run smoothly. They will be paid a small additional allowance to do this.

Non-Teaching Staff

We hope to share administrative and premises staff as far as possible with the Hackney New School, our sister secondary school ensuring value for money and allowing us to allocate more of the staff budget to allocate to teaching staff. The HNPS financial plan and Section G discusses this in more detail, but we would hope to share a business manager with HNS, making use of his/her services to optimise the management of resources and manage the infrastructure of the school. We also plan to share premises

staff and ICT support. We expect this arrangement will work on a flexible basis, and is likely to be based on need rather than timetabled sessions at the school.

HNPS will employ an office staff team of two. The office manager will be responsible for recording pupil attendance, managing paperwork and invoices and organising the school diary. A receptionist will answer phones, manage the Headteacher's diary and liaise with parents.

ii. Second Year – 2016/17

Two new Reception classes of 25 pupils each will join the school, bringing the total number of pupils to 100.

Leadership

The Headteacher and Assistant Head will continue with their duties as outlined above.

Teaching Staff

Two new additional teachers will be employed for our two Year 1 classes. They will be line-managed by the Assistant Head, who is Phase 1 leader. In addition, we will seek to take on a Schools Direct trainee to work across the two classes. He/she will be mentored by the Assistant Head. As the year progresses, he/she will take on a greater teaching commitment, allowing additional release time for one class teacher to take responsibility for music and the arts (as outlined above). Planning, preparation and assessment time will be covered by the Head and Assistant Head during the first term, and the Schools Direct trainee in the remainder of the year.

In addition, one of the class teachers will take an additional responsibility for leading music and the arts across the school, responsible for our increasing number of performances and special assemblies. They will also work to plan group instrumental tuition for the following year. Another of the class teachers will be paid a small additional sum to lead computing and ICT across the school. A subject like this requires some specialist knowledge, and we hope the staff member would be able to work closely with staff at our sister secondary school to develop their expertise as the school grows. The MFL teacher will now teach two days per week. The class teacher can continue to teach the music curriculum in the second year.

Support Staff

The school will employ eight members of support staff as teaching assistants this year. As before, these roles will be part-time and be the same as those set out in Table 18 above. These staff members would have an important part to play, supporting learning in lessons, supervising breaks and lunches and organising breakfast and enrichment activities. We would hope to have a team of support staff who reflect the diversity of the local community, including some staff members at the start of their careers with aspirations to become teachers eventually.

Non-Teaching Staff

This continues as in 2015-16.

iii. Third Year – 2017/18

Two new Reception classes of 25 pupils each will join the school, bringing the total number of pupils to 150.

Leadership

The Headteacher and Assistant Head will continue with the duties outlined above. A second Assistant Head will be hired to lead Phase 2 of the school (Years 2 and 3). They will also lead and manage enrichment activities, taking over responsibility for this from the Headteacher.

Teaching Staff

Two new teachers will be employed for our two Year 2 classes. They will be line-managed by the new Assistant Head, who will be Phase 2 leader. The Phase 2 leader will provide cover for planning, preparation and assessment time in Year 2. One of the incoming staff members will take responsibility for English as an Additional Language across the school. This aspect will continue to be overseen by the Phase 1 Assistant Head, who will lead on the pastoral care and SEN.

We intend to employ two more specialist teachers this year, a music teacher and a PE teacher/sport coach. The music teacher will be employed the equivalent of two days per week to teach music across the school, lead small group instrumental tuition and run the choir/instrument groups. The PE teacher will be employed for the equivalent of one day per week (two afternoons) to teach sports and PE to Year 2 and to run enrichment activities after school. We hope it will be possible to share this post with our sister secondary school to make recruitment easier. The MFL teacher will now teach 3 days per week.

Support Staff

In total, the school will employ twelve FTE members of support staff as teaching assistants this year, adding 4 FTEs in the Third Year. As before, these roles will be part-time and be the same as those set out in Table 18 above. We expect to have to recruit some new teaching assistants to replace those who have left to begin teacher training.

Non-Teaching Staff

This continues as in 2016-17, apart from a likely increase in the time we require for the business manager function, as well as ICT support and premises support as the school grows into a new Phase.

iv. Fourth Year – 2018/19

Two new Reception classes of 25 pupils each will join the school, bringing the total number of pupils to 200.

Leadership

The Headteacher and two Assistant Heads will continue with their duties as above.

Teaching Staff

Two new teachers will be employed for our two Year 3 classes. They will be line-managed by the Assistant Head for Phase 2. In addition, we will seek to take on a Schools Direct trainee to work across the two classes. He/she will be mentored by the

Phase 2 Assistant Head. As the year progresses, he/she will take on a greater teaching commitment, allowing additional release time for one class teacher to take responsibility for music and the arts (as outlined above). Planning, preparation and assessment time will be covered by the SLT during the first term, and the Schools Direct Trainee in the remainder of the year.

Two experienced class teachers will take on additional responsibilities for leading the core subjects of English and mathematics across the school. For this they will be paid a small additional allowance.

The school will continue to employ three specialist teachers (music, MFL and PE). The PE teacher will increase from the equivalent of one day per week to two in order to teach Year 3 PE and add a wider range of after-school sports activities. The MFL teacher will be available for four days per week to meet the requirements of a growing school. We have budgeted for an additional 5 hours per week of instrumental lessons from a music instructor (rising pro rata for growing pupil numbers in subsequent years).

Support Staff

The school will employ fourteen members of support staff as teaching assistants this year. As the children become increasingly independent and the staff team grows, we will seek to recruit one am and one pm FTE teaching assistant to be shared across the two Year 3 classes. As before, these roles will be part-time and be the same as those set out in Table 18 above.

Non-Teaching Staff

This continues as in 2017-18, except we are now budgeting for a FTE business manager to deal with the affairs of a 200-pupil school. This will somewhat reduce, though not eliminate, the costs budget for an external financial controller.

v. Fifth Year – 2019/20

Two new Reception classes of 25 pupils each will join the school, bringing the total number of pupils to 250.

Leadership

The Headteacher and Phase 1 and 2 Assistant Heads will continue with their duties as above. A third Assistant Head will be recruited to lead Phase 3 of the school (Years 4, 5 and 6). They will also be responsible for the curriculum and assessment, taking over responsibility for this from the Headteacher. This will complete the school's Senior Leadership Team.

Teaching Staff

Two new teachers will be employed for our two Year 4 classes. They will be line-managed by the new Assistant Head, who will be Phase 3 leader. The Phase 3 leader will provide cover for planning, preparation and assessment time in Year 4. We will seek to recruit one English and one mathematics specialist as our two new staff members, each teaching their respective specialist subject across both classes during our core curriculum morning. This will be repeated in Year 5 and Year 6.

The school will continue to employ three specialist teachers (music, MFL and PE). The PE teacher will increase from the equivalent of two days per week to three in order to

teach Year 4 PE and continue to lead a wide range of enrichment activities. The music teacher position will increase to three days per week to meet the demands of the growing school.

Support Staff

The school will employ fifteen members of support staff as teaching assistants this year. As the children become increasingly independent and the staff team grows, we will seek to recruit only one pm teaching assistant to be shared across the two Year 4 classes, providing support in lessons and functioning as an additional adult during enrichment activities.

Non-Teaching Staff

This continues as in 2018-19.

vi. Sixth Year – 2020/21

Two new Reception classes of 25 pupils each will join the school, bringing the total number of pupils to 300.

Leadership

The SLT of the Headteacher and three Assistant Heads remains in place. The three Assistant Heads will teach in their respective Phases during the core curriculum time between 08.45 and 12.30 each day, their remaining time divided between management responsibilities and teaching. The Headteacher will teach as often as the role allows across the week. This will be at least three sessions (mornings or afternoons) per week across the school.

Teaching Staff

Two new teachers will be employed for our two Year 5 classes. They will be line-managed by the Assistant Head for Phase 3. In addition, we will seek to take on another Schools Direct trainee to work across the two classes. He/she will be mentored by the Phase 3 Assistant Head. As the year progresses, he/she will take on a greater teaching commitment, allowing additional release time for one class teacher to take responsibility for music and the arts (as outlined above). Planning, preparation and assessment time will be covered by the SLT during the first term, and the Schools Direct Trainee in the remainder of the year.

The school will continue to employ three specialist teachers (music, MFL and PE). The PE teacher will increase to the equivalent of four days per week in order to teach Year 5 PE and to continue to lead after-school sports activities, including competitive matches with other schools. The MFL teacher position will become full-time to meet the demands of the growing school.

Support Staff

The school will employ sixteen members of support staff as teaching assistants this year. We will seek to recruit only one pm teaching assistant to be shared across the two Year 5 classes, providing support in lessons and functioning as an additional adult during enrichment activities.

Non-Teaching Staff

This continues as in 2019-20.

vii. Seventh Year – 2021/22 (Steady State)

Two new Reception classes of 25 pupils each will join the school, bringing the total number of pupils to 350. The school has now reached its total capacity.

Leadership

The SLT of the Headteacher and three Assistant Heads remains in place.

Teaching Staff

Three new teachers will be employed for our two Year 6 classes. They will be line-managed by the Assistant Head for Phase 3. The three experienced teachers will enable us to focus on ensuring all children leave HNPS ready for the demands of secondary school, both academically and with regard to their maturity and disposition to education.

The school will continue to employ three specialist teachers (music, MFL and PE). The PE teacher role will become fulltime. The music teacher position will increase to the equivalent of four days per week to meet the demands of the growing school.

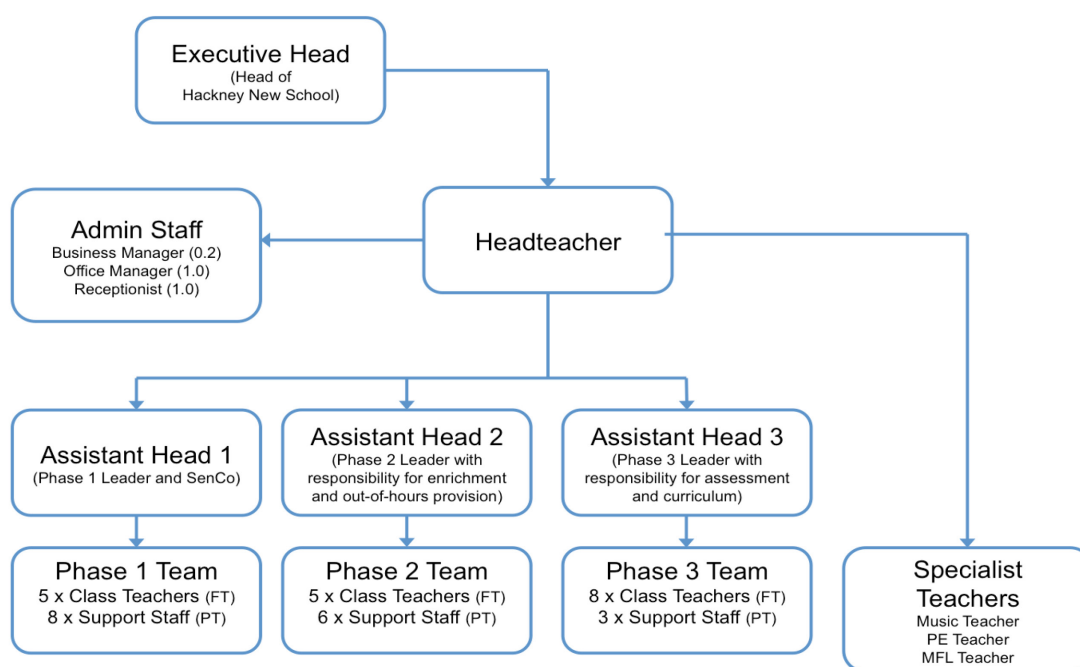
Support Staff

The school will employ seventeen members of support staff as teaching assistants this year. We will seek to recruit only one pm teaching assistant to be shared across the two Year 6 classes, providing support in lessons and functioning as an additional adult during enrichment activities.

Non-Teaching Staff

This continues as in 2020-21.

Figure 1. Staffing Hierarchy & Reporting Lines



D. Contingency plans in event of less-than-expected income



Table 19. Staff Savings for Contingency Budget								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Assistant Head class-based	████	████	████	████	████	████	████	████
MFL taught by class teachers	████	████	████	████	████	████	████	████
No Schools Direct trainee	████	████	████	████	████	████	████	████
Eliminate / share afternoon teaching assistant	████	████	████	████	████	████	████	████
No specialist Music, PE teachers	████	████	████	████	████	████	████	████
No music instructors (covered by class teachers)	████	████	████	████	████	████	████	████
Total	████	████	████	████	████	████	████	████
% of total staff costs	████	████	████	████	████	████	████	████

Section D4

Not relevant to HNPS

Section E: Evidence of Need – Part 1

Table 20. provides a summary of proposed school places at HNPS (column A), the number of parents who have indicated that they will choose the proposed school as their first choice (column B) and the latter expressed as a percentage share of the former (column C).

Table 20. Projected Pupil Numbers								
	2015				2016			
	A	B	C	D	A	B	C	D
Reception	50	102	204%		50	47	94%	
Year 1					50	102	204%	
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	50	102	204%		100	149	149%	

Section E: Evidence of Need – Part 2

Section E1: Valid Evidence of Need for HNPS in Hackney

A. Parental Support


In total, we have received 220 expressions of support²¹, representing 110% of the full capacity for the period 2015-18, covering the year groups for children that were born as at August 2013.

Reception Year	# of 1 st choice expressions of interest	% of annual capacity of 50 PAN
2015	102	204%
2016	47	94%
2017	63	126%
2018	8	16%
2019²²	---	---
2020²²	---	---
2021²²	---	---
Total for 2015-18²²	220	110%

The following map shows the distribution of potential pupils across Hackney and Islington: 85% of them live within 1 mile of the preferred site of HNPS (██████████, London E8 ██████████).

²¹ That is, confirmations from parents that they would select Hackney New Primary School as their first choice for their child / children.

²² Children for 2019-22 year groups are not yet born.



The HNPS website (www.hackneynewprimaryschool.org) contained a link to a “Support Form” on which parents could register their interest in HNPS and confirm whether they would select it as their first choice for their child / children. Paper forms were also made available. This support form looked as follows:-

Hackney New Primary School Support Form

We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

*** Required**

Parent's Name *
First Name

Parent's Name *
Surname

Address line 1 *
e.g. house or flat number

Address line 2 *
e.g. street name

Postcode *

Child's Date of Birth *
 Month Day 2013

Year your child will begin primary school in Reception class

I would select Hackney New Primary School as first choice for my child *
 If you have more than one child, please submit a separate form

Yes
 No

Email address *
 (Parent's email address)

Phone number
 (Parent's phone number)

Never submit passwords through Google Forms.

b. Local Need – Primary School Capacity & Pupil Projections

Based on DfE and LA capacity projections, Hackney faces a primary school capacity shortage from 2014/15. This is the result of projected primary school-age population growth of 14% between 2012/13 and 2016/17, resulting in a 5.1% shortfall – 961 places – by 2016/17. (Table 22.). Population and primary school capacity trends show an even greater need for new school places in Tower Hamlets. In aggregate, across Hackney, Islington and Tower Hamlets these projections identify a need for 1,099 new school places by 2015/16 and 2,222 by 2016/17. This shortfall is 3-6x higher than HNPS' proposed capacity.

Nr of primary school places

	May-12
Hackney	18,048
Islington	13,948
Tower Hamlets	22,536
Hackney + Islington	54,532

Pupils of primary school age

	2012/13	2013/14	2014/15	2015/16	2016/17	2012-16 % chg
Hackney	16,648	17,384	18,148	18,598	19,009	14%
Islington	12,698	13,044	13,348	13,404	13,496	6%
Tower Hamlets	21,410	22,288	23,024	23,629	24,249	13%
Hackney + Islington + TH	50,756	52,716	54,520	55,631	56,754	12%

Surplus / (Shortfall) in School Places

	2012/13	2013/14	2014/15	2015/16	2016/17	2016/17 % shortfall
Hackney	1,400	664	(100)	(550)	(961)	-5.1%
Islington	1,250	904	600	544	452	3.3%
Tower Hamlets	1,126	248	(488)	(1,093)	(1,713)	-7.1%
Hackney + Islington + TH	3,776	1,816	12	(1,099)	(2,222)	-3.9%

Source: DfE Capacity Projections

These LA-wide population trends are reinforced by ward-level analysis for Dalston, Hoxton, De Beauvoir and Queensbridge, the areas in Hackney which would represent the immediate catchment area for the preferred location of HNPS (Table 23). These projections show that the total primary school age population in these wards (reception up to Year 6) is expected to increase by 28% from 4,947 in 2013 to 6,321 in 2021, equivalent to 1,374 additional pupil places, or an average of 196 in each year group. This is 3.9x higher than the annual contribution per year group of 50 places which HNPS would provide and compares against current reception-age capacity in these wards of 840, i.e. by 2018 there will be a shortfall even at ward-level.

	Reception	Reception Capacity	Surplus / Capacity (Shortfall)	Y1	Y2	Y3	Y4	Y5	Y6	Total
2013	795	840	45	748	755	743	681	664	561	4,947
2014	734	840	106	838	773	778	765	700	682	5,271
2015	799	840	41	760	852	785	789	777	710	5,471
2016	822	840	18	823	771	864	794	799	786	5,659
2017	838	840	2	839	828	775	868	799	802	5,749
2018	871	840	(31)	856	844	833	780	873	803	5,861
2019	903	840	(63)	891	863	851	838	785	879	6,009
2020	927	840	(87)	924	899	871	857	844	791	6,112
2021	945	840	(105)	948	932	906	877	864	850	6,321
2013-21 % Chg	19%			27%	23%	22%	29%	30%	52%	28%
2013-21 # Chg	150			200	177	163	196	200	289	1,374

c. Local Need – Local School Performance

There are 19 community primary schools within 1 mile of the preferred location of HNPS, of which 3 are in Tower Hamlets, 3 in Islington and 13 in Hackney (see Table

24.). Of these two schools - Brook Community and Burbage with a combined total number of pupil places of 826, i.e. 2.4x more than the proposed full-capacity HNPS intake of 350 pupils – have an Ofsted rating of 3 ('Requires Improvement'). In these two schools pupil attainment and progression are significantly below the local and national average. For instance,

only 74% of pupils achieve Level 4 in English & Maths compared with 81% in Hackney and 79% in England;
the average KS-12 value-add score is only 99.3 compared with an average of 100.8 for all peer group schools (those within 1 mile of HNPS) and 100.7 of the Hackney peer group.

Burbage School, the one of those two schools which is closer to HNPS' preferred site, was also meaningfully undersubscribed in 2013 (by 10%).

#	School	Age	Address	LA	Distance				AR / PAN	Total Pupils	Ofsted Rating	Level 4		KS1-2 Value-Add ^(f)
					from HNPS ^(h)	Cut-off ^(b)	PAN ^(c)	AR ^(d)				E+M % ^(e)	Avg. Score	
1	Brook Community Primary School	3-11	Sigdon Road, E8 1AS	HA	1.2m	No	60	122	2.0x	482	3	76%	4b	99.1
2	Burbage School	3-11	Ivy Street, N1 5JD	HA	0.5m	No	60	54	0.9x	344	3	72%	4b	99.5
"Weak" Local Schools (g)							120	176	1.5x	826		74%		99.3
3	Queensbridge Primary School	3-11	Queensbridge Road, E8 4ET	HA	0.4m	0.9m	60	284	4.7x	318	1	97%	5c	103.4
4	De Beauvoir Primary School	3-11	Tottenham Road, N1 4BS	HA	0.5m	No	60	106	1.8x	370	2	84%	4a	100.8
5	Randal Cremer Primary School	3-11	Ormsby Street, E2 8JG	HA	0.5m	0.9m	60	104	1.7x	452	2	88%	4a	100.8
6	Rotherfield Primary	3-11	Rotherfield Street, N1 3EE	ISL	0.7m	No	60	116	1.9x	364	2	76%	4b	100.9
7	Whitmore Primary School	3-11	Bridport Place, N1 5JN	HA	0.7m	No	60	83	1.4x	374	1	70%	4c	98.2
8	Colvestone Primary School	3-11	Colvestone Crescent, E8 2LG	HA	0.8m	0.9m	30	102	3.4x	229	2	86%	4a	100.4
9	Gayhurst Community School	3-11	Gayhurst Road, E8 3EN	HA	0.8m	No	75	201	2.7x	594	2	89%	4a	100.8
10	Sebright School	3-11	Audrey Street, E2 8QH	HA	0.9m	No	60	145	2.4x	422	2	86%	4a	101.0
11	Columbia Primary School	3-11	Columbia Road, E2 7RG	TH	1.0m	No	60			442	2	76%	4a	101.6
12	London Fields Primary School	3-11	2 Westgate Street, E8 3RL	HA	1.0m	No	60	284	4.7x	418	1	88%	4b	102.9
13	Shacklewell Primary School	3-11	Shacklewell Row, E8 2EA	HA	1.0m	No	60	128	2.1x	392	2	81%	4b	100.2
14	The New North Academy	3-11	32 Popham Road, N1 8SJ	ISL	1.0m	No	60	111	1.9x	419	2	76%	4b	101.2
15	Thomas Fairchild Community School	3-11	Forston Street, N1 7HX	HA	1.0m	No	60	75	1.3x	281	2	76%	4b	101.0
16	Virginia Primary School	3-11	Virginia Road, E2 7NQ	TH	1.0m	No	30			211	2	89%	4a	101.8
17	Newington Green Primary School	3-11	Matthias Road, N16 8NP	ISL	1.1m	No	60	106	1.8x	398	2	78%	4b	101.3
18	Princess May Primary School	3-11	Princess May Road, N16 8DF	HA	1.1m	No	60	128	2.1x	442	2	67%	4b	101.4
19	Lawdale Junior School	7-11	Mansford Street, E2 6LS	TH	1.3m	No	75			282	2	87%	4a	99.7
"Non-Weak" Schools							990	1,973	2.0x	6,408		82%		101.0
Average / Total					0.9m		1,110	2,149	1.9x	7,234		81%		100.8
"Outstanding"					0.7m		180	651	3.6x	1,110		85%		101.5
"Good"					0.9m		810	1,322	1.6x	5,298		81%		100.9
Hackney											81%		100.8	
Tower Hamlets											83%		101.0	
Islington											80%		101.1	
England											79%			

(a) Other than "weak" schools, ranked by distance to preferred HNPS site.

(b) Cut-off distance, in miles, for catchment area in 2013 application round.

(c) Reception published admissions number

(d) Applications received in 2012-13.

(e) % of all pupils in 2012.

(f) KS1-2 Value Added Score.

(g) As defined in Free school applications: Criteria for assessment, June 2013, p.21.

(h) Walking distance (Source: Google), whereas DfE Edubase uses "as the crow flies" measure.

By contrast, in 2013 the closest primary schools with an "Outstanding" rating – Queensbridge, Whitmore and London Fields Primary School – were 4.7x, 1.4x and 4.7x oversubscribed, respectively, receiving in aggregate 651 applications for 180 places. [REDACTED] may affect that school's performance, or parents' perception of its performance and/or prospects, there is strong evidence that far more parents want to send their children to the best local schools than they can accommodate. Furthermore, oversubscription rates at all other schools rated "Good" are also high – 1.6x in 2013, with 1,322 applications vs 810 places. While multiple applications for school places mean that there is double-counting between different

schools' number of applications, the overall evidence suggests that parental demand for outstanding school places is significantly higher than available capacity, while almost 2.5x as many pupils are currently going to "weak" local schools than the number of school places that would be available at HNPS.

Section E2: Successful Engagement with the Local Community

The HNPS team canvassed extensively among local parents to ascertain their level of interest in HNPS. We used the following initiatives and communication channels to promote our plans for HNPS:-

a. HNPS Website

<http://www.hackneynewprimaryschool.org/> was set up in September 2013 and contains a detailed description of our plans for HNPS, including

- Ethos
- A typical school day
- The curriculum
- The three phases into which HNPS will be organised
- The music focus
- School meals
- Admissions

Parents could also sign up for our newsletter, and 231 had done so as at 5th January 2013.

b. Public Events

We held 5 public events to publicise our plans for HNPS on the following dates:-

- 2nd, 7th and 30th November (held at Hackney New School)
- 5th December (held at local arts venue The Proud Archivist)
- 19th December (held at St Peter's Church, De Beauvoir)

In total approximately 120 parents attended. At each event, our team, led by James Clements, provided a detailed overview of our plans²³ and answered a range of questions. We promoted these events through our database of local parents, the website, social media and 6,000 flyers which were distributed to all households in the area. A typical flyer looked as follows:-

²³ The HNPS slide presentation is available on request.



c. Other Marketing & Community Engagement Activities

Other activities to publicise HNPS, obtain feedback from prospective parents and engage with the local community, including those that are more difficult to reach through online and electronic media, included:-

- Door to door visits in conjunction with supportive residents to neighbouring estates
- Visits to local nurseries and playgroups, including London Fields Playgroup, E8, Noah's Ark Nursery, E2, Angel Voices at St Michael's and All Saints Church, E8, Sunday school at St Paul's Church, N1.
- Articles in the local press including Hackney Gazette and Hackney Post

The following local parent groups also mentioned us with a collective distribution of several hundred parents: The Lockner Estate Residents' Association, Hackney Mumsnet, London Fields Playgroup, Stoke Newington NCT group, Stokey Parents web forum, Mothers Meetings, The Proud Archivist Newsletter.

- We also developed a smaller group of community champions who supported us by getting more deeply involved with the production of this proposal, providing expertise and feedback in a number of areas (education vision, location, suitable sites and further community engagement).

Section F: Capacity and Capability

F1: Pre-opening Skills and Experience

The core group of applicants who will work on the development of HNPS are listed in the following table. CVs for these individuals are included in Appendix C.

Table F1 (a). Pre-Opening Skills & Experience

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	[REDACTED], [REDACTED]	20
[REDACTED]	Y	[REDACTED]	[REDACTED]	20
[REDACTED]	Y	[REDACTED]	[REDACTED]	30

[REDACTED]	Y	[REDACTED]	[REDACTED]	10
[REDACTED]	Y	[REDACTED]	[REDACTED]	10

Skills/experience missing How you plan to fill the gap

Based on

the composition and quality of the core group set out above
 Its experience in (a) senior leadership positions in primary & secondary schools,
 (b) preparing the opening of Hackney New School over a 2-year period (c)
 financial management

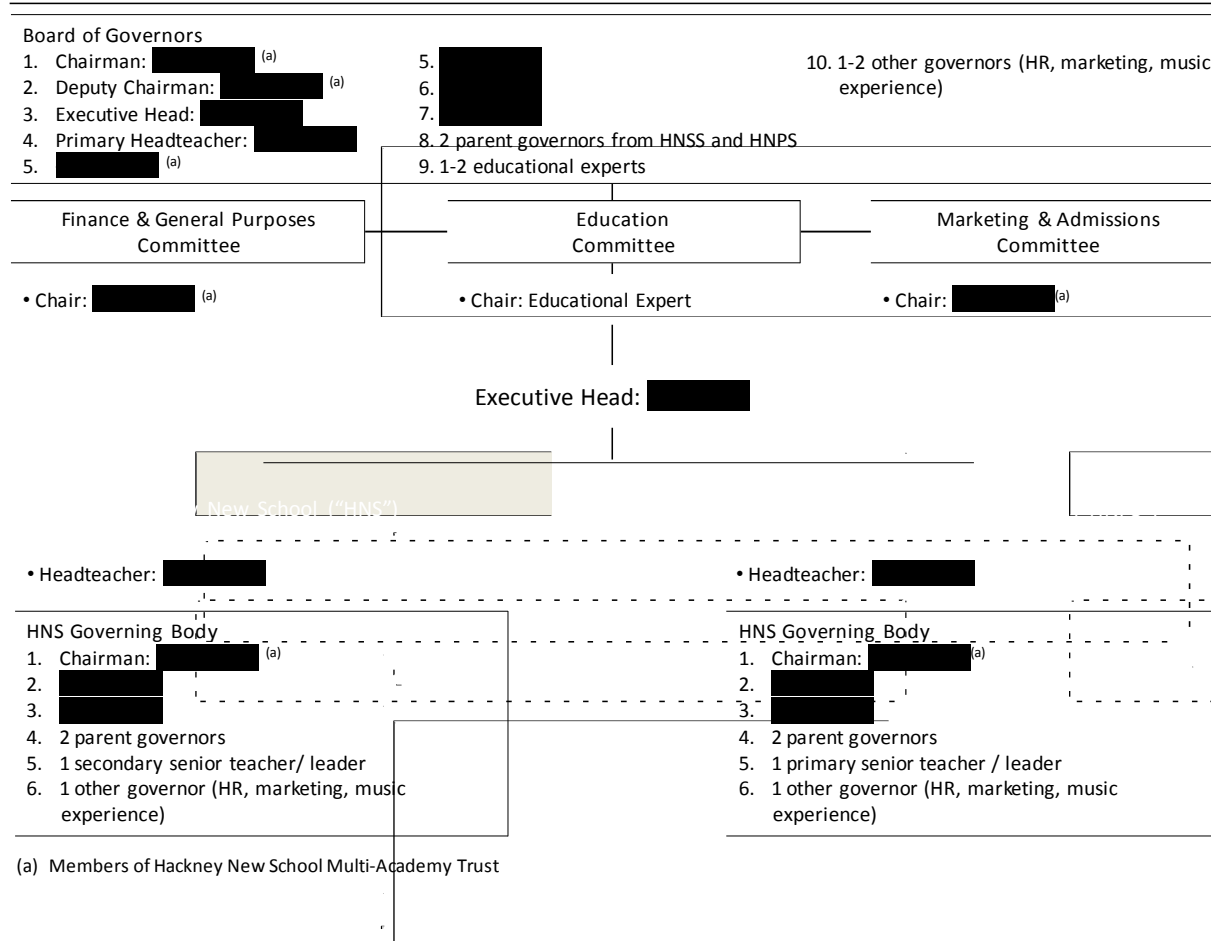
we do not believe there is a skill gap in this proposer group.

F2: Governance Structure

It is intended that Hackney New School Limited, the existing Academy Trust, will be set up as a Multi-Academy Trust (“HNSMAT”) to operate both HNPS and the secondary school of HNS (“HNS”). Figure 3 sets out the proposed governance structure for HNSMAT:-

Figure 3. Governance Structure for Hackney New School Multi-Academy Trust (HNSMAT)

Hackney New School Multi-Academy Trust ("HNSMAT")



As per the memorandum of association of HNS, the members of HNSMAT (upon its formation as the successor entity to the sole currently incorporated school, HNS) are currently [redacted], [redacted] and [redacted]. In this capacity, they have the power to appoint new members by special resolution, appoint up to 10 governors, and conduct general meetings subject to a quorum of two members. We expect members' powers to be similar to these if HNSMAT were to sign a new funding agreement with DfE.

The current board of HNS will become the board of HNSMAT, chaired by [redacted]. In total the HNSMAT board will have 11-13 members, including the headteachers of HNS and HNPS and two parent governors, one each from HNS and HNPS. In addition, 2-4 governors still need to be identified but they shall have the following areas of expertise:

- 1-2 educational experts with an outstanding track record as a senior leadership experience in secondary and/or primary schools,

- 1-2 governors with expertise in HR/employment law, marketing and/or music.

The HNSMAT board will be responsible for the running of both HNS and HNPS. The HNSMAT board will ultimately answer to the members²⁴ of HNSMAT who, based on the current Articles of Association, can nominate up to 10 governors directly.

The HNSMAT board will delegate some of its responsibilities to three sub-committees:-

- Finance & General Purposes
- Education
- Marketing & Admissions

These committees have already been established for HNS and their remits will be similar to those agreed by the HNS board for these committees.

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HNPS Headteacher-designate, will report to the Executive Head. This structure establishes clear reporting lines and, as a result, avoids any issues that could arise if the headteachers of HNS and HNPS were endowed with exactly the same decision-making authority. The role of Executive Head therefore ensures that the responsibility of the HNSMAT can be discharged effectively and responsibly – i.e. the operation of two schools in accordance with HNSMAT's overarching vision and educational ethos.

HNS and HNPS will each have their own governing body which shall, respectively, be chaired by ██████████ and ██████████, two of the three members of HNSMAT. Each of these governing bodies will have six additional members (i.e. the respective boards will therefore have 7 members) consisting of

- The headteachers
- One governor of HNSMAT who is not a member of HNSMAT
- 2 parent governors
- One senior teacher / leader with an outstanding track record in secondary and primary education
- One additional governor with certain identified professional or other qualifications.

The remits of the governing bodies shall be as follows:-

²⁴ ██████████ currently the registered member of HNS.

- **HNSMAT Board of Governors** will establish and monitor the development of the Academy Trust and its two schools. Its remit will be to define, and oversee the implementation of, a coherent, achievable and ambitious strategic plan for HNSMAT and its two schools – that strategic plan will revolve around putting in place a team and ethos throughout the schools that supports the pursuit of HNS and HNPS core objective, viz to “*provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society*”. This strategic plan will be reviewed at least once per year.

In addition, the HNSMAT board will be responsible for monitoring the educational and financial performance of both schools with a view to delivering an outstanding education to pupils and financial viability at all times, based on value-for-money principles and a generally prudent utilisation of funds. The HNSMAT Board will also supervise senior staff and approve shared services arrangements between HNS and HNPS (see Section F6). It will oversee the development of HNPS before opening as well as the completion of remaining building works for HNS.

- **The HNS Governing Body** will be responsible for the implementation of the HNSMAT strategy at HNS. Certain members of the HNS Governing Body will sit on the HNSMAT Board of Governors to ensure an appropriate sharing of information between these entities. The HNS Governing Body will have appropriate delegated authority in relation to educational provision, financial management, marketing & admissions arrangement, and staff development at HNS to be able to respond quickly to developments at HNS without having to obtain approvals from the HNSMAT Board of Governors (subject to procurement and expenditure rules). HNS’ governing body will also supervise the provision of shared services to HNPS.
- **The HNPS Governing Body** will be responsible for the implementation of the HNSMAT strategy at HNPS, and the principles of board composition will be the same as for HNS. Like HNS, the HNPS Governing Body will have appropriate delegated authority in relation to educational provision, financial management, marketing & admissions arrangement, and staff development.

We currently anticipate that HNSMAT will establish sub-committees for finance and education in particular (alongside marketing & admissions arrangements) which will oversee the relevant functions for both schools. However, we intend to review the desirability of establishing separate such committees for HNS and HNPS if this were to recommend itself at various stages of development of either school. Figure 4 summarises the allocation of responsibilities between the various governing bodies of HNSMAT.

Figure 4. Roles & Responsibilities of HNSMAT Governing Bodies

HNSMAT Board of Governors

1. Strategic planning & oversight
2. Headmaster appointments (HNS, HNPSS)
3. Financial supervision
4. Implementation and monitoring of shared-services arrangements between HNSS and HNPS
5. Liaison with external stakeholders, including DfE, EFA, parents, Local Authority, sponsors, partners
6. Delivery of HNPS building / school, if application is approved
7. Completion of HNSS building

HNS Board of Governors

1. Implementation of HNS strategic plan
2. Monitoring of educational delivery
3. Financial management
4. SLT recruitment of HNS (excl headteacher)
5. HNS marketing & admissions arrangements
6. Supervision of operational delivery of HNS
7. Delivery of shared services to HNPS

1. Implementation of HNPS strategic plan
2. Monitoring of educational delivery
3. Financial management
4. SLT recruitment of HNPS (excl headteacher)
5. HNPS marketing & admissions arrangements
6. Supervision of operational delivery of HNPS

- (A)
- Finance Committee
 - Education Committee

- (A)
- Finance Committee
 - Education Committee

(A) HNS and HNPS may chose to establish separate finance and education committees in later years.

This governance arrangement establishes clear lines of accountability while maximising the operational flexibility of the trust as a whole. For instance,

pursuant to the funding agreement it would enter into with the Secretary of State, we expect that HNSMAT will be able to retain an element of the budgets of HNS and HNPS centrally, which it can then use to provide certain central support services;

HNSMAT should be able to negotiate purchasing contracts with number of services providers to achieve better value for money, than if each of HNS and HNPS negotiated these individually;

all staff will be employed by HNSMAT so that staff resources can be moved more easily between between HNS and HNPS depending on their (temporary) requirements (if any).

With this structure, HNSMAT's uniform vision, shared operational capabilities and strong collaboration between its separate academies will, we believe, provide the basis for an outstanding educational experience for all students of HNS and HNPS.

Internal Controls Framework

It is important to establish a framework throughout HNSMAT with the help of which the affairs of the school are adequately managed, all decision-making individuals and bodies operate to clearly defined parameters, receive high-quality information and are appropriately challenged on a regular basis. HNSMAT’s governance arrangements are an important element of this, but need to be complemented with a number of other operating protocols.

At HNS we have already implemented such a system – “The Five Pillars of Internal Control” (see Table 26.). Appropriate governance arrangements (see above), a defined risk appetite and risk management procedures, internal and external control functions and a system of monitoring the development of the school on a short-term and long-term basis are the essential elements for the effective implementation and supervision of the educational and financial strategic objectives of HNSMAT.

Pillar 1	Governance	Members Board of Governors Board Committees Senior Leadership
Pillar 2	Risk Appetite & Management	Risk Appetite Risk Management: Risk Register
Pillar 3	Internal Controls	Financial reporting Cash management Payments & purchases Computer systems Fixed asset register
Pillar 4	Monitoring	Strategic Development Plan Annual Budget Monthly Management Reports Weekly Cash Reports Internal Audit
Pillar 5	External Control	Statutory Audit Responsible Officer Funding Audit

This internal controls framework is tied to a management information system that produces educational performance, financial and other key performance indicators that will be reported on, generally, a monthly basis and made available to the boards HNSMAT, HNS and HNPS. The regularity and granularity of this information flow will ensure that any issues are promptly identified, thereby permitting timely intervention in HNPS (or HNS) operations, where necessary.

²⁵ It is intended that this framework, which is currently being used by HNS, will be adopted by HNSMAT.

Managing Conflicts of Interest

HNS already has a Conflict of Interest policy in place which sets out procedures to protect both the organisation and individual governors from any appearance of impropriety. The cornerstones of that policy are set out in Table 27.

Full Disclosure	Governors and staff members in decision-making roles should make known their connections with groups doing business with HNSMAT. This information should be provided at least annually
Governor Abstention from Discussion and Voting	Governors who have an actual or potential conflict of interest should not participate in discussions or vote on matters affecting transactions between the organization and the other group
Staff Member Abstention from Decision-Making	Staff members who have an actual or potential conflict should not be substantively involved in relevant decision-making

HNSMAT will review and adopt, subject to any further amendments agreed by the board, a similar policy to apply across HNS and HNPS. Governors must declare their interests in HNSMAT's Register of Interests, and must inform the chairman of HNSMAT or HNS/HNPS, where relevant, if they believe a conflict of interest does or could arise for any reason. That individual may then be excluded from relevant decision-making processes as set out in the policy, the overriding principle being that the integrity of the decision-making process of all parts of HNSMAT must be maintained at all times for the benefit of the educational performance of the school and its financial viability and probity.

The management of conflicts of interests involving members of staff will be the responsibility of the Headteacher, who will apply similar considerations and procedures as are in place for managing conflicts of interests involving Governors.

F3: Proposed Governors & Skills Gap Assessment

The governors of HNSMAT, and its schools HNS and HNPS, who are currently identified are listed in Table F3 (a).

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10-20 hours

				5-10 hours
				5-10 hours
				20+ hours
				5-10 hours
				As required
				As required
				As required

HNS is in the process of selecting at least one parent governor, with a second one to be identified from the 2014-15 cohort.

As pointed out in Section F1 above, we believe we have all the skills required to establish HNPS, including a headteacher-designate. We intend to identify more suitable individuals who can operate as effective and experienced board members of

²⁶ Not yet formally appointed as a director of HNS.

HNSMAT and HNPS. Ideally they will have the following qualifications, skills or experience:-

Skills/experience missing

Education: senior leadership position in primary and secondary schools, including head or deputy head positions; we will also consider individuals who have experience and a strong track record in working with children, but outside a normal school setting, e.g. in children charities

HR: significant experience in human resources, employment law and the management of a large body of staff; experience in the educational sector would be helpful, but is not necessarily required

Marketing: individuals with marketing, parental & community engagement experience and a track record of doing so successfully in an inner city; the ideal candidate will also have a successful history of fundraising for such activities, and a network of fundraising contacts

How you plan to fill the gap

We have already approached our own network of contacts and have identified a number of potential candidates.

We will consider advertising for the position, but prefer to identify the right person directly ourselves

We will in the first instance seek to identify the right candidate directly, or by way of recommendation, through our own network of contacts.

We will consider advertising for the position, but only if the direct recruitment route is not successful

F4: Headteacher Recruitment

The HNPS headteacher will be responsible for the overall development and running of HNPS, both before and after the expected opening date in September 2015. As such, his key responsibilities will be, supported by the core project group and the HNPS / HNSMAT board of governors:-

the development of the education plan for HNPS, including teaching and learning curriculum and pastoral activities;

parental engagement to ensure HNPS vision is clearly communicated to, and understood by parents and (prospective) pupils;

recruitment and management of key staff;

leadership of the school once open.

The qualities we believe are required to fulfil this role well so that HNPS objectives can be achieved are

strong support for the vision of the school, in particular a focus on strong educational attainment, personal development and the achievement of core objectives;

a very strong track record as a senior leader in a primary school that was rated “Outstanding” in its most recent Ofsted inspection and can in general demonstrate very positive educational outcomes and levels of progress;

an ability to identify and train the right members of staff, and develop a shared vision among them;

an ability to work in a team and communicate effectively with parents, colleagues, pupils and governors;

dedication and commitment to persevere with what will be a difficult and often challenging project.

We believe [REDACTED] satisfies all these criteria in exemplary fashion and are therefore very confident that the development of HNPS will succeed under his leadership.

F5: Educational Track Record

Hackney New School Limited was established as an Academy Trust in January 2012, entered into a Funding Agreement with DfE in February 2013 and opened with a cohort of 96 students in September 2013. The short operating history of HNS means that neither an Ofsted inspection has taken place, nor does HNS have performance data for its pupils that would be comparable to that of long-established schools. However, HNS was inspected by a [REDACTED], a representative of the Department for Education on 12th November 2012, which resulted in a very favourable assessment of the early-stage development and performance of HNS:-

“The school has made a flying start. Issues raised in the ROM have been addressed well so far. Parents spoken to during the visit shared their appreciation of the school, affirming that their children were happy and settled well into it. The number of pupils on roll is almost at capacity, with 10 of the 96 pupils admitted based on musical aptitude. Pupils are progressing well, partly as a result of the curriculum of the relatively longer day; this balances morning lessons with afternoon enrichment activities and independent study with bespoke support provided for pupils as necessary. The quality of teaching enhances pupils' learning effectively; attendance is

*high and the vast majority of pupils respond enthusiastically, engaging actively in lessons and afternoon activities. The Trust, Governors and senior leaders have defined their interdependent responsibilities clearly and introduced coherent procedures and protocols for setting high expectations, monitoring pupils' achievements and enabling governors to provide robust but constructive challenge.*²⁷

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██████████ However, we will ensure that their experience is made available to the HNPS project team pre-opening, and the HNPS SLT post-opening, to facilitate the sharing of information and best practice. To this end, monthly or bi-monthly meetings of the SLTs of HNS and HNPSS will take place before and after opening;

The Business Manager will provide specific support services to HNPS during the pre- and post-opening phase as described in more detail in Section F6: Capacity to Expand.

Financial expertise will also be made available by ██████████, ██████████

HNS' auditors, ██████████, ██████████. ██████████'s expertise will be drawn upon on an as-needed basis.

For the implementation and operation of HNPS' ICT system the HNPS project team can draw on the experience of ██████████, ██████████

²⁷ The full report can be made available on request, but we assume is readily accessible by the DfE Free Schools team.

Appendix C. contains CVs of all the relevant individuals referred to in this Section F5.

F6: Capacity to Expand

Financial Expertise

Section F1, F2 and F5 contain in various parts a discussion of the significant financial and financial management expertise that the HNPS project group, and HNSMAT as a whole, have access to. [REDACTED]

Financial Performance of HNS

HNS recently filed its audited financial accounts for its first two years of operations, i.e. the period up to 31 August 2012 and the 12 months to 31 August 2013²⁸. A summary of the results is shown in Table 28. Note that the 2012-13 fiscal year contained significant funding for capital items (viz the new HNS buildings) which explains the large positive net income in that period. All such payments are for account of approved expenditures, some of which were not accrued for until after the 2013-14 financial year commenced on 1 September 2013.

Table 28. Hackney New School Financial Performance

£ '000	Period to 31 August (a),	
	2012A	2013
Income	[REDACTED]	[REDACTED]
Expenditure	[REDACTED]	[REDACTED]
Net income	[REDACTED]	[REDACTED]
Net Assets	[REDACTED]	[REDACTED]

(a) 2012A relates to period of 25 January to 31 August 2013.

Managing Growth

²⁸ As Hackney New School was only established in January 2012, 4 years' of financial performance data is not available.

This application has been carefully considered by the Board of Governors HNS (to become HNSMAT) which is confident that the school has the resources and expertise to open and run HNPS. The proposed governance structure and internal controls framework described in more detail in Section F2 provides, in the opinion of the Board, a robust basis for the provision of support to, and control and supervision of the development of, HNPS.

The team that was behind the successful development and opening of HNS is also closely involved in the HNPS project, and can therefore apply all the lessons learned from this early free school initiative to this new one. Furthermore, the board of HNSMAT has been considerably strengthened and comprises individuals with a good range of relevant expertise. The HNPS project will be able to draw on this experience in a variety of ways, as described elsewhere in this document.

F6 (a) Shared Services - Scope

We expect a number of operating areas at HNPS to benefit from the existing resources at HNS and / or services that HNS can provide or procure on its behalf. Please see Table F6 (a). for a detailed discussion and Table F6 (b). for background on the identified shared services providers.

Area	Line-Item	Scope for Efficiencies
Senior Leadership Team	Headteacher	.As described in Section F2, HNS’ headteacher would become Executive Head of HNSMAT. In that role, she could therefore provide guidance and advice to the Headteacher of HNPS and in this way make sure that all experiences from HNS’ own pre- and early post-opening periods are shared with the HNPS project team.
Staff	Core Staff	.Where possible and subject to availability, HNS and/or HNPSS staff can perform certain supervisory functions in the other school, e.g. for afternoon supervision, on a significantly cheaper basis than would be obtainable from using agency staff .The Head of Music at HNS will provide advice to HNPS in relation to the design of its music curriculum and the recruitment of appropriately qualified music teaching staff .Transition planning between HNPS and HNS will involve close cooperation between members of staff at both schools, and the effectiveness and benefits of this (as described in more detail in Section C-D) are one important reason for establishing HNPS alongside HNS

		. More generally, through regular meetings of subject or all teachers in both schools, HNSMAT will establish a process to share experience and best practice across both schools, where this can be done
	Music instructors	. Peri teachers are being used across HNS' music curriculum, and the possibility of a more focused timetable of lessons per day across HNS and HNPS, subject to relevant qualifications, should reduce unit costs per hour
	Sports Coaches	. Like music instructors, qualified sports coaches could at times be shared between HNS and HNPS and, via more efficient timetabling, generate some cost savings relative to a standalone school
	Premises Manager	. If HNPS can be located at its preferred location, or alternatively at a place close to the existing HNS site, then a common premises manager for both sites can be employed.
Business Management	Finance	. HNS' Business Manager will assist HNPS in the implementation of appropriate financial controls during its pre-opening and early post-opening phase. HNS has worked with [REDACTED],
	Payroll	HNS is already contracting with Strictly Education to provide payroll services, with prices linked directly to volumes
Bought-in Services	Catering	Harrisons Catering provision should be available at close to marginal cost due to food preparation in main HNS building, assuming preferred site for HNPS can be obtained
	CPD	Rates per CPD session should be significantly discounted for cross-school programmes
	Kids Company	To the extent Kids Company is retained to provide similar services as it currently does for HNS, we would expect additional costs to be significantly discounted, on a per-pupil basis, compared with existing rate-card
	MIS	Arbor is HNS management information services

provider, and we would expect total costs to roll this out to HNPS to be lower than they are for HNS at present

	ICT	RM is the provider of certain key ICT services to HNS at present; we would aim to negotiate a more attractive fee schedule with them provided they remain main supplier to HNPS, and should also be able to make the installation and launch significantly more efficient / less difficult that it was at HNS
	Cleaning	Provided HNPS' location is close to HNS, e.g. because we can locate it at our preferred site, the existing cleaning contract could be extended to cover HNPS, which should generate some marginal cost savings.
Capital Budget	Construction	<p>We expect, and this would certainly be the case for HNPS' preferred site, that certain building works (refurbishments and new builds) will be necessary prior to opening of HNPS. [REDACTED], [REDACTED] and [REDACTED] are the contractors, project managers and architects, respectively, that EFA are currently using for the development of the HNS site. Provided procurement guidelines can be adhered to, we expect that working with these contractors could reduce additional design & build costs for HNPS due to their extensive knowledge of the existing site and the priorities and objectives of the HNS team.</p> <p>Even if HNPS were to be located at a location other than the preferred site, we would expect the knowledge acquired by these contractors in relation to the work on HNS to be useful, in a cost-reducing way, for any work that will be required for HNPS.</p>
Facilities	Sports	<p>If HNPS can be located at its preferred site, then it is our intention to develop more extensive sports grounds on that site which could be used by both HNS and HNPS students. Indeed, this is one of the most important reasons for our preference for the [REDACTED] site and our application to open HNPS at this point in time – while HNS's facilities will expand significantly upon completion of the new building in spring 2015, its sports facilities will even then be small by comparison with other local schools and its requirements. The preferred site for HNPS, being literally across the street, would be ideal for larger sports courts / grounds. That such grounds could then be shared between a HNS and HNPS makes the economic case for this site particularly strong.</p>

F6 (b) Shared Services – Providers

Beyond the more general staff exchange between HNS and HNPS, and the interaction and dialogue between governors of the two school, and the board of governors of HNSMAT itself, Table F6 (b). lists all those individuals which we can identify today as shared services providers. CVs for all those individuals not already discussed elsewhere in this Section F can be found in Appendix C.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Time	Annual Cost
[Redacted]	[Redacted]	[Redacted]	20 hrs / week	NA
[Redacted]	[Redacted]	[Redacted]	10 hrs / week	NA
[Redacted]	[Redacted]	[Redacted]	4 hrs / week	NA
[Redacted]	[Redacted]	[Redacted]	2-4 hrs / week	NA
[Redacted]	[Redacted]	[Redacted]	2-3 hrs	<Redacted>

²⁹ This is not a complete list as other members of staff of HNS and HNPS will provide services to the other school as described above. The individuals listed in Table F6 (b) are, however, currently identified as being likely to provide certain shared services to HNPS/HNS.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Time	Annual Cost
[REDACTED]	[REDACTED]	[REDACTED]	/ week 1-2 hrs / week	[REDACTED]
HNS IT Technician			1-2	[REDACTED]
HNS premises manager / caretaker			1-2	[REDACTED]

F6 (c) Shared Services – Costs

Shared services provided by one school to the other within HNSMAT will be funded on a per diem or hourly basis, as appropriate, with the relevant rates set in proportion to the annual gross salary of the relevant member of staff, plus any ancillary costs that may be incurred by one party when shared services are provided. Shared services provided by governors will not incur a cost, unless otherwise agreed and provided the provisions of HNSMAT’s Conflict of Interest Policy are adhered to. Estimated costs are provided in Table F6 (c): they reflect the financial budget discussed later in this document. These are conservative estimates as e.g. support provided by HNS’ Head of Music, the current HNS headteacher and designated executive head of HNSMAT may also ultimately be charged out at an appropriate rate, depending on the development of the school.

Table F6 (c). Shared Services Costs³¹

Hackney New Primary School: Fees for services provided by / paid to HNS	Budgeted contribution to MAT shared service	
	2014/15	2015/16
Cost of Business Manager paid to HNS	NA	[REDACTED]

³⁰ Not strictly speaking a shared services provider as [REDACTED] is not employed by HNS; however, his contribution to HNPS, and the associated costs, will reflect knowledge and processes developed at HNS.

³¹ This table does not include the cost of [REDACTED] as his fee (as shown in Table F6 (b)) will be incremental to his existing payments from HNS.

IT Technician	NA	████████
Premises manager / caretaker	NA	████████
Total	NA	████████

F6 (d) Shared Services – Monitoring

The Board of Governors of HNSMAT will review and approve proposals to provide shared services between the schools of HNSMAT at least once per year. The Executive Head will be responsible for the implementation and monitoring of this plan on budget, and can delegate associated financial reporting obligations to the Business Manager.

F7: Educational Track Record of Independent Schools

Not relevant to HNPS.

F8: Financial Track Record of Independent Schools

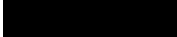
Not relevant to HNPS.

Section G: Budget planning and affordability

Section G1: Overview of Financial Projections for HNPS



Section G2: Viability & Break-even Analysis



Section G3: Financial resilience to reductions in income

██████████

Section H: Premises

Please refer to the Excel file “HNPS section abg and h”.



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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	Hackney New School is located at <Redacted>, London <Redacted>, which is in the Dalston/De Beauvoir area in West/South-West Hackney. We would prefer Hackney New Primary School to be as close to that location as possible, but in any event within a 0.5mile radius.
--	--

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:	<Redacted>
--	------------

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, <Redacted>, London <Redacted>
---	---

In which local authority is the site?	Hackney
---------------------------------------	---------

If the preferred site is near to the boundary with another local authority, please say which:	Islington
---	-----------

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

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

Please tell us how you found the site:	<Redacted><Redacted>
--	----------------------

Please confirm the tenure:	Lease
----------------------------	-------

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

Please include information on purchase or lease price if known:	Not known
---	-----------

Who owns the site?	Other
--------------------	-------

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)	Yes
---	-----

Name and contact details of owner:	<Redacted>, <Redacted>, London <Redacted>
------------------------------------	---

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?	Existing building
--------------------------	-------------------

What is the current use?	<Redacted>
--------------------------	------------

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

Why have you chosen this site? What makes it suitable for your free school?	<p>The site is on the northern side of<Redacted> and as such <Redacted> <Redacted></p> <p>The site is large enough to house a new primary school building as well as outside / sports facilities which could be used by both Hackney New Primary School and the secondary school. In addition to offering very good facilities to primary school pupils, this would also help mitigate the severe constraints imposed on the secondary school by the very restricted space it will have to operate even once the full development of the school is completed in 2015: HNS will only have limited outdoor space between the new canal basin-facing building to be constructed and <Redacted>. Shared outdoor grounds with HNPS would remove this constraint entirely, and hence benefit, at full capacity, 1,400 primary and secondary students.</p> <p>Our proposal to locate HNPS on the <Redacted> grounds also preserves its current community use, in contrast to many rival proposals. <Redacted>.</p>
---	---

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:	Estimated 1,469 sqm indoor and 1,129 sqm outdoor space, plus a 5-storey training tower.
---	---

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:	The building / site is in good condition, but would require redevelopment. Please see photos sent as requested.
--	---

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>, <Redacted>, London <Redacted>
--	---

In which local authority is the site?	Hackney
---------------------------------------	---------

If the preferred site is near to the boundary with another local authority, please say which:	Islington
---	-----------

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

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:	The site is currently not in use, and we have been aware of it for some time through local contacts.
--	--

Please confirm the tenure:	Lease
----------------------------	-------

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

Who owns the site?	Other
--------------------	-------

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

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Not sure
---	----------

Name and contact details of owner:	We believe this is <Redacted> (in administration), but have not been able to confirm this
------------------------------------	---

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?	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?	It is within 0.5m of Hackney New School and is therefore close enough to benefit from shared services between HNS and HNPS. It has ca 3,455 sqm of space on one level - the existing building could be repurposed or entirely replaced as structure is simple; the site is large enough for a primary school, but does not appear to have all services connected (gas, water, electricity).
---	---

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:	Ca 3,455 sqm on one level
---	---------------------------

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>
--	------------

Third choice site

Full address and postcode of your third 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
--------------------------	---------------

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

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

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

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

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

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
--------------------------	---------------

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

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

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

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

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

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

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

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

Appendix A. School Writing Assessment Tracker at Hackney New Primary School

Name:	Group/Class:	Year 6
Composition		
Across a wide range of writing, pupils can:		
<p>Planning</p> <p>Identify the audience for and purpose of the writing Select the appropriate form Use other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary</p>	<p>Drafting and Writing</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Summarise longer passages Use further organisational and presentational devices to structure text and to guide the reader:</p> <ul style="list-style-type: none"> Headings Bullet points Underlining 	<p>Evaluating and Editing</p> <p>Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Make consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors</p>
Transcription		
Across a wide range of writing and contexts, pupils can:		
<p>Spelling</p> <p>Correctly spell all words on Y5 and Y6 word list Correctly spell all words using the spelling patterns from Appendix 1 of the National Curriculum Use prefixes and suffixes with confidence and understand the guidelines for adding them Confidently spell words with 'silent' letters</p>	<p>Handwriting</p> <p>Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices Decide, as part of their personal style, whether or not to join specific letters Choose the writing implement that is best suited for a</p>	

<p>Distinguish between homophones and other words which are often confused</p> <p>Spell words correctly, consistent with a knowledge of morphology and etymology</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p>	<p>task</p> <p>Identify what standard of handwriting is appropriate for a particular task</p> <p>Use an unjoined style (for labelling a diagram or data, writing an email address, or for algebra) and capital letters (for filling in a form)</p>
<p>Grammar and Punctuation</p> <p>Pupils can:</p>	
<p>Use previous language feature from other year groups accurately</p> <p>Understand and demonstrate the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>Understand how words are related by meaning as synonyms and antonyms</p> <p>Use the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</p> <p>Confidently use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use colons to introduce a list</p> <p>Punctuate bullet points to list information</p> <p>Understand how hyphens can be used to avoid ambiguity</p>	

Appendix B. Pupil Assessment Schedule at Hackney New Primary School

Table 31. Assessment Schedule						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	- Baseline Assessment against EYFS Framework	- Individual Phonics assessment	- Baseline Assessment against EYFS Framework for pupils starting school in January	- Individual Phonics assessment	- Sandwell Early Numeracy Test - Pupil achievement (through portfolios) moderated externally	- Individual Phonics assessment
	- Ongoing assessment against EYFS framework evidenced through portfolio - Ongoing reading assessments through Guided Reading					
Year 1	- Ongoing teacher assessment through tracker document in reading, writing and mathematics - Assessment for foundation subjects at end of each unit linked to 2014 National Curriculum					
	- HNPS Phonics Check - Neale Reading Analysis		HNPS Phonics Check		- Sandwell Early Numeracy Test	National Phonics Screening Check
Year 2	- Ongoing teacher assessment through tracker document in reading, writing and mathematics - Assessment for foundation subjects at end of each unit linked to 2014 National Curriculum					
	- HNPS Phonics Check - Neale Reading Analysis		HNPS Phonics Check		- Key Stage 2 National Assessments	
Year 3	- Ongoing teacher assessment through tracker document in reading, writing and mathematics - Assessment for foundation subjects at end of each unit linked to 2014 National Curriculum					
	- Neale Reading Analysis - Summative assessments in Reading, writing and mathematics	- Summative assessments in Reading, writing and mathematics	- Summative assessments in Reading, writing and mathematics	- Summative assessments in Reading, writing and mathematics	- Summative assessments in Reading, writing and mathematics	- Summative assessments in Reading, writing and mathematics

Year 4	<ul style="list-style-type: none"> - Ongoing teacher assessment through tracker document in reading, writing and mathematics - Assessment for foundation subjects at end of each unit linked to 2014 National Curriculum 					
	<ul style="list-style-type: none"> - Neale Reading Analysis - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics
Year 5	<ul style="list-style-type: none"> - Ongoing teacher assessment through tracker document in reading, writing and mathematics - Assessment for foundation subjects at end of each unit linked to 2014 National Curriculum 					
	<ul style="list-style-type: none"> - Neale Reading Analysis - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics
Year 6	<ul style="list-style-type: none"> - Ongoing teacher assessment through tracker document in reading, writing and mathematics - Assessment for foundation subjects at end of each unit linked to 2014 National Curriculum 					
	<ul style="list-style-type: none"> - Neale Reading Analysis - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Summative assessments in Reading, writing and mathematics 	<ul style="list-style-type: none"> - Key Stage 2 National Tests 	<ul style="list-style-type: none"> - Transition assessments for HNS

Appendix C. CVs

CV: [REDACTED]

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 	[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 	N/A

	<p>per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the 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 	N/A
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: [REDACTED]



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 	[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 	n/a
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, if applicable 	n/a

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 	n/a
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV: [REDACTED]

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	[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	
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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 	
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8.	<p>Reference names(s) and contact details</p>	

		 
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CV: [REDACTED]

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 	[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 	
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5.b	For education only: if you are in a teaching or head of department role in your	

	<p>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: [REDACTED]




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	[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	
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		<p>[REDACTED]</p>
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 	<p>[REDACTED]</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>

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

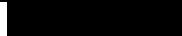
CV: [REDACTED]

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	[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	N/A
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*-	[REDACTED]

	<p>C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
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6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

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	

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 	
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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 	n/a



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

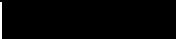

CV: [REDACTED]

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	[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]
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7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
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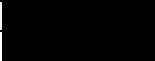



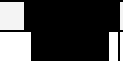







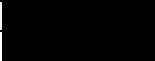



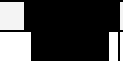







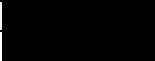



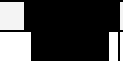

		
		
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	helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV: [REDACTED]

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	[REDACTED]

														
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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, 	 <table border="1" data-bbox="608 1776 1369 1928"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>												
														
														

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