



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

ABELLE PRIMARY FREE SCHOOL

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

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

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

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

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg 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:  (please delete as appropriate)

Print name: 

Date:

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:



Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Our vision at Abelle Primary Free School is to transform the lives of children within the London Borough of Barking and Dagenham, by focussing on the notion of high expectations for all pupils who attend our school.

We are proposing to open a 2 form entry primary school in Barking and Dagenham, that will be rated as outstanding from its first inspection. Our education lead has led two different schools with outstanding Ofsted judgements (one of which is in Barking and Dagenham). Our proposed chair of the board and Finance Director have also been governors of an outstanding school. This collective level of high quality teaching experience within East London coupled with our track record for excellent delivery will place Abelle Primary Free School in a strong position to deliver this objective.

Our core team is supported by a wider group with an extensive range of skills that will help provide high quality challenge and support in every area. We believe by working collaboratively as a group alongside pupils, parents and key stakeholders across Barking and Dagenham, we can establish a free school within the locality that will be able to hit the ground running.

We have based our proposal on a two form entry school, but we understand the need for flexibility and would be willing to upscale this to a four form entry school, if required due to the high demand for pupil places in Barking and Dagenham.

Our school vision is based on the following principles: -

- High expectations of both staff and students
- The Abelle Diploma, which is a means for expecting excellent progress for every child through a robust and enriched curriculum. This will be monitored and reviewed on a half termly basis.
- An extended day;
- High levels of parental engagement;
- A mastery approach to the curriculum;
- High levels of sporting participation;
- High levels of musical participation.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

To achieve our aim of delivering a school with high expectations for all its pupils, we will ensure that we understand the needs of each individual child in our school and encourage them to exceed their current levels of attainment. This goal is reinforced through our Abelle Primary Free School Motto: “Through hard work, to the heights” as well as through our golden rules for each child which are: “Be kind, work hard and achieve”. Children will be inspired to make excellent progress in every year of their schooling. (We have developed the concept of an Abelle Diploma for every year group to help in facilitating this vision). To achieve this diploma, each child must make at least expected progress from their different starting points. We will hold leadership and teachers to account to ensure this happens and put support in place for any child who is at risk of falling behind.

High levels of parental engagement – Our school plan is characterised by high levels of parental engagement. This will be encouraged through actively involving parents in class room activities where this is possible. By ensuring they are up to speed with the topics being taught, sign off home work and are regularly invited to preview the childrens work. There will also be support for the extended curriculum and through our parent forum which will meet once a month and include two parents from every class.

A high quality extended curriculum – we will provide an extensive range of extra-curricular activities before and after school and engage in a range of competitive inter-school activities. This will contribute towards the children having an all inclusive holistic learning experiences. This will ensure that our children have exposure to a wide range of experiences which they can learn and develop,.

Wrap around care – we will provide every parent with the opportunity to pay for wrap around care from 7.30a.m – 6.00p.m. on the school site. Providing flexibility for working parents and those who wish to enter the labour market but were previously restricted due to lack of after school child care provisions.

We have worked closely with a range of support and challenge partners in writing this application such as The Free Schools Network, Riverside Primary School (a successful new school in Barking and Dagenham), William Ford School (an outstanding school in Barking and Dagenham, and a range of other schools with particular strengths in other areas, e.g. early years or the teaching of the mastery curriculum.

We have kept Barking and Dagenham Local Authority informed of our application and have met with the [REDACTED].

Rationale

Our rationale and desire to establish Abelle Primary Free School within the Borough of Barking Dagenham are three fold:

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Belief in high quality education and what it represents

There is a recognised need for children who live in socially deprived areas as statistically they lack the opportunity to have access to an enriched curriculum with the focus on high quality education. Barking and Dagenham is recognised one of the poorest boroughs in London. In 2012, it was recorded that 32% of children in Barking and Dagenham were entitled to free school meals (MRC benefits data December 2012 & School Census January 2013) . This is 11% above the national average and statistics equally show that Barking and Dagenham has one of the highest levels of unemployment of any London borough, with almost one in ten (9.8%) working-age adults out of work. Our aim is readdress this balance We strongly believe that Abelle Primary Free school will contribute towards addressing this need, by making provision for local families and children to have access to a high quality education from a school offer that strives to be outstanding.

We strongly believe in being responsive to the changing educational landscape and supportive of government initiatives to drive up educational standards. We want to contribute to this by using our passion and experience in education to establish a school that will drive up educational standards, provide more choice and opportunities for the pupils.

Driving up the quality of education in the Borough of Barking and Dagenham

We want to establish a school in the local environment which we currently serve, particularly as there are a significant number of pupils within a 1 mile radius of our proposed site receiving an education that is not good enough. This is reinforced by the 2014 Barking and Dagenham OFSTED report which states that: ‘the proportion of good and outstanding schools, in the borough of Barking and Dagenham, remains just short of the national average’.

We believe that by combining our knowledge and experience of high quality education and achieving the outstanding Ofsted status. Abelle Primary Free School will be able to contribute towards the London Borough of Barking and Dagenham education strategy (2014 – 2017) by reaching the “overarching objectives for education for all our children and young people to have a place in a good or outstanding school or early years setting and for them to have the best possible life opportunities by the time that they leave school with exceeding national and then London averages as the benchmark”.

The postcode for our proposed school is RM8 2NB and within a 1 mile radius of this address, there are currently 2485 children not receiving an education that is good or better (see section E for evidence). Analysis of Ofsted reports for these schools shows that the key reasons for underperformance are lack of progress in reading, writing or maths, expectations that are not high enough, poor use of assessment and failings in leadership, particularly with respect to the quality of assessment and the feedback provided to children. This analysis is developed in section E.

A detailed examination of school cohorts in the locality show that levels of deprivation are high as is the proportion of children with English as an Additional Language, when compared to the national average. Through the formation of Abelle Primary Free

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

School, we will actively look to addressing these issues using our range experienced intervention methods and strategies that have been successfully implemented in previous settings.

Demand

Our third reason for looking to establish the Abelle Primary Free School is due to the very strong need for additional school places in the Borough of Barking and Dagenham. Nationally, Barking and Dagenham is recognised as one of the most overstretched boroughs due to their ratio of school places to pupils and this is an issue that is growing increasingly.

This is particularly prevalent at the primary school level whereby the demand for new primary school places in Barking and Dagenham is significant. The growth rate is twice the national average and L.A forecasts show that 13700 additional school places will be required by 2021. The L.A report “London Borough of Barking and Dagenham Educational Strategy 2014-2017” has stated that 804 reception places which is 26/27 forms of entry at reception class alone will be needed to meet this demand.

This report also states “the borough is experiencing one of the fastest rising birth rates in the country. In September 2013, one thousand more children entered Reception than left Year 6 to go to secondary school. Our forecasts indicate that the combined primary and secondary populations (Year R to Year 11) will grow by around 10,000 over the five years to 2017/18.”

Abelle Primary Free School can play a part in meeting this need. The Local Authority has identified the need for Free Schools to fill this demand. Our school will provide a high quality, teaching environment, in a school that is suitably sized for a primary education setting. We plan to work towards a school roll of 420 based upon a two-form entry model. This school could play a key role in meeting the need for new reception places whilst providing greater parental choice.

Analysis of the potential pupil cohort shows that there are likely to be 29% of children eligible for free school meals, 51% who have English as an additional language and 1.55% who have an educational healthcare plan. We have designed our curriculum based on our experience of working in schools, with these intake characteristics. This will ensure that every child is fully supported to achieve outstanding outcomes.

It is our ambition not only to meet an immediate and pressing need for school places, but to offer an innovative approach to education and care (via our Abelle Diploma and wrap around care service provision) offering parents a real choice in the locality. The School will be serving a diverse population. (up to 60% from a non-white UK background) It is in this context we believe strong, unifying British values, combined with high expectations, quality first teaching and an extended cultural offer will be transformational for our community. In summary, we are confident that with the extensive support of our key stakeholders, that we can make lasting and fundamental difference to the lives of children and young people we seek to serve.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								

Totals		60	120	180	240	300	360	420
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Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Key Satge 2

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Reading	2.5	Mandatory	Reading will contain strong elements of poetry, story telling, and recital from memory. Activities will be planned with a broad and balanced curriculum in mind.
Writing	2.5	Mandatory	The development of writing skills will be planned in conjunction with the integrated learning modules. Writing skill development and application will be closely linked to the Integrated Learning Modules.
Maths	5	Mandatory	There will be timetabled morning and afternoon sessions, including catch up time for those who are struggling to keep up.
Science	2	Mandatory	The science curriculum will focus on high quality implementation of the national curriculum programmes of study.
Computing	2	Mandatory	Computing will form a key part of the curriculum. Extra time has been

			given so high standards in applying computing knowledge to project development activities such as writing “Apps” can be given.
Religious Education	1	Mandatory	We will follow the Barking and Dagenham agreed syllabus. This is titled “Learning for Life” it includes: Christianity, at least two other principal religions, a religious community with a significant local presence, where appropriate and a secular world view where appropriate.
Integrated Learning Modules	5	Mandatory	These will be designed to support the delivery of a broad and balanced curriculum. Reading and writing activities will be linked closely so that children can apply their skills at a high level. Expectations for achievement in this area will be high. The integrated learning modules will include the curriculum areas of geography, history, art, languages and design and technology. PSHE will be included in these sessions to make it part of every day learning and applicable to the general school context.
Music	2	Mandatory	Music will combine instrumental learning with wider musical skill development. All children will be expected to learn an additional instrument throughout their time at Abelle School. In addition, they will be expected to be a member of one of the choirs or instrumental groups.
Physical Education	3	Mandatory	Physical Education will be at the core of the curriculum. Children will learn physical skills and develop the ability to compete at their given level. Children will be expected to

			take part in extra-curricular physical activities.
Enrichment 5 hours - voluntary			Football Tennis Netball Basketball Athletics Rugby Chess Choir Orchestra Art Technology Achieve Abelle Diploma support Achieve Abelle Merit support Achieve Abelle Distinction support Computing

Key Stage 1

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Reading	2.5	Mandatory	Reading will focus on developing early skills relating to comprehension, speaking and listening and applying understanding. We will also be encouraging a love of reading.
Writing	2	Mandatory	Early writing will be encouraged through clear focussed teaching and by using stimulating topics that enthuse and engage children. We will develop a passion for writing that combines excellent expression with good grammar and punctuation skills.
Maths	5	Mandatory	There will be timetabled morning and afternoon sessions, including catch up time for those who are struggling to keep up. Maths will be taught through a mastery model, focussing on the development of

			problem, solving, reasoning and fluency. Mental arithmetic will be a key focus with a particular emphasis on learning times tables.
Handwriting	1	Mandatory	High quality handwriting will be expected in all lessons, to reinforce this, there will be two specific teaching sessions dedicated to developing the quality of each child's handwriting. The sessions will be for a duration of 30 minutes each.
Phonics	2	Mandatory	There will be a morning and afternoon phonics session every day. This will be brief, but pacy and of a high quality. This session will be between 10 – 15 minutes in duration.
Computing	2	Mandatory	Computing will form a key part of the curriculum. Extra time has been given so high standards in applying computing knowledge to project development activities such as writing "Apps" can be given.
Religious Education	1	Mandatory	We will follow the Barking and Dagenham agreed syllabus. This is titled "Learning for Life" Christianity, at least two other principal religions, a religious community with a significant local presence, where appropriate and a secular world view where appropriate.
Integrated Learning Modules	5	Mandatory	These will be designed to support the delivery of a broad and balanced curriculum. Reading and writing activities will be linked closely so that children can apply their skills at a high level. Expectations for achievement in this area will be high. The integrated learning modules will include the curriculum areas of

			geography, history, art, languages and design and technology. At Key Stage 1 this includes science learning.
Music	1.5	Mandatory	Music will combine instrumental learning with wider musical skill development. All children will be expected to learn an additional instrument throughout their time at Abelle School. In addition, they will be expected to be a member of one of the choirs or instrumental groups.
Physical Education	2	Mandatory	Physical Education will be at the core of the curriculum. Children will learn physical skills and develop the ability to compete at their given level. Children will be expected to take part in extra-curricular physical activities.
PSHE	1	Mandatory	PSHE will be taught as a separate lesson in addition to informally in class and in assembly. At K.S 1 will be specifically teaching with reference to school values.
Enrichment			Football Basketball Beginner Netball Athletics Choir Orchestra Art and craft Technology Achieve Abelle Diploma support Achieve Abelle Merit support Achieve Abelle Distinction support Computing

Early Years Foundation Stage (Reception Class)

Subject/other activity (eg.	Hours per week	Mandatory/ Voluntary	Comments
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enrichment)			
See details of the integrated curriculum.	23hrs per week	Mandatory	The full range of the early years curriculum spread across all the timetable in line with best practice guidance from our early years advisors. Activities are a balance of directed and free choice based indoors and outdoors.

- Daily 20 minute Phonics session with differentiated support and early intervention
- Daily Mathematics and Literacy sessions with integration into other activities during the day.
- The other five areas of learning will be delivered through an integrated day
- There will be an emphasis on support for early language development particularly for EAL children
- There will an additional emphasis on music and physical development in line with our whole school vision.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The Timetable For The day

7.30 - 8.30 (Enrichment activities and wrap-around care)
8.30 - 10.30 (Session 1)
10.30 - 10.45 Break time
10.45 - 12.15 (Session 2)
12.15 - 1.00 (Lunch time)
1.00 - 3.30 (Session 3)
3.30 - 4.30 (Enrichment Activities)
4.30 - 6.00 (Wrap-around care)

Please note, we will provide wrap around care for parents from 7.30a.m. to 6.00p.m. Wrap around care will be paid for by parents. The large majority of enrichment activities will be paid for by the school or provided free of charge by teachers or parent volunteers. Parents who do not sign up for wrap around care but are interested in their children participating in the enrichment activities will be asked to make a voluntary

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

contribution towards supporting this.

The Curriculum

The curriculum at Abelle Primary Free School is innovative and will play a key role in raising achievement for pupils that attend. We are taking advantage of academy freedoms to develop an approach that encourages high academic standards within a broad and balanced curriculum. Additionally, our emphasis on high quality physical education and musical development, will support our goal to provide pupils with an enriched and diverse curriculum. We will be using approaches such as story telling, poetry recital, high quality speaking and listening and the involvement of parents to ensure that all children make good progress. We will go further than other schools by celebrating these aspects of school life, providing children with opportunities to excel in these areas, and by having high expectations as we enter national competitions, for example in poetry recital and debating. We will be inviting parents into class as part of our every day paradigm, rather than just on an ad hoc basis and we will put in place strategies to engage fathers on a regular basis.

Our curriculum will use the Abelle Diploma, which is a mechanism for developing high expectations and providing high quality teaching and assessment. This will be done by ensuring every child reaches age related expectations and a high proportion work at depth (the highest levels). We will link this within both the school curriculum and the extended curriculum so there is support for pupils before and after school.

Our consultation with the public has shown a strong desire for wrap around care from 7.30a.m. to 6p.m. Our school will provide this so that parents can have flexibility and be sure that not only will their children be cared for safely during this time, they will also be experiencing high quality learning outside of school curriculum time.

Abelle Primary Free School, will be developed to provide an outstanding education for children in this locality. We have based our vision around ensuring “no child get’s left behind”. Our school will use high quality teaching based around a “mastery” concept that ensures the progress of every child is valued in every lesson. In addition we have put in place an assessment strategy and a staff structure that will provide for highly effective early intervention to support the progress of any child falling behind or any child who should be working at the highest level and isn’t.

We have analysed the potential pupil intake and developed systems to ensure disadvantaged pupils, Looked After Children and those with English as an Additional Language get effective support so that all groups of pupils will achieve equally well.

A broad and balanced curriculum

The curriculum at Abelle Primary Free School, will incorporate as part of its timetable a

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structure to ensure that extra time is given to the core subjects of reading, writing and maths, and increasing the level of music and sports that children engage in. We will also increase the amount of time spent on computing and we will improve the performance in core subjects by using a thematic approach (ILMs). This allows students to use the knowledge used in literacy and numeracy classes in other aspects of the curriculum. We are determined that the children who attend, will develop high skills in the core subjects of reading, writing, maths and computing whilst developing excellent knowledge in a wide range of subjects. We will be using aspects of the national curriculum, such as literacy and numeracy for the basic development of children, but our higher expectations will mean that high quality cross-curricular learning takes place at all times. These high expectations in core subjects link closely to our analysis of underachievement as reported by Ofsted in local schools. Children with high levels of deprivation and who have EAL need a strong emphasis on core skills, outstanding teaching and early intervention to make sure they achieve as well as any other group. We are determined that this approach will even out any inequalities that may occur in other schools.

We have developed the concept of integrated learning modules (ILM), which will be used to help children apply the knowledge they have gained in the core subjects with learning from the wider curriculum. These modules will develop outstanding skills and knowledge in areas such as history, geography, art and technology. Crucially, the way these modules are taught will have high expectations for the application of skills across the wider curriculum. These programmes of study bring learning from the broader curriculum into meaningful units that develop skills from a wide range of subjects and expect children to apply the reading, writing, maths and computing skills they have learned in single subject lessons.

Our curriculum will be ambitious. We have set targets for every child to reach the expected level, we will strive to alleviate any identified gaps between disadvantaged pupils and others. Children will be encouraged to celebrate achievement and stretch themselves to achieve it where possible.

The Abelle Diploma

As highlighted above, We have developed the concept of the Abelle diploma, that combines our vision for high academic standards with a broad and balanced curriculum. The diploma consists of two elements, an academic diploma and a school engagement diploma (which is described in more detail on pg.26) The diploma will be split into three levels.

- Diploma
- Diploma with merit
- Diploma with distinction

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The **academic diploma** consists of reading, writing, maths, computing, Integrated Learning Modules (ILM's) and languages.

The diploma is a key mechanism, because it adopts a mastery approach for ensuring we meet our aspirational targets. It requires teaching to be organised so that no child is left behind and a large proportion work at depth. The concept of no child being left behind means that every child will be expected to be working at age related expectations. If a child starts school or begins to fall behind, the teacher will adapt their teaching strategy to provide tailored support. This links to our strategy of early intervention to support rapid improvement for any child who has been rated as starting at 'below age related levels'. Targeted interventions will take place in school and additional support will be provided through the extended school day. Other aspects such as differentiated homework or additional parental involvement will be placed in a rapid improvement plan to ensure that the child catches up with age related expectations quickly.

We have high expectations that many of our children will reach the levels expected of "more able" pupils. We have termed this "working at depth". We expect to support around 65% of our children to be working at depth by the end of year 6. This proportion will increase throughout the school. To achieve the academic diploma, a child will need to make expected progress across the year from their different starting points in a majority of subjects. This is our minimum requirement for every child. To achieve the academic diploma with merit, a child will need to be making expected progress across the year and working at age related levels. To achieve the academic diploma with distinction, a child will need to make expected progress across the year, be working at age-related expectations and have moved on to the higher level of working at depth. Throughout the year, we will be reporting to parents the progress they make in terms of whether the child is on target to meet the diploma or to achieve study at depth. This will take place every term. Support and guidance will also be given to parents on how they can support their children in this process.

The diploma provides a key strand in our approach, by being responsive to the individual needs of the pupils whilst ensuring that the achievement of all groups of pupils achieve equally well. Nationally there is a gap between the achievement of disadvantaged and other children. The diploma will ensure that there is no gap as it expects equal performance of all children. It raises expectations for what can be achieved and it organises school resources to support those who are not achieving as well as required.

We expect to have a high proportion of EAL children in the school. We will expect every child to achieve the Diploma (which is a symbol of good progress) and in order to do this, it will necessary for teaching to be good and for the quality of interventions to be excellent. Leaders at all levels will be held to account for the progress children make

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and will measure their success by the number of pupils who achieve the diploma in every year. This links very closely to the Ofsted framework, which uses the proportions making expected progress and the proportions making better than expected progress as key indicators of a schools outcomes. We will expect to be meeting the Ofsted judgement for outstanding which states “the proportions making expected and better than expected progress are high in comparison to national averages”. Our Diploma will help us monitor progress in every year group, towards this outstanding outcome (not just in Year 6). Our high target for achieving the Diploma with merit and distinction will ensure that we have high aspirations for pupils to strive towards. This will provide scope for the different range of levels and abilities of pupils within the school.

The academic diploma will include all aspects of the core curriculum including the integrated learning modules. The assessment will be based on the quality of work produced in reading, writing, maths, science, computing and the six (half-termly) integrated learning modules. These programmes of study, bring learning from the broader curriculum into meaningful units that develop skills from a wide range of subjects and expect children to apply the reading, writing, maths and computing skills they have learned in single subject lessons.

The Abelle Diploma will not only consist of academic criteria, it will also include a **school engagement** aspect. It will include aspects such as charity work, representing the school in sporting activities, achieving musical success and taking part in a wide range of clubs. Merits and distinctions will be available based on the level of engagement shown by each pupil.

We will promote fundamental British values at all times, celebrating the democratic process, the rule of law, respect for public bodies such as the police, allowing children the freedom to choose and hold any faith or none, and challenge discrimination at every opportunity.

The Abelle Diploma (School Engagement)

The School Engagement element will be incorporated into our Abelle Diploma. Its aims to support our strategy for delivering a high quality broad and balanced curriculum.

We will expect every child to keep up with their regular homework and to attend catch-up or extensions when required.

Outstanding behaviour is a key tenant of our school and we will expect an exemplary record from every child. Judgements about whether a child has achieved a basic diploma, a diploma with merit, or a diploma with distinction will be based on the views of the teachers who have been working with the child and those who are leading clubs.

The diploma system will be used to inform reports to parents and will be awarded at the end of each year.

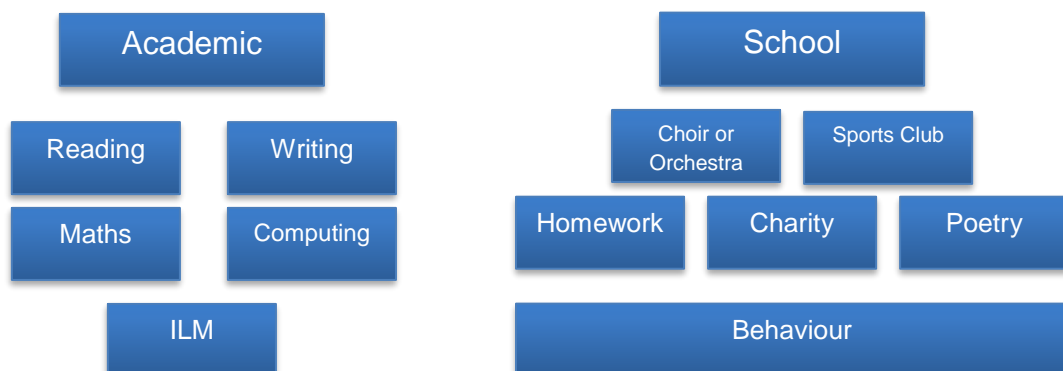
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A mastery approach to the curriculum

In order to meet our educational objectives and high levels of aspiration we will adopt a mastery approach to teaching. This is based on the new national curriculum, which has looked at the most successful education systems around the world. We want the children at Abelle Primary Free School to reach levels that will match the best schools any where in the world. In order to do this, we will base our teaching on the following mastery concepts:-

- Teachers reinforce an expectation that all pupils are capable of achieving high standards;
- The large majority of pupils will progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention;
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources;
- Practice and consolidation play a central role;
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

The intention of these approaches is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – ‘mastery’ – in all areas. This will link to the Abelle Diploma and to our strategies for additional intervention will be linked to the extended curriculum. Teaching Assistants play a key role in this approach. They will be trained so that they can support children with the mastery of skills within the curriculum and provide appropriate in class intervention for any child who is falling behind or who is not working at the depth to which they are capable.



Literacy

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The development of literacy skills plays a central part in the curriculum at Abelle Primary Free School. There will be three key parts consisting of reading, writing and speaking and listening. We will follow the national curriculum for literacy, providing single subject lessons and the opportunity to apply knowledge in the wider curriculum context.

Speaking and Listening

Spoken language will play a particularly important part. Many children will come with English as an additional language and we plan to offer early language catch-up to support their progress in this area. We will create a school environment that is engaged in high quality discussions and a range of strategies to develop high quality speaking and listening such as through the use of poetry, story telling and recital.

Reception classes will have the development of early speaking and listening skills as a key aim. High quality class teaching will focus on using key early language, developing confidence in children's understanding. Curriculum activities such as "a visit to the park" will provide cultural development and a background of experiences that will lead to discussions and class activities back in school. We will use highly trained assistants to provide additional early intervention in small groups, so that children can access the wider curriculum as soon as possible. High engagement with the parent community will invite parental volunteers to work with children on a range of activities using English as the primary medium but providing core support in the home language.

Story telling is an aspect of the curriculum that has been developed in consultation with the local community. This approach will vary between Key Stage 1 and 2 becoming more sophisticated as the children get older. The telling of myths and legends to groups of people is a valued cultural skill and will form part of the Key Stage 2 curriculum. We will provide extensive opportunities for children to learn stories from around the world. This will include well-known traditional European Fairy Stories, traditional African tales and myths and legends from other parts of the world. Children will be encouraged to learn some stories by heart and will practice telling them to groups of other children, classes and in assembly. This will form part of our strategy to help develop story writing skills, improve confidence, develop speaking and listening skills and ensure that children have a depth of knowledge and experience which they can use to support the application of their literacy skills. A key component of outstanding teaching and learning is that it is purposeful and relevant to the child. In order to maximise progress children need to be engaged and enthused during class activities and by adapting the curriculum to make it more relevant, children will respond more positively. Links with home life will be strengthened as families can engage with the school curriculum and support homework activities.

We will use poetry recital too to develop literacy skills. Key Stage 1 children will learn

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and recite simple poems and nursery rhymes. At Key Stage 2 we will introduce longer and more complicated poems such as "The Highwayman" by Alfred Noyes. They will be taught how to use their voice to engage the audience. They will learn to love the spoken word and enjoy the pleasure they can bring to others. We plan to bring in an extensive range of authors to support this programme. In addition, we will have regular reading time whereby parents will come in to hear the children read, at the start of the school day. We will also actively encourage parents to come in and read to the class or during our assembly. There will be special opportunities for fathers to come and do this. We want to help dads feel valued and welcomed and we want them to develop the confidence to read with their children regularly.

Phonics

The development of phonic skills will form an important part of the curriculum in foundation stage and Key Stage 1. We have set the following targets: -

- Foundation Stage Good Level of Development – 85%
- Phonics check in Year 1 – 90%
- Phonics re-check in Year 2 – 100%

These targets are set well above national averages, but are essential to our philosophy of providing high quality early intervention so that all children can reach the expected level and over half reach the higher levels. We will be using a systematic and synthetic approach to the teaching of phonics. This is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words. Our favoured programme is Read, Write Inc. We will ensure that Teachers and Teaching Assistants have received high quality training. We will expect first quality teaching within the classroom to be of the highest order. Our phonics lessons will have: -

- A clear structure
- Appropriate differentiation by level
- Fast pace
- High levels of repetition
- Clear and accurate modelling by the teacher
- Effective support by teaching assistants
- A range of fun activities that enthuse children
- Additional early intervention where necessary

Reading

The delivery of the reading and writing curriculum will be managed by an English co-ordinator. They will be supported by a Head of K.S. 1, K.S. 2 and foundation stage leader when appointed. The development of reading for love, combined with high

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quality interpretation and analysis skills will form a daily activity in the school curriculum. Each day will start with the opportunity to read with parents or silently. An excellent library with a range of books will mean children are reading at a suitable level. The focus on poetry and story telling will support the engagement of pupils with reading. Children will be expected to read at home every day and this will be recorded in the home-school communication diary. We will ensure that children are taught reading on a daily basis. This will focus on understanding texts and applying that knowledge to a range of situations. We will combine the use of fiction and non-fiction texts, with poetry books and I.C.T. sources. Children will have access to tablets and i-readers. Each classroom will have a reading corner and there will be an excellent library with a wide range of books for the children to choose from.

A key approach will be to enthuse and engage pupils with a combination of traditional books and new tablets and i-readers. We will provide signposting to free book downloads and run competitions to encourage pupils to read every day. We will also engage in the broader national reading engagement programme, which is run in the local library during the summer. There will be time in class to use modern technology to support reading and we will use a mix of real books and i-readers for guided reading sessions. We aim to nurture a love of reading in every child and that means a variety of approaches will need to be adopted to ensure different learning styles and preferences are supported. In Key Stage 1, we will use tablets with interactive storybooks to create excitement and enthusiasm and help the young reader engage with the characters.

Parent volunteers will be encouraged to partner with the school at all levels. In foundation stage, this will be focused on reading to and with children, engaging them in discussion and encouraging an early love of reading. In K.S.1, this will move on to more formal reading development, through practice and support. We will provide parent volunteers with training and a brochure on "How to help your child read". This will include developing knowledge about how to support our phonics programme and ensuring effective questioning about the text. Parental engagement is a key strategy of Abelle Primary Free School and by involving parents we can support learning in school, improve behaviour, strengthen support for homework activities and create a positive impact on the community as a whole by improving attitudes towards school. We will put in place termly training programmes to support the quality of input in this area. These programmes will include, the teaching of reading, understanding the maths curriculum, supporting phonic development, and general strategies taken from the higher-level Teaching Assistant (HLTA) Training Criteria.

Our approach to reading is different to many schools because we will continue to engage with parents in the Key Stage 2 curriculum. The key challenge is that parents think that once their child has learned the basics of reading, they do not need support and encouragement, but experience of leading a successful school in Barking and

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Dagenham is that this level of engagement needs to be maintained in Key Stage 2. From our research and experience, many children do not read regularly once they stop reading to parents. To address this, we will set up systems to reward reading in Key Stage 2 and encourage parents to continue reading with their children but in a more sophisticated way. This would be through discussion about topics, joint reading and reading books of shared interest between the child and adult. We will provide adults with support in this role through parent workshops and language development for those that request it. In many schools parents stop coming into school when their children reach the age of seven, but our vision is for a partnership that lasts the whole of the primary age. We will encourage parents of K.S. 2 children to come into class and support our development of reading through, one to one reading, the development of text discussion groups, guided reading sessions and support for our story telling programme. Parents will also be encouraged to help with the memorising of poems and even join in themselves. They will be invited to show and tell times in class and to class assemblies. We have a vision for engaging fathers in school life and one aspect of this is to encourage dads to come into school and read with their children. We will provide a welcoming environment and create an atmosphere where fathers feel comfortable.

Writing

We will support the development of excellent writing skills through a wide range of activities. A key aspect of our curriculum is the development of respect for elders and we plan to use writing in a creative way to support this progress. We will develop partnerships with nearby retirement homes and encourage curriculum activities that support our aims. One such activity will be meeting with a member of a retirement home, spending time listening and talking to them and then offer to write a story for the older person. In order to do this, they will need to take time talking and getting to know the ideas of the retired person in order to write a story that is relevant and of interest to them. For example, it maybe that the older person was a child during World War 2 and after listening to the persons experiences, the student might write a story based on these lines.

Writing activities will be an integral part of the daily literacy curriculum and pupils will be given opportunities to write across the curriculum. High levels of presentation, spelling, grammar and punctuation will be expected. We will have weekly spelling tests and the words will be linked to ability and the kind of writing the children will be doing. We will expect children to correct their work and repeat spellings if they have made mistakes.

Writing lessons will be characterised by stimulus, that enthuse and engage children. Drama and role-play will be used to strengthen speaking and listening skills, support rapid progress of language, acquisition for EAL children and deepen the understanding of characters in stories. Children will role-play different aspects of their literacy before they write. For example, before writing a newspaper report, children will practice being

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newsreaders whilst other children offer support and advice. In story writing, children will role-play characters so that they can develop their level of empathy and understand more complex narrative styles such as the use of colloquialisms.

Mathematics

The maths programme will be delivered by the maths subject leader and by the foundation stage leader in the early years. He/she will be supported by Key Stage leaders to deliver outstanding programmes of study. We believe that developing mathematical ability is central to the achievement of children who attend Abelle Primary Free School. We will teach the full national curriculum and will follow the strategy of encouraging fluency, reasoning and problem solving. We will ensure that teachers have a good understanding of the foundation of a mastery curriculum and that lessons will be planned accordingly. We will have the following key aims:-

- No child gets left behind;
- More able children are challenged to work at depth;
- Intervention – within and outside of lessons will be available and is likely to be focused on ensuring pupils are helped to keep up by revisiting concepts or essential prior learning, plugging gaps, or providing additional consolidation.

Within our team, we have a strong understanding of the mastery in maths curriculum. This includes our School Improvement Partner, our Educational Advisor for K.S 2 and our Educational Advisor for foundation stage. All of whom, have previous experience of implementing the programme in schools. In addition our K.S 2 lead works as part of a school which has been accredited as a maths hub Individual lessons will be structured along the Singapore style with content following a prescribed order:-

Towards Mastery

- Explore
- Structure
- Journal
- Reflect
- Practice

This is an approach that has been introduced to the national curriculum and is recommended by the National centre for Excellence in the Teaching of Maths. All staff will be trained to a high level in the delivery of this approach. In addition this is a strategy that links effectively with assessment and is recommended in the DFE document “Beyond Levels, alternative assessment approaches developed by Teaching Schools, Sept 2014”.

We will set challenging achievement targets in maths:-

100% of children will achieve age-related expectations;

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At least 50% will be working at depth (the higher levels);
There will be no gap between disadvantaged pupils and others.

Science

Science plays a crucial part in our vision to give children the opportunity to succeed in life. We want every child to leave Abelle Primary Free School with excellent scientific skills, loving science and having developed the attributes of a “scientist”.

We will follow the national curriculum and ensure that scientific knowledge is applied through an investigative approach. Science will combine theory and practice and will link closely with our outdoor curriculum (see later). We will also make science lessons challenging. We want children to experience the difficulty of science instead of being spoon-fed answers. Children will be challenged to persevere and approach experiments in a variety of ways so that they develop resilience in dealing with challenges. This approach will use open-ended science investigations that are based more on real life science where the outcome is not pre-determined. One example would be in Year 4. Children would be given a variety of substances such as stones, salt, sugar, iron filings and sand all mixed up and asked to develop ways to separate the mixture. A range of scientific equipment would be available. There would be a range of ways to solve the problem with different levels of success. There is one “elegant” solution which would form the end part of the programme of activities. Resilience is developed by encouraging children not to give up if the answer does not show itself quickly. We will support children in developing problem solving approaches so that they can be confident in trying to solve the same problem in a variety of ways. We plan to use the outdoor environment to enhance the learning of science by arranging regular trips to museums, inviting science speakers into school, developing an excellent range of science clubs after school and using the school grounds to their full extent. Outdoor learning activities such as pond dipping, creating shelters, learning about different flora and fauna and understanding ecosystems are valuable experiences for inner city children. We will put time aside for all classes to undertake activities such as these.

Computing

We will adopt the new national curriculum. Our aim is to equip children with the skills, knowledge and understanding of computing that they will need for the rest of their lives. The children will have opportunities to learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content. In particular we want to take the core national curriculum and extend so that our pupils are working at the highest level. Having greater curriculum

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time allows pupils to learn deeply about aspects such as debugging programmes. It allows children to spend longer developing control software such as that produced by Lego. Activities will include controlling the systems in a house. A basic Lego house will have lights, motors, a lift and automatic curtains, which can be programmed to come on and off when determined. Children will use a range of sensors and input/output mechanisms. The key difference within our curriculum is that children will have extended periods of time so that they can really master the concepts behind the curriculum. A second key skill we want to promote through high quality teaching and extended curriculum time is the designing and writing of computer programmes. We want to extend over and above the national curriculum requirements so that children gain a love for this activity and practise writing programmes in a wide variety of contexts such as online programmes, phone apps, tablet apps and laptop/P.C programmes. Being so close to London, we want to use the "City" as an inspiration for what can be achieved. We will invite a range of speakers to support the curriculum and help children understand the central role that computing has in many job roles, as well as in personal life. We do not plan to have an I.C.T. suite but to use mobile technology linked to a cloud based data system. This will enable us to be cost-effective and help smooth the transition between work at school and at home.

R.E.

We will not be a faith school and so we plan to use the national curriculum guidance for our delivery of knowledge and understanding of the range of religions evident in Britain. We will recognise the Christian heritage of Britain as a nation whilst recognising that all religions have equal worth in our society. We will invite leaders of a range of faiths to lead our assembly time. In class, we will teach children to understand the major religions and the important part they play in many people's lives. We will help children understand that individuals have a choice about whether they follow a faith or have no faith at all. We will ensure we value religious diversity and that all children and parents value and respect each other. R.E. will be taught as part of our integrated learning modules.

Integrated Learning Modules

The integrated learning modules will consist of aspects of the curriculum related to:-

- History
- Geography
- Art
- Design Technology
- Modern Foreign Languages
- R.E.
- Science

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We will use the freedoms of academy status so that we can moderate our curriculum to emphasise the application of core skills to high quality project work. These modules will be designed to broaden understanding and knowledge of a wide range of subject content, whilst ensuring that young children have the ability to bring different strands of this knowledge into a finished piece of work. We will use age related criteria for each of the subject areas to assess the standard of the work produced. Assessment will then be used to support children who are not working at age related expectations or who could be working at depth in line with our mastery approach to the curriculum and our school ethos. Work will be celebrated through displays around the school and termly open days where parents are invited in to see the quality of work and discuss assessments with teachers. Modules will be developed in consultation with children and parents but an example might be:-

Key Stage 2 - Why are rainforests important?

The integrated learning approach works by giving the children a working theme e.g. "Why are rainforests important" and linking aspects of learning from different subject areas to this theme. This allows children to learn core basic skills in each subject but enables them to apply their knowledge and make connections between different subjects. Geography aspects will help children learn about the rainforest itself including climates, weather and the 4 different layers; about deforestation and its impacts on people and places; about different plant and animal life that can be found in the rainforest and about people that live in rainforests. Children will learn about the basic needs of living things, food, water, air, shelter, suitable temperature, and that plants also need light. This will lead into the reasons for plants & animals living in a particular habitat – satisfying these basic needs for survival. Links will also be made in the literacy unit through 'Stories from Other Cultures' and Work on Fair Trade with specific reference to coffee production. In history, children will study the development of the slave trade and its impact on countries such as Brazil. Design and technology aspects will be included such as producing a jewellery box in line with the carpentry techniques used to work with wood and MFL teaching will include vocabulary that will support conversation in the appropriate area. The key reasons for these integrated learning modules are to ensure a broad and balance curriculum is taught whilst helping children apply the literacy and numeracy they have learnt in distinct lessons. Planning for these modules will include key objectives that will ensure that all children reach high expectations in the core literacy and numeracy skills.

Key Stage 1 – Castles and nights

Teachers will plan activities around the theme of castles and nights with clear learning objectives that are linked to developing core subject knowledge. We have allocated 5 hours a week of curriculum time to these modules, so over a 7 week half term, that would give a total of 35 hours of quality study. In addition, we expect that a significant

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proportion of homework will link into specific activities relating to the module. In this module, children might learn about stories relating to knights and dragons in literacy, leading to activities such as re-telling a story from a different point of you (e.g. the dragon), role playing, thinking about character development and dialogue. In a similar way, there will be aspects of maths that can be interweaved with the theme, such as understanding roman numerals, the time, dates and investigations relating to solving problems and reasoning, such as what would be the quickest route to fly from one place to another, how much space would a dragon need to live (area, number bonds to 20, space and scale) etc. These literacy and maths activities would be in addition to the core teaching taking place. To bring the ILM alive other aspects to do with dragons and castles would be developed such as map work related to geography, castle construction related to history, art and craft might look at designing and weaving tapestries and P.S.H.E and British Citizenship could be developed through looking at the laws of the time and learning the story of the Magna Carta.

In summary, the aim of the ILM is to bring learning alive, support the development of every child, make lessons fun and interesting, ensure a broad and balanced curriculum and crucially to allow children planned opportunities to use their literacy and maths skills in a purposeful way.

Music

Music is an aspect of the curriculum that will make Abelle Primary Free School special. Consultation with our community has shown that this is a highly valued area. Emphasising music in the curriculum will help develop a wide range of skills that are useful in themselves and also help boost learning in the core subjects. These include, increasing memory capacity, boosting team skills, teaching perseverance, improving co-ordination, improving mathematical ability, increasing responsibility, engaging with cultural history, improving concentration, developing self expression, enhancing a feeling of achievement, promoting social skills and aspects of teamwork, learning discipline to the instrument, enhancing respiratory skills and promoting a sense of self worth and happiness. We will be teaching musical skills, developing musical appreciation and looking at music in culture. All children will be expected to learn a musical instrument from Year 1 and will join a choir or orchestra. We will have an infant choir a, year 3/4 choir and a year 5/6 choir. This will be balanced between time within the school and aspects of the extended curriculum. We will have high quality teaching from our class teachers through training and development and we will employ music teachers to support the learning of instruments. Class teachers and parent volunteers will lead the choir programme as we know there is considerable musical talent within the community. There will be an infant orchestra and a junior orchestra. We expect to be taking part in national choral festivals. Our choirs and orchestras will engage with the local community. Children will sing at our local retirement homes, the orchestra will

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play in the shopping centre etc.

We plan to include musical trips as part of our curriculum plan. There are many opportunities in London to experience high quality music and we plan to take advantage of these. Performing regularly at the Royal Albert Hall is one of our ambitions. We will invite orchestras and ensembles to play at our school. Additional time after school will be given to ensuring that all children have the opportunity to use their musical skills in a collaborative way. This will help develop teamwork, a school ethos of “togetherness” and encourage good behaviour. We will liaise with local instrumental teachers to ensure a range of instrumental opportunities are available to the children.

Physical Education

Barking and Dagenham is a community where obesity is an issue. Our aim is to challenge this by creating a curriculum where physical activity takes place every day. We will prioritise physical education lessons so that they are of a high quality and all children are expected to take part. These lessons will be fun but challenging. They will teach children skills and they will get out of breath. Once the budget permits, we anticipate appointing a specialist P.E. teacher to teach across the curriculum. Our physical education curriculum will encourage competitive sport. We will have infant and junior school teams and will engage in inter-school activities. In addition to school matches, we will run an inter-house competition that will run annually. Children will be in 4 houses and will take part in a programme as follows:-

- Half Term 1 – Netball
- Half Term 2 – Football
- Half Term 3 – Cross-country
- Half Term 4 – Basketball
- Half Term 5 – Rounders
- Half Term 6 – Athletics

We will monitor the fitness and participation levels of children. All children will need to take part in extra curricular activities in order to graduate with a yearly Abelle Diploma. Our vision is for children to achieve well in all areas (not just academic). As such we have designed a broad and balanced curriculum supported by a wide range of extra-curricular activities. We believe that a high level of sporting participation can help reduce levels of obesity, raise self-esteem, reduce conflict within the school, encourage high levels of self-belief and help children deal with both success and defeat.

We have set ambitious targets for pupil participation in sports clubs and we will have a full fixture schedule against other schools. This will encourage a high level of performance and help to recognise the skills and abilities of all pupils. We want all

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children to experience sporting competition and so we have planned a schedule of inter-house competitions, which will allow all children to take part.

Modern Foreign Languages

Between 35 and 60% of our children are likely to have English as a second language. We will ensure that excellent provision is given at the start of schooling in the foundation stage so that all children can catch up with their English skills rapidly. The teaching of languages in Key Stage 1 will form part of day to day life in class. Teachers will take opportunities such as register time, preparing for play and aspects of the integrated learning modules to develop the skills of children. In Key Stage 2, expectations will be raised so that pupils become confident at an appropriate level.

We believe that learning a foreign language is an important skill and fits in with our ethos of high academic achievement. Language learning at Abelle Primary Free School will support our children by:-

- Supporting a love of learning;
- Developing self-confidence;
- Enriching and enhancing mental development;
- Improving understanding of English;
- Encouraging positive attitudes to other cultures;
- Broadening children's horizons;
- Helping children in their future career.

We plan to teach the national curriculum programme of study in Key Stage 2.

This will require pupils to:-

- Speak in sentences with appropriate pronunciation;
- Express simple ideas with clarity;
- Write phrases and short sentences from memory;
- Develop an understanding of basic grammar;
- Learn songs and poems in the language studied.

We plan to teach French or Spanish as our language because this will provide us with good access to high quality teaching and link closely with the languages taught at neighbouring secondary schools e.g. Robert Clack. Language lessons will be integrated into Integrated Learning Module activities.

School Trips

It is absolutely vital that we broaden our children's horizons. Many children in Barking and Dagenham do not travel far; we therefore consider an extensive school trip programme to be essential. We plan to include regular school trips as part of the curriculum. Children will go on a formal trip every half term. There are many places of

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interest that can support curriculum learning in London and Essex that are easy to get to. We aim to develop self-confidence and independence by using public transport wherever possible. We will develop a curriculum map of visits that link into activities. They may well focus on aspects of the curriculum linked to History, Geography, Technology, Music and Sports. We will set aside a proportion of our budget for supporting school trips, ensuring equal access for all pupils.

Schools Shows

As music is a central part of our curriculum, there will be regular performances. This will give children a chance to display their talents, develop self-confidence and give children a chance to bring enjoyment to others.

There will be a performance each term for K.S. 1 and K.S. 2:-

- Autumn Term – K.S. 1 – Christmas;
- Autumn Term – K.S. 2 – Choir and orchestra night;
- Spring Term – K.S. 1 – Choir and early instrumental evening;
- Spring Term – K.S. 2 – the annual show e.g. The Sound Of Music;
- Summer Term – K.S. 1 – Grandparents day;
- Summer Term – K.S. 2 – Leavers festival.

(We will hold a grandparents day each year, which celebrates the role that grandparents play in the lives of children. They will be invited in to spend time in class and this will be followed by a performance with a respect and appreciation theme.)

Extra-Curricular Activities

There will be an extensive extra-curricular programme of activities provided. Children will be expected to participate in at least one and will need to attend several if they are to achieve their school engagement aspect of the Abelle diploma at distinction level. We anticipate a club programme including competitive sports teams, choirs, orchestra, chess, drama, dance, art, computing, fun sports and technology.

We will expect staff to run one club a week. In addition, we will invite suitably qualified and DBS checked parents to voluntarily run clubs. All of these activities will be free. These will be supported by a range of paid-for clubs that provide further opportunities. Gifted and talented children with particular skills will receive funding support to attend these clubs. We will ensure we use our pupil premium funding to encourage disadvantaged pupils to take part in a wide range of activities and reach high standards.

Organisation Of Learning

We have decided to follow the Barking and Dagenham published timetable for the year

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2017/2018. We will be starting with 60 Reception children, many of whom will have older siblings attending other schools. We want to ensure that we do not create unnecessary difficulties for the parents of these children. We are also very keen to ensure that during our initial appointment procedures, we can choose from as wide a field as possible. As the school becomes established, we would want to consider the timetable in line with academy freedoms to see if there is a more effective approach to map out the curriculum time in school. The term dates for 2017/2018 have not been published yet.

Behaviour Management

Our behaviour management is based on the following principles:-

1. A positive approach to encouraging good behaviour with a wide range of rewards;
2. Clear rules that are understood by everyone;
3. Bullying of any kind will always be dealt with and treated seriously;
4. High expectations;
5. Respect and kindness;
6. The use of school values to re-enforce positive characteristics;
7. The use of assertive mentoring as strategy for conflict resolution.

We will use the school's golden rule to "be kind" as a key enforcer. We want to develop a school where children feel comfortable, happy, safe and secure. We want everyone to value and respect each other. Encouraging outstanding behaviour will be at the heart of every teacher's job and central to the role of senior leadership.

Barking and Dagenham is a community where typically children have few rules at home and there is often a lack of stability in personal life. Our experience of providing outstanding education in other schools in this community has shown us that children respond well to an ordered school with clear rules that are consistently applied. Our staff structure, which follows a model of class teacher supported by additional adults, will allow for this approach.

We will expect behaviour in class to be immaculate. Children will be expected to work hard, concentrate and show resilience when they are given challenging work. We will have very high expectations of our teachers. We will expect lessons to enthuse and engage all pupils.

Behaviour management - class traffic light supported by the The Restorative Approach

Class Traffic Lights

We will use a standard traffic light system to manage behaviour in the classroom. Children will start the day on green. Any minor behaviour will mean that they are moved

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onto amber. We will have high expectations during class so actions such as talking out of turn, silliness or lack of attention may lead to a move to amber. Further misbehaviour may lead to a child being moved onto red. If this happens, they have until the end of the lesson to improve. If they do not improve, the child will have to report to the Deputy Head for appropriate sanctions and the results will be communicated to parents in the home/school diary. Teachers will also be talking to parents at the end of the day and will write letters if need be.

In addition a restorative approach, children are encouraged to learn from their mistakes so that behaviour improves and incidents of unkindness are not repeated. We will use this approach when conflict occurs between children.

The principles we will adopt are: respect, responsibility, reflection, working 'with', giving everyone involved an equal voice, fair and consistent process, honesty, inclusion, empowerment and a clear bottom line.

Those affected are invited to share:-

1. What has happened;
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected;
3. What needs to happen to put things right or to make things better in the future.

There will be a clear behaviour policy that is understood by every child. This will provide everyone with a clear code of conduct linking misbehaviour to the actions that are taken. This will be communicated to parents each year so that there is a clear understanding of what type of behaviour is expected and what will happen if a child misbehaves. Each year, at the beginning of school in September, each class will use the behaviour policy and the code of conduct to develop their own set of class rules. These will be displayed in every class. Our behaviour policy and code of conduct will include a respect agenda. This is because we believe that respect for adults and others in positions of authority is an important attribute to develop. As part of our behaviour policy, we will produce a home-school agreement that summarises our position. We will expect children, parents and staff to sign this document. Bullying will be taken seriously on every single occasion.

Classroom Organisation

Our school plan is for a two-form entry class per year group. Our school curriculum and teaching plan will be built along a "mastery" ethos. This means that programmes of study are extended to provide opportunities for all children to achieve and for the more able to study at depth. The national curriculum states "A large majority of pupils will work within the age related expectations" and so we do not plan to set class but

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support progress by appropriate differentiation within the class. This will vary from lesson to lesson. By using this approach, we will ensure that no child gets left behind. The mastery curriculum provides time for additional support in class and for intervention support to be truly effective. Our aim is for 100% of children to reach an academic level that means they will succeed at secondary school. We will adopt this approach for all subjects using the national curriculum and age related expectations as a guide. We plan to have a pedagogy that includes significant amounts of whole class teaching supported by individualised learning of key concepts.

Outstanding Teaching

Our school will be built on outstanding principles in every year group. There will be key expectations for teachers. We will develop our teaching and learning policy during pre-opening phase but are we committed to the following principals adapted from the national criteria used by Ofsted.

Our Key expectation for teachers

Every teacher will:-

- Have excellent subject knowledge;
- Use questioning in class effectively;
- Identify pupils' common misconceptions and act to ensure they are corrected;
- Plan lessons very effectively so good use is made of time;
- Manage pupils' behaviour highly effectively with clear rules that are consistently enforced;
- Provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely;
- Identify and support any pupil who is falling behind and enable almost all to catch up;
- Check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support;
- Provide pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills;
- Set challenging homework that consolidates learning, deepens understanding and prepares pupils very well for work to come.

Teaching Assistant Strategy

Teaching Assistants will form an important part of our workforce and play a key role in our drive for outstanding achievement. We will use the following best practice guidance from day one:-

- Teaching Assistants should not be used as substitute teachers for low-attaining pupils;
- Use Teaching Assistants to add value to what teachers do, not replace them;
- Use Teaching Assistants to help pupils develop independent study skills and

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manage their own learning;

- Ensure Teaching Assistants are fully prepared for their role in the classroom with continuous liaison with teachers;
- Use Teaching Assistants to deliver high-quality one-to-one and small group support using structured interventions;
- It is important that what students learn from Teaching Assistants complements what they are being taught in the classroom.

Our key strategy is for high quality teaching in the classroom. This means that excellent practice is required of teacher and teaching assistant. The partnership between the two will be key and supported through professional development, senior leadership observations and mentoring.

Pastoral System

Ensuring children are happy and enjoying school is a key aim. We want every child to feel valued and cared for and we will put in place structures to ensure that every child can achieve their best.

We will use a standard house system that is used in many primary schools. There will be four houses and each child will be placed in a house. The names of the houses will be chosen to be relevant to the children and the local community.

We will use our house system to develop a sense of belonging and support. Every child will be in mixed aged houses. These will have regular meetings and engage in a wide range of activities together. Older children in a house will have responsibility for ensuring that younger children are looked after. Year 6 children will wear house badges, which will signpost to younger children in the playground who will help and support them. We will expect all older children to be willing to give up time to ensure that younger children in their house are happy and that any minor problems are being dealt with. Houses will be used for inter-house competitions such as football, netball, sports day, music, poetry recital, chess and Abelle Primary Free School 'Has Talent' programme.

Class teachers will be the main focus for ensuring children are well cared for. Teachers play an enormous role in the life of children and they are crucial in the success of children from our community of Barking and Dagenham. They are the first point of contact between parents and school and are the person that every child should be able to go to.

We will ensure that all teachers understand that they have a responsibility to care for the emotional well being of children in their class as well as the academic progress. There will be regular time in class to discuss issues. We will use a range of strategies to enable children to be heard. These will include circle time, class council, school

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council and assembly time. Every classroom will have a confidential “worry box” in which children can place concerns. Senior teachers, including the Principal, will all be expected to make pastoral care a central part of their role.

Disadvantaged Children

The achievement of disadvantaged pupils is central to the outstanding nature of our school. We expect every child to achieve highly and we will not allow any gap in performance between disadvantaged pupils and others. The Abelle Diploma will play a central part in this strategy alongside quality first teaching, the curriculum plan, the role of T.A.s, the extended curriculum and the intervention programme strategy. The most important aspect of our vision is that we will expect disadvantaged pupils to achieve highly. There will be no labelling or excuses. Our first quality teaching, as described above, will ensure that the curriculum is exciting and enthuses children of all ability levels and backgrounds. Our teachers will plan activities so that all pupils make progress. The mastery curriculum will be delivered in full so that all pupils make at least expected progress. Any child identified as not understanding the concept in a given lesson will be given additional support. Initially this will be in lesson time. We have planned our curriculum so there is time to re-visit topics during the learning sequence.

The Abelle Diploma will be used alongside our achievement tracking system so that the progress of every child is monitored. We will expect every child to make expected progress from their given starting point as a minimum requirement. In addition to this, we will adopt strategies to ensure that any child who is behind is given rapid support so that they catch up quickly. This may well apply to more disadvantaged children than others. It will end up with all children, whether disadvantaged or not, achieving the expected level by the end of Year 6. Whilst this objective is being met, there will be a key challenge in ensuring that the proportion of disadvantaged children reaching the highest levels matches the proportion of other children. In order to achieve this, we will use similar strategies, however, a key way to ensure equality will be to provide greater resources to disadvantaged children so that they can progress above the nationally expected level. We plan to use strategies that have been evaluated as successful by the Sutton Family Trust and by the DFE in their report “supporting the attainment of disadvantaged pupils: articulating success and good practice”. This will include additional support both within and outside the classroom, the use of learning mentors, peer feedback and family support workers. We will do this by identifying children with potential and providing extra support through additional T.A. time, focused teaching from the class teacher, appropriate differentiation, additional support through more able intervention programmes and invitation to our before school and after school support programme. This will ensure that a high proportion of disadvantaged children go on to reach the highest levels, in line with or exceeding the proportion of “other’ pupils

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nationally who reach the highest levels. We will ensure that strong partnerships are developed with the families of disadvantaged children. Our family support worker will focus on providing support to any children who have issues at home that are slowing their rate of progress.

Special Educational Needs

The Abelle Primary Free School will ensure high quality provision for all SEND children who attend the school. Our vision is to be fully inclusive to the children of the local community and we will actively welcome children who have Special Educational Needs. We will follow the new Code of Practice. Our SENCo will be fully qualified. In particular, our SENCo will lead practice that:-

- Has high aspirations and expectations for children and young people with SEN;
- Ensures equality and inclusion through individual support plans;
- Ensures highly effective transition;
- Involves appropriate specialists at all times;
- Uses Education, Health and Care plans wherever necessary;
- Involves parents and pupils in planning and reviewing progress;
- Has effective use of data and keeps accurate records.

Our number one priority will be to meet all statutory obligations relating to SEND and comply with the SEN and DDA. We will aim to go much further than this and be a centre for best practice in the support of all children. Priority will be given to children with an Education Health and Care Plan who name our school on their application form. Our approach to outstanding achievement for SEND children will be based on high expectations, setting challenging targets for progress, working closely with parents and ensuring high quality teaching from class teachers, the Special Needs Teacher and additional support adults.

Every SEND child will have an individual support programme. This will identify the key issues that mean the child has a special need. Appropriate provision will be planned and challenging targets set. These will be monitored closely. We will work closely with parents so that communication and partnership is at the heart of what we do. We will provide a range of support strategies that include social and emotional support, learning support and behavioural. We will ensure that support strategies balance the need for high impact on the core skills of reading, writing, maths and computing whilst ensuring sensitivity in managing the special need.

The curriculum design at Abelle Primary Free School will support the progress of SEND children because:-

- It is fun and engaging;
- It works on a mastery ethos so that additional support is given to keep up on a daily basis;

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- Programmes of study are extended so there is more time to repeat activities in class;
- There is a strong focus on high quality teaching of reading, writing and maths;
- There are opportunities for additional support within class;
- Systems are in place to provide rapid intervention where necessary;
- There will be opportunities to engage in the extra-curricular programme;
- There is a strong focus on speaking and listening.

The Abelle Diploma will be adapted and tailored for SEND children so that they have an equal opportunity to succeed. Wherever possible, we will provide additional support so that SEND children reach the expected level or work at depth depending upon the nature of their Special Need. We will not lower our expectations. On occasion, we will link the Abelle Diploma to adjusted targets, for example, where a child is not able to access the national curriculum. We expect most support for SEND children to occur within the classroom. Teachers will be expected to plan lessons appropriately and deploy additional adults. This may mean a T.A. working with the most able group whilst the teacher provides support for others. On other occasions, the teacher may work with a high ability group and deploy a T.A. to support a SEND child. There will be no pre-conceived approaches because the actions taken will depend on the given situation.

The Role Of The Senco

We have included in our staff plan and budget a qualified SEND teacher. His/Her role will be as follows:-

- Work strategically with senior colleagues and governors;
- Lead, develop and, where necessary, challenge senior leaders, colleagues and governors;
- Critically evaluate evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice;
- Draw on external sources of support and expertise;
- Develop, implement, monitor and evaluate systems.

The SENCo will have a key role in supporting the achievement of pupils with a special educational need or disability. We will expect the large majority of pupils with special needs to be working within the main school curriculum and our approach to mastery will ensure that these children get additional support where required so that they can reach age related expectations. The SENCo will be responsible for supporting class teachers to identify and plan individual education programmes where required. In addition the SENCo will organise additional support through teaching assistant deployment and by liaising with external support systems such as Educational Psychology or Speech and Language Support.

The SENCo will also manage the family support provision within the school. She/he will provide guidance to the family support team so that they can create an environment

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where every child can achieve. For those children who are not able to access the national curriculum the SENCo will be responsible for ensuring that these children have challenging targets that are measurable. The SENCo will lead meetings between the school and parents when planning the curriculum and targets for these pupils. We will engage fully with the strategy adopted by Barking and Dagenham Local Authority.

Looked After Children

The progress of looked after children as a key concern nationally and we will make the progress of any looked after child a top priority. We will have a policy of positive intervention, which means that any child who is looked after will receive additional support to ensure that they are working at depth and will go onto secondary school as highly able. We will expect every looked after child to achieve level 5 or higher (or 130/160 in the new system). We will achieve this by ensuring that teachers have high expectations and that additional support is provided over and above what is provided to other children. We will ensure family support is of the highest quality and careers guidance sets high expectations of what can be achieved. A key issue for looked after children is progress when they have to change schools several times. We will put in place early intervention strategies so that any looked after child starting school accesses our aspirational target system within a week of arriving.

There will be a senior teacher who is responsible for every child in school who is "looked after". This teacher will act as a champion for the child ensuring that they get the very best support from every aspect of our school life. They will be responsible for helping the looked after child reach the highest levels possible. We recognise the overwhelming evidence that points to under-achievement in this group of children and our aim will be for every single looked after child to be working at above age-related expectations by the time they leave Year 6. We will use the Senior Leader mentor programme, combined with our Abelle Diploma strategy, to provide a route map for success.

More Able Children

We have set a target that 50% of our children will be working at depth by the end of Year 6. Each Key Stage leader will be held accountable for progress within their department. This means that they will be working at above age-related expectations. Initially, we will meet the needs of more able children through high quality teaching. Lessons will be planned to provide appropriate challenge and stretch to every child. More able children will be asked to apply their knowledge in a wide range of situations, solving difficult problems and drawing together their work in high quality projects. The achievement and potential of all children will be monitored as a matter of on-going assessment by the class teacher, with formative assessments being made every half term. Children assessed as more able will be set the target to be working at depth by

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the end of the year. We anticipate this to be challenging for all more able pupils because we will have high expectations of what this means.

At each half termly assessment point, the results of class assessments will be used as part of a "Pupil Progress" meeting. During this meeting, the progress of more able pupils will be discussed and new targets set for the next half term. In addition to the high expectations of what can be expected in class, we will also run a more able extra-curricular programme. This will provide additional support in the core subjects of reading, writing, maths and computing. More able children will be provided with additional high quality support and challenge in their area of expertise. In addition to extra support, we will develop the independent learning skills of more able children so that they can make progress by themselves. This will include providing online access to developmental resources supporting learning in literacy and numeracy. We also believe that more able children have a role to play in supporting other children in class. By thinking through how they will explain task and concepts, they must clarify their thought processes and this strengthens their knowledge. Extension activities will be given to more able children so that they get the opportunity to work on areas of interest.

We will encourage close links with Russell Group Universities because we want our more able children to believe they are good enough to go anywhere. We will take groups of children on visits to these Universities and invite talks from students and lecturers. We will ensure we work closely with the parents of more able children so that they feel a partner in their child's learning. We will develop links with local secondary schools so that children can improve their knowledge of using Science labs, secondary technology equipment and take part in literacy and numeracy days. We will enter our children into local and national competitions such as maths challenges, spelling bees and drama competitions. We will provide opportunities for more able children in the broader curriculum such as for sports, music and languages. Our extensive programme of extra-curricular activities, with our focus on providing opportunities for competitive interaction, will provide a good base for more able children to stretch themselves.

EAL

We expect to have a significant proportion of children who have English as an additional language. Forecasts show that this may be as high as 51%. EAL children have equal potential for high academic standards with other children but they require support early on in their school life so that they can rapidly acquire the language skills required to engage fully with the curriculum. Our primary strategies for ensuring outstanding achievement will be that of early intervention, high quality teaching in the foundation stage, access to intervention programmes and excellent teaching of phonics. Our Abelle Diploma will be a primary focus for ensuring that EAL children rapidly reach age-related expectations and a significant proportion reach higher levels. The quality of our curriculum, with its focus on the development of excellent literacy

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skills, will support EAL children well. Good partnerships will be formed with families to ensure that regular reading in English takes place at home. We will also provide support for parents who do not speak English through a programme of home-school training sessions.

Teaching Assistants will be used to provide additional support in class though we will set targets for rapid improvement. A range of appropriate resources will be purchased such as books, computer software and displays. These will be used to help children integrated quickly and feel comfortable in the learning that is taking place. Abelle Primary Free School wants to be one of the highest achieving schools in the country. Our school improvement partner has led two outstanding primary schools, both of which have been ranked in the top 500 schools in the country. In order to do this we have high expectations, outstanding teachers and inspirational leadership. We will use the Abelle Diploma to drive our ambitions. As this application is being written we have not heard final confirmation of the success criteria that will be used to judge primary schools in the May 2018 SATs. Nevertheless we have a clear idea of what we want to achieve.

Transition

The transition of pupils into reception class, Key Stage 1, Key Stage 2 and secondary school is key to meeting the aspirational educational objectives we have set. In order to ensure smooth transition into reception class we will arrange visits to nursery or pre-school and family visits to the home. This will provide a range of information about the child, including educational progress, personal development and individual needs. This information will be used to plan a learning programme for each child, which will be managed through a "Learning Journal". This will set key targets for progress and will be a link between the home and school throughout the first year. Parents and teachers will communicate well and achievements at home will be recorded so that teachers can use this planning in their classroom. In addition to the range of visits described the school will arrange two welcome days to school in the summer term. This will give the children a chance to visit school and spend time in class before the summer term. It will ease their worries and also provide the school with a chance to set expectation levels early on. We will provide parents with a pack of suggested learning activities for the summer holidays.

The transition to K.S. 1 will be managed through teacher transfer processes. Each child will have a system of assessments on each area of the curriculum. This combined with the GLD measurement will feed into a learning plan for the next year. Records will be passed on and the school assessment system "Target tracker" has a smooth transition between reception and year 1 so that progress can be monitored without break. There will be a transfer day in the summer term where children get to know their new teacher.

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The transfer to K.S. 2 will also involve teachers passing on their records to the next teacher. This will include the results of K.S. 1 tests. As well as providing grades these tests will undergo a question level analysis that will inform the subsequent learning on an individual basis in year 3. Target tracker will track their progress into K.S. 2. We expect that older children and younger will mix regularly. There will often be joint learning activities. Such as older children reading to younger ones, joint technology days, and there will be House projects days where children will work in mixed age groups. All of this will smooth the transition into K.S. 2 so that it should feel very natural to the children.

The transition into secondary school is key and we will develop close partnerships with the secondary schools. Year 6 children may well visit the secondary schools and we will develop teaching partnerships whereby groups of year 6 pupils have extension English and maths lessons at the secondary school. They may well use the science laboratories and technology facilities too. We will invite the secondary school staff to visit and observe the primary school in staff. We will maintain meticulous pupil progress records and make these available to the senior school.

The Needs Of All Pupils

Our school structure is designed to support the needs of all pupils. We have equally high expectations for every child and our approach of “no child gets left behind” will ensure that different groups of pupils such as disadvantaged, boys, girls, different ethnicity and EAL all do well. The use of the Abelle Diploma with regular on-going assessments and half termly check points means that early intervention to provide rapid support can take place. We will provide additional support in class lessons by the teacher, through T.A support, additional interventions in the afternoon, using the extended curriculum with Diploma “catch up” classes, close links with parents and effectively targeted homework.

An Extended Day For All

One of the key concepts to our school application is the implementation of a “wrap-around’ school day from 7.30a.m. until 6.00p.m. This will not be compulsory but will be available for all parents by choice and will apply for all days in the week. Parents will be asked to pay for this but consideration will be given on an individual basis to any families with special circumstances. This has developed from the vision of our sponsor who runs several before and after-school clubs and is linked to our educational objective to ensure all children achieve at the level of our aspirational targets.

The extended day will allow us to dedicate more time to the teaching of core subjects, increase the range of opportunities available to children and support the lifestyle of families in our catchment as reported in the consultation we carried out.

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Our educational strategy is based around rapid early intervention, ensuring no child gets left behind and that a high proportion work at depth. In order to meet these ambitions, we need to have a flexible approach to supporting the progress of all children. When a child starts school working at below expected levels or begins to fall behind we will use our accurate assessment systems to provide a rapid support plan. Part of this will be to provide additional support outside of curriculum time. This may be before or after school.

Our intervention programme will run alongside the enrichment programme. We expect almost every child to achieve the Abelle Diploma. There are times when even with good teaching, not all children make the progress we would hope for in class. Our first concern will be to ensure outstanding teaching on a day-to-day basis promotes good or better progress. There will undoubtedly be some children at risk of not achieving the Diploma and these children will be given extra support. They will be able to attend support clubs, which will ensure that by the end of the year they have reached the expected level. We will also be providing support clubs for those children aspiring to achieve a merit and a distinction. This will ensure that we have high expectations for the more able in addition to other groups of pupils.

Our community needs schools to provide care from morning until evening because life in the city requires long hours at work. A key aspect of social problems in the city stems from the fact that many children are out of the house before and after school wandering around the community with no focus or expectation of what they might be doing. This leads to the development of gangs and other aspects of anti-social behaviour.

Our aim is to provide a school that is fun and stimulating, that parents want to send their children to and that children want to be at. We aim to provide the extended curriculum as part of the basic offer to parents. We have modelled this provision within the standard budget funding arrangements that are present today. Wrap-around care is good for parents and it is good for children. We aim to use the extended day to provide additional interventions to support those children working below age-related expectations, to provide opportunities for depth and enrichment so that the most able are stretched and to provide an extended curriculum that will match any in the country.

Walking around our school at 5 o' clock you will see groups engaged in netball practice, the choir rehearsing, individuals practising their instruments, chess club and story telling practice. Each evening will be different but every activity will be focussed on helping our children grow into confident, able children who are ready for the next stage in their education. Furthermore, we hope that by providing these opportunities, we will be developing children with leadership skills for the future, skills that they will use in the community of East London to bring about racial harmony and the support for British values, and leadership on a wider scale as business, political or academic leaders that will make our nation proud.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Parental Engagement

Our vision for an outstanding school values the role that parents play in all Key Stages. Our consultation shows that parents want to be involved more fully in their education and we plan to develop this by providing opportunities to support learning at all ages. In foundation stage class we would welcome parents to help with reading, phonics, art, outdoor play, displays and the wider curriculum. We will provide training for those parents that want to develop their skills. In Key Stage 1 we would maintain this involvement in classroom activities, and develop it further by providing additional support for children through focused literacy and numeracy groups. This would be in addition to the classroom Teaching Assistant and would be supervised by the class teacher and the support staff. In particular we would value the input of fathers and we will make a significant effort to invite fathers to support learning wherever possible. In Key Stage 2 where traditionally parental involvement drops off we will continue to invite parents in to support learning with respect to literacy and numeracy activities, technology activities such as construction, sports activities and other areas of curriculum life dependant upon the parents interests.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

We have set the following targets, which cover the academic and wider side of school life. We have benchmarked performance against what we consider to be outstanding outcomes. The Ofsted framework uses the phrase “high, in comparison to the national average”. The phrase “high” does not have a quantitative definition but is applied through the professional interpretation of inspectors. We have based these targets on our understanding of how outstanding might be interpreted. Despite these targets being high they have been achieved by our Education Lead whilst working as a headteacher in a Barking and Dagenham school over a consistent period of time. We have no reason to doubt that we will achieve these outstanding outcomes again.

D2 – measuring pupil performance effectively and setting challenging targets

Key Stage 2			
Target	Abelle	National	B and D (2014)
% achieving expected level in reading. (L4+)	98%	89%	86%
% achieving expected level in writing. (L4+)	98%	87%	86%
% achieving expected level in maths. (L4+)	98%	87%	86%
% achieving Level 4+ combined	98%	78%	81%
% achieving expected level in reading. (L5+)	70%	48%	46%
% achieving expected level in writing. (L5+)	60%	36%	30%
% achieving expected level in maths. (L5+)	65%	42%	43%
% making expected progress in reading	99%	91%	89%
% making expected progress in writing	99%	94%	93%
% making expected progress in maths	99%	90%	90%
% making better than expected progress in reading	55%	35%	Unknown
% making better than expected progress in writing	52%	33%	Unknown
% making better than expected progress in maths	55%	35%	Unknown

Key Stage 1			
Target	Abelle	National	B and D
L2B+ in reading	88%	81%	82%
L2B+ in writing	94%	88%	70%
L2B+ in maths	89%	80%	80%
L3+ in reading	37%	31%	29%
L3+ in writing	22%	16%	15%
L3+ in maths	38%	24%	25%
L2+ in reading, writing and maths	16.5	15.9APS	Unknown
Phonics Check in Year 1	95%	77%	Unknown

Foundation Stage			
Target	Abelle	National	B and D (2014)

D2 – measuring pupil performance effectively and setting challenging targets

EYFS Good Level Of Development	77%	68%	60%
EYFS Good Level of Development Pupil Premium	70%	45%	
EYFS CL – Exp/Exc in each strand	88%	80%	74%
EYFS PHY - Exp/Exc in each strand	93%	87%	85%
EYFS PSE - Exp/Exc in each strand	91%	84%	80%
EYFS Lit - Exp/Exc in each strand	80%	70%	63%
EYFS Mat - Exp/Exc in each strand	84%	76%	69%

Applicable to all Key Stages

% Achieving Abelle Diploma	98%	Unknown	Unknown
% Achieving Abelle Diploma with Merit	55%		
% Achieving Abelle Diploma with Distinction	30%		
% attending a physical activity club	75%	Unknown	Unknown
% attending a musical activity club	75%	Unknown	Unknown
Attendance	98%	96.1%	96%
Persistent Absence	1%	1.9%	2.6%
% attending at least two sports clubs per work	70%	Unknown	Unknown
% attending at least one sports club per work	95%	Unknown	Unknown
% attending choir	90%	Unknown	Unknown
% achieving grade 1 musical exam	30%	Unknown	Unknown
% achieving grade 2 musical exam	10%	Unknown	Unknown

We will develop partnerships with other local schools to triangulate our judgements. These will be local free schools in East London and similar schools within the local authority. We also plan to develop working relationships with two high performing schools in the locality. At the class level, teachers will receive training on accurately assessing children and will attend relevant courses to ensure judgements are in line with other schools, and national expectations. We will maintain school behaviour logs for each year group which will monitor any poor behaviour that needs intervention from a senior teacher. In addition we will set the target of no 0% permanent exclusions and 0% temporary exclusions. In the four years our education lead was headteacher of

D2 – measuring pupil performance effectively and setting challenging targets

William Ford School in Dagenham, no child was excluded and the number of temporary exclusions could be counted on the fingers of one hand. This is because if high standards of behaviour are expected from the start, children will follow these rules and it is absolutely crucial for an outstanding school that all children are working hard at all times, and so they need to be in school.

Throughout The School

Throughout the school we will use the Abelle Diploma to measure the annual achievement of pupils. We will set targets for each year group and ensure these are met by having high expectations of teaching and intervening where necessary to ensure every child achieves their targets. 98% of children will achieve the academic diploma in every year. This means that every child will make the expected progress from their different starting points. This will be measured by targets set at the beginning of the year and based on their performance in the previous year. In order to achieve outstanding results we will target year on year improvement. Our anticipation is that attainment on entry for many children will be below that which might be expected nationally, particularly in the core areas of early reading, writing and mathematical skills. We will target year on year, better than expected progress for a large number of pupils so that all catch up with age related expectations and many exceed. These figures have been calculated by looking at the proportion of children who are likely to be working at age related expectations by the end of a highly successful foundation stage. We have then set challenging targets for every year group so that the proportions working at age related expectations and the proportions exceeding age related expectations increase every year. This leads on to our high aspirations for K.S 2 S.A.Ts scores.

Age	Reaching age related expectations	Exceeding age related expectations.
Year 1	85%	25%
Year 2	90%	35%
Year 3	92%	40%
Year 4	94%	50%
Year 5	97%	55%
Year 6	100%	55+%

We will appoint a school improvement partner who will carry out a half termly formal check of the schools progress. This will take a full day of class based activities followed by meetings held with the staff and principal after school. The day will look at classroom

D2 – measuring pupil performance effectively and setting challenging targets

teaching, behaviour, attitudes, the impact of leadership and examine the progress of children in each class. The school improvement partner will carry out a range of the following activities in order to gain a true and accurate picture of the school:-

- Lesson observations;
- Work scrutiny;
- Discussions with pupils;
- Discussions with staff;
- Analysis of data;
- Environment walk;
- Meetings with parents.

Some or all of these activities will be carried out with our partner schools as part of a peer evaluation process.

The Principal will be responsible for improving teaching and learning and will provide a principals report each term to the trust board. This will include sections on academic performance, safeguarding, vulnerable groups and the wider life of the school.

Progress against key school improvement targets will be presented for discussion by the board. At the end of each visit the school improvement partner will provide the Board Of Trustees with an interim report. This will report the findings of the visit and will present information on the quality of lessons seen, the results of book scrutiny and findings from discussions with pupils. Other monitoring and support activities that have been undertaken will be presented. These will be tailored to meet the needs of any specific visit. If the school is not performing to expected standards additional support will be offered on a tailored need basis. If additional support does not have the required effect then the Principal will be held to account and a series of targets will be set for rapid improvement.

There will be a standing item on the governing body agenda to discuss these reports. We will ensure that the governing body has a range of skills, which include the ability to understand the educational aspect of these reports and challenge appropriately. In particular progress against the key school improvement priorities and progress towards targets will be monitored closely. Where performance drops below what is expected a set of short-term improvement targets will be put in place. The impact of these will be monitored at the following governing body meeting.

Half termly progress checks

Each half term progress checks will be carried out where every child is assessed on the metrics of reading, writing, maths, computing and ILM's. These assessments will be carried out by teachers but moderated by senior leaders, peer work with other schools and through the school improvement partner monitoring visits. The assessments will be used to provide a snapshot of the progress in each class, year group and across the

D2 – measuring pupil performance effectively and setting challenging targets

school as a whole. Pupil progress meetings will be held between senior staff and every class teacher. These will look at the progress in each class as a whole, the progress of groups and discuss any individuals that are of concern. These meetings will focus on children with a range of abilities so that we focused and on target to meet our overall academic objectives. These meetings will also monitor the behaviour and attitudes of pupils and their commitment to the wider school community and curriculum. At the end of each year, children will take a nationally recognised assessment in reading, writing and maths to provide a national benchmark for their performance and provide information on any additional support strategies required.

Class Formative Assessment

A key part of a mastery curriculum is regular, on-going assessment that takes place as the teacher teaches. This is carried out by observation, discussion and questioning and is supplemented by marking during the day and after school. Teachers will use their knowledge gained during teaching and through teaching to provide high quality support for children so that they can make rapid progress. All ability levels will be challenged to continue improving, and there will be high expectations of what can be achieved. The principal and senior leaders will carry out regular monitoring activities to ensure that the quality of teaching and assessment is of a high quality.

Our on-going daily assessment will use the following strategies:-

- Questioning to assess children's starting point;
- Questioning to measure depth of understanding;
- Use of thinking time;
- Use of talk partners;
- Observations of children working both alone and in groups;
- Discussions with pupils in class;
- Analysis of pupils' books;
- Marking books with children;
- Discussions with pupils about their homework;
- Checking children's understanding of different concepts;
- Review checks during the lesson;
- Peer self-evaluation;
- Independent pupil self-assessment.

Other Self-Evaluation Metrics

We plan to use a range of other information to judge the performance of our school. These are:-

- Attendance;
- Persistent Absence;
- Number of exclusions;
- Analysis of behaviour logs/racist incidents etc;
- The budgetary performance;

D2 – measuring pupil performance effectively and setting challenging targets

- Parental engagement e.g. attendance at parents evenings etc;
- Parental questionnaires;
- Pupil questionnaires and surveys;
- The quality of teaching in each class and across the school;
- Teachers' views of the school.

Performance Management

We expect to have a highly robust system of performance management in place for every member of staff. Targets for performance will be linked to the key school objectives and progress on these will be measured termly through discussions with the line manager. Additional support will be provided for any teacher where the progress of children is not in line with ambitious targets. We will ensure senior staff have excellent mentoring skills so that they can get the best out of every member of staff. Where underperformance is identified, through on-going monitoring which includes lesson observations, analysis of data, discussions with pupils and work scrutinies, improvement plans will be put in place. Monitoring will be carried out by subject leaders each half term and by senior leaders looking at teachers termly on a rolling programme. We will produce an Abelle monitoring and evaluation cycle, which identifies the monthly programme. For example September might include a review of the teaching in Year 3 by SLT and an environment walk by subject leaders at the end of the month to ensure their subject is represented in classroom displays around the school. Our ambition is for every teacher to feel fully valued and supported. We will ensure that the quality of our support is excellent and is targeted at helping the teacher improve in the area that is required. We will not shirk from taking steps to remove any poor teaching in our school by following appropriate procedures as outlined in the school's capability policy. The trust will put in place a formal document that explains how the school will be held to account and what actions will be taken if the school starts to underperform.

Whole School Tracking

We will be using the target tracker software for monitoring pupil achievement on a half termly basis. This information will be available to governors. Teachers will be required to use their on-going assessments to make a summative judgement at the end of each half term teaching block. These assessments will be made by combining information from books with formal tests. All areas of the curriculum will be included in the assessment programme. A senior leader will undertake the assessment manager role. This will start with the headteacher but over time be passed on to the deputy head. Their role will be to analysis the data and provide reports to each class teacher and Key Stage leader. Pupil progress meetings will be held each half term. A senior leader will chair these. Initially this will be the headteacher but once the school is full it will be by phase leaders. This information will be used in pupil progress meetings to review the success of teaching that term, to refocus the teaching strategy for class, to arrange additional intervention programmes within the school time and to identify who needs to

D2 – measuring pupil performance effectively and setting challenging targets

attend additional support before or after school. In addition the assessment system will provide support for analysis of the progress of groups. The Principal will monitor the impact of assessment actions and present a report to the governor committee each term. This will feed into the full meeting of the trustees.

Reporting

We plan to report to parents at the end of every term. These reports will provide parents with the key information they want to know:-

- Progress and attainment in reading, writing, maths, computing and ILMs;
- Attitudes and behaviour;
- Progress towards achieving the Abelle Academic Diploma and the Wider Contribution Diploma;
- Other activities of note that have taken place during the term.

At the end of the year, there will be a full report that includes all aspects of the curriculum. In addition there will be a parents evening each term, open afternoons once a month, a weekly newsletter and a coffee morning with the head each month. Governors will attend these meetings and will also have a stand at each parents evening to improve visibility and engagements with the parental community. The Abelle Primary Free School is a school for the local community. We have no faith connection and have no desire to select pupils in any way. We want parents to choose our school because we provide an outstanding education that has an ethos they appreciate. We aim to promote our distinctive vision of high achievement, immaculate behaviour, outstanding sports and music alongside our strong community links and parental involvement.

- We want to welcome all children irrespective of background.
- We want to welcome all children irrespective of their ability.
- We will welcome children with SEND.
- We will promote walking and cycling to school.

Admission Criteria

The Abelle Primary Free School will be part of the Barking and Dagenham Strategy for admissions. Parents/carers who want their children to attend will need to apply to their home Local Authority for a place. Over time the governing body plan to be its own admissions authority. We have adopted our admissions policy in line with many Barking and Dagenham Schools.

Links With Other Agencies

Where behaviour becomes more serious, we will link closely with other agencies such

D2 – measuring pupil performance effectively and setting challenging targets

as the Educational Welfare Service, Attendance Officers and Educational Psychology. We do not want to exclude any child and so this will be a last resort. All exclusions will be reported to the Local Authority.

Attendance

Promoting good attendance is key to the strategy of being an outstanding school.

- We will have a target of 98 overall attendance.
- We will have a target of 0.5% unauthorised absence.
- We will have a target of 1% persistent absence.
- We will have a target of 99% punctuality each morning.

Class registers will be kept every morning and afternoon. We will expect parents to inform us of the reasons for their child's absence. If a child is absent without explanation the school office will call the relevant contact number during the morning, to find out why they are not in school. Attendance will be analysed on a weekly basis by the Family Support Worker who will make recommendations for action to the deputy headteacher. Issues will be identified early and good links between the school and home will develop a plan for improvement. There will be a weekly attendance trophy presented at the Friday Celebration assembly. The family support worker will have a list of children who are or who are at risk of having persistent absence and this will trigger home visits to set up a plan to improve attendance that is developed by the family support worker and negotiated with parents.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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	2017	2018	2019	2020	2021	2022	2023
Students on roll	60	120	180	240	300	360	420
Leadership Team							
Principal	1	1	1	1	1	1	1
Vice Principal				1	1	1	1
Business manager	0.5	0.5	1	1	1	1	1
Head of K.S 1		1	1	1	1	1	1
Head of K.S 2				1	1	1	1
Assistant Head						1	1
Admin							
Office Manager	1	1	1	1	1	1	1
Admin Support			1	1	1	1	1
Premises							
Site Manager	1	1	1	1	1	1	1
Cleaner	1	2	2	2	4	4	5
Catering	1	1	2	3	4	4	6
Teaching Staff							
Main Scale Teachers (including subject leaders)	3	5	7	9	11	13	16
P.E and music Teach	Dependant upon budget constraints.						
Instrumental Teachers	Dependant upon budget constraints.						
SENCo	0.5	0.5	0.5	1	1	1	1
Teaching Assistants Main	2	4	6	8	10	12	14
SEN T.A	0.5	1	1.5	1.5	1.5	1.5	2
E.A.L T.A							
Family Support	0.5	1	1	1	1	1	1
Mid-day assistants	1	2	2	4	6	7	7
PPA Cover (Hrs per week)	10	17	29	40	46	58	64

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Leadership

In the first year the principal will be non-teaching in order to ensure a high quality start to school life and provide time for engagement with the wider community. The vice principal will be appointed in year 4. The school will have 8 classes at this point and the level of organisational responsibility for the principal will increase. In our plan the vice-principal is not teaching and will play a crucial role in our early intervention strategy to ensure no child gets behind. As new staff join there will be significant need for training in the implementation of the Abelle Diploma and the Mastery approach to teaching. The headteacher will maintain responsibility for assessment across the school because we want there to be high level accountability whilst systems become part of the school culture. We also want the principal to feel totally accountable for achievement at the first Ofsted inspection, which we expect to be outstanding. We have included a business manager as part of leadership team because we consider financial viability and best practice use of public funds to be a key part of school. To meet our ambitions we will need to use money wisely and ensuring a lead member of staff, suitably qualified will support this aim.

As the school grows we will appoint a Head Of K.S 1 and a Head of K.S 2 in year 2 and 5 respectively. This will allow for accountability to be spread as the school grows. These roles and will include the responsibility for achievement, behaviour and the extended curriculum in each of the separate key stages. At this point the Vice Principal will take responsibility for assessment. Management allowances have been built into the financial structure and will be introduced flexibly as a response to the quality of teaching staff in school, their performance and the developing needs of the school.

Admin

For the first two years the Business Manager will work on a 50% timetable. This role will be supported by bought in expertise as we recognise the challenges faced by academies in meeting all the responsibilities of the CFO as defined in the Academies Financial Handbook. We will do this to ensure we can appoint a high quality person. As the school grows they will become full time. We also have considerable financial strength on our governing body who can support the school and business manager. The headteacher will be able to take on some actions such as dealing with parents who have concerns and checking on pupil absence. This will be cost effective but also help the key staff get to know the families in the community whilst the school roll is small. The office manager will be appointed full time so that they can manage daily arrangements with parents and children.

Teaching/Assistants

We plan to have 1 teacher per class and to appoint full time teachers wherever

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

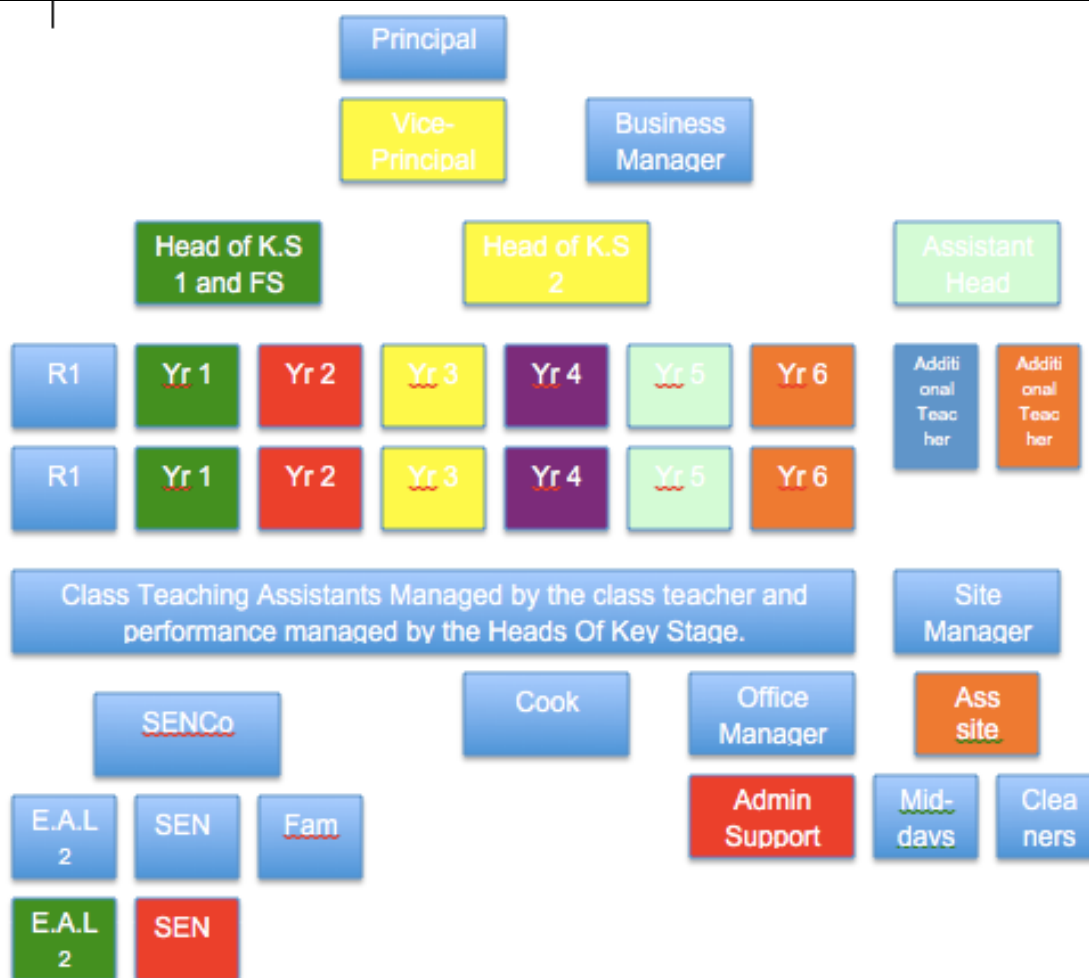
possible. The SENCo will play a key role in the success of our school and will initially be for 2.5 days a week. As the pupil roll increases this post will become full time in year 4. Our vision of no child gets left behind, combined with our very high expectations require high quality teaching which is supported by a well planned and effective intervention programme. To this end, every class will have a dedicated T.A. This role involves on-going support in line with our philosophy of teaching and requires early intervention at every opportunity. In addition we have analysed the potential characteristics of our cohort and identified an additional need for EAL support to develop language acquisition and SEN support to ensure that every child succeeds. The first EAL T.A will start in year 3 and will help children with English as an additional language develop their language skills quickly so they can achieve fully in lessons.

Other staff

We have included suitable numbers of site managers, cooks, mid-day assistants, cleaners and P.P.A support staff to ensure the smooth running of the school.

Full Organisational Structure in Year 7

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels



P.E and music specialist teaching dependant on budget.

Year 1

Staffing

In year 1, we appoint a Principal who will take on full leadership responsibilities and 2 class teachers for the 60 children. There will be an additional teacher because we feel it is important that the school has a flying start as it builds its reputation in the community. The 3rd teacher will allow for small group work and ensure excellent liaison with parents in the first year of school. There will be a half time SENCo who can ensure high quality early support for children with special needs. Each class will have a full time teaching assistant to support learning with in the classroom and help with early interventions that are required. There will be a 50% SEN additional SEN support T.A to support the SENCo and a 50% family support worker to develop relationships with parents and ensure high levels of attendance. This would probably be the same person

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

in year 1. The business manager would be 50% and would be supported by an office manager who is full time. Additional money has been put aside for finance support to help the business manager and there is considerable expertise amongst the trustees. A full time site manager will be appointed supported by a cleaner.

Other Costs

We have put in place a cost centre that will support additional early intervention. This is crucial in ensuring our vision of “every child keeps up”. We aim to provide support for any child at risk of falling behind. In addition to extra support we expect high quality teaching to ensure good progress and so we have set aside a significant amount for development and training. Our plan is for highly trained staff to deliver excellent lessons and this requires on-going investment. We have allocated funds for music tuition and specialist P.E teaching in line with our philosophy for an outstanding broad and balanced curriculum that meets the needs of parents and children (following our consultation exercise with the community). We have set aside a budget for developing the school playground as this will form part of encouraging a healthy lifestyle and also contribute to the quality of the curriculum by providing for outdoor learning. Educational resources will be monitored carefully. We have set rates below benchmarking as experience of running schools in London show that an effective curriculum can be delivered at a more cost efficient rate. We will teach children to look after school equipment, use exercise books sensitively and value the things that are provided for them. When this happens the amount of “waste” is significantly reduced. I.C.T resource allocation is in line with reasonable expectations. We plan to develop partnerships with businesses in London who will support our computing curriculum. We value reading and story telling in our philosophy and the development of a high quality library is key. In particular we have budgeted for the costs of allowing for a lending library to all members of the school community. A cook will be appointed to manage the catering process.

Year 2

In year 2, a head of Key Stage 1 is appointed as the children enter this Key Stage 1. She will take on additional leadership responsibility and share responsibilities for communication with parents, progress and behaviour and will be a year 1 teacher. The family support worker will become full time and will concentrate on relationships with the community, supporting vulnerable families and children and ensuring out attendance targets are met. The SEN T.A will go full time to allow increase support for SEN children.

Year 3

In year 3, there is a steady increase in staff in relation to the extra pupils. Leadership roles remain the same. 2 new teachers join to teach year 2 pupils. The SENCo remains

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

50% and extra T.A.s are appointed to each new class. Additional 50% SEN T.A. supports the work of the SENCO in helping SEND children achievement remain strong. An extra cleaner joins to support the work of the site manager and other cleaner. A full time admin support member of staff joins to help with office administration.

Year 4

In year 4, a Vice-Principal is appointed who will take on whole school leadership responsibilities to be shared with the principal. The Vice-Principal will have teaching responsibilities but there is an additional teacher and supply cover available for leadership time, in addition to the non-contact programme in place. A year 3 teacher joins along with teaching assistants for both classes. There are now two cleaners and three cooks.

Year 5

In year 5, a head of Key stage 2 joins the staff so that there is a strong leadership team in place. Two year 4 teachers are appointed which means that there is an opportunity to review the teaching commitments of other leaders. These will be reduced in year 5. Cleaning and cooking teams are strengthened due to the increased numbers of pupils on roll.

Year 6

In year 6, an Assistant Head is appointed which completes the leadership team. 2 additional year 5 teachers are appointed as class teachers. The Vice Principal will no longer be teaching as her teaching commitment will be shared between the Assistant Head and additional teacher.

Year 7

2 year 6 teachers and an additional teacher are appointed to complete the staff team. The additional teacher will support the work of key stage 2 and will focus on ensuring outcomes at the end of year 6 are in line with our targets. There will be two full time SEN T.As supporting the SENCo and an Assistant Site Manager will be appointed to work in partnership with the Site Manager, now that the roll has reached 420.

Risk Analysis at 70% to the Vision Of Abelle Primary Free School

Our approach to working at a 70% threshold is to try to maintain two classes per year group and work with small class sizes of 21. This means we have a reduced need for a range of support strategies and we have presented our reductions in line with this. In addition we have reduced the number of Senior Leaders, the additional teachers and we have taken out the role of Site Manager and replaced that with a Cleaner in charge. We have taken this approach because it means we can maintain our school ethos which requires high standards through “no child being left behind”. Having smaller class

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

size requires less pupil intervention, EAL support and SEN T.A.s because there will be less pupils and proportionately more time for class teachers to become involved and have an even bigger impact. We would appoint a cleaner in charge as opposed to a handyman. The Cleaner in charge will be responsible for unlocking in the morning and locking in the evening. We will use a handyman for odd jobs and use the buildings maintenance fund to support improvements that are needed.

The reduction in the number of senior leaders is a deliberate strategy that values a reduction in class sizes and the progress of children. With small classes it is reasonable to expect teachers to take on extra responsibility. There are less pupils to track, less behaviour issues and less parents to deal with. This strategy will mean a focus on pupil progress based around the smaller classes. In turn this will mean that there are less management issues to deal with. We will maintain the principal as non-teaching at all times.

In all years of the analysis the key impact on the educational revision is the loss of specialist P.E. teaching and a reduction in the level of free instrumental tuition provided for music. In most primary schools, class teachers deliver P.E. lessons so we can ensure that high quality training is provided in this area. In addition we can appoint staff that show a good level of knowledge in the teaching of P.E.

The reduction of EAL native speakers can be managed by looking for volunteers from the community. It is likely that there will be many members of the school community that would want to support the school by helping with translation. We can provide on-going support for these volunteers so that they develop their skills as volunteer T.A.s. Again, it is not uncommon in primary school for volunteers to work in school so that they can gain experience before applying for jobs at a future date.

A key saving comes from our reduction in spending on playground equipment. Our vision is for a vibrant exciting playground that stimulates pupils at playtime and provides opportunities for curriculum enrichment. In order to maintain this aspect of our school vision, we would look to partner with community groups such as Barclays etc. who will often match funding. We also expect our Parents Association to work hard to raise money for projects such as these.

Other areas of reduction can be brought about by voluntary support from the trustees. We have considerable experience of finance, HR and school improvement. If cut backs need to be made then we will maintain provision for children whilst asking Trustees to support for free. This will reduce costs significantly whilst ensuring high quality interventions from outside.

We have made proportionate reductions in other areas such as library, early intervention, TLRS and training, but these will not impact on the overall vision because

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

they relate to reduced pupil numbers.

In year 7, we have made changes to the class structure by reducing key stage 2 from 8 to 6 classes and K.S. 1 from 6 classes to 5 classes. This is because to maintain the 70% reduction would require cuts to other services such as early intervention that would impact on the vision. In addition, as the school roll increases, it becomes essential that a Site Manager is appointed. We take this action when the school roll reaches 294.

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

We aim for our school to be inclusive of all pupils. We aim to have selection criteria based on proximity to the school so that all are welcome. Our curriculum has been planned so that it will be welcoming to pupils of all faiths and to those of none. We have worked hard to develop a vision that celebrates community life and promotes fundamental British Values.

Broad and Balanced Curriculum

The curriculum at Abelle Primary Free School has been designed to be broad and balanced whilst taking advantage of the curriculum freedoms available to free schools and academies. These freedoms will be used to adapt the curriculum to extend the amount of time spent on computing and we will improve the performance in core subjects by using a thematic approach (ILMs). This allows students to use the knowledge used in literacy and numeracy classes in other aspects of the curriculum. We are determined that the children who attend will develop high skills in the core subjects of reading, writing, maths and computing whilst developing excellent knowledge in a wide range of subjects. We will be using aspects of the national curriculum, such as literacy and numeracy for the basic development of children, but our higher expectations will mean that high quality cross-curricular learning takes place at all times. These high expectations in core subjects link closely to our analysis of underachievement as reported by Ofsted in local schools. Children with high levels of deprivation and who have EAL need a strong emphasis on core skills, outstanding teaching and early intervention to make sure they achieve as well as any other group.

D4 – the school will be welcoming to pupils of all faiths/world views and none

We are determined that this approach will even out any inequalities that may occur in other schools.

We have developed the concept of integrated learning modules (ILM), which will be used to help children apply the knowledge they have gained in the core subjects with learning from the wider curriculum. These modules will develop outstanding skills and knowledge in areas such as history, geography, art and technology. Crucially, the way these modules are taught will have high expectations for the application of skills across the wider curriculum. These programmes of study bring learning from the broader curriculum into meaningful units that develop skills from a wide range of subjects and expect children to apply the reading, writing, maths and computing skills they have learned in single subject lessons.

Our curriculum will be ambitious. We have set targets for every child to reach the expected level, for there to be no gap between disadvantaged pupils and others and for half of our children to be working at depth by the end of Year 6. We have developed the concept of an Abelle Diploma that combines our vision for high academic standards with a broad and balanced curriculum.

Promoting Fundamental British Values

Our vision has the development of British Values within children as a key principal. Our team has extensive experience of the East London community and the challenge that is developing within young people. We aim to introduce a curriculum that supports every child to appreciate what it means to be a British citizen. We will encourage respect for the law by developing close links with the police force. We will have Community Police Officers visit every year group as part of an extensive curriculum plan. Other members of the community such as the Fire Brigade, Dentists and Nurses will be regular visitors to the school. We will encourage children to understand the role of democracy by having class and school councils. Children will engage in the democratic process within school and will learn about the national system. We will develop links with our local council and our M.P. so that children gain an understanding of the wider democratic institutions.

We will be a non-religious school and, as such, will expect every child to develop an appreciation of the rights to have belief or no-belief at all. All religions will be treated with respect and children will learn the basic tenets of Christianity, Islam, Hinduism and Judaism. As a school in a Christian country, we will encourage children to have a good understanding of the historical role Christianity has had in the development of our country and the significant role it still plays.

Ethos and PSHE

Our ethos is to value every child, have high expectations for achievement of all groups of pupils and provide a broad and balanced curriculum, which is supported by an

D4 – the school will be welcoming to pupils of all faiths/world views and none

extensive enrichment curriculum. This will allow children to thrive and be successful in all aspects of school life. We want every child to work hard and be kind.

The teaching of PSHE will play an important part in supporting our ethos and developing the skills and attributes we want to encourage in the children. We will have high expectations of behaviour and there will be a particular emphasis on traditional values such as respect for adults, the use of “please” and “thank you” and kindness towards one another. We will have time in class to follow the attributes we want to develop. When the school is open, we will discuss a range of “values” with the children and allow them to play an active part in those chosen for the school.

We will use values such as Co-operation – Perseverance – Responsibility – Freedom – Ambition – Peace – Respect – Love – Tolerance – Honesty – Humility.

6 values will be chosen through discussions with staff, parents and children. One value will form the focus for the PSHE curriculum. These will be linked to class activities, assemblies, homework and school newsletters. Our vision is to develop self-confident children who are kind, compassionate and respectful. We want our children to have ambition so that they “aim for the stars” and, through perseverance, can deal with set backs so that, by the end of their time at our school, they have achieved a high level of academic success whilst engaging with the wider school life. (The Abelle Diplomas). We will use the SEAL (Social and Emotional Areas of Learning) and Restorative Justice as our strategy for making PSHE teaching apply to everyday life at school.

Respect

We will be fully supporting the national respect agenda. Our school ethos has emphasised high quality behaviour in school, in addition we will contribute to a reduction of anti-social behaviour outside of school hours due to our wrap around care and the high quality of PSHE teaching. We have included aspects related to respecting and valuing grandparents, involving fathers in school life and developing high levels of responsibility in children through our house and prefect system.

Safeguarding and Welfare

A member of the senior leadership team will be the designated Safeguarding Officer. There will have clear responsibility and be held accountable for school systems, implementation and effectiveness. The designated Safeguarding Officer will also be responsible for Child Protection across the school and will work closely with the SENCo, the family support worker and other staff to identify and deal with any issues that arise.

Abelle Primary Free School will be committed to providing a safe and secure environment for pupils, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

D4 – the school will be welcoming to pupils of all faiths/world views and none

The safeguarding/child protection officer will: -

For Child Protection issues:

- be the focal point for school staff that have concerns about an individual pupil's safety and the first point of contact for external agencies who are pursuing Pupil Protection investigations
- undertake appropriate training and refresher training at two-yearly intervals

For Children in Care:

- make sure all Children in Care are aware that the designated member of staff is their first port of call if they need help, advice or guidance
- take the lead responsibility for helping staff promote the learning and achievement of all Children in Care
- identify the young person's strengths and weaknesses and any barriers to learning
- seek advice and guidance from the lead SENCo if the child is on The SEND register
- promote high expectations and aspirations for how Children in Care learn and oversee not only the child's academic needs but also their personal and emotional needs

Vulnerable Children

- Particular vigilance will be exercised in respect of pupils who are included on the Child Protection Register and any concerns involving these pupils be reported to the LADO immediately
- If the pupil who is a Child in Care causes concern then in addition to the LADO this concern will also be brought to the attention of the senior school leader responsible for Children in care.
- If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family this will be referred to the designated staff member as a child protection issue.
- Abelle Free Primary School acknowledges the additional needs for support and protection of pupils who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, and the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.
- We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, or school work
- A lead Governor will oversee these areas of the school's work.

The percentage of children by ethnicity are:-

White British - 33%

Black African - 25%

White Other -12%

D4 – the school will be welcoming to pupils of all faiths/world views and none

Bangladeshi – 7%

Pakistani – 6%

Mixed – 6%

Asian Other – 3%

Black Other – 2%

As well as increasing in number, the school population is becoming more diverse. In 2014, 67% of pupils in local schools were classified as BME, including white other, compared with 45% in 2007. Data from the 2014 School Census shows that Black African (25%) is the largest ethnic group after White British (33%). Our school celebrates ethnic diversity by valuing all groups. We have adopted our proposed curriculum to include aspects of different cultures such as story telling and oral tradition. Our parents tell us they want to play a more active role in the life of school and so we will have a parents' forum, which contains 2 representatives from each class. This forum will meet with senior leadership every half term to discuss issues of concern. Many children from Barking and Dagenham do not experience life outside the local community. They do not go on holidays or on day trips. Our curriculum emphasises class trips so that children can gain a wider experience of life.

The proportion of DSEN children is likely to be around 18%. This is in line with the national average. We will expect all DSEN children to make outstanding progress through high quality class teaching, an excellent SENCo, good partnerships with parents, strong links to support agencies and effective additional intervention and support where required.

We will invite members of the school community to come and support our curriculum. This may be in reading, technology, language support, music or sports clubs and any other skills such as art. The proportion eligible for free schools meals is 27% (2014), this is higher than the national average. We have put in place systems to ensure that there is no gap between the achievement of disadvantaged pupils and others. We have proposed full wrap-around care. This is a result of our consultations with the local community. Parents tell us they want to have the opportunity for their child to stay in the same place. Many parents work long hours and they do not want to have to move their child between child minders, school and after-school clubs. Our school will have full wrap-around care access for all families. This will also help reduce problems on the streets of the local community by providing a safe alternative for childcare. The school premises will be used to engage with the community. We plan to hold parenting courses and support the development of basic numeracy and literacy skills. We also aim to run computer courses for parents and hold fun sports events e.g. teachers v parents netball match.

Our vision for outstanding achievement involves partnering with schools to strengthen moderation of pupil progress and attainment. We would look to make productive

D4 – the school will be welcoming to pupils of all faiths/world views and none

learning links with two or three like-minded schools in the local vicinity. We will share training where possible and develop music and sporting links. We will be involved in inter-school matches and join in with district competitions for maths, chess and speaking and listening. We will enter our choir and orchestra in music festivals. We also plan to develop our global links. This will strengthen community engagement by showing children and parents that there is a wider, world community to which we belong.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

The population of Barking and Dagenham is growing very quickly. The Barking and Dagenham Education Strategy (2014-2017), which is available on the L.A website, states that the growth rate is twice the average of London and four times the national average. “There are more babies per person in Barking and Dagenham than in any other local authority in Britain, with over a thousand more children entering reception than left to go to secondary school”. The local authority has not demonstrated the capacity to provide for school places whilst ensuring a high proportion of schools are good or better.

The Local Authority has identified a shortfall in reception places as shown below:

Academic Year	Number of reception places available	Planned Increase	Reception places required	Shortfall
2017-18 (forecast)	3496	390	4225	339
2018-19 (forecast)	3496 + 390 = 3886	120 + new school)	4325	199
2019-20 (forecast)	3886 + 120 = 4006	0 + new school	4382	376
2020-21 (forecast)	4006	0 = new school	4403	397

A report to Barking and Dagenham Council titled - Review of School Places and

E1 – provide valid evidence that there is a need for this school in the area

Capital Investment – (Update March 2015), found on the L.A. website, stated the following:-

The local authority has made the following plans for pupil increase:-

- Eastbrook - +60 places effective September 2017;
- Riverside - +60 places effective September 2017;
- New School Barking Gascoigne - +240 places effective September 2017;
 - Dagenham Park - +30 places effective September 2017;
- New School Barking Gascoigne - +60 places effective September 2018;
- New School East Dagenham - +120 places effective September 2018;
 - The Warren - +60 places effective September 2018;
- New School East Dagenham - +120 places effective September 2019;
- New School East Dagenham - +60 places effective September 2020.

This shows that 5 new schools are needed beyond the schools that have already been placed in the building plan. Plans for the new schools are not yet in place and we believe Abelle Free School is a good solution to the school place strategy.

There is therefore a significant shortfall of 339 reception class places needed for 2017/2018 and 709 for 2018/2019.

The Performance Of Local Primary Schools

We do not have an actual building identified yet as part of our application but discussions with the Local Authority and analysis of Basic Need documents show a need for at least 2 new schools in the East Dagenham Area so we have chosen RM8 2NB as a base postcode as there is a school in the designated area. There are 11 schools within 1 mile of our proposed location and 4 are rated as requires improvement and therefore within easy travelling distance. This means 2485 children within a 1 mile radius of the proposed location; are currently receiving an education that is not good enough.

School	On Roll	Grade	Code	Distance to proposed Free
Dorothy B Inf	431	RI	(RM8 2NB)	0 miles
Rodings	833	Gd	(RM8 2XS)	0.3 miles
St Theresa	219	Out	(RM8 2XJ)	0.5 miles
Manor Junior	480	Gd	(IG11 9AG)	0.6 miles
Manor Infants/Lon	1005	Gd	(IG11 9AG)	0.6 miles
Becontree	484	Gd	(RM8 2QR)	0.6 miles
Mayespark	826	Gd	(IG3 9PX)	0.7 miles
Southwood	511	RI	(RM9 5LT)	0.8 miles

E1 – provide valid evidence that there is a need for this school in the area

Monteagle	725	RI	(RM9 4RB)	0.8 miles
Eastbury	818	RI	(IG11 9QQ)	0.9miles
St. Vincents	232	Gd	(RM8 2JN)	0.9 miles

Analysis of the Interactive Basic Need Scorecard (summer 2013) shows that only 55% of new places created were in good or outstanding schools. This is rated red on the scorecard.

Analysis of School and college performance tables shows that the percentage achieving 4b+ in reading and maths tests and level 4 in writing T.A. was 66%. This means that 34% of children are not ready for secondary school.

How are local schools underperforming?

Analysis of the Ofsted reports for these 4 schools that the reason they are not good is:-

- Children do not make enough progress in reading, writing or maths (4 out of 4 schools);
- Expectations for what can be achieved are not high enough (3 out of 4 schools);
 - The quality of assessment is not good enough (3 out of 4 schools);
- Leadership does not monitor performance and impact on performance as well as it should (2 out of 4 schools);
- Guidance given to pupils is not as effective as it should be (2 out of 4 schools);
 - Behaviour is not always good;
 - Governors are not effective;
- Disadvantaged children do not make enough progress.

Abelle Primary Free School has carefully considered the reasons for this underperformance in local schools and has a vision and structure, which will ensure that none of these become an issue. We plan to provide an outstanding education through the use of our Abelle Diploma, broad and balanced curriculum, outstanding teaching using a mastery approach, and high expectations of what can be achieved.

Potential Characteristics of the Intake (2014 data)

This table includes the 6 nearest schools.

Schools nearest to the proposed free school location	Distance from proposed location of free school in miles	% of pupils eligible for Free School Meals FSM 6	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Progress Measures relevant to your school type* 2 levels average	Attainment Measures relevant to your school type* 4+ Comb
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E1 – provide valid evidence that there is a need for this school in the area

A (DB)	0	48.8	34	2.7	78	64
B (Rodings)	0.3	9.7	2.5	2.1	100	94
C (Manor Junior)	0.6	23.4	77.4	1.5	93	83
D (Manor Infants/Long)	0.6	25.9	63.2	2.2	97	60
E Becontree	0.6	36.2	45.6	0.2	95	78
F Mayespark	0.7	32.3	81.6	0.6	94	84
Abelle Primary Free School		29%	51%	1.55%	99%	98%
National average		26.6%	24.8%	2.8%	93%	78%

Sustainable and Healthy Travel To School

We aim to have distance from school as our key admissions criteria and so it is likely that almost every child will walk to school.

Parental Demand

We have collected signatures for over 60 places required for Reception in 2017/2018 and 2018/2019.

Conclusion

Barking and Dagenham has a need for more school places in September 2017 and it has a need for more schools that are good or better. The statistics demonstrate the demand for schools and the need for higher quality education within the local community. Abelle Primary Free School has a high quality team in place that can deliver school places of the highest quality. Our sponsor is a successful local businesswoman who is at the heart of the local community. Our lead educationalist has led two different schools to Outstanding Judgements, one of which was in Barking and Dagenham. He left headship in Barking and Dagenham in August 2014 with his school ranked number 1 of all schools in the local authority. He is also a qualified Lead Ofsted Inspector. We also have high quality educational expertise of the early years foundation stage and other expertise relating to the mastery curriculum.

Around our core team, we have an extended group with a wide range of skills. We

E1 – provide valid evidence that there is a need for this school in the area

believe this team can develop a school for the local community that has a national reputation for excellence We have the skills, ability and experience to ensure that through our vision for Abelle Primary Free School that we develop an outstanding school. We have analysed the weak performance of other schools and built into our strategy ways to ensure outstanding progress in reading, writing and maths, high expectations for all, effective assessment strategies and a plan to develop outstanding teaching. The local community of Barking and Dagenham faces a range of challenges but our research shows that many are desperate for their children to attend an outstanding school.

Please tick to confirm that you have provided evidence as annexes:

E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

We undertook an in-depth consultation in the local community to capture the level of interest for Abelle Primary Free School. By approaching a wide range of people, we were able to secure the views of a diverse audience. In total (over a 4 week period) we received 262 responses from parents indicating that they would be willing to make Abelle Primary Free School, as their first choice for their children. Out of these responses 87 were from parents with children who would be eligible for the 2017 intake and 116 for the 2018 intake, demonstrating the appetite for a new free school in the area.

The primary objective of our communication was to ensure that the parents and other key stakeholders within the Borough clearly understood the aims and the ethos of the School. We particularly highlighted that 'Abelle Primary Free School', aims to achieve high standards supporting outstanding achievement in a friendly environment.

We also highlighted one of the School's unique selling points of planning to provide the flexibility of a wrap around school day (between the hours of 7:30 – 6:00pm) for parents that require it. This was welcomed and generated vast amount of discussion and interest.

E2 – successful engagement with parents and the local community

Although a site for the school is yet to be identified, we made it clear to parents and stakeholders that the proposal for the new school was within the Dagenham area and we targeted capturing the views of individuals within a 2 mile radius of Albion Ward (which is located centrally in the borough). An example of the communication is enclosed.

Our marketing was done both through online and published materials. We set up a website which provided comprehensive information on the school and provided opportunity for people to provide feedback, comments and parents to express their interest in making Abelle their first choice school.

We also had a team of volunteers who were responsible for disseminating 5,000 leaflets within the local area and engaging in face to face discussions. The leaflets and surveys were distributed in libraries, Asda Dagenham supermarket, which is part of the Merriellands Retail park vicinity, Heathway shopping centre, churches, cafes and community centres, hair dressing saloon's and sport centres. We also visited the local tuition centres and music schools in the area and we were able to establish useful networks and contacts via this medium. Each place was visited at least on two occasions. This was a great opportunity to speak with people and obtain their views on the need for a new school.

There was a general enthusiasm for a new School particularly amongst those who were new to the area and were currently in a position that they could get a school place for their child. Canvassing the local area was successful as demonstrated by the figures that we received above. It enabled us to speak to parents about their views. We also adopted a more targeted approach to engage with parents who had children within our specified target age range. For this we visited 4 child centres, contacted local child minders and attended a parent/carer and toddler group session within Dagenham library.

To provide parents the opportunity to discuss the proposals for Abelle Primary Free School in more detail, we hosted two family fun days (on the 19th and 26th September) whereby parents had the opportunity to drop in and ask questions and find out more information about the school. At these sessions there was a total number of 177 attendees. This further demonstrates the level of interest for the school.

As part of our marketing campaign, an advert was placed for two consecutive weeks in the local Barking and Dagenham post (the leading newspaper in the local area). This not only enhanced our reach to parents it also enabled us to open up dialogue with the Barking and Dagenham local education authority. Additionally we also consulted with local councillors of Albion Ward and met up with a staff from Goresbrook school (which

E2 – successful engagement with parents and the local community

had recently opened) and pre-existing schools who had nurseries attached to them. We also had meetings with Barking and Dagenham council regarding our proposal and they were very enthusiastic about the prospect of a new school being built in the local area. There was actually a request for us to sign a memorandum of understanding to demonstrate our commitment. However we were advising by the NSN against signing at this early stage. We are planning to utilise our established network of local businesses and councillors, to support the various extra circular activities we aim to introduce in our school and will keep them fully engaged in the process.

We did not collect data on the demographics of the individuals that completed our survey but the volunteers ensured that they were reaching out to a broad representation of different people within the community particularly by visiting a variety of outlets.

To sustain the momentum in the local area, we will also ensure that regular relevant updates are communicated via email with parents who have expressed an interest in obtaining more information, we will also continue throughout our application process to promote our online presence utilising social media and by canvassing the local area distributing leaflets and questionnaires for further support and feedback.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Named Individual in Charge of the Pre-opening Stage

The named individual in charge of pre-opening phase will be [REDACTED]. He has [REDACTED]. In addition he has extensive experience of managing building projects in schools during a 17 year period [REDACTED]. He has [REDACTED]. [REDACTED]. He will manage the process at an at cost basis and will draw on additional project management support as needed. We have chosen not to appoint an independent project manager because we believe we have a good skill set on our trust board and we have a clear vision for how we want the school to be set up and developed.

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	N	London	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	20 hours
<p>[REDACTED]</p>	N	London	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	6 hours

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	N	London	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	8 hours
[REDACTED]	N	London	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	8 hours

				[REDACTED]	
[REDACTED]	Y	London	[REDACTED]	[REDACTED]	15 hours

F1 (a) Skills and experience of your team

Outstanding Leadership, Teaching and Governorship

Our vision is for a school with outstanding leadership. On our team, we have a [REDACTED], a [REDACTED] and other teachers from the local community. We have a wide team and have arranged our pre-opening strategy as follows.

The core team is [REDACTED] [REDACTED] will be supported by the educational team listed below. During pre-opening we will meet once a week. [REDACTED] has 60 days available as a minimum during the pre-opening year and so he will act as the co-ordinator (project manager), bringing in additional support as required. We will use the guidance on the Best Practice website to plan our finances and the extra support we need.

In addition to the core team we have access to a highly qualified [REDACTED] [REDACTED] with wide experience of managing in London. He will support the core team and [REDACTED] as required.

We have a strong education team in place as trustees and we also have approached high quality serving practitioners to support our team. These are: -

Education Advisory Team (additional to trustees)		
Name	School	Area Of Expertise
[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]
[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]

F1 (a) Skills and experience of your team

	[REDACTED]	
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The education advisors will support [REDACTED] and the core team in the development of the curriculum at Abelle Primary Free School. These advisors will form part of the core team as the school moves to pre-opening phase. All three are full time serving practitioners in successful schools, which we feel is a strength. Their time commitment during project development will be negotiated on a needs basis. We will hold a full meeting of trustees each month to monitor progress towards opening using the pre-opening signposts that have been published. Many of the people in our team have full time jobs but all are willing to provide support at the level required. The amount of time available for trustees has been set realistically. Others will contribute in their free time, at weekends or during the evening.

We will ensure our leaders have high expectations for both academic and social behaviour. The quality of self-evaluation will be excellent (supported by the Lead Ofsted Inspector we have on our team). This will enable clear focus on improving any areas of potential weakness and ensuring outstanding outcomes at all levels. We will use rigorous performance management procedures and effective appraisal to ensure that all members of staff are set clear targets and held to account appropriately. There will be clear school improvement plans and financial management will be of the highest quality. We will monitor the budget on a monthly basis and will expect financial management to use best practice procedures, ensuring a clear and transparent focus on reaching the highest possible outcomes for our children. Monitoring will be thorough and highly challenging.

Safeguarding will play a central role in our school life and we will ensure that all requirements for safer recruitment, child protection and health and safety are in line with best practice.

How Our Core Team will Operate and be Successful		
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

F1 (a) Skills and experience of your team

		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

Academy Or Free School Support

Abelle Primary Free School wishes to fully engage with existing Academy and Free Schools. During pre-opening phase we will look for strong academies or free schools to develop a partnership to work through to the first Ofsted inspection. We will look to learn from the experience of this school. Our primary strategy would be to work with a school in the locality. There are a range of free schools and academies in the East London area that may be suitable.

We have held meetings with the Partnership Learning Trust which is a successful trust in East London. [REDACTED] and discussed ways in which the Partnership Learning Trust could support Abelle Primary Free School.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

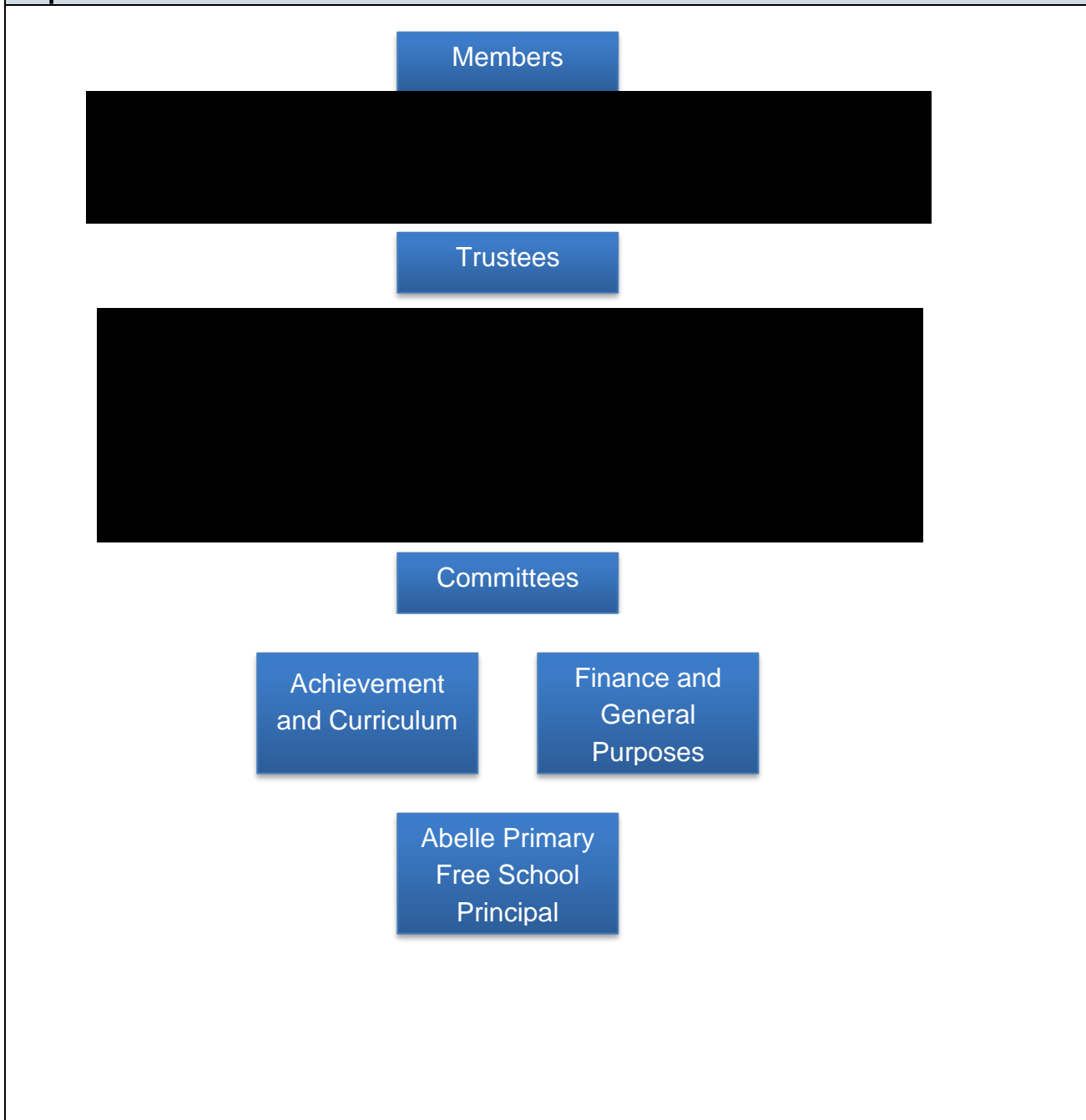
Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Legal	We currently lack legal skills but plan to continue our search for this skill set. We plan to purchase legal services from a recognised provider currently operating in the educational sector. (Essex County Council).	By buying into the specific legal expertise when the need arises
Governance	We would like additional governance support from someone connected to business or from an existing Free School or Academy Chain	In partnership with the RSC office as soon as possible

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open.
Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school



F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Members

Receive reports on the finances and the strategy of the school from Directors. Appoint and remove Directors.

Trustees

Enter into master funding agreement and supplemental agreements with the DfE. Determine structure of the SAT and its functions. Accountable for the performance of schools within the SAT. The board of trustees will be responsible for ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement and this handbook. Trustees will follow the guidance in the governors handbook and will undertake their duties as company directors as set out in the Companies Act 2006.

We have chosen the composition of the governing body so that there is a wide breadth of experience and the ability to make decisions in a timely fashion where necessary. We will ensure the board has skills in business, finance, education, HR and project management, but will not become too large so as to be cumbersome. We believe that 10 trustees is an appropriate number.

A school improvement partner will be commissioned from the market place. Cambridge Education is an example of a provider that has a strong reputation in educational support.

The governors at Abelle Primary Free School will play a central role in its strategic management and to monitor and evaluate the school's work and to carry out their statutory duties. Our governors will be responsible for bringing together their varied range of specialist skills and expertise to hold the leaders into account.

We will seek to ensure that there is always representation of parents, staff and the community amongst the Governing Body. In the case of parents, we will meet our statutory requirement to have at least two parent governors at any time. The two parent governors will be selected by election by the parent body. Parents can also be appointed as governors without election, on the basis of their skills, as described below. Whilst we believe it is important that parents are engaged with the school in a variety of ways, including governance, we also recognise the need to balance parental interest with other perspectives. We will therefore set a maximum of 50% (rounded down) of our Governing Body to be drawn from parents of current pupils. There will therefore be between two and six parent governors at any one time. There will be one place on the Governing Body for an elected, current member of staff at the school. They will be self-nominated and, where there is more than one nomination, a vote of the teaching staff will be held. All elected governors will be representatives, not delegates. In other words, they will act according to their own opinions and views, rather than being obliged to voice those of their electorate.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

However, being drawn from a particular group – parents and teachers, respectively – will help give those groups a voice. Finally, amongst the representative governors, will be at least one drawn from and active in the local community.

We have identified the need for additional governors to join our board and prior to the pre-opening phase we will be advertising this role via Inspiring the future, who are a leading portal for sourcing school governors. We will be specifically looking for individuals with extensive experience of working as a governor and demonstrable experience of their success. We will be looking to source our governors using our contacts through existing networks in the local community and with local employers to advertise the vacancies as well and informal networks of schools and amongst staff and parents, as well as using the networks of our pre-existing School Governors.

The role of the board of governors will be as non-executive directors of the school: to challenge and support the executive team. They set the strategic direction and vision of the school, appoint the Executive Head Teacher, and hold the SLT to account. The Chair of Governors will be self-nominated and elected by the Governors annually. We will continuously strive for positive relationships between governors and school leaders with an ethos based upon trust, openness and transparency.

We will input a strong emphasis on training and developing our governors to ensure they are consistent and have a full and thorough understanding of our strategy. Once appointed, they will receive an induction to the school and the role that they are due to take. The governors will also be expected to regularly visit the school in order to monitor and evaluate the school's work. During their visits they will be expected to liaise with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. There will also be a training needs assessment, which will be updated annually.

Our governors will provide both a challenge and support to the leadership team of the school. They will meet once per term. This will ensure that we have the opportunity to effectively monitor the teacher assessment checkpoint.

The Governing Body will also be responsible for holding the school to account, acting as the Admissions Authority for the school, ensuring that statutory requirements are met, agreeing targets for pupils achievement with the Headteacher, managing each school's finances including approving the first formal budget plan of the financial year, making sure the curriculum offer is balanced and broadly based, appointing staff at SLT level and above, carrying out performance review of the Headteacher, reviewing staff performance and pay, appointing a Clerk, deciding which functions of the Governing Body will be delegated, establishing and reviewing committees, receiving reports from an individual or committee, pupil discipline and pupil attendance.

Dealing with conflict of interests

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All Members, Directors and members of Local Governing Bodies and Sub-Committees will be required to: a) declare any interest of any kind: - by signing a register annually - by confirmation, to be formally minuted, at the start of every meeting. b) leave any meeting where any conflict of interest arises and not to participate in any decision-making process related to the matter c) adhere to charity law in respect of any benefits, contracts or procurement of services d) on appointment, attend training in adhering to best practice in probity in public office.

There is a conflict of interest on board of trustees and the membership team. These are [REDACTED] This conflict of interest will be declared at each meeting. Any decisions involving either of these two trustees will be taken only in the absence of their attendance. The remaining trustees will ensure that due consideration is taken to ensure that proper processes are followed. As the board becomes embedded we will work towards one of [REDACTED].

Financial Transactions

[REDACTED] during the pre-opening phase. This decision has been taken because [REDACTED]
[REDACTED]
[REDACTED], and in line with the Academies Financial handbook.

Rapid School Intervention

Teachers will be using on-going assessment. At the end of each half term there will be an assessment checkpoint. Teachers will respond to this assessment by developing interventions. After the half term the head will write her report. This will include information related to the educational targets for the school, which include achievement and others such as attendance and musical participation. The report will provide information on additional aspects of school life such as developing partnerships with other schools, plans for improvements, changes to the school roll and updates on staffing. This will feed into the two, committee meetings, which will take place approximately 3 weeks before the end of term. The school improvement partner will write a report for each visit so there will be two to consider at the end of term.

The full board will consider the reports of committees, the heads report and the school improvement partners report with respect to the progress of the school in line with the published objectives. In order to ensure the accuracy of these reports members of the board will carry out visits to the school.

If the school is considered to be dropping below the expected “outstanding” outcomes

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

then additional intervention strategies will be adopted. This will depend on the scale and type of issue and will be agreed by the Trust Board at the meeting.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability
[Add text here. Table expands]

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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